2015-2016

WILMINGTON

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Undergraduate Programs

The University Mission

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

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

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

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

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

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

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

A Message from the President

As our mission statement affirms, Wilmington University strives to offer the opportunity for higher education to all who seek it and are willing to work hard for it. We are committed to excellence in our classrooms, whether they are traditional, face-to-face units or cohorts of online learners. Our faculty design and deliver the academic rigor upon which our relevant, career-oriented programs are built. We offer these programs at an affordable price and provide caring, individual attention to our students. The enthusiastic, personal involvement of our Board of Trustees sets the bar high for our administrators, faculty, staff, and alumni to follow suit. These efforts have created a University community which reaches far beyond the state of Delaware. We have a physical presence in the su Weversita.n Co40 0ic2.fC0l0 Tc -0.063 Tw n UniJP21.7()9.1(om thpl)-1
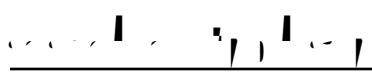
Brandywine

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

Academic Awards

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

College of Arts and Sciences

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

College of Business

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

College of Education

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

College of Health Professions

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

College of Social and Behavioral Sciences

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

College of Technology

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

Academic Honors

Dean's List

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

Delta Epsilon Rho

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

Graduation with Honors

Graduation honors are awarded to students in a bachelor's degree program whose cumulative grade point average

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

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

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

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

Attendance

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

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

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

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

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

Credit Hour Definition

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

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

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

Grades/Academic Progress

Full-time Status Undergraduate Students

Twelve credit hours per semester constitute a full-time undergraduate course load. A course load in excess of 19

Table 1. Undergraduate Grading System

	-100	.00	… e student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.
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+		.	
-		.00	… e student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.
-	-	.	
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-		.00	… e student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.
-	-	1.	
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-	-	0.	… e student's accomplishment, while passing in some programs, is deficient. Minimum requirements have been met without distinction.
		0.00	
		0.00	… Student did not complete a su cient amount of work to earn a passing grade.
		0.00	… e student has met expected standards of scholarship. is grade signifies acceptable performance of the course objectives.
		0.00	… e student has not met the minimum course requirements.
		0.00	… 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.
		0.00	… is grade is specific to Practicums, Internships, and Senior Seminars.
		0.00	… Does not yield credit.
		0.00	… No academic penalty.
		0.00	… A grade was not recorded by the instructor.

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Table 2. Class Standing According to Credits Earned

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

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

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

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

Registration

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

Adding/Dropping Courses

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

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Modular Drop/Add and Modular Withdrawal

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

Repeating a Course

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

Course Numbering System

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

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

International Students

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

First Year Experience Course (FYE 101)

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

Alternative Methods for Earning Course Credit

Prior Learning Assessment (PLA)

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

Wilmington University allows, through any combination of PLA, a maximum of 75 undergraduate semester credit hours to apply toward a bachelor's degree. Students must meet program, upper level, and residency requirements for PLA credit to apply. Associate degree programs allow a maximum of 15 undergraduate semester credit hours through any combination of PLA. Students pursuing anmbina6(Art is dh/d)i(1)0umeet pr t0.5()/i(FYE 101rWof PLtoA credit t (appl)-25(y)85(.)70(2430(243

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Credit By Portfolio Assessment

Credit may be granted for prior learning competency(s) assessed by portfolio. Portfolio assessment is the process of presenting evidence of college-level learning through a portfolio for academic review. Portfolio assessment requires

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

Graduation Competencies

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

- 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, 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.

- 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

Media Design

   Digital Publishing

   Multimedia

   Photography

Video and Motion Graphics

   Digital Film-Making

   Motion Graphics and 3D

   Visual Effects

Software Design and Development

STEM Related Minors

Digital Publishing

Multimedia Production

Photography

Video and Digital Film-Making

Video and Motion Graphics – Video

Undergraduate Certificates

Digital Evidence Discovery

Digital Evidence Investigation

Health Information Technology

Microsoft.Net Applications Development

Web Application Development

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

Privacy Policy

Release of Student Information

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

Right to inspect and review student's record:

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

Right to seek amendments to records:

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

Right to consent to disclosure:

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

Exceptions to student rights regarding disclosure:

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

- Information designated as "directory information"

- Disclosure to school officials with legitimate educational interests

- Disclosure to an alleged victim of a crime of violence

- Disclosure to officials of another institution where student seeks to enroll

- Request from Comptroller General of US, Secretary, or state/local educational authorities

- Disclosure in connection with financial aid for which student has applied

- Disclosure to accrediting agencies

- Disclosure to parents of dependent students

- To comply with judicial order or subpoena

   (A reasonable attempt to notify must be made.)

- Disclosure in connection with a health or safety emergency

Right to file a complaint:

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

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Annual Notification to Students

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

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:

Academic Integrity

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

When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgement. Additional information may be found on the University website located at

Safe Assign

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

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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.

Requirements for the Associate Degree

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

a. Complete course requirements in the major field of study, including the General Education Requirements.

b. Complete 30 credit hours of residency at Wilmington University. Residency credit may include 15 credit hours of challenge by exam and/or prior learning assessment.

c. Achieve an overall cumulative grade point average of at least 2.0.

d. Achieve a cumulative grade point average of at least 2.0 in the major field of study.

e. Demonstrate competence in verbal and written communications and computational skills.

f. Complete a minimum of 60 total credit hours required for degree completion.

g. Students entering the University with 15 or less credits are expected to complete FYE 101 (First Year Experience).

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

Requirements for the Baccalaureate Degree

General Education Requirements for the Baccalaureate Degree

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

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

See program requirement

See program requirement

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

See program requirement

See program requirement

Total credits   (33 - 63 credits)

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

a. Complete course requirements in the major field of study, including the General Education Requirements.

b. Complete 45 credit hours of residency at Wilmington University. Residency credit may include 15 credit hours of challenge by exam and/or prior learning assessment.

c. Achieve an overall cumulative grade point average of at least 2.0.

d. Achieve a cumulative grade point average of at least 2.0 in the major field of study.

e. Complete at least 45 credit hours of upper division (300-400 level) course work.

f. Demonstrate competence in verbal and written communications and computational skills.

g. Complete a minimum of 120 total credit hours required for degree completion.

The First Year Experience Course (FYE 101) is expected of all new freshmen with 0-15 transferred credits. Generally this course will be used in place

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

Application Procedures for Financial Aid

1. Wilmington University requires all financial aid applicants to complete the FAFSA each academic year and strongly urges all students to do so online at www.fafsa.gov. If not already done, students must request a PIN as the first step in completing the FAFSA online. When accessing the FAFSA web site, students who do not have a PIN are directed to apply for one. The PIN allows students to electronically sign the FAFSA, which reduces federal processing time to days instead of weeks. The data required on the FAFSA is based on the previous year's tax information.

2. Upon receipt of a student's FAFSA data, Wilmington University will send letters indicating what additional documents are needed to complete processing. Students must submit all required documents before financial aid awards will be made.

3. Upon receipt of all required documents, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students then will receive an offer letter from the University listing the types and amount of aid offered to them.

4. Students who are offered and who accept student loans for the first time at Wilmington University must complete a Master Promissory Note (MPN). Students who have received or who are currently receiving a student loan at Wilmington University do not have to do this, as the MPN is good for 10 years. Applicants will be notified by the direct loan servicer concerning the loan approval and terms.

5. In order to be eligible for aid, applicants must be fully admitted into a degree program. In order to actually receive aid, students must maintain an enrollment of a minimum of six credits per semester in courses that apply to the degree program.

Athletic Scholarships
Partial scholarships may be awarded to students who show

- 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 a.5(mbi3aimatio)4.9(n o)4[(exiled in2igt meble)0.5(toTw T*[(the f)1nd (leg)5(ents to attthe loan f)d loaW) p TD[(and)0. eligibnosid1a(al f)1ned arH6(er)60.1tio,ta t1(a5(iool.mled .dentsi)0.5(l.1he d.6(te-0.001 Tc 33.6 -he f)a (e availturent)T

Student Academic Advising and Success Center

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

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

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

University Library

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and resources, the Robert C. and Dorothy M. Peoples Library serves students, faculty and staff regardless of program or location. Each site offers group study rooms, free wireless access, multimedia viewing stations, and a myriad of computers for research and Internet access. A team of professional librarians and dedicated staff are available to assist with research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Distance Programs or at Dover Aig.5(annstr)-5 Tc(and)8e

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

Wilmington University seeks students who show promise of academic achievement. The University recognizes the effect of determination, motivation, and maturity on students' performance and is eager to give students a chance to prove themselves.
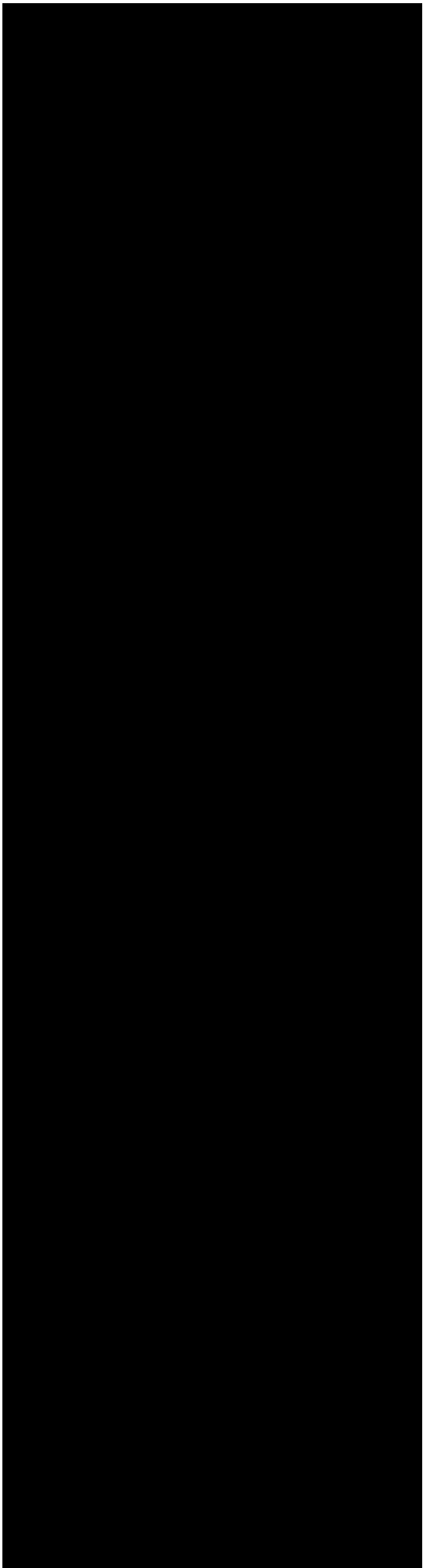
The University seeks a diversified student body and encourages applications from students with differing backgrounds, aptitudes and interests, including career-minded adults who wish to upgrade their skills or complete a degree program. Candidates must be graduates of an accredited high school or have successfully completed an approved Home School program or General Educational Development (GED) program.

Application Procedures

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

1. Submit a completed application with the required application fee.

2. Submit an official high school or GED transcript to the Admissions Office. Transcripts are "official" when they are in a sealed envelope from the sending institution. The institution must be recognized by the Department of Education or (for nonpublic schools) accredited tg378(or)2(s.5(y)0Tv)5.6(ekditec5(ccr)r)2cTJ0 Tc 0.038 Tw e1 d .1(n f)-5(ee)r49(oTw e5(e)0.5mo)](.)]TJ(

All baccalaureate degree programs require a minimum 120

ASSOCIATE OF ARTS

Program Philosophy and Objectives

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

Program of Study

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

Sixty total credit hours are required for degree completion.

Curriculum

General Education Requirements	(42 credits)

CTA 206   Computer Applications in Business
OR
CTA 210   Computer Science
ENG 121   English Composition I
ENG 122   English Composition II
ENG 131   Public Speaking
FIN 101   Financial Literacy
HIS 300   World and Regional Geography
MAT 205   Introductory Survey of Mathematics
PHI 100   Introduction to Critical Thinking
POL 300   American Politics
PSY 101   Introduction to Psychology
OR
SOC 101   Introduction to Sociology
Economics Elective
Fine Art Elective
       Select one course with prefix: ART, DRA, LIT, or MUS.
Humanities Elective
Natural Science Elective (SCI 308 excluded)

Electives (or core specialization)	(18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1
CTA 206 or CTA 210
ENG 121
MAT 205
PSY 101 or SOC 101
Elective or FYE 101

ENG 122
HIS 300
PHI 100
Art Elective
Natural Science Elective

Sophomore

1
ENG 131
Economics Elective
Humanities Elective
FIN 101
Elective

POL 300
Elective
Elective
Elective
Elective

24

BACHELOR OF SCIENCE

A Degree for the 21st Century

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

Program Philosophy and Objectives

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

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

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

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

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

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

Construct persuasive oral communication to communicate effectively with various constituencies.

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

SUGGESTED COURSE SEQUENCE FOR INTEGRATED MARKETING CONCENTRATION

Freshman

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

Sophomore

[1]	[2]
COM 250	BMK 306
DSN 210	BMK 305
ECO 105	COM 300
ENG 131	COM 314
SOC 101	MAT 308

Junior

[1]	[2]
BMK 307	BMK 300
BMK 355	BMK 320
COM 310	COM 344
COM 332	Elective
COM 431	Elective

Senior

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

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

Media Communication Concentration		(24-36 credits)
BMK 220	Principles of Advertising	
COM 245	Writing for the Media	
COM 344	Writing and Reporting for the News Media	
COM 400*	Co-op Experience (3-15 credits)	
DSN 320	Web Page Design	
DSN 401	Publication Design	
GMD 105	Audio and Video for Game Design	
VMG 307	Streaming Media	

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

Electives   (15-27 credits)

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

SUGGESTED COURSE SEQUENCE FOR MEDIA COMMUNICATIONS CONCENTRATION

Freshman

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

Sophomore

[1]	[2]
COM 245	BMK 306
DSN 210	BMK 305
ECO 105	COM 300
ENG 131	COM 250
SOC 101	MAT 308
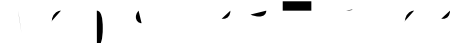
Junior

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

Senior

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

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

BACHELOR OF SCIENCE

Program Philosophy and Objectives

This baccalaureate degree is intended for transfer students

Drama Minor (15 credits)

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

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

Select one (1) of the following:

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

History Minor (18 credits)

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

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

Plus any four (4) of the following:

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

Literature Minor (18 credits)

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

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

Mathematics Minor (15 credits)

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

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

Natural Science Minor (19-20 credits)

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

SCI 232

Vision

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

Mission

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

College Of Business Policies

Major Field Examination

Business students are required to complete a major field assessment during their capstone course, BBM 402, Strategic Management. This examination assesses the basic knowledge and understanding gained in the cndinoknon assesses

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.

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.

Program Competencies

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

1. Demonstrate effective information literacy and communication with valid and reliable research.

2. Utilize the ethical principles required in the accounting profession.

3. Prepare and deliver a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles (GAAP).

4. Use technology to efficiently communicate accounting information.

Minimum Grade Policy

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

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
BAC 101	BAC 102
CTA 226	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

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

Junior

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

Senior

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

BACHELOR OF SCIENCE

Purpose

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

Program of Study

This program in the area of accounting and finance gives the student flexibility in both course offerings and career choices. The program of study provides a firm foundation in both accounting and finance. It differs from the University's traditional accounting or finance programs in two ways. It does not require the student to complete courses in advanced accounting (typically required for those pursuing the CPA); however, it provide95(l lea)5(x00E7e)8.1(.)70(Its)0.5(i)0.5(t)0i.5(o)5r t

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

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

Program Competencies

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

1. Demonstrate effective information literacy and communication with valid and reliable research.

2. By analysis, apply ethical standards as required by accounting and finance professionals.

3. Prepare and deliver a complete financial statement package presented in a professional format in conformity with generally accepted accounting principles (GAAP).

4. Use technology to efficiently communicate accounting information.

5. Integrate financial terms, concepts and theories affecting corporations, brokerage firms, insurance companies and financial institutions (banks, credit unions, pension funds, etc.).

Minimum Grade Policy

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

Curriculum

General Education Requirements (30 credits)

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

Humanities Elective	(3 credits)
Natural Science Elective	(3 credits)
Social Science Elective	(3 credits)

Select one course from the following:

PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology

History/Political Science Elective

Business Core (33 credits)

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

Choose one of the following:

BBM	411	Operations and Systems Management
HRM	311	Human Resource Management

Accounting and Finance Program Core (42 credits)

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

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

Choose one of the following two courses:

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

Choose two of the following four courses:

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

Choose one of the following two courses:

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

MIS   320   Management Information Systems

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

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
BAC 101	BAC 102
CTA 226	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

1	
BAC 201	

Program Competencies

SUGGESTED PROGRAM SEQUENCE

Freshman

1.......	....
CTA 226	BAC 101
ENG 121	ECO 101
MAT 121	ENG 122
PHI 100	MAT 122
Social Science Elective	Natural Science Elective

Sophomore

1.......	....
BAC 102	BBM 320
BBM 201	FIN 305
ISM 330	HUM 360
ENG 131	Humanities Elective
MAT 308	BBA 305

Junior

1.......	....
BBM 301	ISM 410
(Co-op experience optional)	
BMK 305	BBM 412
BBA 350	PHI 314
MIS 320	HUM 361
Social Science Elective	BBA 420

Senior

1.......	....
ISM 420	BBM 402
BBA 430	BBA 480
Business Elective	Business Elective
Business Elective	Free Elective
Free Elective	Free Elective

BACHELOR OF SCIENCE

Purpose

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

Program of Study

Course offerings emphasize rigorous analysis of the concepts and principles that are basic to an understanding of the management field. Course work relates theories and ideas to the operating practices and policies of business organizations. These courses provide a unique opportunity for students

Program Competencies

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

1. Demonstrate effective information literacy and communication with valid and reliable research.

2. Apply ethical standards as required by business management professionals.

3. Demonstrate effective oral and written communications utilized within various areas of the business environment.

4. Identify and analyze factors critical to business with respect to strategic planning, including human resource management, operations management and globalization.

Curriculum

General Education Requirements	(27 credits)

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

Humanities Elective	(3 credits)

Natural Science Elective	(3 credits)

Social Science Electives	(6 credits)

Select two courses from the following:
PSY 101   Introduction to Psychology
SOC 101   Introduction to Sociology
History/Political Science Elective

Business Core	(33 credits)

BAC 101   Accounting I
BAC 102   Accounting II
BBM 201   Principles of Management
BBM 301   Organizational Behavior (available as a co-op)
BBM 320   Business Communications
BBM 402   Strategic Management
BMK 305   Marketing
FIN 305   Financial 6s(a3h)s Tw -6. 6.8NseS.B(Twad5/Actua(0FF0009BDC ( )TjEMC 2.8 0 Td(201)Tj/SpanEMCCuBEMC 3.311 0 -6. a)/Spa

1 . . . . . .   , ...
BBM 370   BBM 402
BBM 412 or FIN 450   Business Elective
Business Elective (Internship   (BBM 190 will satisfy)
or co-op experience is optional) Business Elective (BBM
Free Elective   347 is recommended)
Free Elective   Free Elective
                                 Social Science Elective

Business Management with a Concentration in Nonprofit Management

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

Core requirements (12 credits)

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

Program specific requirements (3 credits)

Students can choose ONE of the following 5 courses:
BMK 339   Marketing for Nonprofits

Humanities Elective

BMK 305   Marketing

FIN   305   Financial Management*

MAT 122   College Math II

MAT 308   Inferential Statistics

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

Core requirements (12 credits)

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

Program specific requirements (3 credits)

Students can choose ONE of the following 5 courses:

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

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

Program Competencies

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

1. Demonstrate effective information literacy and communication skills with valid and reliable research.

2. Apply ethical standards as required by human resource management professionals.

3. Synthesize and apply knowledge of various human resource management issues critically and creatively.

4. Effectively use technology in the field of human resource management to solve basic, as well as, critical issues and problems.

Curriculum

General Education Requirements (27 credits)

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

Humanities Elective (3 credits)

Natural Science Elective (3 credits)

Social Science Electives (6 credits)00 100 English ComAn toccENG

Junior

1	
FIN 305	BBM 320
HRM 310 (available as a co-op)	HRM 305 (available as a co-op)
HRM 315	HRM 300 or HRM 490
HUM 360	HRM 350
MAT 308	HUM 361

Senior

1	
HRM 405	BBM 402
HRM 400	BBM 411
HRM 410	HRM 450
HRM/BBM Elective	HRM/BBM Elective
Humanities Elective	Social Science Elective

HRM with a Concentration in Nonprofit Management

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

Core requirements   (12 credits)

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

Program specific requirements   (3 credits)

Students can choose ONE of the following 5 courses:

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

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

Total concentration courses are five courses equaling 15 credits.

BACHELOR OF SCIENCE

Purpose

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

Program of Study

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

Cooperative Learning Experiences

Cooperative learning experiences (co-ops) are available in the Marketing program for BMK 320: Consumer Behavior and BMK 400: Social Media Marketing. Depending on the co-op experience available and the student's course completion

3. Appraise the design, implementation, control, and evaluation functions relating to marketing.

4. Evaluate the important role marketing plays in relation to meeting the strategic objectives of the organization.

5. Use a variety of marketing concepts, theories, and tools on both an individual and team basis.

Curriculum

General Education Requirements (27 credits)

CTA	226	Integrating Excel into Business Problem Solving
ECO	101	Economics I
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	121	Col

Junior

1

BLA 303

BBM 301 (available as a co-op)

BACHELOR OF SCIENCE

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

Purpose

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

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

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

Organizational Management Program Core　　　　(39 credits)

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

BBM	320	Business Communications*
BBM	370	Global Business
BBM	400	Current Topics in Business Leadership
BBM	407	Organizational Project*
BBM	411	Operations Management*
BBM	412	Project Management
FIN	300	Applied Concepts in Accounting and Finance
BLA	303	

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

Business Minor   (27 credits)
This general option includes the following courses:

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

Select one of the following:
BBM 412   Project Management
FIN 450   International Finance

Entrepreneurship and Small Business Management Minor
(18 credits)
This minor is available to business and non-business students alike who wish to add an entrepreneurship and small business management focus to their career path or program of study. The following courses are required:

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

Finance Minor   (21-24 credits)
This minor is available to business and non-business students alike who wish to add a finance focus to their career path or utilize knowledge of finance to achieve personal goals.

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

Select one of the following:
FIN 411   Investments and Security Analysis
FIN 412   Financial Institution Management

Select one of the following:
ECO 105   Fundamentals of Economics
ECO 101/102 Economics I and II*

Select one of the following:
MAT 121   College Math I*
MAT 202   Mathematics for Teachers II
MAT 205   History and Principles of Mathematics

* Business students complete these requirements through their major.

Global Management Minor   (18 credits)
This minor is available to business and non-business students alike who wish to add a global management focus to their career path or program of study. The following courses are required.

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

Human Resource Management Minor   (18 credits)
Students in degree programs have the option of pursuing a minor in Human Resource Management, which will provide students with an overview of the field of human resources. The following courses are required:

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

Student can choose ONE of the following 5 courses:
HRM 310   Organizational Development
HRM 312   Computer Applications in Human Resources
HRM 321   Organizational Communication
HRM 340   The Adult Learner
HRM 405   Compensation Administration

Management Information Systems Minor (21 credits)

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

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

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

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

Post-Bachelor's Certificate in Accounting Courses

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

Certificate in Entrepreneurship/Small Business Management

(15 credits)

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

Select five courses from the following:

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

About the College of Education

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

Programs in the College of Education range from an associate's degree

Conceptual framework

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

The complete Conceptual Framework can be found on the Wilmington University website, at

Accreditation

Wilmington University is a private, non-profit institution that is fully accredited by the Middle States Association of Colleges

Content and performance assessment requirements for undergraduate educator preparation programs

Content Assessment

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

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

Performance Assessment

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

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

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

The entire regulation can be accessed at: __:// ___ .
___ . /A____ / __ 14/200/290.

BACHELOR OF SCIENCE
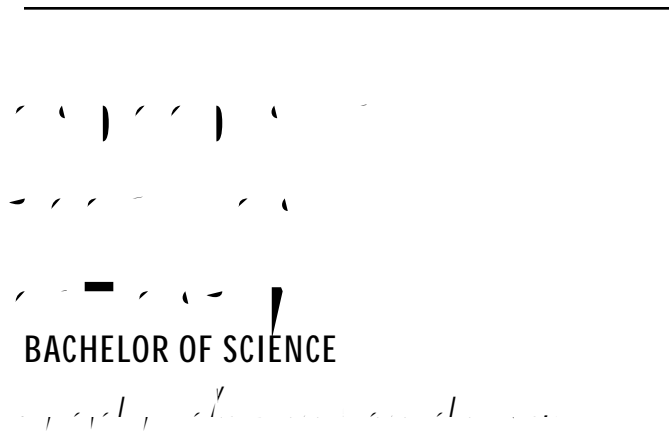
Purpose

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

Admission Requirements

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

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

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

For more information about testing for Delaware educators go to: __:// ___ . ___ . /A____ / __ 14/1500/1510. #T___ .

For more information about ETS exams (including how to register), go to: __:// ___ . ___ / ___ /.

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

Program of Study

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

Program Competencies

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

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of adolescent development and learning.

3. Adapt instruction for diverse learners based on an understanding of how students differ.

4. Demonstrate proficiency in oral and written communication.

5. Create a learning environment that fosters active engagement, self-motivation, and positive interaction by understanding individual and group behavior.

6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's content standarlaobing

5.

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Education Core   (48 credits)

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

*Courses required for Initial Delaware Teacher Certification

Supervised Clinical Experience   (6 credits)

EDC	420	Clinical Component for Career and Technical Education Teachers

Education Electives   (12 credits)

Free Electives   (12 credits)

- 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

ASSOCIATE OF SCIENCE

Purpose

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

Program of Study

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

Program Competencies

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structures of early childhood education.

2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

3. Adapt instruction for diverse learners based on an understanding of how students differ.

4. Demonstrate proficiency in oral and written communication.

5. Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

6. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

7. Use multiple assessment strategies for the continuous development of students.

8. Pursue opportunities to improve teaching and thereby enhance professional growth.

9. Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.

10. Understand and maintain standards of professional conduct guided by legal and ethical principles.

11. Demonstrate dispositions expected of beginning

BACHELOR OF SCIENCE

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

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

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

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

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

Fine Arts Electives   (6 credits)

Select 2 courses from:

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

                                                          (1   )

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

                                                          (0   )

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

                            1 ,0

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

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

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

SUGGESTED PROGRAM SEQUENCE

Freshman

the program. These courses are pre-requisites for all other

JUNIOR

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

SENIOR

EDU 304	Elective
EPY 401	Elective
RDG 306	Elective
Elective	Elective
Elective	Elective

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

Program Requirements

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

Parallel Curriculum

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

General Education Requirements   (31 credits)

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

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

Fine Arts Elective   (3 credits)

Select 1 course from:
ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200, 307, 330; DSN 110; MUS 101, 201; TEC 215

Social and Behavioral Science Courses   (6 credits)

PSY	332	Adolescent Development
PSY	333	Psychology of the Exceptional Child

Required Education Courses   (27 credits)

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

Content Area Courses   (39-42 credits)

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

Enrollment in the above courses requires admission to a teacher licensure/certification program and some or all of the following: health and/or TB certificates, passing scores on Praxis exams,

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

Program Competencies

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

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

3. Adapt instruction for diverse learners based on an understanding of how students differ.

4. Demonstrate proficiency in oral and written communication.

5. Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.

6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.

7. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.

8. Use multiple assessment strategies for the continuous development of students.

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

BACHELOR SCIENCE IN ELEMENTARY EDUCATION, GRADES K-6

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

Admission

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

Minimum score requirements for each subtest are:

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

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

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

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

Early Care and Education, 0-2

ETS 5024 Education of Children	160

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

Reading and Language Arts Subtest	157
Mathematics Subtest	157
Social Studies Subtest	155
Science Subtest	159

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

ETS 5047 English Language Arts	164
ETS 5440 Science	150
ETS 5169 Mathematics	165
ETS 5089 Social Studies	164

Performance Assessment (is subparagraph shall take e ect July 1, 2016.)

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

requirement to Exit the Program. e performance assessment
may not be scored by any employees of the Educator Preparation

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.

e teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the e ects 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.

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

Outcomes Assessment

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

Clinical Requirements

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

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

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

Fieldwork Expectations

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

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration.
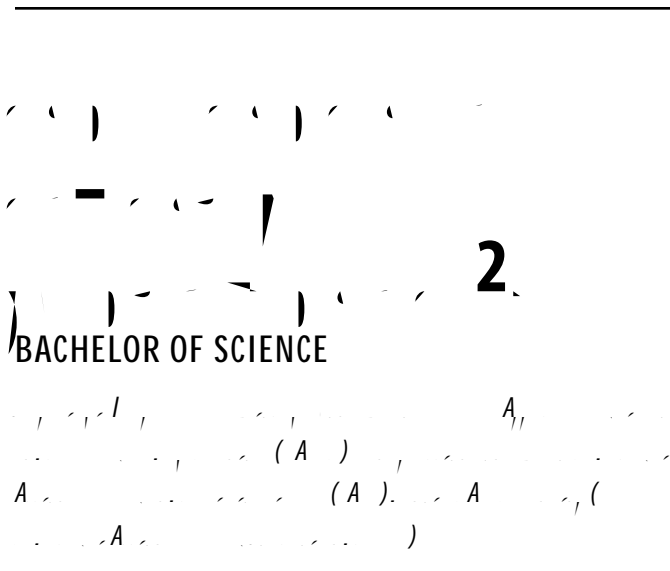
All placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and protocols. Final placement decisions are made by school district officials. Candidates are

Teacher Dispositions and Values

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

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

In order to assess a teacher candidate's dispositions and

BACHELOR OF SCIENCE

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

Admission

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

For complete information about Delaware tests and score requirements for educators, go to this website: /A / **14/1500/1510.** **#T** .

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

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

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

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

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

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

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

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

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

Reading and Language Arts Subtest	157
Mathematics Subtest	157
Social Studies Subtest	155
Science Subtest	159

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

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

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

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

Fine Arts Electives   (6 credits from the following):

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

Behavioral Science Core   (12 credits)

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

BACHELOR OF SCIENCE

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS.

Admission

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

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

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

ETS 5712 Reading   156

ETS 5722 Writing

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Elementary Education K-6, including all course work and clinical experiences. The College of Education sets a required minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY), and an overall cumulative GPA (grade point average) of 3.0.

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390), and all four sections of PRAXIS II, test #5001 (Elementary Education Multiple Subjects), prior to registration for the capstone clinical experience (student teaching/internship).

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

Teacher candidates must register for EDU 102 E-Foh poi of

SCI	232	Life and Environmental Science with Lab
SCI	305	Earth and Space Science with Lab
SCI	307	Physical Science with Lab

General Education/ Behavioral Science Electives   (3 credits)

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

Fine Arts Electives   (6 credits)

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

Behavioral Science Core   (6 credits)

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

Education Core   (36 credits)

EDU	102	E-folio Portfolio
EDU	203	Instructional Technology
ECE	214	Creating Environments for Learning
EDU	202	School Involvement with Families and Community
EDU	304	Health and Physical Education
EDU	310	Applied Behavior Analysis and Classroom Culture
EDU	311	Assistive Technology
EPY	301	Assessment of Exceptional Children and IEPs
EPY	306	Educational Psychology and Assessment
EPY	401	Teaching Diverse Populations/Exceptional Children
RDG	300	Language Development and Early LiteS0009x(c)-5(hc)-TJ-6.111 -1.6 Td[(E)20(D)-10(G)]TJ/Span«ActualTextFEFF0009»BDC ( )TjEN
EDG	300	
RDG	300	

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Middle Level Education 6-8, including all course work and clinical experiences. The College of Education sets a required minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY), and an overall cumulative GPA (grade point average) of 3.0.

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390), and the PRAXIS II test which corresponds to the candidate's area of concentration prior

Education Core/Clinical Components   **(48 credits)**

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

Courses required for Content Area Concentrations and Minors (45 credits)

Courses required for the Math concentration

EDU	410	Integrated Approaches to Teaching Middle Level Math

MAT

LIT 332 Major American Writers
OR
LIT 333 African American Literature
RDG 300 Language Development and Early Literacy
RDG 302 Literature for Children

Courses required for the English concentration

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

Courses required for English concentrations with specific minor concentrations:

English/Math

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

English/Social Science

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

English/Science

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

Courses required for the Social Sciences concentration:

EDU 408 Integrated Approaches to Teaching Middle Level Social Studies
HIS 300 World and Regional Geography

HIS 316 American History
HIS 317 Military History
POL 300 American Politics
POL 326 Public Policy and Social Change
SOC 101 Introduction to Sociology
SOC 201 Cultural Anthropology
SOC 320 Society and Technology

Courses required for Social Sciences concentrations with specific minor concentrations:

Social Science/Math

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

Social Science/English

COM 300 Communication Theory
EDU 407 Integrated Approaches to Teaching Middle Level Language Arts

<u>**Sophomore**</u>

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

College of Health Professions Philosophy*

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

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

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

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

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

Goals

1. Prepare allied health professionals to function as managers or educators.

2. Facilitate career mobility for allied health professionals prepared at the associate degree level.

3. Provide a solid foundation for graduate study.

4. Promote a broadened perspective of the allied health professional role in relation to the health care system and our global community.

5. Promote lifelong learning.

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.

Nursing Admission

General Requirements

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

Program Policies

1. Registered nurse applicants should list their R.N. license number and expiration date on the Wilmington University application form.

2. Students are required by state law to complete the Wilmington University Health History form, which includes a record of immunizations. This documentation is required before students complete NUR 303.

3. Students are responsible for following all College of Health Professions policies and procedures, which are distributed in NUR 303

4. The College of Health Professions sets a required minimum grade of "C-" for all nursing core courses.

5. Students are required to submit the appropriate documentation prior to the start of clinical courses.

6. All nursing students are required to complete a background check and drug screening, completed during NUR 303. Details are provided in the program handbook available through the B.S.N. Student

FOR R.N. TO B.S.N. STUDENTS

BACHELOR OF SCIENCE IN NURSING

The purpose of this option is to offer eligible BSN students the opportunity to take up to four* selected MSN courses in

Health Information Technology (HIT) Certificate

Purpose

Healthcare informatics is the application of informatics and information technology to deliver healthcare services (American Medical Informatics Association). The post-secondary HIT certificate provides students with foundational and core competencies in the electronic management of health

HISPANIC CULTURAL CERTIFICATE

Purpose

Registered nurses who have completed basic nursing education with either a nursing diploma or an associate degree have the opportunity to earn a Hispanic Cultural Certificate. The census statistics in the tri-state area show a dramatic increase in the Hispanic population. Nurses are an integral part of the community. The Hispanic population has health needs that cannot be addressed adequately due to language and cultural barriers. These language and cultural barriers can impede access to health care, thereby increasing the risk for health problems.

Program of Study

The Hispanic Cultural Certificate will consist of 18 undergraduate credits. The concentration of study will culminate in a Hispanic Cultural Immersion. Students will be required to practice in a community health setting that exists to meet the needs of the Hispanic population. This concentration will educate school nurses, nurses in physicians' offices, and any other nurse who encounters a Hispanic population in their practice.

Career Opportunities

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

Program Competencies

Through the completion of the Hispanic Cultural Certificate, the graduates will:

1. Analyze family and personal health data from Hispanic individuals, families, and communities in their own language.

2. Identify health and social needs of Hispanic communities in the tri-state area.

3. Implement health care, education, and counseling to Hispanic individuals, families, and communities.

4. Design culturally-appropriate health and social services for the Hispanic population.

5. Promote the art of nursing by valuing the unique aspects of the Hispanic culture while providing culturally competent health care.

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

General Requirements

The program is open to all R.N.s. Each prospective student must submit the following:

1. An undergraduate application for admission accompanied by a non-refundable admission fee.

2. Proof of current unencumbered RN license (copy of computer verification acceptable).

3. Documentation of graduation from either a diploma or associate degree nursing program.

4. A Wilmington University Health History form documenting required immunizations.

5. All nursing students are required to complete a background check and drug screening. Details are provided in the program handbook.

Curriculum for Hispanic Cultural Certificate

HLT	371	Cultural Diversity in Health and Illness
ETN	340	Spanish Culture and Enrichment
NUR	327	Hispanic Cultural Immersion*
SPA	301	Practical Spanish I
SPA	302	Practical Spanish II
SPA	305	Spanish for Health Care Personnel

* Includes Community Learning Experience. Students preparing to register for NUR 327 must speak with the Program Chair prior to registration.

Total credits for the Hispanic Cultural Certificate: 18

Note: This curriculum is specifically designed for registered nurses interested in earning a post graduate certificate or the RN to BSN student interested in the Hispanic Culture seeking a certificate in conjunction with their BSN degree.

The courses may be taken within the BSN curriculum for the students wishing to receive this certificate in addition to the Baccalaureate degree. All interested students are advised to consult with the Academic Advisor and Program Chair to plan for the appropriate course selection.

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

An internship is designed to immerse students in a real-world work environment. Students will have the opportunity to work on meaningful projects, engage in problem solving activities, and be exposed to new trends and the latest technologies as well as network with professionals in the field. The typical internship student is a junior or senior with some major course work completed who seeks an in-depth, practical experience in their field. Students may also explore an internship unrelated to their major as an elective course.

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

Honor Societies

Alpha Phi Sigma

Criminal Justice students with a minimum GPA of 3.4 in their criminal justice courses, GPA of 3.4 in their overall course average, and achieving junior status are invited to join the Alpha Phi Sigma Honor Society. Alpha

Lambda Epsilon Chi

Lambda Epsilon Chi (LEX) is a national honor society for
paralegal students and one of the highest scholastic honors that

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.

5. Demonstrate effective oral and written presentation skills.

6. Demonstrate effective critical thinking and problem solving skills.

7. Demonstrate the ability to conceptualize, plan,

SOC	318	Social Change
SOC	331	Research, Writing and Information Literacy in the Behavioral Sciences
SOC	405	Social Deviance

Students are to select (6) credits from courses beginning with the prefix SOC.

Choose one course from the following:

| PSY | 340 | Research Methods in Psychology |
| SOC | 340 | Applied Research Design* |

*Recommended

Choose one course from the following:

| PSY | 409 | Senior Seminar in Psychology |
| SOC | 409 | Senior Seminar in Behavioral Science* |

*Recommended

Choose one course from the following:

| PSY | 309 | Interpersonal Communication Skills |
| PSY | 315 | Group Dynamics |

Choose one course from the following:

| PSY | 406 | Tests and Measurements |
| SOC | 490 | Internship in Behavioral Science |

Choose one Developmental course from the following:

PSY	329	Lifespan Development
PSY	331	Middle Childhood Development
PSY	332	Adolescent Development
PSY	336	Child Development
PSY	401	Adult Development and Aging

Behavioral Science Electives (18 credits)

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

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

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

Free Electives (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
CTA 206	ENG 122
ENG 121	MAT 205
FYE 101	PSY 101
PHI 100	SOC 306
SOC 101	Dev. Psych Elective

Sophomore

1	
ENG 131	MAT 308
ECO 105	SCI 335
Behavioral Science Elective	SOC 331
Free Elective	SOC 302
Humanities Elective	Free Elective

Junior

1	
HUM 360 or HUM 361	SOC 304 or Co-op
PSY 309 or PSY 315 or Co-op	SOC 318
SOC 340 or PSY 340	Behavioral Science Elective
SOC 405	Humanities Elective
Behavioral Science Core*	Behavioral Science Core*

*Choose any course beginning with the prefix SOC.

Senior

1	
PHI 302	SOC 409 or PSY 409
SOC 490 or PSY 406	Behavioral Science Elective
Behavioral Science Elective	Behavioral Science Elective
Free Elective	Behavioral Science Elective
Free Elective	Free Elective

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. I024 o.6(a)0.6(n)0..5.uarn24.nd tcinlutS2[(iur)- herg..5.uarawc,tsciminal justice is af(elat.)70ergr

normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Criminal Justice Program Chair one semester before they would like to begin a Co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: . _, .. /. /.

CAP/Co-op Program Option   (6 credits)

CRJ	303	Administration of Criminal Justice Organizations
CRJ	450	Seminar in Criminal Justice

Curriculum

General Education Requirements   (33 credits)

CTA	205	PC Operations I
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	205	Introductory Survey of Mathematics
PHI	100	Introduction to Critical Thinking
PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology

Humanities Elective   (3 credits)

Natural Science Elective   (3 credits)

Criminal Justice Core   (45 credits)

All criminal justice core courses have the Prerequisite(s) of CRJ 101 and CRJ 205 unless otherwise stated. Non-criminal justice majors who wish to take a course as a free elective should contact the Program Chair for a waiver.

CRJ	101	Survey of Criminal Justice
CRJ	205	Principles of Criminology
CRJ	206	Corrections and Rehabilitation
CRJ	301	Juvenile Justice
CRJ	303	Administration of Criminal Justice Organizations
CRJ	304	Constitutional Law
CRJ	316	Criminal Law
CRJ	318	Criminal Investigation
CRJ	341	Community Corrections
CRJ	350	Computer Operations in Criminal Justice
CRJ	410	Multicultural Issues in Criminal Justice
CRJ	411	Criminal Evidence and Procedures
CRJ	412	Ethics in Criminal Justice

CRJ	413	Research Methods in Criminal Justice
CRJ	450	Seminar in Criminal Justice

Criminal Justice Electives (18 credits)

Courses beginning with the prefix CRJ, LES, ORG, POL, PSY, or SOC may be used as criminal justice electives.

Free Electives   (18 credits)

SUGGESTED PROGRAM SEQUENCE

Freshman

1	´ . .. ..
CTA 205	CRJ 205
CRJ 101	ENG 122
ENG 121	MAT 205
FYE 101	PHI 100
SOC 101	PSY 101

Sophomore

1	´ . .. ..
CRJ 304	CRJ 316
CRJ 206	CRJ 318
ENG 131	CRJ 350
PSY 101	ECO 105
Humanities Elective	Core Elective*

Junior

1	´ . .. ..
CRJ 303 or Co-op	CRJ 301
CRJ 412	CRJ 341
HUM 360	CRJ 410
Core Elective*	HUM 361
Free Elective	Core Elective*

Senior

1	´ . .. ..
CRJ 411	CRJ 450 or Co-op
CRJ 413	Core Elective*
Core Elective*	Natural Science Elective
Core Elective*	Free Elective
Free Elective	Free Elective

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

CRJ to MAJ Accelerated Option

This accelerated option will allow eligible CRJ students to have

Curriculum

General Studies Core   (36 credits)

CTA	206	Computer Applications for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	205	Introductory Survey of Mathematics
MAT	308	Inferential Statistics
PHI	100	Introduction to Critical Thinking
PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology

Natural Science Elective   (3 credits)

(SCI 308 excluded)

Business Core   (15 credits)

BBM	103	Introduction to Public Administration
BBM	201	Principles of Management
BBM	330	Power and Negotiation
BLA	303	Legal and Ethical Environment of Business
FIN	300	Applied Concepts in Acct./ Fin.

Behavioral Science Core: (6 credits)

Choose 2 of the following 4 courses:

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

College of Technology Core   (3 credits)

| ISM | 330 | Business Intelligence |

Government and Public Policy Core   21 credits)

LES	205	State and Local Government
POL	300	American Politics
POL	304	Constitutional Law
POL	315	Comparative Govt. and Politics
POL	326	Public Policy and Social Issues
POL	402	Analysis of Public Policy
POL	403	Writing for Public Policy

Government and Public Policy Electives   18 credits)

Select 6 of 7 courses:

POL	321	International Organization and Politics
POL	340	Criminal Justice Policy
POL	350	Economic Welfare and Income Policy
POL	360	Education Policy
POL	370	Energy and Environmental Policy
POL	380	HealthTNn -1.6 Td(POL)Tj/Span<
POL	403	

POL 321, 340, 350, 360, 370, 380, or 490

POL 321, 340, 350, 360, 370, 380, or 490

POL 321, 340, 350, 360, 370, 380, or 490

POL 321, 340, 350,360, 370, 380, or 490

Natural Science Elective

Senior

BBM 330

POL 403

POL 402

Free Elective

ORG 301, ORG 302/PSY 461, Free Elective

ORG 444 or PSY 315

Free Elective

ORG 301, ORG 302/PSY 461, Free Elective

ORG 444 or PSY 315

Free Elective

BACHELOR OF SCIENCE

Purpose

The Bachelor of Science degree in Legal Studies offers a balanced education with an emphasis in the law. It provides sound preparation for students aspiring to further study in law or for those wishing to enter the legal field as a paralegal or legal assistant working under the supervision of an attorney. Additionally, students will gain a solid foundation for careers in other areas, including government, human resources, and banking.

Program of Study

The program emphasizes the knowledge, skills, and values needed to become competent and ethical professionals working in the legal services industry. The General Education requirements required of all Wilmington University students, provide a well-rounded academic foundation that emphasizes analytical thinking, reading comprehension, and communication skills. In addition, students receive direct instruction in legal research and writing, legal concepts and terminology, and the practical skills needed to successfully enter the job market. Furthermore, an emphasis is placed on providing students the opportunity to develop strong interpersonal skills, self-discipline, and ethical principles.

Program Competencies

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

1. Access, use, and evaluate information effectively and appropriately, and use technology to effectively locate and communicate information.

2. Apply legal and ethical principles to guide professional behaviors and decision-making.

3. Demonstrate an understanding of the use, management, assessment, and application of technology in the legal environment.

4. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in the legal context.

5. Demonstrate effective written communication of legal issues, concepts, and authority.

"Legal Specialties"

Students must take a minimum of 18 credits of "legal specialty" courses to earn a degree in Legal Studies.   e 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.   e Legal Studies program o ers legal specialties in an accelerated, hybrid, and online format. Legal Specialty courses are designated with (LS) below; however, they can also be identified by course description and by the Basic Course Information provided on the website.

Face-to-Face Requirement

 Students must take a minimum of 10 credits of legal specialty courses through traditional, face-to-face classroom instruction.

LES 480   Law Office Administration and Technology* (LS)

LES 491   Capstone: Virtual Experience in Legal Studies (LS)

Directed Core Electives   (20-21 credits)

Choose 7 of the following courses:

LES 205   State and Local Government

LES 304   Constitutional Law

LES 313   American Legal History

LES 317   Contracts (LS)

LES 323   Law & Practice in Human Services

LES 330   Cyberlaw

LES 331   Electronic Discovery

LES 401   LSAT Preparation

LES 402   Business Organizations (LS)

LES 404   Criminal Law

LES 405   Delaware Practice (LS)

LES 406   Family Law

LES 408   Employment Law

LES 409   Bankrupttsiness Organizations (LS)

BACHELOR OF SCIENCE

Purpose

The purpose of the Bachelor of Science degree in Organizational Dynamics is to prepare students to enter the job market or advance in their current employment with the theoretical, practical, and professional knowledge needed for leading and operating in the modern workplace. Building upon each students' unique experiences, knowledge and outlooks, the Organizational Dynamics Undergraduate Program offers students opportunities to complement their abilities and broaden their vision in ways that will assist them to successfully thrive in today's work environment. Students' theoretical and practical knowledge of the behavioral nature of organizations is enhanced by assisting them to incorporate both the "hard' analytical sciences and the "soft" emotional processes necessary for understanding not-for-profit, governmental and corporate environments. Programmatic focus is on current organizational challenges with regard to such issues as global competition, changing demographics, social responsibility, and ethics

Program of Study

The Organizational Dynamics program offers a curriculum that is designed to provide students with the most current knowledge of leadership, motivation, interpersonal relations, team facilitation, conflict resolution, and related skills that impact the dynamics of the organizational structure as it relates to performance and productivity. This is not a "one size fits all" program, but one that provides variety in the course selection to encourage each student to build a personal program for the future with the assistance of an Academic Advisor.

The core of the program consists of 36 credits of courses that include a balance of theory, practice, and research in the field. Other courses in the major can be taken as electives. Courses are taught in both online and hybrid formats. Hybrid classes alternate between face-to-face and online sessions for seven weeks. This program is highly recommended for the busy working adult who wants to complete their degree and grow professionally.

Hybrid courses join the best features of in-class teaching with the best features of online learning to create an active, independent learning environment and reduce class seat time. Hybrid courses are courses in which time traditionally spent in the classroom is reduced and a significant portion of the learning activities have been moved online. Instructors redesign some lecture or lab that are normally taught in the classroom into online learning activities such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations/discussions. The unique features of online discussion boards used in hybrid courses allow all students to participate and learn from discussions.

Students will be given the opportunity to interact with professionals in the field and with each other to understand the critical relationship between people and organizations, to apply vital social and psychological behavioral skills, to work toward solving organizational problems, and to develop the leadership skills necessary to accomplish their goals within prevailing professional and ethical standards.

Program Competencies

Graduates of the Organizational Dynamics degree program are expected to meet the following competencies through the attainment of the specific course objectives:

1. Exercise effective critical thinking and decision making skills in an organizational environment.

2. Demonstrate an awareness of self in relationship to others, including effective interpersonal communication skills, ability to work in teams, and respect for diversity and multiculturalism in a pluralistic society.

3. Demonstrate effective written and oral communication skills in the organizational setting.

4. Recognize the principles and behaviors associated with effective leadership, motivation, and performance skills in organizational systems.

5. Apply the theoretical view of organizational systems to workplace settings and practice.

6. Demonstrate skills in the use and application of technology and computer-based research in organizational workplace settings.

7. Demonstrate an understanding of the dynamics of organizational behavior, change, and development.

8. Demonstrate the ability to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the organizational decision making process.

9. Demonstrate an awareness of ethical principles, codes, and standards within the organizational workplace environment.

10. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examination of workplace career paths.

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

CAP/Co-op Program Options (6 credits)

The Co-op option allows students to complete core Organizational Dynamics courses in a supervised educational work setting related to the student's major field of study. Each Co-op assignment is one semester long and normally the two Co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the Organizational Dynamics Program Chair one semester before they would like to begin a Co-op assignment. For additional information on the CAP/Co-op program option, please see the website: .   .   /   /

Curriculum

Prerequisite(s)

In addition to the University admission requirements, the applicant's transcript will be evaluated to ensure the background and experiences are present for successful completion of the program.

All students must complete 30 credit hours to include SOC

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
CTA 206	ENG 122
ENG 121	PHI 100
MAT	PSY 101
SOC 101	Free Elective
Free Elective	Social Science Elective

Sophomore

1	
ORG 301	PSY 302
ENG or LIT Elective	PSY or SOC 340
Free Elective	Core Elective
Humanities Elective	Free Elective
Natural Science Elective	Humanities Elective

Junior

1	
ORG 302	

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

Humanities Elective (3 credits)

Psychology Core (42 credits)

MAT	308	Inferential Statistics
PHI	302	Ethics and Values in Behavioral Science
PSY	300	Theories of Personality
PSY	301	Social Psychology
PSY	305	Abnormal Psychology
PSY	315	Group Dynamics
PSY	334	Biological Basis of Behavior
PSY	351	Learning and Cognition
PSY	406	Tests and Measurement
SOC	304	Ethnic Groups and Minorities
SOC	331	Research, Writing and Information Literacy in the Behavioral Sciences

Choose one course from the following:

PSY	340	Research Methods in Psychology*
SOC	340	Applied Research Design

*Recommended

Choose one course from the following:

PSY	409	Senior Seminar in Psychology*
SOC	409	Senior Seminar in Behavioral Science

*Recommended

Choose one of the following Developmental courses:

PSY	329	Life Span Development
PSY	336	Child Development
PSY	332	Adolescent Development
PSY	401	Adult Development and Aging

Major Electives (18 credits)

Six courses beginning with the prefix "PSY"

Free Electives (20 credits)

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

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
CTA 206	ENG 122
ENG 121	MAT 205
FYE 101	PHI 100
PSY 101	PSY 301
SOC 101	Free Elective

Sophomore

1	
ECO 105	MAT 308
ENG 131	SCI 335
PSY 300	SOC 331
Free Elective	Free Elective
Humanities Elective	Psychology Elective

Junior

1	
HUM 360	HUM 361
PSY 305	PSY 315 or Co-op
PSY 334	

Fective
ENG 131
PSY 300

Purpose

A minor is a coherent program of study which enables an undergraduate degree-seeking student to develop expertise in a second area of study. It may be interdisciplinary. A student must complete a "Change of Major" form to indicate his or her intent to pursue a minor. Students may transfer between 6 and 12 credit hours from another institution. Thus, between 9 and 15 credit hours, depending upon the specific minor, must be taken at Wilmington University in order for the student to be credited with a minor. Upon successful completion of the requirements, a notation is placed on the official transcript.

The College of Social and Behavioral Sciences has minors in Army and Air Force military studies, and political science. The minors range from 16 to 19 credits and individual courses may

CERTIFICATE IN CHILD ADVOCACY STUDIES (CAST)

Purpose

This certificate was developed to assist students interested

Course Requirements: (9 credits)

ORG/PSY	477	Introduction to Conflict Management
ORG/PSY	478	Mediation Skills
ORG/PSY	479	Dimensions of Organizational Conflict

Electives (6 credits)

Two electives are also required to earn the Conflict Management Certificate. Approved courses are listed below. Students may be able to substitute courses from their degree program, depending on their major. Please check with the Certificate Coordinator.

Select two courses from the following:

Psychology

PSY	309	Interpersonal Communication
PSY	315	Group Dynamics
PSY 322/ ORG 322		Wellness in the Workplace
PSY 461/ ORG 302		Psychology of Leadership
PSY	472	Bullying
PSY 475/ ORG 475		Workplace Violence
PSY	481	Domestic Violence
PSY	490	Internship in Psychology
		Organizational Dynamics
ORG	311	Organizational Behavior, Change, and Development
ORG 302/ PSY 461		Psychology of Leadership
ORG	490	Internship in Organizational Dynamics
PSY 322/ ORG 322		Wellness in the Workplace
PSY 475/ ORG 475		Workplace Violence

Behavioral Science

SOC	302	Marriage and Family
SOC	304	Ethnic Groups and Minorities
SOC	469	Special Topics: Stepparenting and Blended Families
SOC	490	Internship in Behavioral Science

Criminal Justice

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

Human Resource Management

BBM	490	Internship in Business Management
+HRM	300	Labor Relations

Total credits for the CR   **15**

CERTIFICATE IN CRIMINAL JUSTICE

Students may begin their education with a certificate in Criminal Justice. The program offers the busy professional a certificate concentrating on the core courses in the Criminal Justice Bachelor of Science degree. Upon completion, the student can continue immediately into the bachelor's degree program. Students with transfer credit should meet with an Academic Advisor to determine what courses may transfer into the CJ certificate program.

Certificate Core Courses (21 credits)

CTA	206	Business Applications
CRJ	101	Survey of Criminal Justice
CRJ	205	Principles of Criminology
ENG	121	English Composition I
ENG	122	English Composition II
PSY	101	Introduction to Psychology
SOC	101	Introduction to Sociology

Criminal Justice Electives (6 credits)

Two courses with the CRJ prefix

Free Elective (3 credits)

Total credits for Certificate in Criminal Justice   30

CERTIFICATE IN LEGAL STUDIES

Purpose

The Wilmington University Legal Studies Certificate allows students to concentrate their studies in the specific content areas relevant to the profession. It is designed to provide the education needed to begin a paralegal career working under the supervision of an attorney or advance an existing career in related fields. Because certificate programs are valued by those in the legal field, it is perfect for those who want to enhance their marketability, make a career change, or simply expand their career options.

Program of Study

The certificate program was designed by paralegals and attorneys to concentrate exclusively on the skills and knowledge needed by working professionals. The program includes a core curriculum of eight classes (24 credits), but can be tailored to the individual student through the selection of two substantive courses. Students who already possess a bachelor's degree or are actively pursuing a bachelor's degree at Wilmington University will be permitted to enroll in the Certificate program, but will not receive a certificate until conferral of a bachelor's degree.

General Requirements

Each prospective student must submit the following:

1. An undergraduate application for admission.

2. An official transcript showing completion of a bachelor's degree.

3. No more than two courses (6 credits) may be transferred into this certificate program.

"Legal Specialties"

Students must take a minimum of 18 credits of "legal specialty" courses to earn a Post-Bachelor's Certificate in Legal Studies.

e 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. e Legal Studies program o ers legal specialties in an accelerated, hybrid, and online format. Legal Specialty courses are designated with (LS) below; however, they can also be identified by course description and by the Basic Course Information provided on the website.

Face-to-Face Requirement

Students must take a minimum of 10 credits of legal specialty courses through traditional, face-to-face classroom instruction.

is requirement may be satisfied through any combination of semester, block, or hybrid courses.

Transfer Policy

e Legal Studies program may accept in transfer equivalent courses considered legal specialties that are taken at another institution. A maximum of 6 credits of legal specialty courses may be accepted for equivalent LES courses.

Credit Through Alternate Sources

e 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 o ered 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

Overview

Programs in the College of Technology have been developed for those students wishing to work in information technology fields, cyber security, video and motion graphics, and multimedia design. Design-related careers include, among others, the areas of Game Design and Development, 3-D animation, marketing, photography and graphic design. Video and Motion Graphics careers encompass film, television programming, video games

Certification

Wilmington University has been designated as a National Center of Academic Excellence in Information Assurance/Cybersecurity through academic year 2021 by the National Security Agency and the Department of Homeland Security.

This nationally recognized designation certifies that Wilmington University's Computer and Network Security and Information Assurance curricula, faculty, outreach and academic activities meet the rigorous standards established by the National Security Agency and the Department of Homeland Security. The goal of the National Centers of Academic Excellence designation program is to promote higher education in Information Assurance (IA) and Cyber Defense (CD) and prepare a growing number of IA/CD professionals to meet the need to reduce vulnerabilities in the Nation's networks.

Students in the Computer and Network Security Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;

- Demonstrate technical knowledge in Information Assurance necessary to prepare for an entry level position in the Computer and Network Security field;

- Analyze requirements for Information Security projects using best practices and current methodologies;

- Employ the process used to analyze, design, implement, test and deliver Information Assurance projects;

- Demonstrate knowledge of best practices used to manage Computer and Network Security projects; and

- Practice the use and employ the benefit of library resources, including subscription services and other sources generally accepted as legitimate and valid.

Students in the Game Design and Development Program (B.S.) will be able to:

- Apply the ethical principles required of computer professionals;

- Demonstrate an understanding of the aesthetics of design and its importance in the world of conaasounh.3 -1.80 nstts i7(ate kno)5.2ledg9 the pest 0.127 Tw skil5.3(9 l.9(esself-m.2(2(y.3(or)[(soues g)5.1(e5(essio)5.1(nals;)]T

- Utilize the right tools and techniques for any kind of production;

- Develop a higher level core set of skills within Video and Motion Graphics through the production of a demo reel;

- Demonstrate knowledge of best practices for their respective areas of industry;

-

Multimedia, Photography and Digital Publishing consisting of 12 courses (36 credit hours). The Video and Motion Graphics degree involves a Video and Motion Graphics core of 15 courses (45 credit hours) and a choice of career concentrations in 3D and Motion Graphics, Digital Film-Making, or Visual Effects each consisting of 12 courses (36 credit hours).

The General Education requirements provide a foundation in English, the fine arts, and the social sciences. The Media Design and Video and Motion Graphics cores explore those areas of technology and design that integrate within the media communications field. Finally, the career concentrations provide a focused concentration in the student's major field of study.
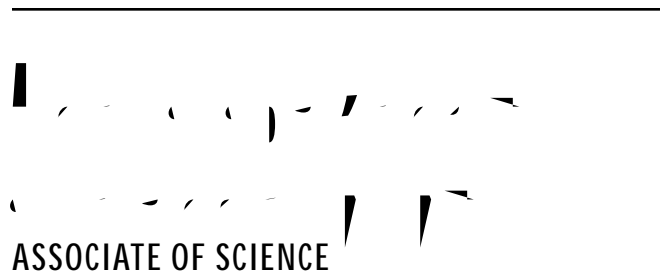
ASSOCIATE OF SCIENCE

Philosophy

The mission of the Associate of Science degree in Media Design and Technology is to merge creative skills and ideas into strong visual statements and to understand industry workflow in rapidly evolving media technology.

Moreover, this is a flexible degree that allows students to concentrate on the design field of their choice. This degree includes required coursework in digital image manipulation, concept development, and basic photography, as well as a series of design electives, which allow students to customize their degree.

Students may also use this degree as a building block to the Media Design, Video and Motion Graphics, or Game Design and Development bachelor degree programs. Students should meet with an Academic Advisor for further information as the Prerequisite(s) for those degrees differ and should be planned for using the electives chosen within Associates degree.

Additionally, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

The Purpose of an Associate Degree in Design

Design is a common thread that runs through all media art and communications work, from hard news to education, entertainment to training. To succeed in these professions, students need to be creative and innovative thinkers. Equipment such as cameras, computers, microphones, and recorders are merely tools for creating images and sounds that are used in the final design and, though important, learning their use is only a small part of the process.

The design approach to programs within the College of Technology provides an opportunity to develop a two-year associate degree that is a basic core to all design-oriented baccalaureate programs. If a student intends to go continue on to a bachelor's program in Media Design, Game Design and Development, or Video and Motion Graphics, it would be beneficial to use the design electives on courses that are pre-requisites to those of the intended program. It also provides a foundation of theory and skills for those students who prefer to enter the labor market at the earliest possible opportunity.

Curriculum

General Education Requirements (36 credits)

ART	210	Basic Design
CTA	210	Computer Science
COM	300	Communication Theory
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
HIS	230	History of Art and Design
MAT	205	Introductory Survey of Mathematics
PHI	100	Introduction to Critical Thinking
PSY	101	Introduction to Psychology
SCI		Any Natural Science
VMG	313	Aesthetics of Film

Media Design and Technology Core (9 credits)

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

academic activities meet the rigorous standards established by the National Security Agency and the Department of Homeland Security. The goal of the National Centers of Academic Excellence designation program is to promote higher education in Information Assurance (IA) and Cyber Defense (CD) and prepare a growing number of IA/CD professionals to meet the need to reduce vulnerabilities in the Nation's networks.

Minimum Grade Policy

The Computer and Network Security program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required core course must retake that course.

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

In order to provide relevant work experience, students in the Computer and Network Security (CNS) degree program have the option of completing six credit hours via a co-op assignment. The co-op option for CNS is the equivalent of two semester courses, for a total of six credit hours. Students can complete their CNS degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the CNS Program Chair one semester before they would like to begin a co-op assignment.

Curriculum

In order to be eligible, students must first have completed two core courses in residence and at least 60 credits, plus a GPA of 2.5 or higher. For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/.

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
CTA 206	CRJ 101
ENG 121	ENG 122
MAT 121	MAT 122
FYE 101	PHI 100
SEC 100	SEC 210

Sophomore

1	
ECO 105	ENG 131
MAT 308	HUM 360
SEC 230	SEC 250
SEC 235	SEC 290
Natural Science Elective	PSY 101

Junior

1	
PHI 314	HUM 361
SEC 310	LES 330
SEC 335	SEC 350
SEC 340	SEC 435
Free Elective	Free Elective

Senior

1	
LES 331	CRJ 411
SEC 410	SEC 420
HUM Elective	SEC 450
Program Elective	Social Science Elective
Free Elective	Free Elective

BACHELOR OF SCIENCE

Philosophy

Gaming is becoming integrated into how we learn, socialize, interact, and gather information. It is designing the interactions an individual makes when using an interface. It involves simulation for real world practice without consequence. Architecture, Medical Imaging, Military/Law Enforcement, and Education have integrated Gaming technology. In order to address industry demand, this program of study has been crafted to provide not only a foundation for the core of the degree, but also includes allied focus areas beyond the discipline to provide a holistic experience. Crossing the boundaries of traditional game programs, the Game Design and Development program combines both the programming and design aspects of creating video games for major platforms, consoles, and mobile devices. The program further provides preparation in virtualization for medical, educational, and military applications, as well as the next round of interactive applications. Combining the skills of video production, graphic design, interactive design, and 3D skills and programming, this interdisciplinary degree program prepares the student for the

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

SUGGESTED PROGRAM SEQUENCE

Freshman

- Active learners, attuned to emerging trends and technical innovations, with the attendant capabilities to appropriately position the proper trends/innovations within organizations.

The express purpose of Wilmington University's program in Information Systems Management is to satisfy those needs by fostering an application level of practical expertise at an intermediate level of experience. Knowledge of the most current tools and technologies is combined with an understanding of the fundamental principles that underlie them. This ensures that graduates have immediately useful skills, in addition to the deeper understanding that will allow them to move smoothly and efficiently to new systems and approaches.

Curriculum

General Education Requirements **(30 credits)**

CTA	206	Computer Applications
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human ition the proper trends/

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BACHELOR OF SCIENCE

Purpose

Graphic design plays a major role in many aspects of everyday life. Pursue an exciting career by turning creative ideas into dynamic visual imagery. Learn to merge ideas using typography, color and industry standard software as technology merges with new and exciting forms of communication. The Media Design major provides students with the flexibility to tailor their degree to their career interests. Students have the option of choosing from among three concentration areas: Multimedia, Digital Publishing, and Photography. All Media Design students will complete the Media Design core, which offers introductory courses in drawing, digital publishing, digital image manipulation and photography. This will allow students to survey the various media available to them and select a specialty area of study. All Media Design students will also complete a senior project; produce a portfolio to be reviewed by professional staff; and network within the field, while gaining real world experience, with an internship. The General Education requirements provide a foundation in English, fine arts and the social sciences.

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

In order to provide relevant work experience, students in the Media Design degree program have the option of completing six credit hours via a co-op assignment. The co-op option for Media Design is the equivalent of two semester courses, for a total of six credit hours. Students can complete their 0( )0.5(andTv)6(e)-5(y)6(eO1(S)-e)8(,120)-5.2(8 six cr)10(.9(y)80(e)e)5(ro)5(4.7(n

CAP/Co-op Option

In order to provide relevant work experience, students in the Media Design degree program have the option of completing six credit hours via a co-op assignment. The co-op option for Media Design is the equivalent of two semester courses, for a total of six credit hours. Students can complete their Media Design degree with 120 credit hours, whether they choose the co-op option or not. Because each co-op experience is individually designed, students must inform the Director of the CAP/Co-op program and the Media Design Program Chair one semester before they would like to begin a co-op assignment.

The co-op option is an alternative to the DSN 318 – Portfolio Production and DSN 490 – Media Design Internship. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher.

For additional information on the CAP/Co-op program option, please see the website: .   .   /   ⸝ /

SUGGESTED PROGRAM SEQUENCE

Freshman

⸝⸝ ⸝⸝⸝⸝ **1**	⸝⸝ ⸝⸝⸝⸝ ⸝		
ART 210	DSN 121		
CTA 210	E	EmIS 23010	E
			optio order to beB2 12.8 S5rdalenRtTc 010

Sophomore

1	'
DSN 121	DSN 105
DSN 210	DSN 220
ECO 105	DSN 241
VMG 102	DSN 235
DSN 110	TEC 325

Junior

1	'
BMK 305	SCI
COM 300	VMG 313

BACHELOR OF SCIENCE

Philosophy

e Wilmington University undergraduate degree program in Software Design and Development provides students with the technical skills to design and build sophisticated application systems. The latest software design and development approaches are critically important for the success of any commercial enterprise. Students in Wilmington University's Software Design and Development degree program learn the latest in software development technologies for application systems, achieve a sound understanding of current business practices, and develop capable communications skills.   is gives the students the technical skills and the broad education needed to compete for jobs in today's global marketplace.

Purpose

e goal of the Software Design and Development program is to prepare students for careers in designing and building application systems. Accordingly, it not only incorporates the detailed skills and knowledge needed to work in the present-day software environment, but also stresses fundamental concepts that persist across rapid technological changes.   e Software Design and Development degree looks at systems development tools currently in demand.   e technologies of choice within this curriculum (which, by design, will dynamically change to meet the requirements dictated by innovation) include HTML/CSS, PHP, Java, JavaScript, and MySQL. Included in the curriculum are courses that concentrate on user-centered design, object oriented methodologies, database design, and the most current systems analysis and software project management techniques.

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

In order to provide relevant work experience, students in the Software Design and Development (SDD) degree program have the option of completing six credit hours via a co-op

SDD	315	Foundations of Object Oriented Programming (see co-op option)
SDD	320	Advanced Application Development
SDD	370	User-Centered Design
SDD	400	Object-Oriented Systems Analysis and Design

Senior Project or Internship   (3 credits)

Select three credits from the following:

SDD 490   Software Design & Development Internship (3 credits);

OR

SDD 485   Senior Project Plan (1 credit) and

SDD 486   Senior Project (2 credits)
(See co-op option)

Free Electives   (12 credits)

CAP/Co-op Program Option   (6 credits)

The co-op option is an alternative to the SDD 315 - Foundations of Object Oriented Programming course and the SDD internship: SDD 490. Each co-op assignment is one semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have completed SDD 306 - Intermediate Application Development and have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the SDD Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

1	
CTA 206	ECO 105
ENG 121	ENG 122
MAT 121	MAT 122
SDD 100	SEC 235
PHI 100	Social Science Elective

Sophomore

1	
ENG 131	BBM 201
MAT 308	MIS 320
SDD 210	SDD 306
SDD 305	Free Elective
Social Science Elective	Science Elective

Junior

1	
BBM 301	BBM 320
FIN 300 or BFM 300	HUM 361
HUM 360	PHI 314
SDD 240	SDD 320
SDD 370	Business Elective

Senior

1	
BMK 305	BBM 350
ISM 450	ISM 420
SDD 315 or Co-op I/II	SDD 490 or SDD 485/486 or Co-op II
SDD 400	Free Elective
Free Elective	Free Elective

semester long and normally the two co-op assignments span two consecutive semesters with the same employer. In order to be eligible, students must first have at least 60 credits, plus a GPA of 2.5 or higher. Students must inform the Director of the CAP/Co-op program and the VMG Program Chair one semester before they would like to begin a co-op assignment.

For additional information on the CAP/Co-op program option, please see the website: www.wilmu.edu/coop/

SUGGESTED PROGRAM SEQUENCE

Freshman

[1]	
ART 210	ENG 122
CTA 210	HIS 230
DSN 210	MAT 205
ENG 121	PHI 100
VMG 101	VMG 102

Sophomore

[1]	
PSY 101	DSN 220
VMG 100	ECO 105
VMG 201	VMG 200
VMG 202	VMG 222
VMG 301	VMG 321

Junior

[1]	
COM 300	COM 310
DSN 235	VMG 302
VMG 313	VMG 310
VMG 400	VMG 322
VMG 422	VMG 402

SCI Elective   Free Elective

Visual Effects

Purpose

The minors offered by the College of Technology are designed to provide all Wilmington University students with the opportunity to develop theoretical and practical skills in the informational technologies involving design and communications, and to both enhance their major studies and support their pursuit of employment. Each program is made up of five courses, some of which may require pre-requisites. Students who wish to pursue a minor should contact Academic Advising.

MEDIA DESIGN—MULTIMEDIA PRODUCTION MINOR

The rapid development of this medium of integrated electronic design has led to the creation of many employment opportunities. Students studying any of the various majors with elements of training, public relations, or marketing, would benefit from this experience.

DSN 210   Digital Image Manipulation
DSN 320   Introduction to Web Page Design
DSN 325   Multimedia Web Page Design
VMG 201   Introduction to Motion Graphics
VMG 422   Non-Linear Editing

MEDIA DESIGN—PHOTOGRAPHY MINOR

Photography is everywhere you look: web pages, billboards, textbooks, etc. Images are used to transmit ideas and emotions, to persuade consumers, to influence voters, to make you hungry. Photographs inspire nostalgia, capture history, and they allow people to experience worlds they would otherwise never know. Now that everyone carries a camera, we have witnessed news and events unfolding in ways that forever changed our society. In this minor, students will improve their photographic skills in a course of study that could ultimately lead to employment as working photographers.

The Photography minor is open to all Wilmington University students. In this minor, students will create a path of study suited to their desires by selecting any five courses from the following list, preferably starting with TEC 215. Students who are normally required to include TEC 215 for their major will, when electing a Photography minor, select four additional TEC courses from those listed below.

TEC 215   Basic Photographic Techniques
TEC 300   Advanced Photography
TEC 310   Black and White Digital Photography
TEC 315   Nature Photography
TEC 325   Business of Photography
TEC 345   Surreal Digital Photography
TEC 366   Photojournalism
TEC 400   Sports Photography
TEC 405   Photographic Studio Lighting
TEC 406   Photographic Location Lighting
TEC 425   Photo Editing Techniques

MEDIA DESIGN—DIGITAL PUBLISHING

Most companies have some form of newsletter, public relations or publication needs; this minor allows the students to develop their creative skills in the digital design and computer interface fields.

DSN 121   Digital Publishing
DSN 220   Concept Development
DSN 235   Vector Drawing
DSN 350   Interactive Publication Design
DSN 401   Publication Design

VIDEO AND MOTION GRAPHICS— DIGITAL FILM-MAKING MINOR

This minor enables students interested in film to obtain the necessary background in digital production and film-making. Students will also learn the terminology, the process and the theory of the film-making business using current digital technology. Students seeking a minor in Digital Film-making, but who are not Video and Motion Graphics or Media Design majors, or those students who have not yet taken the listed courses, must complete five courses and recommended pre-requisites. By completing these pre-requisite courses, students will be better prepared for the successful completion of the Digital Film-making minor.

Suggested Pre-requisites:
VMG 100   Camera and Cinematography Techniques
VMG 102   The Production Process
VMG 222   Story Design Methods

Digital Film Minor Required Courses

DFM 200   Introduction to Digital Film-making

DFM 300   Directing Digital Films

DFM 350   Digital Film-making II

DFM 400   Directing Digital Films II

VMG 422   Non-Linear Editing - Mac

VIDEO AND MOTION GRAPHICS— VIDEO MINOR

Students interested in Video may select the Video and Motion Graphics - Video Minor. This minor will encompass coursework within both the television studio and video production domains, with additional coursework in non-linear editing. These skills may be used to expand the scope of a major in Media Design or Video and Motion Graphics, or, by meeting the Prerequisite(s), students from unrelated majors may select the Video and Motion Graphics - Video minor to expand their education into a new domain. This minor enables students interested in Video to obtain the necessary background to produce works for applications in business, education, and industry, as well as for marketing and advertising purposes.

Suggested Pre-requisites

VMG 100   Camera and Cinematography

VMG 102   The Production Process

Video Minor Required Courses:

VMG 301   Lighting for Production I

VMG 400   On Location Production Techniques

VMG 401   Producing the Documentary

VMG 402   Studio Production Techniques

VMG 422   Non-Linear Editing - Mac

DIGITAL EVIDENCE DISCOVERY AND DIGITAL EVIDENCE INVESTIGATION CERTIFICATES

Two new certificates offer forensic training for students to provide the skills to locate, recover, and analyze digital evidence. They include but are not limited to:

Eight of the ten courses are already required in the Computer and Network Security (CNS) undergraduate degree. The others can be used as electives.

Certificate Requirements

CRJ 101 Survey of Criminal Justice

SEC 100 Introduction to Computer Hardware and Operation

LES 330 Cyber Law

LES 331 Electronic Discovery

CRJ 411 Criminal Evidence and Procedures

Note: All required courses in the Digital Evidence Discovery Certificate are also required in the Computer and Network Security, B.S. degree program.

SEC 230 Introduction to Linux

SEC 235 Networks and Telecommunications

SEC 350 Introduction to Computer Forensics

SEC 355 Mobile Device Security and Forensics*

SEC 440 Network Forensics*

*SEC 355 and SEC 440 can be used as electives in the Computer and Network Security, B.S. degree program.

MICROSOFT .NET AND WEB APPLICATIONS DEVELOPMENT CERTIFICATE

The 15-credit hour Microsoft .NET Applications Development certificate includes the sequence of five courses necessary to design and build Microsoft .NET web applications. The 15-credit hour Web Applications Development certificate includes the five courses needed to design and build advanced web applications using open source technologies. By taking a total of seven courses, students can complete both the Microsoft .NET Applications Development Certificate and the Web Applications Development Certificate, if they have taken a CTA/CTA course, which is the Prerequisite for both certificates, and SDD 240 - JavaScript, which is the Prerequisite for the SDD 310 course in the Microsoft .NET Applications Development certificate.

These certificates are ideal for Computer and Network Security (C&NS) majors, since the internet is generally the medium used for attacks that exploit the security vulnerabilities in computer and network systems. Students in the Media Design - Multimedia concentration where SDD 100 is already a required course, only have to complete four additional courses to receive one of the certificates. Students majoring in the Information Systems Management can use their electives to complete one of the certificates, if they want to learn software development skills using either the Microsoft .NET framework or open source technologies. Other students can complete either one or both certificates, if they satisfy Contemporary Technology Applications (CTA) Prerequisite, either by taking a CTA/CTA course or an equivalent course, or by completing a prior learning assessment regarding the student's computer skills. In addition, SDD 240 - JavaScript is a Prerequisite for the SDD 310 course in the Microsoft .NET Applications Development certificate.

Certificate Requirements

MICROSOFT .NET Applications Development Certificate

SDD 100 Basic to Intermediate Web Design (3 credits)
Prerequisite(s): BCS/CTA 205, 206 or equivalent

SDD 210 Database Fundamentals (3 credits)
Prerequisite(s): BCS/CTA 205, 206 or 210, or equivalent

SDD 310 Microsoft .NET I (3 credits)
Prerequisite(s): SDD 100 and SDD 240

SDD 311 Microsoft .NET II (3 credits)
Prerequisite(s): SDD 310, SDD 210

SDD 320 Advanced Applications (3 credits)
Prerequisite(s): SDD 311

SDD 100 Basic to Intermediate Web Design (3 credits)
Prerequisite(s): CTA/CTA 205, 206 or equivalent

SDD 210 Database Fundamentals (3 credits)
Prerequisite(s): CTA/CTA 205, 206 or 210, or equivalent

SDD 305 Basic Application Development (3 credits)
Prerequisite(s): SDD 100

SDD 306 Intermediate Application Development (3 credits)
Prerequisite(s): SDD 305, SDD 210

SDD 320 Advanced Applications (3 credits)
Prerequisite(s): SDD 306

AFS 110   1 credit

This course surveys the roles of the U.S. Department of Defense and the U.S. Air Force in our society. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): freshman status

AFS 111   1 credit

This course continues to build on the information covered In AFS 110. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 110 and freshman status

AFS 150   0 credit

All freshmen are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. This is a non-credit course. Prerequisite(s): freshman status

AFS 151   0 credit

This course continues to build on the information covered in AFS 150. All freshmen are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. This is a non-credit course. Prerequisite(s): AFS 150 and freshman status

AFS 210   1 credit

This course surveys the history of air power from the 18th century to the present. It consists of approximately one hour of academic instruction each week. This course will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status

AFS 211   1 credit

This course continues to build on the information covered in AFS 210. It consists of approximately one hour of academic instruction each week. This course will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 210 and sophomore status

AFS 250   0 credit

All sophomores are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): sophomore status

AFS 251   0 credit

This course continues to build on the information covered in AFS 250. All sophomores are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250 and sophomore status

AFS 310   3 credits

This course introduces students to leadership and management concepts. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 210 and junior status

AFS 311   3 credits

This course continues to build on the information in AFS 310. This course consists of 2 1/2 hours of academic instruction each week. This Professional Officer Course (POC) will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 310 and junior status

AFS 350   0 credit

All juniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 250, AFS 251 and junior status

AFS 351   0 credit

All juniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 250, AFS 251, AFS 350 and junior status

AFS 410   3 credits

This course focuses on U.S. national security policy—its evolution, actors, processes, and current issues. Emphasis is also given to military professionalism, military justice, and communication skills. This course consists of 2 1/2 hours

of academic instruction each week. is Professional O cer Course (POC) will be taught in the fall at the University of Delaware. Prerequisite(s): senior status

AFS 411   3 credits

is course continues to build on the information covered in AFS 410. is course consists of 2 1/2 hours of academic instruction each week. is Professional O cer Course (POC) will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 410 and senior status

AFS 450   0 credit

All seniors are required to enroll in this two-hour lab course which will be taught in the fall at the University of Delaware. Prerequisite(s): AFS 350, AFS 351 and senior status

AFS 451   0 credit

All seniors are required to enroll in this two-hour lab course which will be taught in the spring at the University of Delaware. Prerequisite(s): AFS 350, AFS 351, AFS 450 and senior status

ALH 323   3 credits

is course focuses on the development of teaching skills for professional allied health practice. e course will explore the role of the allied health professional in teaching individuals, families, communities, or peers.

ALH 333   3 credits

is course focuses on the development of leadership skills for professional allied health practice. e course will explore the leadership role through ALH Leader Interviews, scholarly reading, self-assessment and awareness, and professional involvement. Use of evidence based practice guidelines will be introduced. Refinement of information literacy skills will be included. is course is only available to ALH students. In preparation for this course, students need to identify two Allied Health Leaders that are willing to participate in an interview with the students. e leaders must hold a BS degree or higher and currently be in a leadership role.

ALH 401   3 credits

is course serves as a capstone course in Allied Health. Students will have the opportunity to explore current issues related to their specific disciplines and health care in general.

In addition, each student will prepare and present a portfolio assessment outlining growth in knowledge and skills over the course of the program. Identification of goals for continued professional growth and lifelong learning will be identified. is course is designed to be taken at the end program. is course is only available to ALH students. Prerequisite(s): Completion of ALH 323, ALH 333, ALH 402 or 403, or Approval from program chair.

ALH 402   3 credits

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. is course is only available to ALH students.

ALH 403   3 credits

This course is designed specifically to enable health care professionals to function as objective members of the health care delivery team while working within legal and ethical boundaries. Students will be introduced to medical law and a broad range of issues specific to the health care industry that have an ethical dimension. is course is only available to ALH students.

ALH 480   3 credits

is course recognizes the student's achievement of national certification (other than any required for practice) or instructor status. Current use of national certification or instructor status in the student's practice setting is required. is course is available only as a Prior Learning Activity (PLA) and is only available to ALH students.

ART 101   3 credits

is survey course includes the study and appreciation of painting, sculpture, and architecture from Paleolithic to Renaissance times. e course will investigate styles, periods, and artists as they relate to time and place.

ART 200   3 credits

In this course, students will learn to see to see the world around them in a new way. By using discarded, impermanent, and often overlooked materials in their immediate surroundings, they will utilize these alternative media to explore the potential for creating art. Even students with no experience in traditional

artistic media (drawing, painting, etc.) will be able to increase their depth of visual thinking and exercise creative problem solving through the arts by expanding their use of tools and techniques used to approach art projects.

ART 202   3 credits

ART 320   3 credits

Students will learn basic illustration techniques; design, layout, and composition as well as experimenting with various drawing and painting mediums.   ey will learn what is involved in the creative process of problem solving in visual communication.

BAC 101   3 credits

This course studies the double-entry accounting system, including: the accounting cycle, books of original entry, preparation of journal entries, worksheets, the trial balance, and statements of financial position and income. Emphasis is on the proper recording and reporting of assets, liabilities, equity, revenue, and expenses.

BAC 102   3 credits

is course is an introduction to financial statement analysis and managerial accounting. It provides a study of cash flow, financial ratios, elements of cost in business organizations, basic cost behavior patterns, contribution approach to decision analysis, cost-volume profit analysis, budgeting, and a basic understanding of taxes for individuals and corporations. Prerequisite(s): BAC 101 GPA .67; Accounting Majors GPA 2.0 in that course

BAC 190   3 credits

This course is an elective available to any Wilmington University undergraduate student. It is o ered in cooperation with the Delaware EITC Campaign and The Nehemiah Gateway Community Development Corporation. It is graded Satisfactory/Unsatisfactory.   e 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. Guragn(w)6(.5(ac0a)4.9(0 ild)45ia)25(I etcits winst(i)0.5(co fina5.4,(r)[(a)It is os)0.01 Tw T*[(P)220.3(edit,nts:)30l]TJ3

BAC 321   3 credits

is course analyzes the determination of taxable income of individuals and business entities for federal income tax purposes. Emphasis is on all of the aspects of accounting that are necessary to complete the returns in accordance with federal income tax law. Prerequisite(s): BAC 202 GPA 2.0

BAC 322   3 credits

A continuation of Tax Accounting I, this course examines present federal income tax law and develops an understanding of the accounting principles and procedures involved in preparing tax returns for partnerships, estates, trusts, and corporations. Prerequisite(s): BAC 321 GPA 2.0

BAC 330   3 credits

is course is an introduction to the skills and knowledge necessary to prevent, detect, and investigate financial frauds. e focus is on the causes of fraud, methods for investigating fraud within organizations, and what organizations can do to prevent and detect fraud. e course is open to accounting and criminal justice majors and all other students interested in this subject matter.

BAC 401   3 credits

is course examines problems relating to business combinations, consolidated financial statements, debt restructuring, corporate reorganizations, and liquidations. Prerequisite(s): BAC 202 GPA 2.0

BAC 402   3 credits

The special topics in accounting theory reviewed in this course are: foreign operations, interim and segment reporting, partnerships, governmental and not-for-profit fund accounting, and estates and trusts. Prerequisite(s): BAC 401 GPA 2.0

BAC 423   3 credits

is course is an introduction to generally accepted auditing standards, concepts of internal control, analysis and tracing of financial transactions, and opinions expressed on the fair presentation of financial statements by certified public accountants. Prerequisite(s): BAC 202 GPA 2.0

BAC 435   3 credits

is 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. eory will be combined with experience using a commercial software package. Prerequisite(s): BAC 423 GPA 2.0

BAC 490   3 credits

is 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 pro7j6(9.8(while)5.1(cl T*xss1(ate2 710.8 .ence)]TJ0.00.Tm[(Bs)41.7(8

BAM 411   **3 credits**

is course is a study of the development of airports and the functions and responsibilities of airport management. e course provides an historical background and studies the roles of various governmental agencies in the management and regulation of airports. Prerequisite(s): BBM 201 and BMK 305

BAM 412   **3 credits**

is course o ers 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 sta ng a "paper" airline. Prerequisite(s): CTA 206, BBM 201, BMK 305, and FIN 305

BAM 460 - BAM 469   **3 credits**

is is an intensive study of selected contemporary topics related to aviation. Prerequisite(s): BBM 201 and BBM 301

BAM 490 - BAM 494   **3 credits**

is is an approved internship in a selected aviation management activity. e course is graded satisfactory/unsatisfactory.

BBA 305   **3 credits**

is course will develop intermediate to advanced Excel skills using an applied focus on di erent types of decisions one may analyze using spreadsheet capabilities. e 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. e course includes the use of pivot tables to slice and dice data, and graphs and charts to communicate complex analytics visually. In addition, the course integrates advanced topics in business statistics such as linear and multiple regression and forecasting, linear programming, and simulation. Prerequisite(s): CTA 226

BBA 350   **3 credits**

Students will acquire knowledge to build statistical models and implement regression analysis in real-world problems from business, economics, and marketing research and consumer behavior. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will acquire skills not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, interpreting results, and diagnosing problems. Prerequisite(s): BBA 305 (Advanced Excel for Business Analytics) and MAT 308

BBA 360   **3 credits**

is course provides knowledge of how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. e course will focus on the most popular business forecasting methods: regression models, smoothing methods including Moving Average (MA) and Exponential Smoothing, and Autoregressive (AR) models. It will also discuss enhancements such as second-layer models and ensembles, and various issues encountered in practice. Prerequisite(s): BBA 350 (Advanced Statistics for Business Analytics)-5(har)-13(ts to co)5(mm)1,15(tuden5(dditio)5.1(n,)75(tudengi)

BBA 420   3 credits

is introductory course to data mining will explore various

BBM 201   3 credits

This course introduces students to major concepts and principles of the business organization, including authority and responsibility span of control, hierarchy, delegation,

BBM 350 3 credits

is course exposes students to a survey of all of the key issues regarding e-commerce, including web sites, legacy database systems and the web, choosing a server, security, managing the web, marketing and technical aspects, approaching the .com market, and basic e-commerce concepts. Prerequisite(s): BBM 201

BBM 351 3 credits

This course provides the student with a combination of theoretical and practical knowledge in the area of small business management. e unique characteristics of small businesses are examined. e course makes the student aware of ideas, concepts, and philosophies important to the success of small businesses. Prerequisite(s): BBM 201

BBM 355 3 credits

is course concentrates on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques useful when a team is at an impasse are discussed. In addition, quantifiable processes are introduced to measure performance variability of different processes through statistical quality controls. Prerequisite(s): BBM 201

BBM 370 3 credits

is course presents an analysis of areas involved in managing business in an international environment. Areas of concentration include: political, legal, economic, cultural, and financial factors which influence doing business in a foreign country. Additional factors of human resource management and strategic planning will be addressed. To operate effectively, businesses must understand the differences between managing solely in a domestic environment compared to an international one. Prerequisite(s): BBM 201

BBM 400 3 credits

is course includes discussions on current topics in the area of leadership and management, including organizational issues, leadership styles, and ethical considerations. Case studies, class discussion, and guest speakers will enhance the principles learned throughout the Organizational Management curriculum. Prerequisite(s): BLA 303, Organizational Management major

BBM 401 3 credits

is course is designed to provide students with an intermediate background on improving the e ectiveness of and reducing

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BBM 411 — 3 credits

e course reviews the design, operation, control, and monitoring of the operations system in a variety of organizations. Topics include forecasting, operations planning and scheduling, materials requirements, purchasing, process design, and quality management. Additional analysis of major problems faced by operations managers at di erent levels of management is included. Prerequisite(s): ENG 122, BBM 201, and BBM 301

BBM 412 — 3 credits

is 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. is course satisfies the educational component for certification. e PMC exam is for students seeking certification and is not a requirement of this course Prerequisite(s): BBM 320 and MIS 320

BBM 460 - BBM 469 — 3 credits

is 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. e focus for each section will vary. Students should refer to the course listing bulletin for current topic. Prerequisite(s): Senior status or permission of the instructor, BBM 201 and BBM 301

BBM 490 — 3 credits

is course provides the student experience in his/her chosen field of study. rough 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. is course is graded satisfactory/unsatisfactory.

BBM 491 — 3 credits

is course provides the student experience in his/her chosen field of study. rough 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. is course is graded satisfactory/unsatisfactory.

BFM 300 — 3 credits

is course surveys the most common financial terms and concepts useful in providing an initial level of comfort and understanding of the finance function. e 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. e course introduces the basic tools for financial administration, financial analysis, planning and control, investment decisions, management of sources and uses of funds, valuation techniques, and the time value of money. Prerequisite(s): Organizational Management major or Web Information Systems major.

BLA 300 — 3 credits

is 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. rough lectures, discussions, and mock transactions, it provides students with an understanding of these events and the role they will play in their lives.

BLA 303 — 3 credits

This course examines legal and ethical aspects affecting business organizations. Topics included are: ethical issues in the business environment, laws relating to contracts, principal and agency relationships, personal property, real property, uniform commercial code, estates, trusts, and government regulations a ecting business operations. Prerequisite(s): ENG 122 and BBM 201

BLA 305   3 credits

 is 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   3 credits

 is course examines the laws that e ect, regulate, and impact small businesses.

BMK 300   3 credits

This course focuses on the role of design in marketing communications with an emphasis on "brand identity". Case studies of e ective 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.

BMK 305   3 credits

 is course is an introduction to marketing, emphasizing the problems of policy determination by management. e nature and operation of marketing functions, consumer preferences, product planning, promotion, distribution, and pricing are studied. Environmental factors a ecting marketing processes are also examined. is is a required marketing course for all business majors.

BMK 306   3 credits

 is 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. is is a marketing elective.

BMK 307   3 credits

 is 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. e course will also introduce students to myriad technologies utilized by today's public relations professionals. is is a marketing elective.

BMK 308   3 credits

 is 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. is is a marketing elective. Prerequisite(s): BMK 305

BMK 310   3 credits

 is course examines practices, strategies, and managerial problems unique to marketing and distribution of products and

BMK 339   3 credits

Marketing is a critical element for nonprofit organizations. Marketing is the way that these companies determine the needs of their clients and donors. Nonprofit marketing includes advertising, promotion, social media, public relations, and customer relationship management. is course examines how companies use marketing to publicize their mission and to gather contributions of time and money and discusses marketing planning within the nonprofit organization. Prerequisite(s): BMK 305

BMK 355   3 credits

is course investigates how "brick-and-mortar" organizations can incorporate the entrepreneurial and management side of internet marketing to create an online presence and increase market share. In addition to textbook and selected course readings, students will be introduced to e-marketing in a computer lab where they will evaluate search engines, construct blogs, web sites, and learn about other viral, e-mail, social, and electronic-internet marketing. Prerequisite(s): BMK 305

BMK 366   3 credits

e focus of this course is on the critical aspects of starting

COM 431   3 credits

is 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.   e 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.

CRJ 101   3 credits

is course is a survey of agencies and processes involved in the administration of criminal justice.   e survey reviews the functions of the legislature, police, prosecutor, courts, and the correctional system. Problems of law enforcement in a democratic society are discussed.   is course ties together all components of criminal justice and includes issues of both the juvenile and adult o ender.

CRJ 205   3 credits

corrections o cer professionalism. We will also focus on the various methods that are utilized to manage the ever changing inmate population in the 21st century. Prerequisite(s): CRJ 101, CRJ 206, and (CRJ 205 or 334)

CRJ 310   3 credits

CRJ 350   3 credits

is 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. e legal and ethical considerations will be discussed. Criminal justice information system databases will be reviewed for application to a variety of issues. Prerequisite(s): CTA 206, CRJ 101, and (CRJ 205 or CRJ 334)

CRJ 390   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. is course is graded Satisfactory/Unsatisfactory. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher

CRJ 391   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. is course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher

CRJ 392   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. is course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher

CRJ 393   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. is course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher

CRJ 394   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under faculty supervision. is course is graded pass/fail. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and junior or senior status and GPA of 2.5 or higher

CRJ 409   3 credits

e scientific aspect of criminal investigation is examined, with emphasis placed upon the preservation, collection, and examination of physical evidence. e role of the forensic laboratory is presented, and the laboratory's capabilities and limitations are discussed. Prerequisite(s): CRJ 101,(CRJ 205 or CRJ 334), and CRJ 318

CRJ 410   3 credits

is course examines the diversity issues that impact the criminal justice system both internally and externally. e laws of civil rights in the workplace are reviewed, and the subjects of prejudice, stereotyping, discrimination, scapeg.P (5(i)gT0.5(er)10.2(eq liat impa565(.)70( )s are discussed. Prr

CRJ 413   3 credits

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

decades. e student will learn the elements and initiatives, history, mission, and culture of community policing, and how community policing e ects the relationships that exist between

CTA 226 — 3 credits

PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 226. This course provides an intermediate level of Microsoft Excel which meets a wide variety of business technology needs. Students should have a basic knowledge of Excel skills, such as how to develop formulas. ey will receive a more intensive experience in the use of spreadsheets, formulation, analysis, and presentation of data. is course emphasizes the use of pivot tables, collaboration, presentation, and problem solving techniques that are valuable in business practice, as well as a short introduction to Blackboard. is course was formerly identified as, and is equivalent to BCS 226.

CTA 315 — 3 credits

PRIOR TO FALL 2015, THIS COURSE WAS LABELED AS BCS 207. is is an advanced course designed to master skills in integrating technology to create dynamic presentations. e 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. is course was formerly identified as, and is equivalent to BCS 307. Prerequisite(s): CTA/BCS 205 or CTA/BCS 206 or CTA/BCS 210 or CTA/BCS 226 or equivalent.

CUL 302 — 3 credits

Introduction to the world of wines explores the di erent wine producing grapes and wine regions around the world in terms, growing condition, and the skill of winemakers to produce wines which reflect the character and style of these world class regional wines. is will be accomplished with an in-depth study and discussion of the key wine grape regions in the world, including historical and geographical backgrounds, pertinent grape varietals and manufacturing processes. Each week will include a wine tasting and evaluation to support the premises. Sensory perception will also be utilized to g6snd thees.

DIS 095   0 credit

Students who wish to take an online learning course at Wilmington University must first complete the Prerequisite course DIS 095, Online Learning Orientation for Students.

is orientation is a free, non-credit course that provides the student with the background knowledge necessary to engage in an online environment. e student will complete six learning modules and the final steps which include an assessment. e orientation can be completed in Blackboard in approximately 60 minutes.

DRA 105   3 credits

is all-encompassing course will introduce students to the various aspects of theater production. Topics include acting, directing, producing, and writing.

DRA 110   3 credits

This introductory course will examine the purpose and underlying principles of acting, including the role of voice and body training in the projection of accurate characterization in dramatic productions.

DRA 111   3 credits

is course is a continuation of DRA 110, Acting I. It will further explore voice and body training, presentation techniques, and also introduce students to improvisational methods used to enhance acting skills.

DRA 120   3 credits

is course presents students with an overview of the directing process and di erent styles of directing, giving them varied experience in both directing and training actors. Prerequisite(s): DRA 110

DRA 140   3 credits

is course will survey the development of the theater from its beginning to the present day. Dramatic trends through the years will also be examined.

DRA 200   3 credits

Students will learn the principles of playwriting by writing short plays that will be performed by students in the acting and performance courses.

DRA 220   3 credits

is is the capstone course in the drama minor. Students will apply skills learned in previous courses in a theatrical production. Prerequisite(s): DRA 110, DRA 111, DRA 120, and another DRA course to complete the Drama minor

DRA 230   3 credits

is introductory course covers the theory and practice of theatric design. Students will learn to analyze scripts to identify scenery needs and how to e ectively sketch designs that will translate into actual sets.

DRA 307   3 credits

is course is an introduction to all disciplines of performing arts, with special emphasis on the arts in Delaware. Attendance at a variety of performing arts events and reviews and critiques of these programs are an essential part of the course.

DRA 330   3 credits

is course gives students a thorough understanding of the intricacies of play production, including the interacting roles of the dramatist, actor, and backstage worker. Also included is a brief history and discussion of the changing theater from 1930 to the present.

DSN 94   0 credit

e ultimate goal of any visual arts student is to build a portfolio. Since the portfolio is a constant work in progress that should regularly be upgraded and changed with new and better examples of the student's work, it is imperative each student gets the proper orientation to saving and archiving their work before they start on their degree. is orientation provides the student with the necessary knowledge to protect their investment for future use in their respective portfolios.

DSN 105   3 credits

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. rough 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. Prerequisite(s): Co-requisite: DSN 094

DSN 110   3 credits

is introductory course allows students to practice framing subjects, including plant life and the human form, in the context of line, texture, light and dark, space and balance, scale and proportion, color, and form. An emphasis is placed on the development of aesthetic sensitivity.

DSN 112   3 credits

is introductory course allows students the opportunity to combine drawing skills with computer applications using a vector-based program. e student will work with line, texture, light and dark, space and balance, scale and proportion, color, and form. e course will concentrate on traditional methods of drawing techniques emphasizing the digital representation. Prerequisite(s): Co-requisite: DSN 094

DSN 121   3 credits

is 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 e ects of typography on a layout. Commercial printing and its impact on digital files will be studied in addition to the basic skills needed to be a successful Media Designer. Prerequisite(s): Co-requisite: DSN 094

DSN 210   3 credits

This course evaluates photographic image digitizing and manipulation of software and hardware. It examines the role of the computer as a tool in the photographic process. Students will learn the techniques of retouching and manipulating photographic images. Prerequisite(s): BCS 210 or CTA 210. Co-requisite: DSN 094

DSN 220   3 credits

In this course, students are introduced to media production by identifying the components of good production design, emphasizing the importance of problem solving, planning, and design functionality. e process of creative team dynamics is explored along with its principles and practices. Production planning, software, word processors, and desktop publishing software will be used to develop a pre-production file. Prerequisite(s): DSN 210. Co-requisite: DSN 094

DSN 235   3 credits

is course is equivalent to DSN 230. is 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

e principle goal of typography is the assembly of text in a fashion that is both easy to read and visually engaging.

is course examines the historical, aesthetic, and cultural development of typographic forms and fonts. Students will explore historical styles and theories of type design, letter forms and typographic layouts, and their influence on modern and contemporary typography. Students will study type mechanics using type in a variety of design applications. Prerequisite(s):

DSN 402   3 credits

In this course, students will get hands-on experience producing direct mail pieces, including brochures, advertisements, posters, and postcards. They will utilize an outside source to produce printed pieces as well as explore costs associated with printing. Prerequisite(s): DSN 121. Co-requisite: DSN 094

DSN 410   3 credits

This course extends the use of image-manipulating software to create new images, masks, layers, and type. Designs for video covers, book covers, etc., will be produced for the student's use in later publication. Prerequisite(s): DSN 210. Co-requisite: DSN 094

DSN 415   3 credits

In this course, students will be expected to develop point-of-purchase displays along with product package design. Marketing strategy; manufacturing requirements; and product branding, with an emphasis on advertising, will be explored. Prerequisite(s): DSN 235 or DSN 230. Co-requisite: DSN 094

DSN 420   3 credits

This course builds on Introduction to Web Page Design to develop student skills at an advanced level. With this knowledge, students will be able to design, set up, and maintain web sites (Webmasters) at the corporate or institute level. Topics will be covered in a theoretical and practical way. The course includes a large component of hands-on computer work. Prerequisite(s): DSN 320. Co-requisite: DSN 094

DSN 460   3 credits

This course surveys contemporary subjects and current events pertaining to Multimedia Design, Networking and Internet design, or Television and Video Production Design. Prerequisite(s): permission required

DSN 487   3 credits

This course is designed to allow senior year students the opportunity to practice their specialization in a production

ECE 204   3 credits

is course is an introduction to the language arts, social studies, science, and math programs suitable for use with children ages 2-7 years. e design of the course enables students to understand the importance of these curriculum areas in the child's overall development. e kinds of materials and activities to be included in the preschool curriculum are also studied. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): For AS Students: ECE 211 For BS Students - ENG 131 and MAT 201.

ECE 205   3 credits

This course examines the development of the family and emerging family issues, with an emphasis on the teacher's role in parent conferences and home-school communications. Family types and their impact on children in educational settings are emphasized, as well as parenting issues, parent education, and parental involvement in the educational process. Community resources to support the family and the child in the schooling process are explored.

ECE 206   3 credits

e structure and development of the family and its relationship to educational programs and other service delivery systems are studied. e clinical component of the course is student attendance at community-based family services. e purpose of the clinical component is to relate service systems to educational programs for children as students explore possibilities for seamless service delivery to children and their families. Prerequisite(s): EDU 203

ECE 211   3 credits

Methods and materials to promote e ective language skills of listening, speaking, and vocabulary development are emphasized. Activities for pre-writing and pre-reading are included. Criteria for appropriate selection of children's books are presented. Students learn techniques for reading and telling stories. Prerequisite(s): PSY 336

ECE 214   3 credits

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 e ectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the Supportive Model and Transactional Analysis, and such teacher-directed approaches as Assertive Discipline and Behavior Modification. Prerequisite(s): PSY 336

ECE 216   6 credits

ECE 216 is designed for AS Early Childhood Education majors. e supervised field experience/internship includes at least 45 full teaching days. Interns are placed with individual mentor teachers or with teams of supervising teachers in approved clinical settings appropriate to the area of program concentration (birth to kindergarten). Pe3/T1a7

Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at https://www.ets.org/praxis/de/requirements. Student Teaching must be taken in conjunction with EDU 499. Program Chair approval is required for course registration.

ECO 101   3 credits

is course gives students a basic understanding of economics, with particular emphasis on the operation of the American economic system. e topics of macroeconomics, classical economics, Keynesian and Post-Keynesian economics, private enterprise, and national income are examined. Prerequisite(s): successful completion of math skills assessment or MAT 110

ECO 102   3 credits

is course studies microeconomic issues such as the price system, income distribution and international economics.

EDC 403   3 credits

is 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. e historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. is is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and differentiated assignments wil0.013xnions odTJ/T1n2sop

EDC 411 3 credits

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. is 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. is is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 412 3 credits

E ective 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. is is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and di erentiated assignments will be required for students taking this course at the graduate level. Prerequisite(s): EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 413 3 credits

is course is geared to meeting the developmental learning needs of career and technical education students. e e ective 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. is is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional

and di erentiated assignments will be required for students taking this course at the graduate level Prerequisite(s): EDC 411 Methods of Teaching Career and Technical Education I and EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 414 3 credits

is 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. is is a dual-listed and may be taken for either undergraduate or graduate credit. Additional and di erentiated assignments will be required for students taking this course at the graduate level. P7.072 -1.2 Td[(S)-6(tudenl

supervisor, or administrator). During this 40-day period the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes.   e 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.   e same e-folio student teaching components required for other College of Education teacher preparation programs are also required for this option (reflections on and evidence of achievement of Delaware's teaching standards, etc.). Final grade for the course will be either Satisfactory or Unsatisfactory. *EDC 420/ MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and di erentiated assignments are required for students taking this course at the graduate level. Prerequisite(s): Career and Technical Education students must be register in EDU 102 which is the E-Folio System that is used for documenting and tracking student mastery of program competencies.

EDU 102   0 credit

    is course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Graduate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their program and (2) open the course on Blackboard and follow the instructions to activate their TaskStream account.   roughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDU 202   2 credits

    is course is an examination of issues related to the family, school, and community. Professional ethics, issues of diversity, and the availability of community and school resources are major focuses. In addition, an emphasis will be placed on the need for collaboration, reaching out, and the necessity of a shared vision when trying to meet and understand the joint needs of the child, family, and school. E ective parent conferencing techniques and home/school communications are stressed, in addition to how to achieve sensitive solutions to school-related problems Prerequisite(s): EDU 102 and EDU 203

EDU 203   3 credits

   e 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 e ective instruction, students will learn a variety of soft Cotware applications and net Cotwork tools.

EDU 300   3 credits

   is course is an overview of the field of teaching English as a second language (ESL), including practice in the preparation and presentation of ESL lesson plans.

EDU 303   2 credits

Contemporary theories and practices that apply to middle level schools are revieed and critqued. Topics include contemporary social and cultural issues, school organization, curriculum, guidance, and student activities. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group Prerequisite(s): EDU 102 and EDU 203

EDU 304   3 credits

placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. ose requirements can be viewed at ... :// ... / / /

EDU 396   3 credits

is course is a structured, field-based mentored program that requires a minimum of 40 hours in an approved o -campus setting and 21 hours of seminar. Practicum will mesh the content base of the science courses with the practicality of the classroom, the home, and the community at large. rough a variety of methodology, the earth and its systems will be studied from a holistic view and methods of instruction that enable the citizenry to make informed choices.

EDU 402   3 credits

is course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, RDG 301 and RDG 302.

EDU 403   3 credits

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, HIS 300, HIS 316, HIS 320, POL 300, and ECO 105.

EDU 404   3 credits

e scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. e integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, SCI 232, SCI 305, and SCI 307.

EDU 405   3 credits

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, MAT 201, MAT 202, and MAT 304 (with a 2.0 GPA in those 3 courses).

EDU 407   3 credits

is course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): RDG 300, RDG 302, RDG 305, and EDU 312.

EDU 408   3 credits

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, HIS 204, HUM 360, HUM 361, SOC 101, ECO 105, POL 326, and EDU 312.

EDU 409 — 3 credits

e scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. e integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, EDU 312, SCI 232, SCI 305, SCI 315, and MAT 101 or MAT 205.

EDU 410 — 3 credits

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A clinical virtual experience from schools using "best practices" is required. Prerequisite(s): MAT 101, MAT 200, EDU 102 and EDU 203.

EDU 451 — 9 credits

is supervised field experience requires at least 80 full student teaching days. Areas of concentration are Elementary Education and Middle Level Education 6-8. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisite(s): A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the O ce 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 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at https://www.ets.org/praxis/de/requirements. Student Teaching must be taken in conjunction with EDU 499. Program Chair approval is required for course registration.

EDU 460 — 3 credits

both contextual and localized: students will complete a writing diagnostic and explicit grammar instruction will be in response to the errors of the class's diagnostic essays. Grammar will be assessed from student writing. Please note the minimum passing grade of ENG 095 is a "C".

ENG 110   3 credits

is course will teach students the steps in the writing process as well as strategies for academic success. Students will be shown how to write and evaluate essays in a variety of rhetorical modes first by instructor modeling, then collaboration with the instructor, and then students will write independently. Students will begin the course with paragraph writing and end the course with multi-paragraph essay writing in preparation for college-level writing courses. All essays will have two drafts, a first draft and a revised draft, both of which will be assessed for academic integrity issues through SafeAssign. e first draft will allow students to correct any issues with the use of outside sources before submitting the revised draft (although no use of outside sources is expected). Students will receive direct instruction in mechanics, usage, and grammar (MUGs); assessment in MUGs will be through student writing. Students will be required to apply all attained skills to all writing assignments. Credit from this course applies as an elective credit toward graduation. Prerequisite(s): Placement after taking Accuplacer or successful completion of ENG 095. Please note the minimum passing grade of ENG 110 is a "C".

ENG 121   3 credits

PRIOR TO FALL 2013, THIS COURSE WAS OFFERED AS ENG 101. is course is designed to help students become more proficient and e ective writers. Students will study the principles and skills involved in e ective writing and will be required to apply these skills to writing assignments throughout the course. Students will study the elements that constitute various rhetorical patterns of writing and develop skills in using these patterns in their writing. e rhetorical patterns studied in this course are description, narration, compare/contrast, classification/division, and extended definition. Students will strengthen their knowledge of APA conventions through direct instruction in the use of APA formatting and citation; APA formatting and citation is required in all papers. Students will receive direct instruction in mechanics, usage, and grammar

ENG 200 3 credits

is course will survey the structure of contemporary English grammar. It will also explore the usage problems associated with contemporary grammar in both speech and writing. Topics will include: the structure of English (words, phrases, clauses, and sentences), sentence structure problems, agreement errors, commonly confused and misused words, and spelling. Prerequisite(s): ENG 122

ENG 205 3 credits

is course is designed to provide students with an understanding of the development of the English language. ey will recognize changes in language as the product of political, social, religious, technological, and economic factors. is course will focus on the study of the origins, changes, and reasons for changes in the grammar, sounds, and vocabulary of English from its beginnings to modern time. Prerequisite(s): ENG 200

ENG 310 3 credits

is course seeks to develop skills in advanced composition, critical reading, and research: evaluation of sources and incorporating others' research into student writing. It is designed to improve students' abilities to create a persuasive argument, and to use outside sources through quoting, paraphrase, summary, and synthesis. Students will use the outside sources to reinforce their own persuasive arguments correctly and e ectively. Students will also concentrate on APA style and how it can be used to ensure correct use of sources and academic integrity. Prerequisite(s): ENG 122

ENG 320 3 credits

This course is intended to prepare classroom teachers to communicate well to a variety of audiences in a variety of modes. is class is also intended to prepare teachers for professional development beyond the classroom. For use in the classroom, teachers will be prepared to communicate with students, parents, other teachers, administrators, and the community as a whole. Teachers will be comfortable using varying levels of formality, but always employing standard English. Teachers will also be prepared to perform independent action research in order to continue their own professional development. Prerequisite(s): ENG 122

ENG 360 3 credits

is course allows students to express their creative abilities through the writing of stories, plays, poems, and essays. Critical appraisals of students' work by members of the class are an important element in this course. Prerequisite(s): ENG 122

EPY 301 3 credits

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. e formally evaluated strengths and weaknesses are developed into an Individualized Education Plan (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Special emphasis is given to individually administered achievement instruments in relation to intelligence test measures.

EPY 302 3 credits

Students learn the nature and use of measurement and evaluation in educational settings. Construction of teacher-made tests and assessment portfolios are emphasized. Professionally prepared standardized achievement and aptitude tests are examined Prerequisite(s): EDU 102 and EDU 203

EPY 303 3 credits

Exploration of middle level counseling and mentoring models that are congruent with culturally responsive interaction between teacher and student is the focus of this course. Included are learning styles, contemporary problems, home-school communications and parent involvement, and community resources. Attendance at community-based family services is required. Prerequisite(s): EDU 102, EDU 203, and PSY 332

EPY 306 3 credits

ETN 338 — 3 credits

is course will explore the experience of the Black Woman from antiquity (Sahara, 8000 BC) to present. e course will examine the Black Woman's life, politics, and culture. e course will use the analytical frameworks of race, gender and class to understand the culture of domination and the life cycles and multiple roles of women of the African Diaspora as mothers, daughters, wives, workers and agents of social change.

ETN 340 — 3 credits

is course is an overview of the influence of Hispanic culture in American society. e student will explore the multicultural, multiethnic and multiracial aspects as well as the geography, history, language and culture of the many groups who have come to the United States and how these groups have and will influence the future of our country.

ETN 341 — 3 credits

is course includes the study of Native American social and economic history and culture. It will acquaint the students in a broad way with the struggles and accomplishments of the Native Americans. One of the aims of this course is to bring about greater understanding and appreciation of the contributions and achievements of the Native Americans.

EXP 095 — 0 credit

is 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 — 3 credits

EXP 100 will help students identify areas of learning they may want to have evaluated for college-level equivalency. e 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

FIN 305   3 credits

This course is an introduction to the role of finance, the

format technology, University information, student services, campus organizations, and academic integrity polices. A common reading provides a context for academic, personal, and social investigation by students.

GEN 440   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. e dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 441   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. e dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 442   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. e dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 443   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. e dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 444   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 445   3 credits

e student will learn from first-hand fieldwork experience. is experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience. Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. is course requires approval from the Dean and the Director of Cooperative Education.

GEN 460   3 credits

is course is an intensive study of contemporary topics and issues in General Studies. Prerequisite(s): Permission required.

GEN 480   3 credits

Students will discuss concepts that help to develop attributes that lead to continued professional success. Emphasis will be placed refining communication, self-management, and other "soft" skills that determine one's place in an organization. Students in this capstone course will demonstrate their mastery of professional skills, including oral and written communication, understanding of legal and ethical issues, critical thinking and problem solving, and information literacy. Students will have the opportunity to explore career interests and/or investigate and address an issue in their career field. e content and outcomes in this course assess the broad knowledge and understanding 34e co 3 credits

such as game world design, level design, level balancing, and game character development will be addressed. Students explore limitations of game engines. Students also study and exercise production methodologies and practices utilized by development studios to create stand-alone gaming applications.

GMD 101   3 credits

e 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,

GMD 311   3 credits

is course focuses on deploying your game, simulation, or

HIS 230 3 credits

This course studies the artistic trends and developing technologies that have influenced creative work throughout Europe and America. is course focuses on the relationship between design and art, the artist's role and influence on Western Culture and Society.

HIS 300 3 credits

is course will focus on the interactions of people with their regional environments to produce distinctive places to live. Students will develop the ability to read maps, use an atlas to learn locations and characteristics of major regions and sub-regions of the world, and examine the e ects of contemporary communication and transportation technologies on the global economy and the interconnection of people worldwide. An overview of human geography, political geography and urban geography is included.

HIS 301 3 credits

is course explores the role of women through the recorded history of the western world by focusing on specific individuals, as well as cultural trends. In the process of exploring women's roles and contributions, students will gain a perspective on history, sociology, religion, and the arts.

HIS 303 3 credits

is course reviews the history of aviation and aerospace from the pioneer balloonists to the 2000s, including the use of air power in the Balkans and the International Space Station. Progressive developments in aerodynamics, aerospace equipment, the support structure, and the human role are considered.

HIS 305 3 credits

is course is a study of the economic, political, and social forces in Colonial America in the seventeenth and eighteenth centuries. e background, causes, and results of the American Revolution; the adoption of the Constitution; and the founding of republican government are studied. Emphasis is on the Revolutionary Period.

HIS 310 3 credits

is course examines the major economic, political, and social developments in the United States from 1900 to 1945, with emphasis on the 1914-1945 period.

HIS 313 3 credits

is 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. e 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. is course is cross-listed with LES 313. Prerequisite(s): ENG 121 and ENG 122

HIS 315 3 credits

This course examines the history of the environmental

HIS 320   **3 credits**

This course will cover the progress of mankind from the rudimentary beginnings of civilization in the Yellow River Valley of China, the Indus River Valley of India, and the Tigris-Euphrates Valley of Mesopotamia, and Mesoamerica to the present time. Emphasis will be placed on the causes of differences and similarities of cultures, as well as, climate and geography. Each civilization will be examined to ascertain what affect the similarities and differences had on its dealings with its neighboring cultures.

HIS 322   **3 credits**

A survey of the American business experience from colonial times into the Twenty First century. The course will examine the relationship of business to cultural, economic, political and social forces, as well as trends in the business forms: sole proprietorships, partnerships, and corporations.

HIS 324   **3 credits**

presented by the media, in literature, and in actual experiences. Health (HLT) courses count as nursing electives. e reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 367   3 credits

is course increases awareness of women's health issues in the health care community and society in general. Guidelines for maintaining and promoting a healthy lifestyle for women of all ages are addressed. Specific disorders and conditions frequently impacting women's health across cultures are discussed. Health (HLT) courses count as nursing electives. e reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 371   3 credits

is course focuses on the meaning of health and illness both personally and for the health care consumer. Potential conflicts between the consumer and the health care system are identified and viable solutions to overcome barriers are explored. Health (HLT) courses count as nursing electives. e reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 372   3 credits

is course focuses on various theories of aging and the impact of changing demographics on society. Health (HLT) courses count as nursing electives. e reason for the HLT prefix is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 378   3 credits

Current issues regarding the environment and its e ect on human health (physical, psychological, psychosocial) will be explored from an ecological point of view. e e ects 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. e 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. e 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

HRM 310 3 credits

is course studies the structures and dynamics of organizations as complex systems. Students examine theories and concepts which explain organizational behavior and productivity. Organizational norms, cultural design, and structure are explored. Prerequisite(s): BBM 201, and for HRM minors ONLY: BBM 301

HRM 311 3 credits

is course reviews systems required to e ectively recruit, select, train, and maintain a workforce. Particular emphasis is placed on training and development, wage and salary administration, and personnel planning. Prerequisite(s): BBM 201

HRM 312 3 credits

is course examines the use of computer applications in human resource management (in particular PeopleSoft®) through interactive computer lab utilization. Students review basic computer theory and then apply that theory to produce human resources documents and projects. Prerequisite(s): CTA 206, BBM 201, and HRM 311

HRM 315 3 credits

Occupational Health, Safety & Security is the concerned with developing and maintaining a safe workplace for all employees. is course is designed to equip Human Resource professionals with an understanding of the theory and the practical implications of maintaining a safe, healthy, and secure workplace. Students will learn how to insure that policies and procedures are established and are followed by employees. Additionally, this course will evaluate theory and implications behind workplace wellness initiatives. Prerequisite(s): BBM 201, HRM 311

HRM 320 3 credits

is course focuses on topics regarding the Occupational Safety

HUM 204   3 credits

In many ways, world folklore is the basis of the arts and also a strong influence on areas as diverse as psychology and religion. is course acquaints the students with an array of topics, including myths, proverbs, superstitions, fairy tales, and other sources of folk belief.

HUM 342   3 credits

is course will examine the myths of the western world. Students will become acquainted with certain myths that have helped shape some of our western values and beliefs.

HUM 350   3 credits

roughout its history, America has established a rich and varied folklore tradition. In this course, students will gain a greater understanding of this expressive area of study which explores the heritage of traditional America.

HUM 360   3 credits

Contemporary individual and societal issues have at least some basis in one or more philosophical positions or questions. While specific issues change over time, their philosophical bases have applicability or relevance. By examining the opinions and positions of some of history's most significant thinkers, as well as some of the most historic cultural influences in the arts, literature, and architecture, students directly benefit by bringing their own thoughts into sharper focus, thereby enriching conversation of contemporary life and issues Prerequisite(s): ENG 122 or COM 245

HUM 361   3 credits

is course takes into consideration the major contemporary world views necessary for one to develop an informed and reasoned world view that will be a useful tool in making sense out of today's complex, fast-paced, and multi-faceted world Prerequisite(s): ENG 122 or COM 245

ISM 110   3 credits

This course will include an introduction to systems and development concepts, information technology and application

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ISM 410 3 credits

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

LES 205   3 credits

related to jurisdiction, constitutional issues of free speech, property rights, e-business, and current developments in

LES 409   3 credits

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. is course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 410   3 credits

s 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. is course is a legal specialty. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 411   3 credits

is course discusses the law of testamentary disposition, the common instruments used in testamentary dispositions, and the formalities for validity, construction, and interpretation of wills, trusts, and other post-death transfer devices. Emphasis will be placed on the probate process, estate administration, and federal and state tax concerns. Prerequisite(s): ENG 122, LES 220 and LES 314

LES 413   3 credits

Drugs are one of the most complex and controversial societal issues. As such, students should understand the context and foundational aspects of drug law, including the entire spectrum of topics: How do governments determine which drugs should be legal and which criminal? How do tobacco, alcohol and marijuana play into the equation? As to legal drugs, what regulations and culpability should be imposed for research-and-development, patents, side e ects, 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 ques0.096 Tw 8

LES 480 3 credits

is course is a survey of the common structure and staffing in law offices, including employment policies, accounting practices, hiring policies, discrimination in the workplace, professional development, and disaster preparation. In addition, students will be introduced to the specialized software used in case management, document control, timekeeping, accounting, and other elements of the well-managed law practice. is course is a legal specialty. (Please note: minimum passing grade needed is a "C") Prerequisite(s): LES 200, LES 220 and BCS 205 or CTA 206

LES 490 3 credits

is course consists of supervised, practical work experience in a law office, judicial office, nonprofit agency, or another entity which employs legal paraprofessionals. Prerequisite(s): LES 220, LES 314, LES 316 and LES 403

LES 491 3 credits

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. e simulation modules are supplemented with exercises and instruction geared toward preparing students for the transition from the academic environment to the workplace. is course is a legal specialty. Prerequisite(s): DIS 095, DIS, Senior status, LES 200, LES 220, LES 314, LES 316, LES 403 and LES 480 or LES 320

LIT 201 3 credits

is course introduces students to the historic forms of literature that include short story, drama, poetry, and the novel. Students will read, critically analyze, and evaluate selected works from each literary genre. ey will prepare short reports and papers about the characteristics of these selected works. Prerequisite(s): ENG 122

LIT 205 3 credits

is course is designed to provide students with an overview of non-western literature. e study will cover selected literary works of four major areas: India, South East Asia, Asia, and Latin America. Students will examine the influence of politics, religion, economics, and geography on literary expression. ey will also explore the influence of the literature and culture of these non-western countries on many American concerns. Prerequisite(s): ENG 122

LIT 302 3 credits

is 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. e course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite(s): ENG 122

LIT 313 3 credits

is course will cover graphic novels and storyboarding, looking at both text and graphics to discuss plot, characterization, themes, symbolism, 10(er0.002 Tw T*[(hics to discun0 Tc 0.0(wledg)5(e in

Prerequisite(s): ENG txp C[(P)30OM 245122

LIT 361 — 3 credits

Students will study the major forms of poetry through the works of selected poets. They will examine various poetic techniques and devices as well as various poetic symbols. Students will also explore the characteristics of various poetic schools such as Symbolism, Modernism, Imagism, Confessional Poetry, Beat Poetry, African American Poetry, Women's/Feminist Poetry, Native American Poetry, Nature Poetry, and Deep Image Poetry. Prerequisite(s): ENG 122

LIT 443 — 3 credits

Students will examine five major plays of William Shakespeare. They will view and discuss the plays especially in terms of their application to the present time. The discussions will focus on the characters in the plays and the conflicts that they faced. Prerequisite(s): ENG 122

LIT 445 — 3 credits

This course presents the works of representative major British authors from Chaucer to contemporary writers. The focus is on a limited number of authors, and students engage in an in-depth study of selections by each. Literature includes prose fiction, essays, plays, and poems. Prerequisite(s): ENG 122

LSB 400 — 3 credits

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.

LSB 401 — 3 credits

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.

LSB 402 — 3 credits

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.

LSB 403 — 3 credits

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.

LSB 404 — 3 credits

The student will learn from first-hand fieldwork experience. This experience will vary from student to student and from company to company. The dynamics of the relationships between student, cooperating supervisor and faculty advisor determine the richness, depth and breadth of the work experience Prerequisite(s): Student needs at least 60 credits completed and a minimum GPA of 2.5. Prerequisite(s): Approval from the Dean and the Director of Cooperative Education.

MAT 095 — 0 credit

This course is designed to provide a review of basic mathematics skills for students who need to strengthen their background in mathematics before they take higher-level courses. It provides a foundation for success in subsequent college-level mathematics.

This is a lecture course which includes the following topics: order of operations, properties of numbers, fractions and decimals, ratio and proportion, percents, graphs and charts, applications, and exponents. Basic concepts in geometry (length, area, and volume) will be introduced if time permits. (Please note: minimum passing grade is a "C").

MAT 110   3 credits

is course provides a basic introduction to algebra. Topics
..Plearsenote:

this course is "C." Prerequisite(s): Pass math skills assessment or MAT 110 with a minimum grade of "C".

MAT 304 — 3 credits

This course is designed for pre-service teachers and is a continuation of MAT 201 and MAT 202. It covers selected topics in algebra (polynomials, quadratic equations, and systems of linear equations), the rectangular coordinate system, functions, graphs of linear and quadratic functions, the use of functions as models, linear inequalities, consumer mathematics. Applications of mathematics will be stressed. Additional topics may be introduced as time permits. Please note that a minimum grade of "C" is required in this course in order for a student to take higher level math courses for which this course is a Prerequisite. Prerequisite(s): MAT 202 with a minimum passing grade of "C".

MAT 308 — 3 credits

is course introduces the student to the scientific method of collecting, organizing, and interpreting quantitative data in the behavioral, social, and medical sciences. Students are introduced to ways of making wise choices in the face of uncertainty and ways to recognize developing situations that may require corrective action. Topics include measurement concepts, frequency distributions, measures of central tendency and variability, probability distributions, random sampling, and hypothesis testing using "sign", "z", and "t" tests, analysis of variance, and chi-square tests. Note: A minimum grade of "C" is required for those courses for which this course is a Prerequisite. Prerequisite(s): MAT 102 or MAT 202 or MAT 205 with minimum grade of "C" or BSN candidate or College of Business completion degree candidate.

MAT 310 — 3 credits

After a brief review of classes of functions and their properties, this course provides an introduction to differential calculus. Topics include limits, continuity, the derivative, techniques for finding the derivative, use of the derivative in graphing functions, and implicit differentiation. Applications of the derivative, including extrema applications and related rates, are covered. Prerequisite(s): MAT 200 with a minimum grade of "C".

MAT 311 — 3 credits

is course is a continuation of MAT 310. Topics include antiderivatives, the definite integral, the Fundamental eorem 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. e course concludes with a discussion of Taylor series and L'Hospital's rule. An introduction to differential equations is given, if time permits. Prerequisite(s): MAT 310

MAT 320 — 3 credits

is course provides a survey of selected topics in mathematics, with emphasis on problem solving and applications. Core topics include an introduction to logic, set theory, probability, systems of linear equations, and an introduction to linear programming. Additional topics may include an introduction to statistics and mathematics of finance, if time permits. Prerequisite(s): MAT 304, MAT 101 or college algebra equivalent.

MAT 330 — 3 credits

is course provides an introduction to discrete mathematics. Topics include sets, functions and relations, mathematical induction and logic, elements of number theory, counting techniques, recursion, graphs and trees, and an introduction to Boolean algebra. Applications in computer science are reviewed Prerequisite(s): MAT 200 and MAT 320

MAT 331 — 3 credits

This course presents the core concepts and principles of Euclidean geometry in two and three dimensions. Topics include geometric constructions, congruence, similarity, transformations, measurement, and coordinate geometry. Axiomatic systems and proofs are covered. An overview of non-Euclidean geometries is provided. Prerequisite(s): MAT 200

MAT 332 — 3 credits

is course provides an overview of the historical evolution of major concepts in mathematics including counting and number systems, geometry, algebra, calculus, and statistics. e 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. e interrelationship between the evolution of mathematics and science and technology is explored Prerequisite(s): MAT 311, MAT 308, and MAT 331

MEC 6901   3 credits

e new DSM -5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.

MIS 320   3 credits

is course is an overview of management information systems and their use to support business operations. Students are exposed to current information systems technology used in the business decision-making process. Emphasis is placed on management control of information systems. Topics include information systems concepts and planning; end-user computing; hardware, software, including decision support systems, "Groupware," and database systems; networks; international, social, political, legal, behavioral, and ethical issues of MIS. Prerequisite(s): BCS 205, BCS 206, BCS 210, BCS 226/CTA 226

MLS 105   1 credit

is 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. (is course will be taught at the University of Delaware.)

MLS 106   1 credit

is 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. (is course will be taught at the University of Delaware.)

MLS 108   1 credit

is course provides training in a varieobligati x(a)0.5(vary.n8(9.7(()-17sis(inciniples)]TJ0.011 Tc 08031 Tw T*-5(n)0oquir6a)5(des)0.ode

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MLS 305   2 credits

is 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. is course is for ROTC students, current military service members, or veterans. (is course will be taught at the University of Delaware.)

MLS 306   2 credits

is 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. is course is for ROTC students only. (is course will be taught at the University of Delaware.) Prerequisite(s): MLS 305

MLS 315   4 credits

is is an advanced, four-week o -campus, hands-on leadership education and assessment course. Real life individual and collective leadership challenges and opportunities are provided. is course is held at Fort Lewis, Washington. All expenses are paid. Commitment to military service is required. Restriction: Permission of instructor required. (is course will be taught at the University of Delaware.) Prerequisite(s): MLS 305 and MLS 306

MLS 365   3 credits

is course covers selected topics in American military history, current military trends, and future military requirements. No military obligation is required. (is course will be taught at the University of Delaware.)

MLS 366   3 credits

See course descriptions for MLS 305 or MLS 306. is course is designed for students who have conflicts due to the scheduling of required degree courses. (is course will be taught at the University of Delaware.)

MLS 405   2 credits

MUS 201   3 credits

is course is an examination of music in contemporary society, including discussion of 19th century romanticism, progressive jazz, disco music, bluegrass, country western and folk ballads.

NFP 301   3 credits

An overview of the historical background, development, role, auspices, organization and purposes of nonprofit agencies. Special emphasis is placed on structure, program, organizational management, strategic planning and stewardship. Other important content is related to reporting requirements, function of the Board of Directors and the relationship between the Chief Executive and the Board. Prerequisite(s): BBM 201

NFP 302   3 credits

Focus on non-governmental, nonprofit companies and their management practices.   e distinguishing features of these companies and their relevance to e ective performance-based management are addressed. Also covered are the identification and assessment of various organizational designs, governance structures, board and community relations, and the regulatory environment. Prerequisite(s): BBM 201/301

NFP 303   3 Credits

Focus on the practical application of accounting concepts and processes and financial data analysis for nonprofit organizations.   e importance of the management of business information systems will also be discussed. Emphasis will be placed on how these basic concepts are used in today's nonprofit organizational environments. Prerequisite(s): FIN 305

NFP 304   3 Credits

Focuses on the knowledge needed to understand and apply processes for making business decisions for nonprofit companies. Emphasis is placed on the role unique relationship nonprofit organizations have with the U.S. economy. An emphasis will be placed on critical thinking skills. Prerequisite(s): BBM 201/301

NFP 307   3 credits

Focus on developing relationships with private and institutional donors. Students will learn the keys to e ective grant proposal writing and endowment management skills. Prerequisite(s): BBM 301

NUR 303   4 credits

is 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.   e student considers the multiple roles of the nurse, the conceptual basis for nursing practice, and selected issues facing the profession of nursing.   e course includes an introduction to information literacy and writing skills. Class sessions and course assignments are designed to foster critical thinking skills. During this course, the students are required to complete a credentialing profile (through Verified Credentials). Detailed instruction of the mandatory credentialing is found in the College of Health Professions BSN Student blackboard site. Completed credentialing is mandatory for students to continue with NUR core course selection. Prerequisite(s): Registered nurse and BSN major

NUR 313   3 credits

is course focuses on the application of ethical thinking to contemporary nursing practice.   e major ethical theories are examined, and the issue of ethical standards is addressed.   e relationship of ethics to technology, legal issues, and economics is explored. Prerequisite(s): NUR 303 and 60 lower level credits

NUR 323   3 credits

is course focuses on the development of teaching skills for professional nursing practice.   e course will explore the role of the professional nurse in teaching individuals, families, communities, and peers. Prerequisite(s): NUR 303 and 60 lower level division credits

NUR 327   3 credits

In this course, students will utilize the skills and knowledge they gained in previous courses in Hispanic language and culture. Students will participate in a community clinical site which provides health care to the Hispanic community. Prerequisite(s): HUM 340, SPA 301, SPA 302, SPA 305, and HLT 371

NUR 383   3 credits

is course focuses on the development of leadership skills for professional nursing practice. e course explores the leadership role of the professional nurse through Nurse Leader interviews, current literature, theories, self-awareness, and professional development. Students conduct in-depth nurse leader interviews to gain perspectives about real-world leadership environments. e students' perspectives of leadership as a component of all professional nursing practice are enhanced through self-directed interaction with a variety of nursing leaders. In preparation for this course, students need to identify two Nurse Leaders that are willing to participate in an interview with the student. e leaders must hold a BSN degree or higher and currently be in a leadership role. Prerequisite(s): NUR 303 and 60 lower division credits

NUR 343   3 credits

Emphasis in this course is placed on the ability to read, understand, and critique published research reports. Students learn the relevance of research and strategies for utilization. Advocacy and accountability in the conduct and use of research are stressed. Prerequisite(s): NUR 303 and MAT 308

NUR 363   3 credits

is course emphasizes the professional nurse's role in health restoration and maintenance for individuals and families

NUR 462 3 credits

ese elective courses focus on contemporary subjects and

ORG 408   **3 credits**

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

POL 304   3 credits

POL 402   3 credits

is 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 e ciencies 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.   ey also analyze potential allies and foes, and develop strategies to get their issues on the "public agenda." Prerequisite(s): POL 326 and junior or senior status

POL 403   3 credits

is capstone course examines the theories, principles and ethics of government writing. Students apply this learning to

PSY 290   1 credit

is course is a supervised and guided 30-clock hour field experience for undergraduate students who have completed more than 15 credits but less than 60 credits in an organization or agency involved in the coordination or delivery of human services. Such organizations could be psychiatric facilities, nursing homes, or community-based agencies providing social services. Prior Learning Assessment credits are not applicable to this course. Course is graded satisfactory/unsatisfactory. Prerequisite(s): PSY 101 and SOC 101 and freshman or

PSY 314   3 credits

This course is a study of the techniques and theoretical approaches common to the human potential movement. e course examines the basics of humanistic psychology and its origins in eastern philosophy. Special attention is given to the reconciliation of rational and non-rational modes of thought in human psychology. Prerequisite(s): PSY 101

PSY 315   3 credits

is course focuses on the social and psychological implications and processes of groups, group participation, and organization. Included are class exercises which foster students' understanding of group development, styles of facilitation, and interdependency. Prerequisite(s): PSY 101

PSY 316   3 credits

is course provides the student with an understanding of the causes and symptoms of stress and burnout. e emphasis is on prevention strategies and the development of individual coping skills, including proper exercise, nutrition, breathing techniques, biofeedback, time management, and progressive relaxation. Prerequisite(s): PSY 101

PSY 319   3 credits

is course focuses on how families function as a system; aspects of assessment and treatment are also considered. Prerequisite(s): PSY 101

PSY 322   3 credits

is course will cover the challenges of creating and sustaining wellness in the workplace. e course will examine health promotion models and preventative management tecapprd4ti wilentin(ls,)7ca

PSY 334   **3 credits**

is 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 a ect behavior. Additional topics include illness; abnormality or defects that a ect behavior; applications of knowledge to understanding of common behaviors; and implications of this information for treatment, prevention, remediation, and common research methodologies. Evolutionary considerations are also an important focus of this course. Prerequisite(s): PSY 101 and SCI 335

PSY 336   **3 credits**

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studies include physical, social-emotional, and intellectual development. Major development theorists are reviewed. e interrelationship of heredity and environmental factors that influence change are also considered. Prerequisite(s): PSY 101

PSY 340   **3 credits**

is course provides an introduction to psychological research techniques and methodology. e 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

PSY 390   3 credits

Through independent study, the student is offered the
opportunity to pursue individual special interests under

feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed. Prerequisite(s): PSY 101

PSY 452   3 credits

e purpose of this course is to examine multiculturalism as a central or proximal variable in psychology. In this course, students will examine the nature and contribution of multiculturalism in psychology and the influence it has on the way we study and understand behavior. Students will examine theories and research in multicultural psychology. Students will gain a better understanding of the ways in which the multicultural context influences psychological processes, learn about empirical methods in multicultural psychology, and achieve a better appreciation of the multicultural context of human behavior. Prerequisite(s): PSY 101

PSY 453   3 credits

is course will define what is meant by family crisis, identify

PSY 472   **3 credits**

This course provides an overview of bullying across the lifespan. It will explore the history of bullying, how physical, cognitive, and socioemotional development influence bullying, psychosocial and legal issues, and the latest research on causes and consequences of bullying. Students will consider their own experiences with bullying and the impact bullying has had on themselves and others. They will also identify effective strategies for reducing instances of bullying and reacting to such instances if they occur. Topics will include the abuse of power, bystander responses, cyberbullying, populations at high risk of being bullied, youth suicide, workplace and elderly bullying, and legal issues related to bullying. Prerequisite(s): PSY 101

PSY 474   **3 credits**

This course will allow students the opportunity to explore the process of falling in love, of forming intimate and committed relationships from a psychological perspective. Students will read empirical studies that focus on topics such as: attachment, identity development, gender and cultural differences as

expressive art therapies as well as an opportunity to engage In experiential exercises which will foster a greater understanding of creative process and Its Impact on the potential for human growth. Prerequisite(s): PSY 101

PSY 483   3 credits

is course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and junior status

PSY 484   3 credits

is course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and junior status

PSY 485   3 credits

is course is an intensive study of selected contemporary topics relative to psychology and sociology. Emphasis is on in-depth research in areas selected by the student. Prerequisite(s): PSY 101 and Junior status

PSY 490   3 credits

is course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 491   3 credits

is course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 492   3 credits

is course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic

Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 493   3 credits

is course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 494   3 credits

is course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

PSY 495   3 credits

is course consists of supervised field placement in which a student does case management type work in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded satisfactory/unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisite(s): PSY 101, junior status, and overall GPA of 2.5 or higher

RDG 300   3 credits

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 di erences, language acquisition of young children across cultural and linguistic groups, assessment and intervention of language and communication, facilitation of literacy, and the relationship of oral language to the development of writing and reading. Prerequisite(s): PSY 336

RDG 301   3 credits

is course presents the fundamental concepts and principles of reading instruction, with an emphasis on the critical analysis of varied materials and techniques.   e reading and writing connection is included giving emphasis to working with children from various lingual and cultural backgrounds. Students learn to support English as a Second Language Learner's access to core curriculum through creating supportive learning

environments and by teaching language through academic content. Alphabetics (Phonemic Awareness and Phonics), Fluency, Comprehension (Vocabulary, Text), organizations of reading instruction, and other aspects of the reading program are included, with the major focus on the process approach to writing. Prerequisite(s): RDG 300, EDU 102 and EDU 203

RDG 302   3 credits

This course is a study of literature for children and adolescents and is designed to introduce students to both classic and contemporary materials related to children's literature. The course will emphasize the development of knowledge of literature and how to effectively integrate that knowledge into the curriculum. Students will learn how to evaluate and select appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite(s): RDG 300, EDU 102 and EDU 203

RDG 305   3 credits

Students examine theories about the reading process and reading to learn. Emphasis is placed on practical strategies for acquiring knowledge through reading in a variety of subject areas at the middle level. Prerequisite(s): EDU 102 and EDU 203

RDG 306   3 credits

The focus is on the nature and causes of reading difficulties as well as an examination of methods, techniques, and materials used in diagnosing and correcting reading-related difficulties. Attention is focused on the learner and interpretation of physiological, psychological, sociological, emotional, cultural, linguistic and educational factors which influence reading achievement. Provisions are made for identification, analysis, and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Students are introduced to the issues faced by ELLs regarding assessment (i.e. accountability, bias, language proficiency, testing accommodations.) Prerequisite(s): RDG 301, EDU 102 and EDU 203

RDG 401   3 credits

Students learn lesson and unit planning as required by teacher evaluation systems. Content, methods, materials, and demonstration of the integrated language areas of listening, speaking, reading, and writing are addressed. A major focus of this course is the pre-reading and pre-writing abilities of young children. The development of vocabulary, spelling, and handwriting will be included. All language/literacy areas will be related to the developmental stages, needs, interests, and background of the child. A virtual clinical experience from schools using "best practices" is required. Prerequisite(s): EDU 102, EDU 203, RDG 300 and passing score on all sections of PRAXIS I, and for students entering Fall 2007 and afterward, PRAXIS II

REL 301   3 credits

This course presents the Bible as historical literature through which the roots of the Judeo-Christian world view are traced. Using a biblical perspective, social issues such as the origin of racism, sexism, and other contemporary issues are discussed and analyzed.

REL 305   3 credits

The United States was founded on ideals which include the dual concepts of religious freedom and religious tolerance. Yet, many religious beliefs and practices in this country are misunderstood and the actual degree of diversity is underestimated. At times, tension between religious freedom and religious tolerance has been the cause of unrest – even violence. This course is designed to increase religious literacy as a means of understanding the diversity of world views, beliefs, and practices of those with whom we coexist. Content will include an overview of religion in the United States from colonial times to the present, with an emphasis on contemporary issues and current events.

REL 306   3 credits

This course is a survey of the major world religions and their relationship to the broad cultural settings in which each impact. This course also helps to promote awareness and appreciation of the diversity of religious thought and helps students going into the "working world" to develop spiritual sensitivity in their professions. Also, a development of a broader perspective helps strengthen relationships with the diverse culture of today's society.

SCI 110   3 credits

This course provides an understanding of how the physical environment changes around us. It gives an understanding of the relationship between matter and energy, including the following concepts: force, motion, conservation laws, energy, heat, wave motion (including sound and light), electricity and magnetism, the atom, and semiconductor materials. Prerequisite(s): MAT 101 or MAT 205 or MAT 304

SCI 232   4 credits

is course is an overview of how living things reproduce, develop, and transmit traits. eories of evolution are discussed to account for the abundance of life forms. A review of how this knowledge is applied to agriculture and human health is given. A study of how all organisms are interconnected through structured ecosystems shows how humans apply scientific knowledge to better use natural resources.

SCI 240   3 credits

is course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Emphasis is placed on the physics of everyday life and how things work. Topics include basic concepts of motion, forces, energy, fluid mechanics, heat, electricity, magnetism, and waves. Upon completion, students should be able to describe examples and applications of the principles studied. Computer-based exercises will be used to enhance and consolidate the understanding of basic physical principles and applications. Prerequisite(s) MAT 121 or MAT 205 or MAT 304

SCI 251   4 credits

is course is the first part of a 2 part introductory Biology course designed for those intending to major in the Natural Sciences. Living organisms will be studied on a molecular and cellular level. Emphasis will be placed on the chemistry of biological molecules, structure and function of cells and their components, genetic patterns of inheritance, flow of genetic information and biotechnology.   4 credits

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SCI 232   4 credits

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SCI 310   3 credits

is course identifies the causes of environmental degradation and examines current e orts toward correcting a variety of complex environmental situations. Emphasis is placed on the role of humans using science and technology to find solutions to the problems facing earth.

SCI 311   4 credits

This course involves the study of organisms in the plant kingdom. e course is designed to introduce students to the diversity, ecology, anatomy, morphology, genetics, and physiology of plants. rough lectures and lab exercises, students will gain information about plant biology and lab techniques used to study plants.

SCI 312   4 credits

This is an algebra-based physics course providing an understanding of the major concepts in physics. Topics covered include Newtonian motion, work and energy, thermodynamics, wave properties, sound, optics, electricity and magnetism, the atom and nuclear processes, and relativity. Prerequisite(s): MAT 101 or MAT 205 or MAT 304

SCI 315   4 credits

is course explores the chemistry needed to understand the impact of chemical, human, and industrial processes on our lives and our environment. e basics of inorganic, organic, and biochemistry are covered, including the chemistry of life (DNA).

SCI 321   3 credits

is 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. e impact of current technology on individuals, society, and the environment, including moral and ethical concerns, will also be discussed. Prerequisite(s): junior status or higher.

SCI 331   3 credits

is course explores the unseen life on earth. e world and the diversity of microorganisms, including the basics of cell biology and genetics, are examined. Students will gain a deeper understanding of how microbes shape the environment and their essential role in human life. Controlling microbes under special situations (e.g. food safety, hospitals), how the human body defends against microbial invaders, disease outbreaks, and current e orts to track and control infectious diseases are discussed.

SCI 335   4 credits

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. e student is introduced to the principles of operation of the major organ systems in healthy humans.

SDD 100   3 credits

SDD 250   3 credits

advisor to identify a realistic project related to his or her career goals and course of study. Having agreed upon a timetable for the project's completion, the student then begins a required, minimum 30-hour flexible workshop where he or she must prepare a clear and comprehensive project plan that includes phases for requirements analysis, design, implementation, and testing, with deliverables for each phase. is course is the equivalent of WIS 485. Prerequisite(s): Permission of the Program Chair

SDD 486 · 2 credits

Having agreed upon a software project's definition and timetable in SDD 485, students will design and develop the software project. Periodic consultation with the instructor is mandatory throughout the session. In this manner, students will have completed a professional-level, software design and development project prior to graduation. is course is the equivalent of WIS 486. Prerequisite(s): WIS 485 or SDD 485, and permission of the Program Chair

SDD 490 · 3 credits

is course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. is course is the equivalent of WIS 490. Prerequisite(s): Permission of the Program Chair

SDD 491 · 3 credits

is course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. is course is the equivalent of WIS 491. Prerequisite(s): Permission of the Program Chair

SDD 492 · 3 credits

is course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. is course is the equivalent of WIS 492. Prerequisite(s): Permission of the Program Chair

SDD 493 · 3 credits

is course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. is course is the equivalent of WIS 493. Prerequisite(s): Permission of the Program Chair

SDD 494 · 3 credits

is course will provide students with real world experience in the field of software design and development. Students will become acquainted with the workplace while enhancing their professional skills and interacting with other information systems professionals. is course is the equivalent of WIS 494. Prerequisite(s): Permission of the Program Chair

SDL 300 · 3 credits

is course introduces concepts of goal-setting and planning for present and lifelong learning. Students develop and implement a learning contract which is supported through a mentoring process.

SEC 100 · 3 credits

is 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. is course maps to the CompTIA A+ Certification.

SEC 210 · 3 credits

is 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 e ective security system, selection of IT security products, firewall benefits and limitations, intruder detection, correct ways to configure your computer, browser settings, virus settings, operating system vulnerabilities, strong password techniques, parasite detection, and encryption techniques. Prerequisite(s): CTA/BCS 206 or equivalent

SEC 230   3 credits

Designed for the serious computer user, this course will introduce the student to the basic concepts of the Linux operating system. Completion of the course will provide a good basic working knowledge of: essential Linux commands, login and logout sequences; Linux e-mail; fundamentals of the vi editor; piping and redirection; security and process control; Directory and File Systems and essential utilities; Linux shell programming; X Windows; Linux installation; and basic system administration. Prerequisite(s): SEC 100

SEC 235   3 credits

This course provides an in-depth knowledge of data communications and networking requirements, including networking and telecommunications technologies, hardware, and software. Emphasis is upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered. Students learn to evaluate, select, and implement different communication options within an organization. Note: is course replaces SEC 320 Prerequisite(s): SEC 100. Prerequisite is waived for WIS students.

SEC 250   3 credits

is course expands upon the material studied in SEC 210. e 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). e student's basic network and operating system skills will be expanded to include planning, implementation, and auditing of a system's security package Prerequisite(s): SEC 210, SEC 230 and SEC 235(formerly SEC 320). Note: is course is equivalent to SEC 330.

SEC 290   3 credits

is course introduces the student to computer programming using the Python programming language. e purpose of the course is to help students understand programming as both an art form and a science. Note: is course replaces WIS 290.

SEC 305   3 credits

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. is course will help students build a strong understanding of the motivation and e ectiveness of psychological tactics in the cyber threat landscape, enabling them to defend against attacks, and further the future of cyber security. Topics covered will include the history of psychological attacks, the human factor of security, social engineering tactics, social engineering prevention, thinking like an attacker, and security awareness and responsibility. Prerequisite(s): CTA/BCS 206, or CTA/BCS 226, or equivalent

SEC 310   3 credits

Algorithms and theory and how they are used in everyday web and computer applications are studied. e theory behind the algorithms is included, as well as application of those theories. Some of the topics explored include the following: Cryptography (encompassing private and public key cryptography; digital signatures; and encryption methods such as Rijdael, RSA, and Kerberos), Data Compression (MPEG/JPEG), Indexing/Traversing methodologies Prerequisite(s): SEC 210

SEC 335   3 credits

This course covers key network services managed by the Linux Administrator. Focus is on Web servers, e-mail (POP and SMTP protocols), and security. e course will present the following Internet services: DNS, FTP, HTTP (Apache Web Server), telnet, and SSH. Intranet topics included are: NFS (Network File System), NIS (Network Information Services) and interoperability with the Windows system using Samba. At the conclusion of the course students will explore topics in networking: network configuration, security and interoperability. Prerequisite(s): SEC 230 and either SEC 235 or SEC 320

SEC 340   3 credits

is 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.   rough practical lab sessions, students receive real-world experience administering Windows operating systems. Prerequisite(s): SEC 235 or SEC 320

SEC 350   3 credits

is hands-on introductory course provides students with the knowledge and skills necessary to begin a computer-based investigation.   e course begins with an overview of computer forensics and then proceeds to introduce forensics tools, concepts, and documentation of evidence/procedures.   e 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.   is course replaces SEC 220. Prerequisite(s): SEC 230

SEC 355   3 credits

is hands-on intermediate course provides students with the knowledge and skills necessary to begin a digital investigation centered around a mobile device.   e course begins with an overview of common security issues associated with mobile devices and explains how they relate to digital forensics.   e course proceeds to introduce digital forensics tools, concepts, and industry accepted best practices for proper evidence collection, analysis and reporting. Prerequisite(s): SEC 350

SEC 380   3 credits

is course will help students get a firm, practical grasp of cloud computing, its concepts, and implementations. Students will explore the rationale for this fl1 Tf08uoceeds1segntatf coe

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 e cient DRP for an organization. Prerequisite(s): SEC 250 or SEC 330

SEC 425   3 credits

e 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 e ective 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

SEC 492   6 credits

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator

SEC 493   6 credits

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator

SEC 494   6 credits

Students in the final year of the program who have completed the program's core requirements will be offered the option, as an elective, to receive academic credit of up to six credit hours for a supervised field experience. Prerequisite(s): Permission of the Program Coordinator

SOC 101   3 credits

is course introduces students to the fundamental concepts and methods of the scientific study of group behavior in terms of social interactions and processes. An introduction to social psychology, socialization, personal development, culture, and personality is also offered.

SOC 301   3 credits

is 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.   e role of cities in developing and changing society will be examined. Students will discuss the development of cities, problems of city living, and theories of urban development, as well as urban growth, and perceptions of cities as dangerous places. Prerequisite(s): SOC 101

SOC 302   3 credits

is course introduces the subjects of marriage and the family from a sociological perspective. It includes an examination and comparison of patterns of behavior surrounding these institutions historically and cross-culturally, with an emphasis on contemporary U.S. society. Students are encouraged to analyze the causes and probable consequences of current trends and social problems surrounding the family. Topics explored are family violence, mate selection, romantic love, gender roles, sex, divorce, and the changing composition of the family. Prerequisite(s): PSY 101 or SOC 101

SOC 303   3 credits

is 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

the political and social context that produced them, and policy choices for the future are also studied. Prerequisite(s): PSY 101 or SOC 101

SOC 310

SOC 340   3 credits

is course is an introduction to research design in the social sciences. Emphasis is on students as consumers of research. Critical reading of research and application of research findings in practice are included. Prerequisite(s): PSY 101 or SOC 101, ENG 121, ENG 122, SOC 331 and MAT 308

SOC 350   3 credits

is course will focus on understanding the nature of disasters and the social impact of disaster on communities.   e 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   3 credits
9/11, 2003

tra cking of women and children into the sex industry and domestic work, and the tra cking of men into forced labor.

is course will also examine government roles, laws, culture, organized crime, and discuss e orts being made to combat the human tra cking problem.

SOC 405   3 credits

e 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

SOC 460   **3 credits**

e 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.

is course will analyze globalization using the perspectives of nations, organizations, and societies, and will include three globalization theories: world-system theory, world polity theory, and world culture theory. Prerequisite(s): SOC 101 or PSY 101

SOC 461   **3 credits**

The purpose of this course is to analyze the roles and responsibilities of women in leadership positions. Current issues and trends will be examined from historical, sociological, psychological, political, economical, and ethical perspectives. Analysis and synthesis will be used to apply information from a variety of resources to issues facing women who hold or seek leadership roles. Strategies for developing leadership skills will be integrated throughout the course Prerequisite(s): PSY 101 or SOC 101

SOC 464   **3 credits**

is course will provide a general overview of human services work. e course will introduce students to the field of social work as a profession, and orient students to the fundamental values, skills, ethics, and knowledge of social work practice. The student will be introduced to various human service organizations, client groups, various problems agencies address, as well as an examination of direct services and administration/planning of services.

SOC 468   **3 credits**

Professionals working in various behavioral science fields are

SOC 493   3 credits

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and how they are vital to the success of the sport organization. Students will develop social media and news releases for an existing or special sport event organized by the class. Prerequisite(s): SPM 305

SPM 309   3 Credits

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.   e course will blend the necessary components of fundraising theory and development of fundraising programs and events. Students will learn the importance of fundraising for volunteer sports, non-profit sport organizations, amateur sport organizations, high school and collegiate level sport organizations. Topics which will be discussed include: fundraising program planning, board of directors, managing volunteers, fundraising control and evaluation. Prerequisite(s): BBM 201

SPM 405   3 credits

This course gives students a comprehensive view of the procedures and operation of professional sports, collegiate

TEC 315 3 credits

is course will explore nature through the eye of the digital camera. Students will look up close with the use of macro equipment to see and photograph the small world that often goes unseen, and reach out with the telephoto to those parts

or e ects supervisor while shooting specific scenes during the course, and learn to apply general visual e ects techniques to achieve the look for the shot/scene.

VFX 200 — 3 credits

is course aims at making the student familiar with using Node based compositing, and techniques such as matte generation, tracking, color correction, and roto-scoping in solving issues like set extension, incorporating shots with green screen, and 3D integration Prerequisite(s): (VMG 201 or DSN 201) and (VMG 321 or DSN 301)

VFX 300 — 3 credits

Building on the concepts of the introductory class (VFX 200) students will be challenged with real world examples of compositing challenges and incorporate them into a finished demo reel Prerequisite(s): VFX 110 and VFX 200

VFX 310 — 3 credits

Students in this course will be challenged by extending existing shots, or shots with unwanted objects, through digital painting techniques. e creation of totally new environments for use in compositing, game design, and artistic endeavors will also be covered Prerequisite(s): DSN 201/VMG 201, DSN 301/VMG 321, and VFX 110

VFX 400 — 3 credits

is course teaches students the two basic skills that are the key to pulling o the most di cult tasks of Visual E ects work: tracking footage for placement of digital objects, and masking out the parts of the shot that ruin the illusion Prerequisite(s): VFX 110 and VFX 200

VFX 420 — 3 credits

is is the final course of the VFX program. It culminates each previous course in a capstone project. Demonstration of all of the skills involved in pulling o a visual e ect composite (match moving, roto-scoping, lighting considerations, combining imagery, color correction, digital mattes, and 'illusion/realism' techniques) will need to be shown in the project. Students are strongly encouraged to incorporate other DFM / VMG projects in this course Prerequisite(s): VFX 110, 200, 300, 310, and 400 must be completed prior to registering for this course.

VMG 100 — 3 credits

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 a ects those settings. On the cinematography side, students will be exposed to shot composition, camera movements and how those choices convey meaning to the audience.

VMG 101 — 3 credits

is course introduces the principles of sound recording and sound design using analog and digital technologies. e 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

exploring their design implications. Digital technology and basic computer animation software will be introduced through demonstration and practice. is course is equivalent to DSN 201 Prerequisite(s): CTA/BCS 210 and DSN 210

VMG 202   **3 credits**
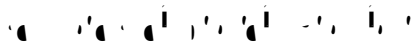
VMG 321   3 credits

is course demonstrates the critical concepts of 3D time and space, and helps explain the principles of 3D modeling, animation, dynamics and rendering. is course is equivalent to DSN 301 Prerequisite(s): VMG 201 or DSN 201 and DSN 210

VMG 322   3 credits

is course focuses on creating structures and objects in three dimensional space, working with polygons, planes, spheres, and hypernurb objects. is course is equivalent to DSN 302 Prerequisite(s): VMG 201 (or DSN 201), VMG 321 (or DSN 301) and DSN 210

VMG 323   3 credits

Applying realistic textures to objects, lighting objects, scenes and individual channels, as well as rendering those objects/scenes

VMG 460   **3 credits**

is course surveys contemporary subjects and current events pertaining to Video and Motion Graphics. Prerequisite(s): Permission required

VMG 487   **3 credits**

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. is course may be completed as a directed study with an instructor of the student's choice or in a classroom setting. is course is equivalent to COM 487 Prerequisite(s): Permission required and VMG 422 with a grade of B or better.

VMG 490   **3 credits**

is course will provide students with real-world experience in the field of communication where they will become acquainted with daily operations, while enhancing their professional skills and interacting with other communication professionals. College of Technology students wishing to complete their internship requirements should review procedures at http://wilmu.edu/technology/internships/index.aspx Prerequisite(s): Permission required and VMG 422 with a grade of B or better.

ASP.NET websites. Prerequisite(s): WIS 210 – Database Fundamentals, WIS 310 – Microsoft .NET I

Officers

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The Honorable Joseph J. Farnan, Jr.

Farnan, LLP

Attorneys At Law

Wilmington, DE

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and COO (Retired)

Pepco Holdings, Inc.

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Attorneys At Law

Wilmington, DE

Manager (Retired)

Human Resources

Development International

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Wilmington, DE

...........................Professor
Vice President for Academic Affairs
B.A., Eastern Christian College
M.A.R., Harding University
M.S., Loyola College in Maryland
Ed.D., Argosy University

...........................Professor
Assistant Vice President for Academic Affairs
B.S.N., University of Delaware
M.S.N., Wilmington College
Ph.D., Widener University

...........................Assistant Professor
College of Business
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Argosy University

...........................Assistant Professor
College of Business
B.A., University of Miami
M.S.Ed., University of Miami

...........................Associate Professor
College of Education
B.A., Davis and Elkins College
M.Ed., West Chester State College
Ed.D., Temple University

...........................Associate Professor
College of Social and Behavioral Sciences
B.S., University of Delaware
M.S., Wilmington College
Ed.D., Wilmington University

...........................Associate Professor
Vice President, External Affairs
A.S., Community College of the Air Force
B.S., Embry-Riddle Aeronautical University
M.A.S., Embry-Riddle Aeronautical University
D.B.A., Argosy University

...........................Professor
College of Health Professions
B.S.N., Wesley College
M.S.N., University of Delaware
Ed.D., University of Delaware

...........................Assistant Professor
College of Arts and Sciences
B.S., Penn State University
M.A., Villanova University

...........................Assistant Professor
College of Education
B.S., University of Delaware
M.Ed., University of Delaware
Ph.D., University of Delaware

...........................Assistant Professor
Assistant Vice President
Alumni Relations and Student Affairs
B.S., Wilmington University
M.B.A, Wilmington University
Ed.D. Nova Southeastern University

...........................Associate Professor
College of Business
B.S., University of Delaware
M.S., Widener University

...........................Associate Professor
Director, Psychology Program
College of Social and Behavioral Sciences
B.A., University of Nebraska - Lincoln
M.S., University of Nebraska - Lincoln
Ph.D., University of Delaware

...........................Associate Professor
College of Social and Behavioral Sciences
B.S., Rider University
M.B.A, Monmouth University
Ed.D., George Washington University

...........................Associate Professor
College of Social and Behavioral Sciences
B.A., University of Delaware
M.S.W., Delaware State University
Ph.D., University of Delaware

....Professor
College of Education
B.A., Hastings College
M.Ed., University of Nebraska
Ph.D., University of Nebraska

....Professor
Director, Doctoral Studies
College of Education
A.A., Middlesex Community College
B.S., Wesley College
M.B.A, Wilmington College
Ed.D., Temple University

.... Assistant Professor
College of Business
B.S., Wilmington University
M.B.A, Wilmington University
Ed.D., Wilmington University

.... Instructor
College of Technology

.... Assistant Professor
College of Health Professions
A.D.N., Delaware Technical and Community College
B.S.N., Wilmington College
M.S.N., Wilmington College

.... Assistant Professor
Director, Teacher Preparation
College of Education
B.A., University of Delaware
M.Ed., University of Delaware

.... Assistant Professor
Assistant Vice President, Dean
College of Online and Experiential Learning
B.S., University of Delaware
M.S., Wilmington University
Ed.D., Walden University

.... Assistant Professor
Faculty Development and Support
B.S., Wilmington University
M.S.M., Wilmington University

.... Assistant Professor
College of Business
B.S., Old Dominion University
M.S., University of Virginia

…….......……………..……..Assistant Professor
College of Health Professions
B.S.N., The New Jersey City University
M.S.N., Wilmington University

...........................Associate Professor
Dean, College of Business
B.S., Lockhaven University
Ph.D., Cornell University

....Professor
College of Education
B.A., University of Mary Hardin - Baylor
M.A., University of Notre Dame
Ph.D., University of Texas

.... Assistant Professor
Director, Undergraduate Business Programs
Assistant to the Dean
College of Business
B.A., Wilmington College
M.S., Widener University
Ed.D., Argosy University

.... Assistant Professor
College of Education
B.S., Shippensburg State College
M. Ed., West Chester State College

.....................Associate Professor
College of Social and Behavioral Sciences
B.A., Elon University
Ph.D., University of Delaware

......................Associate Professor
College of Social and Behavioral Sciences
B.A., Morgan State University
M.A., University of Maryland
Ph.D., University of Maryland

.... Assistant Professor
Assistant Vice President and Dean of Locations

....Assistant Professor
College of Health Professions
B.S.N., Widener University
M.S.N., University of Delaware
D.N.P., Wilmington University

....Professor
Dean, College of Education
B.S., West Virginia University
M.Ed., University of Delaware
Ed.D., Columbia University

....Associate Professor
College of Technology
B.A., Brigham Young University
M.Ed., Wilmington College

....Associate Professor
Dean, College of Social & Behavioral Sciences
A.A., Delaware Technical and Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University

....Assistant Professor
College of Business
B.S., Duquesne University
M.A., Ottawa University

....Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Armstrong State College
Ed.D., Baylor University

....Associate Professor
Director, Cyber Security Education
College of Technology
B.S., Hofstra University
M.S., Stevens Institute of Technology
Ed.D., Wilmington University

....Assistant Professor
College of Health Prof o Tw ( )Tj-3.958 -1.4 Td[(B)30(.A.,)70..nn(C595(essor)]TJ-0.231 - (......17oar)-g9

.... Assistant Professor
College of Education
B.S., Villanova University
M.A., Villanova University
M.A., Washington Theological Union
Ed.D., Wilmington College

.... Associate Professor
Director, Library
B.A., University of Delaware
M.L.S., University of Maryland
M.S., Shenandoah University

.... Assistant Professor
College of Technology
B.S., Clarkson University
M.B.A, Widener University

.......…………….Interim Assistant Professor
College of Education
B.A., Indiana University of Pennsylvania
M.A., Indiana University of Pennsylvania

.... Assistant Professor
College of Arts and Sciences
A.A., University of Delaware
B.A., Salisbury University
M.A., Salisbury University

.... Assistant Professor
College of Business
B.S., Middle Tennessee State University
M.B.A, Middle Tennessee State University
D.B.A., Wilmington University

.... Associate Professor
College of Business
B.S., University of Delaware
M.B.A, University of Delaware
Ph.D., University of Delaware

.... Assistant Professor
College of Social and Behavioral Sciences
A.A.S., Austin Community College
B.S., Wilmington College
J.D., Widener School of Law

.... Assistant Professor
College of Social and Behavioral Sciences
B.A., Kent University
M.C., University of Delaware
M. A., Central Michigan University

.... Assistant Professor
College of Technology
B.S.Ed., West Chester University
M.Ed., Wilmington University
Ed.D., Wilmington University

.... Assistant Professor
College of Business
B.S., Wilmington College
M.S., Wilmington College
D.B.A., Wilmington University

.... Associate Professor
College of Education
A.A.S., West Liberty State
B.S., West Chester University
M.Ed., University of Delaware
Ed.D., Wilmington College

.... Assistant Professor
College of Health Professions
B.S.N., Rutgers University
M.S.N., Widener University
D.N.P., University of Medicine and Dentistry of New Jersey

.... Assistant Professor
Senior Director, Online Learning and Ed Tech
B.S., Wilmington College
M.Ed., Wilmington College
Ed.D., University of Delaware

.... Assistant Professor
Director , D.B.A. Program
College of Business
B.A., State University of New York at Albany
M.A., New York University
Ed.D., Wilmington University

.... Assistant Professor
Library
B.A., Widener University
M.S., Drexel University

.... Assistant Professor
College of Social and Behavioral Sciences
B.A., St. Bonaventure University
M.S., Loyola University Maryland
Ph.D., Loyola University Maryland

.... Assistant Professor
College of Education
B.A., Cheyney University
M.Ed., Cheyney University
Ed.D., Wilmington College

....Professor
Director, Master's Business Programs
College of Business
B.S., U.S. Merchant Marine Academy
M.B.A, Wilmington College
Ed.D., Wilmington College

.... Professor
College of Health Professions
B.S.N., University of Maryland
M.S.N., University of Delaware
Ed.D., Wilmington College

………........………..Assistant Professor
College of Technology
A.S.T., PA Institute of Technology
B.S., Widener University
M.S., Wilmington University
D.B.A., Wilmington University

.... Assistant Professor
College of Technology
B.A., Wilmington College
M.S., Wilmington University

.... Assistant Professor
Library
B.A., The Catholic University of America
M.S., Drexel University

.... Assistant Professor

Profeofessor
Director,e of Hea708 Prof95(ec)-
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.... Assistant Professor
College of Health Professions
B.A., Moravian College
B.S.N., Columbia University
M.S.N., Columbia University
D.N.P., Widener University

.... Assistant Professor
Director, Criminal Justice Program
College of Social and Behavioral Sciences
B.S., Pennsylvania State University
M.S., Wilmington College

.... Assistant Professor
Vice President of Administrative and Legal Affairs
B.A., Villanova University
J.D., Temple University School of Law

.... Associate Professor
Dean, College of Arts and Sciences
B.S., Delaware State University
M.Ed., Wilmington College
Ed.D., Wilmington College

.... Assistant Professor
College of Arts and Sciences
B.A., Harding University
M.A., Abilene Christian University

.... Assistant Professor
College of Business
B.S., University of Delaware
M.B.A Wilmington College
Ph.D., Northcentral University

.... Associate Professor
College of Business
A.S., Delaware Technical and Community College
B.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Temple University

.... Assistant Professor
College of Business
B.A., Eastern University
M.T.S., The Eastern Baptist Theological Seminary
Ed.D., Wilmington University

.... Assistant Professor
College of Education
B.S., Wilmington University
M.Ed., Wilmington University

.... Assistant Professor
Dean, College of Health Professions
B.S.N., Wilmington College
M.S.N., Wilmington College
Ed.D. (c) Walden University

.... Assistant Professor
College of Arts and Sciences
B.A., Fordham University
M.A., Villanova University

.... Associate Professor
College of Education
B.S., Eastern Kentucky University
M.A., Eastern Kentucky University
Ph.D., Kent State University

.... Assistant Professor
College of Arts and Sciences
B.S., Ohio Valley University
M.S., Lubbock Christian University

.... Assistant Professor
College of Social and Behavioral Sciences
B.A., Temple University
J.D., Widener University

.... Associate Professor
College of Social and Behavioral Sciences
B.A., University of Delaware
M.C., University of Delaware
Ed.D., Wilmington University

.... Associate Professor
College of Arts and Sciences
B.S., Ohio State University
M.S., University of Evansville
Ed.D., Temple University

.... Assistant Professor
College of Business
B.S., University of Delaware
M.B.A., University of Delaware
Ph.D., Temple University
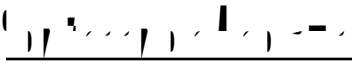
The faculty listed below have obtained the status of Professor Emeritus.

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.

.... Provost and Vice President
for Academic Affairs
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University

.... Academic Online Liaison
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University

....Dean, College of Education
B.A., Winthrop College
M.Ed., The University of Georgia
Ed.D., The University of Georgia

.... Program Coordinator, English,
College of Arts and Sciences
B.A., Pennsylvania Military College
M.S., Temple University
Ed.D., Nova University

.... Chair, Academic Computing
A.A.S., Community College of the Air Force
B.S., New School University
M.S., State University of New York

....Program Coordinator, Doctoral Studies, College of Education
B.A., Philadelphia College of Art
M.A., American University
Ed.D., American University

The adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 4/15/15.

B.A., Wilmington College
M.S.W., Delaware State University

B.A., Goddard College
M.A., University of New Hampshire

B.A., St. Vincent College
M.S., University of Texas

A.A.S., Delaware Technical and Community College
B.B.A., Wilmington College
M.B.A, Wilmington College

B.A., Philadelphia College of Art
M.S., Wilmington University

B.S., West Chester University
M.S., West Chester University

A.A., Delaware Technical and Community College
B.A., Wilmington College
M.S., Wilmington College

B.S., Wilmington College
M.B.A, Wilmington University

B.S., University of Delaware
M.B.A, Drexel University

B.S., Wilmington University
M.Ed., Wilmington University

B.A., King's College
M.Ed., University of Delaware

A.A.S., Lord Fairfax Community College
B.S., Wilmington College
M.B.A, Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

B.S., University of Delaware
M.Ed., University of Delaware
Ed.D., Nova University

B.S., Kutztown University
M.B.A, Widener University
M.S., West Chester University

B.S., Cheyney State University
M.S., Antioch University
Ed.D., Temple University

B.S., Wilmington College
M.S., University of Delaware

B.A., Temple University
M.A., West Chester University
Ed.D., Temple University

B.S., Widener University
M.B.A, Widener University

B.A., University of Delaware
M.A., University of Delaware
Ed.D., Wilmington College

B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International

B.S., Massachusetts Institute
of Technology
M.S., Massachusetts Institute
of Technology
M.B.A., University of California
at Los Angeles
Ph.D., Claremont Graduate University

A.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University

B.S., Jacksonville State University
M.B.A, Wilmington College

B.A., University of Delaware
M.Ed., West Chester University

B.A., University of Massachusetts
M.A., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

B. S., University of Massachusetts

B.S.N., University of Pennsylvania
M.S.N., University of Pennsylvania
Ph.D., University of Pennsylvania

B.S., Villanova University
M.B.A., Saint Joseph's University

B.S., University of Delaware
J.D., Widener School of Law

B.A., Wilmington College
M.S., Neumann University

B.S., Delaware State University
M.A., Central Michigan University

B.A., St. Michael's College
M.Ed., St. Michael's College
Ed.D., State University of New York at Albany

B.S., Wilmington College
M.S., Wilmington College

B.S., Wilmington College
M.S., Wilmington College

A.S., Delta College
B.S., Central Michigan University
M.Ed., Wilmington College

B.A., San Diego State University
M.A., Arizona State University
Ph.D., Arizona State University

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B.S., University of Delaware
M.B.A, Widener University

B.S., Saint Joseph's University
M.Ed., Wilmington College

B.S.N., University of Delaware
M.S.N., University of Delaware

B.S., Hofstra University
M.S., Adelphi University
Ph.D., University of Illinois

B.S., Cornell University
M.A., University of Delaware

B.A., Saint Edward's University
M.B.A, Wilmington College

A.A., Wilmington College
B.S., Wilmington College
M.Ed., Wilmington College

B.S., Clarion University of Pennsylvania
M.Ed., Salisbury State University

B.A., Adelphi University
M.Ed., Wilmington University

A.A.S., Delaware Technical and Community College
B.A., Wilmington University
M.Ed., University of Delaware

B.A., Montclair State University
M.Ed., Wilmington College

B.A., Assumption College
M.S., Wilmington University
Ed.D., Wilmington University

B.S.N., Wilmington College
M.S.N, Wilmington College

B.A., Purdue University
M.Ed., Wilmington University

B.S., Iowa Wesleyan College
M.S., North Carolina State
Ph.D., North Carolina State
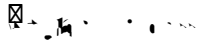

B.S., Indiana University of Pennsylvania
M.Ed., Wilmington College

B.S., University of Connecticut
Pharm.D., University of Rhode Island

L.L.B., Gujarat University
M.Com., Gujarat University
M.B.A, Fairleigh Dickinson University

A.S., Delaware Technical and Community College
B.A., Wilmington College
M.S., Wilmington College

B.S., Wilmington College
M.B.A, Wilmington College

A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

B.S., Marquette University
M.B.A, University of Bridgeport
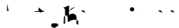
B.A., La Salle University
M.S., Rutgers University

B.A., Wilmington College

B.A., Lenoir-Rhyne College
M.A., Glassboro State College
Ph.D., Temple University

B.S.N., University of Delaware
M.S.N., Wilmington University
Ed.D., Wilmington University

B.A., The Citadel
M.A., Salisbury State College

B.A., The American University
M.A., The American University

B.S., Indiana University
M.B.A, Wilmington College

B.S., St. Joseph's College
M.(cL)-15(ennaM.(cL)-leg)15eutheTD[(Jo -3ississippi Col)-4.9(leg)5(e)]J-0.045 Tw T*[(P)-[(Tw nB)3stitui̧can Universit25.8 68rsi6 Tf-BRw ssrsi(.,)70(P)46(ngto3.2yB)3stituersity

B.A., Temple University
M.S., Stevens Institute of Technology

B.S. University of Delaware
M.B.A, Wilmington University

B.A., St. Anselm College
M.S., Northeastern University
Ed.D., Wilmington University

B.A., University of Pittsburgh
M.Ed., University of Pittsburgh

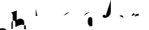B.S., University of Bombay, India
M.B.A, University of Delaware

M.B.A., Wilmington College
Ed.D., Wilmington College

A.S., Delaware Technical and Community College
B.S., Neumann College
M.S., Wilmington College

B.S., University of London
M.Ed., University of Wales
Ed.D., University of Delaware

A.A., Brevard Community College
B.A., Rollins College
J.D., Widener School of Law

B.F.A., University of Delaware

B.A., University of Delaware
M.Ed., Salisbury State University

B.A., Rowan University
M.S., Wilmington College

B.A., Western Michigan College
M.A., Appalachian State
Ph.D., University of Georgia

B.S., Rutgers University
M.S.Ed., University of Pennsylvania

B.A., Franklin and Marshall
M.A., University of Delaware

B.S.N., Wilmington College
M.S.N., Wilmington College

B.A., University of Delaware
M.S., University of South Carolina
M.B.A, Salisbury University

B.A., University of Delaware
M.B.A, Wilmington College

A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College

B.A., Temple University

M.Ed., Temple University

Ph.D., Temple University

B.A., University of Delaware

M.A., Washington College

B.S.N., Wilmington College

M.S.N., Wilmington College

B.S., Wilmington College

M.S., Wilmington College

B.S.N., University of Delaware

M.S.N., University of Delaware

M.B.A, Wilmington College

B.S., Neumann College

M.S., Wilmington University

Ed.D., Wilmington University

B.A., Hofstra University

J.D., Cleveland State University

B.S., University of Delaware

M.S., Wilmington College

B.S., Rutgers University

M.B.A, Wilmington College

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  Assistant Vice President .... Angela C. Suchanic, Ed.D.

Executive Vice President .... LaVerne T. Harmon, Ed.D.

  Assistant Vice President .... Tina Barksdale, Ed.D.

  Assistant Vice President .... Jacqueline R. Varsalona, M.B.A.

Senior Vice President .... Erin J. DiMarco, Ed.D.

  Assistant Vice President .... Peggy P. Mitchell, M.S.

 University Vice President .... Carole D. Pitcher, M.B.A.

  Assistant Vice President/Dean of Locations .... Richard D. Gochnauer, Ed.D.

  Assistant Vice President/Dean, College of Online and Experiential Learning .... Eileen G. Donnelly, Ed.D.

 Vice President, External Affairs .... Peter A. Bailey, D.B.A.

  Assistant Vice President .... Christopher G. Pitcher, M.F.A.

Senior Vice President and Chief Financial Officer .... Heather A. O'Connell, M.B.A.

  Assistant Vice President/Controller .... David Lewis, M.B.A.

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  Assistant Vice President .... Sheila M. Sharbaugh, Ph.D.

Vice President, Legal and Administrative Affairs .... Christian A. Trowbridge, J. D.

  Assistant Vice President .... John L. Cunningham, Ed.D.

  Assistant Vice President .... P. Donald Hagermann, M.H.R.M.

Academic Deans

College of Arts and Sciences .... Doreen B. Turnbo, Ed.D.

College of Business .... Donald W. Durandetta, Ph.D.

College of Education .... John C. Gray, Ed.D.

College of Health Professions .... Denise Z. Westbrook, Ed.D. (c)

College of Online and Experiential Learning .... Eileen G. Donnelly, Ed.D.

College of Social and Behavioral Sciences .... Edward L. Guthrie, Ed.D.

College of Technology .... Position vacant at time of printing. See website for update.

A full listing of administrators and contact information for University instructional locations can be found at wilmu.edu.