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UNIVERS

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The University Mission

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students.

Wilmington University is a private, non-sectarian university which o ers both undergraduate and graduate degree programs in a wide range of instructional areas. e University began with

University Sites

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

Brandywine (formerly North Wilmington)
Concord Plaza Rodney Building
3411 Silverside Road (302) 478-2491
Wilmington, DE 19810 FAX: (302) 478-2609

Burlington County College
3331 Route 38 (856) 222-9311 x2115
Mt. Laurel, NJ 08054 FAX: (856) 222-9232

Cecil College
107 Railroad Avenue (877) 967-5464
Elkton, MD 21921

Cumberland County College
3322 College Drive (856) 691-8600 x551
Vineland, NJ 08360 FAX: (856) 690-0008

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

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

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

Joint Base McGuire-Dix-Lakehurst
3829 School House Road (609) 723-2790
Joint Base MDL, NJ 08641 FAX: (609) 723-4053

Middletown
651 N. Broad Street (302) 378-0360
Middletown, DE 19709 FAX: (302) 378-0367

New Castle Campus
Office of Admissions
320 N. DuPont Highway (302) 356-4636
New Castle, DE 19720-6491 FAX: (302) 328-5902

Rehoboth Beach
41 Rehoboth Avenue (302) 227-6295
Rehoboth Beach, DE 19971 FAX: (302) 227-6705

Salem Community College
460 Hollywood Avenue (856) 351-2636
Carneys Point, NJ 08069 FAX: (856) 351-2618

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

CONTENTS

ACADEMIC INFORMATION

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

Academic Awards

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

College of Arts and Sciences

 is award is given to a bachelor's degree recipient from the College of Arts and Sciences. e 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

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

College of Education

 is 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

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

College of Social and Behavioral Sciences

 is 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 eld of study.

College of Technology

 is award is given to a bachelor's degree recipient from the College of Technology. e student must have a distinguished academic record which demonstrates excellence in one or more elds 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 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 A airs as being eligible for induction into the Delta Epsilon Rho Honor Society.

Graduation with Honors

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

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

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

Academic Policies/Procedures

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

Academic Complaint

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

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

Appeal of a Final Course Grade

A student who seeks to appeal a nal grade in a course should rst 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. is communication must occur within 60 days from the time the course grade is posted in the Registrar's O ce.

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

Request for a Hearing-Final Course Grade or Academic Complaint

If there is a question about the decision of the Academic Dean regarding the appeal of a nal course grade or an academic complaint, a student can register a grievance in writing to the O ce of Academic A airs to determine if the matter warrants a hearing before the Academic Review Committee. is letter should include the speci c 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. e decision of the Academic Review Committee, the Assistant Vice President or the Vice President will be nal.

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 su er 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 speci ed in this section. In accordance with veterans' regulations, attendance must be taken for all enrolled veterans in each class learning session.

Attendance/Hybrid Courses

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

Grading System

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

Grade Point Average (GPA)

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

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

"I" Grade for Incomplete Work

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

Pass/Fail Option

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

Probation, Suspension and Academic Standing

A student is expected to make satisfactory academic progress toward a degree. Failure to achieve this enogrogrul10(edit)]17cAdctory acro roval oursts mo38PA(W)-30(ilmingto)5(n Un.)7(

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.

Alternative Methods
for Earning Course Credit

Wilmington University grants academic credit for course completion in a number of ways beyond the traditional and virtual classroom setting. Cy graniy, gre5(ndassr)1ughand

Practicum

Students who have completed little or no course work can explore areas of interest and potential career opportunities in a field with a Guided Practicum. Guided practicum experiences focus on skills-building, becoming familiar with occupations in a field and learning what is involved in a major. Each Guided Practicum is a one credit, 30 hour experience and is generally unpaid. Students may complete multiple credits and are expected to do so at different sites to maximize this introductory field placement. Students interested in a more focused, in depth experience should consider an internship or our Cooperative E1(ppn skil)ce ld f(intg Coope(ct-7(um)]Tj /T1_1 1 Tf 11 0 0 55854 736.8InTm t)7037er)-5um

Graduation

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

Students planning to graduate in January must complete their academic program requirements by the end of the fall semester; program requirements must be completed by the end of the spring semester for those wishing to graduate in May. Students must le the Petition for Degree form with the O ce 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

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

Oral Communication

- Speak with con dence, clarity, and conciseness
- Research, prepare, and deliver professional presentations

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
- Correctly and ethically present scholarly writings utilizing the Publication Manual of the American Psychological Association (APA)

Disciplined Inquiry

- Exercise critical thinking strategies, including scienti c and quantitative reasoning, problem solving, analysis and evaluation

Academic Program

Each academic program has speci ed competencies in the following areas:

- Information literacy as related to one's academic discipline
- Ethics as related to one's academic discipline

- r ee or four additional program competencies as determined by the academic college

Note: Additional competencies may be included as per external accreditation requirements.

Undergraduate Educational Values

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

- Lif elong Learning: Commitment to self-directedness, self-discipline and lifelong learning
- Div ersity: Sensitivity to and respect for a pluralistic society
- Collaboration: Awareness of self in relationship to others and the bene ts of working in teams
- Creativity: Appreciation of creative expression including the arts and humanities.
- Cit izenship: Commitment to responsible citizenship as a contributing, civil member of society
- Well Being: Commitment to the holistic health of the individual
- Civilit y: Commitment to a civil, supportive, and collegial campus environment and beyond

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. e University will make such records available within 45 days of the receipt of the request. Students do not have the right to inspect con dential 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. e University will notify the student in writing of the decision regarding amendment of the record.

Right to consent to disclosure:

 e 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 o cial requests for group lists for legitimate agencies such as the US Air Force), major eld of study, dates of attendance, grade level, enrollment status, GPA, participation in o cially 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 O ce of the Registrar.

Exceptions to student rights regarding disclosure:

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

- Inf

Other Academic Information

University and Academic Calendar Year

The academic year is divided into three semesters, six

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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 eld of study.

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

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

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

The First Year Experience Course (FYE 101) is expected of all new freshmen with 0-15 transferred credits. Generally this course will be used in place of a Free Elective. Placement of FYE 101 into speci c degree programs will be determined by the Program Chair. Eligible students are expected to complete the course during their rst semester.

Dual Degree Policy

A minimum of 30 upper level credit hours, in addition to the requirements for a bachelor's degree, must be completed in order to obtain a second degree. All second degree upper level credits must be earned at Wilmington University.

FINANCIAL AID

Financial aid is available to those who qualify. If educational expenses are greater than the family's ability to pay, as determined by a Congressionally-de ned formula, a student may qualify for need-based nancial assistance. e primary responsibility for nancing a college education rests with parents and students, and federal nancial aid is provided to supplement the total family contribution and is awarded on the basis of demonstrated nancial need. However some federal aid (i.e. Federal Unsubsidized Sta ord 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 rst 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. e PIN allows students to electronically sign the FAFSA, which reduces federal processing time to days instead of weeks. e 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 nancial 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 o er letter from the University listing the types and amount of aid o ered to them.

4. Students who are o ered and who accept student loans for the rst 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 noti ed by the direct loan servicer concerning the loan approval and terms.

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

Athletic Scholarships

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

Determination of Eligibility for Financial Aid

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

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

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

Federally-Funded Financial Aid

 ere are two types of federal nancial assistance: grants and self-help.

Federal grants:

- e F ederal Pell Grant

- e F ederal Supplemental Educational Opportunity Grant (SEOG). Students must be eligible to receive a Pell Grant in order to receive the SEOG.

- TEACH Grant. e Teacher Education Assistance for College and Higher Education (TEACH) Grant Program will provide up to $4,000 annually in aid to undergraduate and graduate students who agree to teach as a highly quali ed teacher in a "high need" eld.

Self-help programs:

- Federal College Work-Study Program (CWS)

- Direct Sta ord Subsidized Loan - is loan is based on need. e federal government pays the interest on the loan while students are enrolled in at least half time status.

- Direct Sta ord Unsubsidized Loan - is loan is NOT based on need and the student is responsible for paying the interest on the loan from the date of the rst 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. e parent is the borrower, and repayment of both the principle and interest begins 60 days after the second disbursement of the academic year.

Federal nancial aid provides assistance with paying for: tuition and fees, books and supplies, transportation costs, modest living expenses, and dependency expenses. is 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 nancial aid application process is available to all students on the Wilmington University web site.

Return of Title IV Funds Policy

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

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

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

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

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

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

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

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

Refunds are allocated in the following order:

- Direct Stafford Unsubsidized Loans (other than PLUS loans)

- Direct Sta ord Subsidized Loans

- Direct Parent PLUS Loans

- Federal Pell Grants for which a return of funds is required

- Federal Supplemental Opportunity Grants for which a return of funds is required

- Other assistance under the Title for which a return of funds is required (e.g. TEACH)

Satisfactory Academic Progress for Financial Aid Recipients

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

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

GPA review occurs at the end of every semester. Students must attain and maintain a minimum cumulative GPA based on their credits earned. e policy for students who do not meet

based on cumulative GPA, understand they are on nancial aid warning and understand the consequence of not improving their GPA.

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

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

In addition to completion rate, students are restricted to the maximum number of credits for which they can receive nancial

Student Academic Advising and Success Center

 e Student Academic Advising and Success Center o ers undergraduate student support services regarding academic development.

Academic Advising services include clari cation of University policies, explanation of degree programs, help with schedule planning, and transfer credit evaluations for new transfer

O ce of Student Life

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

Disability Services

Wilmington University o ers a variety of educational support services for students with disabilities. e University actively supports the rights of students with disabilities to have equal access to education and makes every reasonable e ort to accommodate their needs. For further information, contact the O ce of Disability Services.

Housing Assistance

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

Student Organizations

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

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

 e University seeks a diversi ed 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 O ce or at any of the University locations. e application may also be completed online via the Wilmington University home page: www.wilmu.edu.

Freshmen applicants must complete the following steps:

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

2. Submit an o cial high school or GED transcript to the Admissions O ce. Transcripts are "o cial" when they are in a sealed envelope from the sending institution.

3. SAT or ACT scores are not required for general admission but are taken into consideration for mathematics and English placement. As required by the National Collegiate Athletic Association (NCAA), student athletes must submit SAT or ACT scores.

4. Submit a copy of immunization records to the Admissions Office. Immunization records are required for all education and nursing majors and all full-time students.

5. For new students, it is suggested to arrange an appointment with an admissions associate at the University location of attendance. At the appointment, new students will learn about additional major-speci c requirements.

6. English and Math S

Accepted are eligible to enroll in coursework, but
 D U H Q R W H O L J L E O H W R U H F H L Y H ¿ Q D Q F L D O D L G e purpose
of this status is to enable new students to quickly
enroll in coursework while waiting for other required
documentation to be received by the Office of
Admissions.

Full Acceptance:

An undergraduate student who is Fully Accepted has
completed the following requirements: 1) Application
for Undergraduate Admissions; 2) Application
Fee; and 3) O cial High School and/or College
Transcripts.Students who are Fully Accepted are
eligible to enroll in coursework AND eligible to
 U H F H L Y H ¿ Q D Q F L D O D L G

File Complete:

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

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

Veteran Admission

Veterans are required to follow all of the standard admission procedures. In addition, veterans must contact the Student Financial Services O ce and le the necessary paperwork to establish quali cations for bene ts.

Applicants with Felony Convictions

Wilmington University adheres to policies regarding applicants with felony convictions by requiring applicants to submit a description in writing outlining the type of o ense, the circumstances of the o ense, and the date and jurisdiction of conviction, with the application for admission. The documentation is assessed by a committee, and an admission decision is made. is process can take up to three months to complete.

University Policies Regarding Substance Abuse

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

Dismissals from Other Institutions

Wilmington University adheres to policies regarding academic and behavioral dismissals from other institutions by requiring applicants to submit a written description of the situation, outlining the circumstances on the application for admission. An admission decision is made by the Director of Admissions.

Transcript Waiver Requests

Wilmington University adheres to policies regarding applicants who wish to waive transcripts from previously attended post-secondary institutions. High school transcripts will not be waived for applicants who transfer less than 15 post-secondary credits. Applicants must submit their request in writing to the Director of Admissions. Requests must include the name of the institution, dates of attendance, and the reason for the request. Transcripts may be waived for three reasons: 1) e institution

COLLEGE OF

ARTS AND SCIENCES

Associate of Arts
General Studies

Bachelor of Science
Communication
General Studies

Minors
Art
History
Literature
Mathematics
Natural Science

Mission Statement

e mission of the College of Arts and Sciences is to give students a diverse foundation in liberal studies that will serve them as life-long, self-directed learners. General Studies degrees o er exibility in future career choices while individual classes help structure the framework for future academic specialization.

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

GENERAL STUDIES

ASSOCIATE OF ARTS

Program Philosophy and Objectives

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

Program of Study

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

Sixty total credit hours are required for degree completion.

Curriculum

General Education Requirements (42 credits)

BOS 205 Personal Computer Operations /BIT1_0 1 Tf 9 0 0 9 81.999 1mer

OR

BCS 206 Computer Applications in Business

ENG 121 English Composition I

ENG 122 English Composition II

ENG 131 Public Speaking

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

Art Elective

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

Humanities Elective

Literature Elective

Natural Science Elective (SCI 308 excluded)

Electives (or core specialization) (18 credits)

COMMUNICA

DSN   121   Digital Publishing Integrated

DSN   210   Digital Image Manipulation

Select one of the following two concentrations:

Integrated Marketing Concentration   (27-36 credits)

BMK   220   Principles of Advertising

BMK   222   Public Relations

BMK   300   Design for Marketing

BMK   320   Consumer Behavior

BMK   400   Social Media Marketing

BMK   410   Integrated Marketing Communications

COM   344   Writing & Reporting for the News Media

COM   400   Co-Op Experience (6-15 credits)

Electives   (15-24 credits)

Additional course work as needed to meet 120 credits for graduation

SUGGESTED COURSE SEQUENCE FOR INTEGRATED MARKETING CONCENTRATION

Freshman

Semester 1	Semester 2
BCS 206 or BCS 210	DSN 121
DSN 105	ENG 122
ENG 121	POL 300
MAT 205	

Senior

Semester 1	Semester 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 exception to the Co-op requirement.

GENERAL STUDIES

BACHELOR OF SCIENCE

Program Philosophy and Objectives

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

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

Electives/Minors

Students are encouraged to pursue a concentration of courses in an area of interest or select one of the several available minors o ered by Wilmington University. e College of Arts and Sciences provides minors in art, math, science, literature, and history. ese minors range from 15-21 credits, and individual courses may require pre-requisites. More information about these minors can be found under the College of Arts and Sciences Minors section of the program guide. Students wishing to pursue a minor or learn about other minors o ered by Wilmington University should contact the Student Academic Advising and Success Center.

Program Competencies

Upon completion of the program, each graduating student will:

1. Speak with con dence, clarity, and conciseness.

2. peak with con dence,

Curriculum

e program design consists of two parts: 21 General Education requirements and 19 elective courses. e General Education courses provide a well-rounded academic foundation; the

COLLEGE OF ARTS AND SCIENCES MINORS

Purpose

A minor is a coherent program of study which enables an undergraduate degree-seeking student to develop expertise in a second area of study. It may be interdisciplinary. A student must complete a "Change of Major" form to indicate his or her intent to pursue a minor. Students may transfer between 6 and 12 credit hours from another institution. us, between 9 and 15 credit hours, depending upon the speci c 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 o cial transcript.

 e College of Arts and Sciences has minors in art, math, science, literature, and history. e minors range from 15 to 20 credits and individual courses may require pre-requisites. Students wishing to pursue a minor in the College of Arts and Sciences should contact Student Academic Advising and Success Center.

Art Minor   (15 credits)

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

ART	210	Basic Design	(3 credits)
ART	302	Drawing	(3 credits)
ART	304	Painting	(3 credits)
ART	310	Exploring Art Media	(3 credits)
OR			
ART	320	Fine Art Illustration	(3 credits)
HIS	230	History of Art and Design	(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 elds.

| 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)

College of Business Policies

Major Field Examination

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

Prior Learning Assessment (PLA)

Some entering students have acquired signi cant experience in the business

ACCOUNTING

BACHELOR OF SCIENCE

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

Program of Study
Course offerings emphasize skills and competencies that will be needed in actual business situations. Students also have the opportunity to pursue internships 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.

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

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

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

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

4. Use technology to efficiently communicate accounting information.

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

Curriculum

General Education Requirements (27 credits)

BCS	206	Computer Applications for Business
ECO	101	Economics I
ENG		

30

Accounting Program Core   (39 credits)

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

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

Free Electives   (9 credits)

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BAC 101	BAC 102
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 201	BAC 202
ECO 101	BBM 301
ENG 131	BMK 305
MAT 308	ECO 102
Natural Science Elective	Social Science Elective

Junior

1st Semester

ACCOUNTING AND FINANCE

(INTEGRATED DEGREE)

BACHELOR OF SCIENCE

Purpose

 e Bachelor of Science degree program in Accounting and
Finance is designed to provide students with a unique blend
of insights into nancial information. Accountants and nance
78s into)10(cco35nanci2l nance)-2(udents with a unique blend)]TJ EMC E

MAT   308   Inferential Statistics

Choose one of the following:

BBM   411   Operations and Systems Management

HRM   311   Human Resource Management

BUSINESS MANAGEMENT

B

Select a course from the following:

BBM 412 Project Management

FIN 450 International Finance

Business Electives   (9 credits)

Free Electives   (12 credits)

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Free Elective
Social Science Elective	Natural Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
BMK 305	BBM 301
ECO 101	ECO 102
ENG 131	Social Science Elective
Business Elective	Humanities Elective

Junior

1st Semester	2nd Semester
BLA 303	BBM 320
FIN 305	BBM 412 or FIN 450
HUM 360	FIN 306
MAT 308	HRM 311
Business Elective	HUM 361

Senior

1st Semester	2nd Semester
BBM 411	BBM 315
HRM 310	BBM 370
Business Elective	BBM 402
Free Elective	MIS 320
Free Elective	Free Elective

PROFESSIONAL AERONAUTICS CONCENTRATION

Purpose

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

Program of Study

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

Program Competencies

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

1. Apply critical thinking skills to analyze how competition, safety and the government affect the aviation industry.

2. Synthesize effective information from Business Management courses and Aviation Management courses.

Curriculum

General Education Requirements   (30 credits)

BCS	206	Computer Applications for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HIS	303	History of Aviation
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	121	College Math I
PHI	100	Introduction to Critical Thinking

Humanities Elective (3 credits)

Choose one course from the following:

ART, COM 245, COM 311, COM 312, COM 322, DRA, DSN 110, ENG 360, ENG 365, Foreign Language, HIS 230, HUM, LIT, MUS, PHI

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

Business Core (33 credits)

BAC   101   Accounting I

BAC   102   Accounting II

BBM   201   Principles of Management

BBM   320   Business Communications

BBM   402   BBM

Finance Program Core   (30 credits)

BBM	319	Business Ethics
BLA	305	Business Law for Accounting and Finance Majors
ECO	102	Economics II
FIN	301	Personal Finance*
FIN	302	Financial Planning*
FIN	306	Corporate Finance*
FIN	410	Financial Reporting and Analysis*
MIS	320	Management Information Systems

Select one of the following:

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

Select one of the following:

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

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

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

Business Electives   (6 credits)

Suggested:

BAC	201	Intermediate Accounting I
BAC	301	Cost Accounting I

Free Electives   (12 credits)

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ENG 122
MAT 121	MAT 122
PHI 100	Natural Science Elective
Social Science Elective	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
ECO 101	BMK 305
ENG 131	ECO 102
FIN 301	FIN 302
MAT 308	Business Elective

Junior

1st Semester	2nd Semester
BBM 320	BLA 305
FIN 305	HUM 361
HUM 360	FIN 306
MIS 320	FIN 308 or FIN 309
Business Elective	Humanities Elective

Senior

1st Semester	2nd Semester
BBM 301	

FINANCE

Finance Program Core   (30 credits)

e College of Business programs require a minimum grade of "C" for program core courses. Finance majors receiving a grade lower than "C" in any FIN course (including FIN 305) must retake that course.

BBM   319   Business Ethics
BLA   305   Business law for Accounting and Finance Majors
ECO   102   Economics II
FIN   301   Personal Finance*
FIN   302   Financial Planning*
FIN   306   Corporate Finance*
FIN   308   Financial Economics and Instruments*
FIN   410   Financial Reporting and Analysis*
MIS   320   Management Information Systems

Choose one of the following:
FIN   411   Investment and Security Analysis*
FIN   412   Financial Institution Management*

Please note: Upper Level nance (FIN) courses are not o ered

HUMAN RESOURCE MANAGEMENT

BACHELOR OF SCIENCE

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

Purpose

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

Program of Study

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

Program Competencies

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

HRM	320	Safety in the Workplace
HRM	350	International Human Resource Management
HRM	400	Legal Aspects of Human Resource Management (prerequisite HRM 311)
HRM	405	Compensation Administration (prerequisite HRM 311)
HRM	410	Training and Development (prerequisite HRM 311)

HRM/BBM Electives   (9 credits)

Free Electives   (6 credits)

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ECO 105
MAT 121	E

Curriculum

General Education Requirements   (27 credits)

BCS	206	Computer Applications for Business
PHI (PI) 01 Act Iaa Tie no.8+42		
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		

Junior

1st Semester	2nd Semester
BLA 303	BBM 301
BMK 320	BBM 320
FIN 305	BMK 321
HUM 360	HUM 361
MAT 308	Marketing Elective

Senior

1st Semester	2nd Semester
BMK 310	BBM 402
BMK 400	BMK 413
Free Elective	Business Elective
Free Elective	Business Elective
Marketing Elective	Marketing Elective

ORGANIZATIONAL MANAGEMENT

BACHELOR SCIENCE

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

Purpose

e 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. e program is conducted in a condensed time frame with an instructional schedule
d   T   m

the completion of student projects designed to develop the skills necessary to identify, analyze and make recommendations to solve organizational problems.

Program Competencies

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

1. Speak with confidence, clarity and conciseness.

2. Research, prepare, and deliver professional presentations.

3. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).

4. Correctly and ethically present scholarly writings utilizing the Publication Manual of the American Psychological Association (APA).

5. Utilize quantitative, qualitative and scientific reasoning for solving problems.

6. Demonstrate effective information literacy and communication with valid and reliable research in an effort to effectively problem solve and make decisions in organizations.

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

8. Evaluate how individuals and groups influence and interact with an organization.

9. Demonstrate an understanding of how individuals and groups influence an organization.

Curriculum

Course Requirements

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

Program Prerequisites

Prerequisites for admission to the BSOM program require completion of at least 48 college credit hours (or approved prior learning credits).

General Education Courses   (39 credits)

Prior to starting the BSOM core of business courses, 15 credits must be completed in the following areas. These may be among the program prerequisites described above.

College Math	3 credits
Computer Operations	3 credits
Economics	3 credits
English	6 credits

(all must be in English composition)

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

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	

SUGGESTED

Curriculum

General Education Requirements   (27 credits)

BCS/P 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   121   College Math I

PHI   100

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BCS 206	BBM 201
ENG 121	ECO 105
MAT 121	ENG 122
PHI 100	Natural Science Elective
Social Science Elective	Social Science Elective

Sophomore

1st Semester	2nd Semester
BAC 101	BAC 102
ENG 131	BBM 320
MAT 122	BBM 411 or HRM 311
MIS 320	SPM 301
SPM 305	Humanities Elective

Junior

1st Semester	2nd Semester
BMK 407	FIN 305
HUM 360	HUM 361
MAT 308	SPM 306
SPM 405	SPM 490
SPM 302	Free Elective

Senior

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

BUSINESS MINORS

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

Business Minor (27 credits)

is 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)

is 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. e following courses are required.

BBM	350	Introduction to E-Commerce
BBM	351	Small Business Management
BLA	310	Small Business Law
BMK	366	Entrepreneurship
FIN	410	Small Business Finance
HRM	311	Human Resources Management

Finance Minor (21-24 credits)

is minor is available to business and non-business students alike who wish to add a nance focus to their career path or utilize knowledge of nance 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)

is 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. e following courses are required.

BBM

BUSINESS
C

About the College of Education

 e College of Education at Wilmington University prepares more educators for Delaware schools than any other institution of higher education.* e University also attracts substantial numbers of students who are preparing to pursue careers as professional educators in Maryland, Pennsylvania, and New Jersey.

Programs in the College of Education range from an associate's degree in Early Care and Education to doctoral degrees with concentrations in higher education leadership, organizational leadership, and school district leadership. In addition

Conceptual Framework

 e College of Education Conceptual Framework re ects
the vision and mission of the University and articulates the
College's philosophy and goals. e Conceptual Framework is
the fundamental theoretical architecture upon which all degree
programs are based. e framework includes eight speci c

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

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

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

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

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

11. Demonstrate dispositions expected of beginning teachers.

Clinical Requirements

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

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

Curriculum

General Education Requirements   (18 credits)

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

Art Elective   (3 credits)

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

Natural Science Elective   (3-4 credits)

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

Behavioral Science Core   (6 credits)

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

Education Core   (18 credits)

ECE	202	Professional Issues in Early Childhood
ECE	206	Family Development and Service Systems
ECE	211	Language Arts in Early Childhood Programs
ECE	214	Creating Environments for Learning
EPY	301	Assessment of Exceptional Children and IEPs
RDG	300	Language Development and Early Literacy

Clinical Component   (12 credits)

ECE	203	Methods of Teaching Art, Music, and Movement
ECE	204	Integrated Methods: Language Arts, Social Studies, Science, and Math
ECE	216	Internship in Early Childhood Education

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
ECE 202	ECE 206
ENG 121	ECO 105
MAT 205	ENG 122
PHI 100	EPY 301
PSY 101	PSY 336

Sophomore

Semester 1	Semester 2
ECE 203	ECE 216
ECE 204	PSY 333
ECE 211	Art Elective
ECE 214	Natural Science Elective
RDG 300	

CAREER AND TECHNICAL EDUCATION

BACHELOR

ENG 121   English Composition I

ENG 122   English Composition II

ENG 320   Advanced Composition

OR

Course in technical writing

HUM 360   Human World Views: 3500 BCE–1650 AD

HUM 361   Human World Views: 1650 AD–Present

MAT 201   Math for Teachers I

MAT 202   Math for Teachers II

PHI 100   Introduction to Critical Thinking

Natural Science Elective

Six credits to be selected from:

PSY 101   Introduction to Psychology

History or Political Science Elective

Six credits to be selected from:

BBM 201   Principles of Management

BBM 319   Business Ethics

DSN 120   Desktop Publishing

DSN 110   Fundamentals of Drawing

ECO 105   Fundamentals of Economics

ENG 360   Creative Writing

ENG 365   Academic Writing

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

Education Core   (48 credits)

EDC 400   Educational Psychology*

EDC 401   Career and Technical Education
           Instructional Technology*

EDC 402   Career and Technical Education
           Advanced Curriculum Design

EDC 403   History and Regulations of Career
           and Technical Education

EDC 404   Career and Technical Education Guidance Practices

EDC 405   Career and Technical Education:
           Community and Business Relations

EDC 406   Career and Technical Education Assessment
           and Course Construction*

EDC 407   Career and Technical Student Organizations

EDC 410   Multicultural Education*

EDC 411   Methods of Teaching Career
           and Technical Education3*

EDC EDC 412   Career and Technical Education
           Classroom Managooagoo

EDUCATION

BACHELOR OF SCIENCE

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

Purpose

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

Program of Study

The three programs available in the Bachelor of Science program in Education combine rich and varied course offerings with extensive, supervised field experiences. Many faculty members are current practitioners (teachers, counselors, content area specialists, administrators); all faculty members have had professional experience in public schools. General Education Requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. Supervised field experiences are an integral part of the teacher preparation program. Field experiences begin during the student's first year and continue through the final, clinical semester. Starting Fall 2013, teacher candidates must pass all sections of the PRAXIS I: Reading, Mathematics, and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II tests prior to admission to the required methods courses for the specific program in which the candidate is enrolled.

Program Competencies

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

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

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

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

4. Demonstrate proficiency in oral and written communication.

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

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

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

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

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

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

11. Use educational technology as an instructional and management tool.

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

13. Demonstrate dispositions expected of beginning teachers.

14. Obtain and retain successful employment in the profession of education.

Outcomes Assessment

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

Clinical Requirements

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

1. A cumulative GPA of 2.5 before receiving a student teaching placement (ECE 450 or EDU 451)

2. A portfolio documenting achievement of program competencies for graduation

3. Completion of all course prerequisites

4. A completed Health and TB form

5. A criminal background check and Child Protection Registry clearance

6. Passing scores on PRAXIS I and PRAXIS II

7. Co-registration in EDU 499

8. e Col lege of Education sets a minimum grade of "C" for all Education core courses (ECE, EDU, RDG, and EPY).

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

Field and Clinical Experience Requirements:

Practicum Courses

These courses require 35 hours of field experience in an approved school/clinical placement in addition to the required seminar classes. e 35 hours of eld experience will take place in the speci c county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS I scores are required.

Student Internship / Teaching

Internship placements are determined by the O ce of Clinical studies in conjunction with school district partnerships. Requirements for Internship include the following: Passing PRAXIS I and II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and completed health form.

PRAXIS Testing Requirements

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

ECE 203, 204

EDU 402, 403, 404, 405, 407, 408, 409, 410

RDG 401

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

Teacher Dispositions and Values

A signi cant 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 (practica, 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 di erent 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 re ect the dispositions expected of teachers as delineated in professional, state, and institutional standards. Candidates must recognize, develop, and model dispositions that are expected of beginning teachers.

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

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

EARLY CARE AND EDUCATION (BIRTH-GRADE 2)

BACHELOR OF SCIENCE

This program is nationally recognized by the National Association for the Education of Young Children (NAEYC) and by the National Council for Accreditation of Teacher Education (NCATE).

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Early Care and Education, including both course work and clinical experiences. Teacher candidates starting their program in Fall 2013, or after, must pass (using Delaware minimum score requirements) all sections of the PRAXIS I: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II test(s) (20021: Education of the Young Child) prior to registration for the methods courses (ECE 302, ECE 204, and RDG 401). Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle). Teacher candidates are required to register for EDU 102, E-Folio, as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. In that course, teacher candidates will learn how to use the E-folio to record their program data. The first course that is required as a pre-requisite for all other education courses is EDU 203, Instructional Technology. In this course, teacher candidates will learn to use a variety of technological applications and venues to enhance instruction. The College of Education sets a required minimum grade of "C" for all Education core courses (ECE, EDU, RDG, and EPY).

*Please be advised that in order to achieve "Highly Qualified Status" in the state of Delaware for grades K-6, the teacher candidate must also pass the 10014 Praxis II: Elementary Education. This test cannot be used in lieu of 20021: Education of the Young Child to fulfill program requirements for Early Child Care and Education.

Curriculum

General Education Requirements   (60 credits)

BCS	205	Personal Computer Operations I
OR		
BCS	206	Computer Application for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	320	Advanced Composition
HIS	204	World History
HIS	300	World and Regional Geography
HIS	316	American History
HIS	320	Global Civilizations
MAT	201	Mathematics for Teachers I
MAT	202	Mathematics for Teachers II
MAT	304	Mathematics for Teachers III
PHI	100	Introduction to Critical Thinking
POL	300	American Politics
SCI	232	Life and Environmental Science with Lab
SCI	305	Earth and Space Science with Lab
SCI	307	Physical Science with Lab

Fine Arts Electives (6 credits from the following):
ART 101, 202, 210, 245, 301, 302, 304, 310, 315; DRA 105, 110, 140, 200; DSN 110; HUM 307, 330; MUS 101, 201; TEC 215

Behavioral Science Core   (12 credits)

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

Education Core   (30 credits)

ECE	201	

Clinical Components   (24 credits)

ECE   203   Methods of Teaching Art, Music, and Movement

ECE   204   Integrated Methods:
                Language Arts, Social Studies, Science, and Math

ECE   450   Student Teaching

EDU   390   Practicum I

EDU   391   Practicum II

EDU   392   Practicum III

EDU   499   Clinical Assessment in the Classroom [is course must be taken in conjunction with ECE 450 Student Teaching.]

RDG   401   Methods of Teaching Language/Literacy

SUGGESTED PROGRAM SEQUENCE

Freshman

Semester 1	Semester 2
BCS 205 or BCS 206	EDU 390
EDU 102	ENG 122
EDU 203	HIS 204
ENG 121	MAT 202
MAT 201	PSY 101
PHI 100	SCI 232

Sophomore

Semester 1	Semester 2
ECO 105	ECE 201
EDU 391	ECE 202
MAT 304	ECE 205
PSY 336	EPY 301
RDG 300	PSY 330
SCI 305	SCI 307

Junior

Semester 1	Semester 2
ECE 206	ENG 320
ECE 214	EPY 401
EDU 392	HIS 300
EPY 306	HIS 316
PSY 333	Fine Arts Elective

Senior

Semester 1	Semester 2
ECE 203	ECE 450
ECE 204	EDU 499
HIS 320	
POL 300	
RDG 401	
Fine Arts Elective	

(Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and completed health form.

Praxis Testing Requirements

Teacher candidates starting their programs in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of the PRAXIS I: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I, EDU 390 and the appropriate PRAXIS II test(s) (Elementary Education: Content Knowledge: 0014 paper version, or 5014 computer version) prior to registration for the methods courses (EDU 402, EDU 403, EDU 404, and EDU 405). Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Curriculum

General Education Requirements (48 credits)

BCS	205	Personal Computer Operations I
OR		
BCS	206	Computer Applications for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
HIS	300	World and Regional Geography
HIS	316	American History
HIS	320	Global Civilizations
MAT	201	Mathematics for Teachers I
MAT	202	Mathematics for Teachers II
MAT	304	Mathematics for Teachers III
PHI	100	Introduction to Critical Thinking
POL	300	American Politics
SCI	232	Life and Environmental Science with Lab
SCI	305	Earth and Space Science with Lab
SCI	307	Physical Science with Lab

General Education/ Behavioral Science Electives (3 credits)

Select 1 courses 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; DSN 110; HUM 307, 330; MUS 101, 201; TEC 215

Behavioral Science Core (6 credits)

PSY	333	Psychology of the Exceptional Child
PSY	336	Child Development

Education Core (36 credits)

ECE	214	Creating Environments for Learning
EDU	102	E-folio Portfolio
EDU	202	School Involvement with Families and Community
EDU	203	Instructional Technology
EDU	304	Health and Physical Education
EDU	310	Applied Behavior Analysis and Classroom Culture
EDU	311	Assistive Technology
EPY	301	Assessment of Exceptional Children and IEPs
EPY	306	Educational Psychology and Assessment
EPY	401	Teaching Diverse Populations/Exceptional Children
RDG	300	Language Development and Early Literacy
RDG	301	Teaching of Reading/Writing
RDG	302	Literature for Children
RDG	306	Diagnosis and Correction of Reading Difficulties

Clinical Components (27 cr

(Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and completed health form.

Praxis Testing Requirements

Teacher candidates starting their program in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of PRAXIS I: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the rst clinical experience, Practicum I (EDU 390) and the appropriate PRAXIS II test(s) prior to registration for the methods courses (EDU 407, EDU 408, EDU 409 and/or EDU 410. Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and subscores. COMPLETE score reports must be received in the College of Education main o ce (Peoples Building, New Castle).

Major Concentration Requ ed Praxis II Test

Engclistt 20089 | 10049 | Midd le School English/
5.0.618Td Td ( )TjENG 0 0 9 154.998 415.6501 Tm (20089)Tj ET BT /Span <</ActualText (þÿ178.9)]TJ ET2.278Td9.ol Social Studies
4.998 415.6501 Tm (20089)Tj ET BT /Span <</ActualText (þÿ178.9)]TJ ET2.278Td6.hool Science

Science | 10439 | Midd le School Science

S ial S nce | 200 | Mi   le School Social Studies

Each teacher candidate who wishes to teach at this level must declare one area (math, science, English, or social science) as his or her major concentration. In addition, an area of minor concentration must also be chosen from one of the three remaining disciplines noted above in parentheses. For example, a teacher candidate can choose to have a math major concentration and a science, social science, or English minor concentration. e required courses for the 12 possible combinations are listed ch teacher candidate who wishes to teach at this le* [p(exam>BDC /T1_0 1 Tf 9 0 0 9 54 469.6501 Tm

Courses required for Math concentrations with
speci c minor concentrations:

Math/Science

EDU 409   Integrated Approaches to Teaching
              Midd le Level Science

MAT

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	Militar y History
POL	300	American Politics
POL	326	Public Policy and Social Change
SOC	101	Introduction to Sociology
SOC	201	Cultural Anthropology

College of Health Professions Philosophy*

 is 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.

 e 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.

 e 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. is accountability fosters relevant curricula and professional and community involvement as scholar-practitioners.

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

Goals

Allied Health Program:

1. Prepares allied health professionals to function as managers or educators.
2. Facilitates career mobility for allied health professionals prepared at the associate degree level.
3. Provides a solid foundation for graduate study.
4. Promotes a broadened perspective of the allied health professional role in relation to the health care system and our global community.
5. Promotes lifelong learning.

B.S.N. Program

1. Prepares graduates to function in the professional nursing role as a generalist in a variety of settings.
2. Facilitates career mobility for nurses educated at the diploma or associate degree levels.
3. Provides a sound foundation for graduate study.
4. Promotes life-long learning.

Sigma Theta Tau International Honor Society of Nursing/ Omicron Gamma Chapter

Sigma eta 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 scienti c base of nursing practice.

Wilmington University College of Health Professions' chapter, Omicron Gamma, received its charter in March 1998. By invitation, Omicron Gamma annually inducts nursing students and community members who exhibit commitment to nursing excellence as scholars, leaders, practitioners, and innovators. e induction pledge emphasizes commitment to honor, community, service, and knowledge to perpetuate professional ideals.

Program Accreditation

Commission on Collegiate Nursing Education

The baccalaureate and masters Nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE) since 2001.

CCNE is a widely recognized accrediting body that focuses on Baccalaureate and Graduate degree programs in Nursing. As of 2008, CCNE has accredited over 76% of all baccalaureate nursing programs and 86% of master's degree nursing programs across the country.

> **CCNE**
> One DuPont Circle, NW, Suite 530
> Washington, DC 20036-1120

PRE-RN OPTION
GENERAL STUDIES MAJOR

Purpose

e Pre-R.N. Option is aimed exclusively at eligible second level associate degree nursing students who are waiting for clinical placement at their home institutions. is option will allow nursing students to earn credits toward their B.S.N. on a part-time basis before completing their Associate Degree in Nursing at the partner institution. e Pre-R.N. course of study is initially denoted as a General Studies major so students bene tting from nancial aid remain in a degree-seeking program.

The Pre-R.N. option includes specific upper division core courses and HLT electives that include high pro le contemporary topics. e Pre-R.N. students will enjoy the bene ts of socialization and mentoring opportunities while taking courses with R.N. to B.S.N. students.

Program of Study

Pre-R.N. students must complete any lower level core requirements at Wilmington University and then may take the following courses:

HLT		Upper Level Health Elective (3 credits)
HLH	323	Health Professional as Teacher (3 credits)
ENG	365	Academic Writing (3 credits)
MAT	308	Inferential Statistics (3 credits)

Humanities upper-level electives (9 credits)

Choose from the following: ART, COM 311, COM 312, COM 322, DRA, ENG 360, Foreign Language, HUM, LIT, MUS, PHI

R.N. TO B.S.N.

BACHELOR OF SCIENCE IN NURSING

Purpose

Registered nurses who have completed basic nursing education with either a nursing diploma or an associate degree have the opportunity to continue their education at Wilmington University and earn a Bachelor of Science in Nursing (B.S.N.) degree. e purpose of the program is to increase knowledge and skills as well as to provide opportunities to explore attitudes and values related to professional nursing practice.

Program of Study

e B.S.N. degree program is progressive and designed for today's registered nurse. It promotes increased clinical and communication skills, problem solving, confidence, and leadership. e course of study utilizes a variety of health care institutions to provide clinical practicum experiences that complement classroom study. e program is o ered at the New Castle campus and the Georgetown; Dover; Cumberland and Burlington, NJ sites; as well as 100% online. Nurses can pursue their education on a part-time or full-time basis. In addition, the General Education requirements courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation.

Career Opportunities

Upon completion of the program, students are prepared to practice as generalists, caring for clients with complex health needs in both structured and unstructured health care settings. e curriculum provides a foundation for graduate education and for career mobility.

Accreditation

The baccalaureate and masters Nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE) since 2001.

CCNE is a widely recognized accrediting body that focuses on Baccalaureate and Graduate degree programs in Nursing. As of 2008, CCNE has accredited over 76% of all baccalaureate nursing programs and 86% of master's degree nursing programs across the country.

Commission on Collegiate Nursing Education
One DuPont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: 202-887-8476

Curriculum

e number of transfer credits granted to entering R.N. students varies depending on basic nursing preparation. erefore, a single plan of study cannot be prescribed. Students are encouraged to discuss their plan with their Academic Advisor or with nursing faculty members at their site.

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. e Col lege 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. Details are provided in the program handbook available through the B.S.N. Student Blackboard site.

Curriculum

Lower Division Requirements
(for students without an associate degree)

General Education Requirements   (24 credits)

BCS   206   Computer Applications for Business

ECO   105   Fundamentals of Economics

ENG   121   121

R.N. TO B.S.N. PATHWAY

FOR REGISTERED NURSES WITH A BACHELOR'S DEGREE IN ANOTHER FIELD

BACHELOR OF SCIENCE IN NURSING

 e R.N. to B.S.N. Pathway Program is an accelerated degree-completion program designed for registered nurses who have a bachelor's degree in another eld. is program has been developed to meet the educational needs of students with registered nurse licensure, work experience, and a bachelor's degree in another eld who are returning to college to complete a B.S.N. degree.

 e program allows for the transfer of a maximum of 89 credits. To graduate, students must earn a total of 120 credits. e 31 credit nursing core will ful ll residency requirements at Wilmington University.

Curriculum

Pre-requisites:
Registered Nurse with a bachelor's degree in another eld

General Education Requirements   (39 credits)
(Including a 3-credit Statistics course)

Natural Sciences   (12 credits)
(will require as pre-requisite if not taken as part of prior degree)

A minimum of 12 credits in anatomy & physiology, microbiology, and chemistry, must be earned through coursework, transfer credits, or testing (available for anatomy/physiology and microbiology).

Free Electives   (8 credits)

Total transfer credits possible: (89 credits)

Upper Division Requirements   (28 credits)
NUR   303   Nurse as Professional (4 credits)
NUR   313   Nurse as Decision Maker
NUR   323   Nurse as Teacher
NUR   333   Nurse as Leader
NUR   343   Nurse as Consumer of Research
NUR   363   Nurse as Caregiver: Chronic & Palliative Care
NUR   413   Holistic Health Assessment
NUR   423   Global Health Care
NUR   433   Global Health Care: Practicum

Nursing or HLT Elective   (3 credits)

Total minimum number of credits at
Wilmington University   (31 credits)

B.S.N. TO MSN ACCELERATED

HISPANIC CULTURAL CERTIFICATE

Purpose

Registered nurses who have completed basic nursing education with either a nursing diploma or an associate degree have

ALLIED HEALTH

BACHELOR SCIENCE ALLIED H

6. All College of Health Professions students are required to complete a background check and drug screen through our approved provider, Verified Credentials. Details are available online on the College of Health Professions ALH Students Blackboard site under Course Documents and through the Program Chair.

Curriculum

General Education Requirements—Lower Division

Allied health degree completion students can transfer up to 75 credits towards lower division general education requirements. If additional courses are needed to meet the 120 credit requirement for graduation, the following courses will be added as follows:

BCS 206 Computer Applications for Business
ECO 105 Fundamentals of Economics
ENG 131 Public Speaking
MAT 121 College Math I

Students should see an Academic Advisor for assistance with course selection.

General Education Requirements—Upper Division

Allied health degree completion students are required to take the following General Education upper division courses to meet the Wilmington University 45 credit requirement for residency and upper level course work:

ENG 365 Academic Writing
HUM 360 Human World Views: 3500 BCE-1650 AD
HUM 361 Human World Views: 1650 AD - Present
Upper Level HUM elective
Upper Level Elective

Allied Health Core—Lower Division (30 credits minimum)

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

Allied Health Core—Upper Division (30 credits)

ALH 323 Health Professional as Teacher
ALH 333 Leadership for Allied Health Professionals
ALH 401 Allied Health Professional Capstone
ALH 402 Medical Law and Ethics
BBM 201 Principles of Management
BBM 301 Organizational Behavior
BBM 320 Business Communications
HLT 371 Cultural Diversity In Health & Illness
HRM 311 Human Resource Management
MIS 320 Management Information Systems

Free Electives

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

Program of Study

Students are urged to meet regularly with an Academic Advisor to plan their course sequence. e program of study will vary depending on transfer credits, part-time or full-time status and credit earned in alternative ways.

BEHAVIORAL SCIENCE

BACHELOR OF SCIENCE

Purpose

 e purpose of the Bachelor of Science degree program in Behavioral Science is to provide students with an in-depth understanding of how social issues, social environments, and cultural in uences impact individual and group behaviors. With a Wilmington University Behavioral Science degree, students will gain the knowledge and skills they need to succeed in careers working with adolescents and teens, families, the elderly, the homeless, the court systems, government agencies, addictions, crisis interventions, and more. Upon completion of the program, students seek careers in the human services, government, business, and industry. Students seeking graduate

Program Policies

Elective Guidelines

 e College of Social & Behavioral Sciences recommends that students who transfer in six or more core courses and all 18 credits of core electives use any remaining electives to increase their subject knowledge by taking upper level electives in their eld. ese will include the interdisciplinary electives identi ed from the other academic colleges.

Minimum Grade Policy

 e Behavioral Science program has set a minimum passing grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required core course must retake that course.

Curriculum

General Education Requirements   (33 credits)

BCS	206	Computer Operations for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human World Views: 3500 BCE–1650 AD

OR

HUM	361	Human World Views: 1650 AD–Present
MAT	205	Introductory Survey of Mathematics
PHI	100	Introduction to Critical inking
PSY	101	Introduction to Psychology
SCI	335	Human Anatomy and Physiology
SOC	101	Introduction to Sociology

Humanities Electives   (6 credits)

Choose two courses from the following:

ART, COM 245, COM 311, COM 312, COM 322, DRA, DSN 110, ENG 360, Foreign Language, HIS 230, HUM, LIT, MUS, PHI

Behavioral Science Core   (45 credits)

MAT	308	Inferential Statistics
PHI	302	Ethics and Values in Behavioral Science
SOC	302	Marriage and Family
SOC	304	Ethnic Groups and Minorities
SOC	306	Cultural Anthropology
SOC	318	Social Change
SOC	331	Research, Writing and Information

/

Suggested Program Sequence

Freshman

1st Semester	2nd Semester
BCS 206	ENG 122
ENG 121	MAT 205
PHI 100	SOC 306
PSY 101	Dev. Psych Elective
SOC 101	Free Elective

Sophomore

1st Semester	2nd Semester
ENG 131	MAT 308
ECO 105	SCI 335
PSY 309 or PSY 315	SOC 331
Behavioral Science Elective	SOC 302
Humanities Elective	Free Elective

Junior

1st Semester	2nd Semester
HUM 360 or HUM 361	SOC 304
SOC 340 or PSY 340	SOC 318
SOC 405	Behavioral Science Elective
Free Elective	Humanities Elective
Behavioral Science Core*	Behavioral Science Core*

*Choose any course beginning with the prefix SOC.

Senior

1st Semester	2nd Semester
PHI 302	SOC 409 or PSY 409
SOC 490 or PSY 406	Behavioral Science Elective
Behavioral Science Elective	Behavioral Science Elective
Free Elective	Behavioral Science Elective
Free Elective	Free Elective

CRIMINAL JUSTICE

BACHELOR SCIENCE

Purpose

e 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 certi cate program in criminal justice is also available.

Program of Study

e Criminal Justice program is dedicated to providing the theoretical, practical, and professional knowledge needed in today's environment to be successful in the elds 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. e curriculum is designed to provide students with expert instruction on the most current trends, policies, and practices in the eld. e 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.

is is not a "one size ts 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 eld. Internships provide students with an insider's view of the many facets of the criminal justice eld under the guidance of a full-time faculty member. e major also o ers a summer study abroad program that awards credit for the opportunity to study criminal justice systems of other countries. e program is o ered statewide, with day and evening classes in New Castle, and evening classes in Dover and Georgetown, Delaware, and in New Jersey at the Burlington County College and Cumberland County College locations.

Program Competencies

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation in criminal justice settings.

2. Exhibit flexible thinking and goal-directed behaviors in criminal justice course projects.

3. Demonstrate effective oral and written communication skills.

4. Demonstrate skill in the use and the application of technology in criminal justice settings.

5. Demonstrate an understanding of basic mathematics and statistics by applying criminal justice research findings to criminal justice practice.

6. Incorporate theoretical perspectives into criminal justice practice.

7. Demonstrate an awareness of ethical principles, codes, and standards within the criminal justice field and integrate ethical, legal, and economic accountability into professional criminal justice practice.

8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning through examinations of criminal justice career paths.

9. Recognize the principles associated with a pluralistic society in a variety of criminal justice settings as they uniquely apply to practitioners, victims, and offenders and show respect for our multicultural world.

10. Recognize an awareness of self in relationship to others in team efforts that demonstrate flexible thinking and goal-directed behavior in the resolution of criminal justice issues.

Minimum Grade Policy

The Criminal Justice program requires a minimum grade of "C-" for program core courses. Students receiving a grade lower than "C-" in any required program core course must retake that course.

Wilmington University Eta Beta Chapter of Alpha Phi Sigma National Criminal Justice Honor Society

The academic qualifications for membership into the Eta Beta Chapter of the Alpha Phi Sigma National Criminal Justice Honor Society are as follows:

A minimum 3.40 overall academic grade point average is required along with a corresponding 3.40 grade point average in all criminal justice courses for the undergraduate students in the Bachelor of Science in Criminal Justice program. The undergraduate applicants must have achieved junior status and, if they are transferring in from another college, they must have completed at least 15 credits in criminal justice at Wilmington University.

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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

GOVERNMENT AND PUBLIC POLICY

BACHELOR SCIENCE

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 & Income Policy

POL   360   PyPOL

LEGAL STUDIES

BACHELOR OF SCIENCE

Purpose

 e Bachelor of Science degree in Legal Studies o ers 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 eld as a paralegal or
legal assistant working under the supervision of an attorney(6]TJ 0.053 Tw Te [(or f)-5(or those wlstantA)]TJddi emp)5(al53

LES   403   Civil Procedure*

LES   420   Personal Injury and Malpractice

LES   480   Law O ce Administration & Technology*

LES   499   Senior Seminar in Legal Studies

Directed Core Electives   (20-21 credits)

LES   205   State and Local Government

LES   303   History of American Jurisprudence

LES   304   Constitutional Law

LES   330

ORGANIZATIONAL DYNAMICS

BACHELOR OF SCIENCE

Purpose

 e 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 o ers 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-pro t, 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

 e Organizational Dynamics program o ers a curriculum that is designed to provide students with the most current knowledge of leadership, motivation, interpersonal relations, team facilitation, con ict resolution, and related skills that impact the dynamics of the organizational structure as it relates to performance and productivity. is is not a "one size ts 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.

 e core of the program consists of 36 credits of courses that include a balance of theory, practice, and research in the eld. Other courses in the major can be taken as electives. Courses are primarily taught in hybrid course format, with choice courses taught online. Hybrid classes alternate between face-to-face and online sessions for seven weeks. is 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

Curriculum

Prerequisites

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

All students must complete 30 credit hours to include SOC 101, PSY 101, ENG 121 and ENG 122 prior to taking Organizational Dynamics courses. Students entering this program will have demonstrated a level of academic maturity and experience in organizational settings that should prepare them to take the upper level courses in this program.

General Education Requirements	(39 credits)
Computer Operations	(3 credits)
Critical Thinking	(3 credits)
English	(9 credits)
Humanities	(9 credits)
Math	(3 credits)
Natural Science	(3 credits)
Social Science	(9 credits)

Must include SOC 101 and PSY 101

The applicant's transcript must reflect successful completion of these credits prior to entering the accelerated core of the program.

Core Courses   (36 credits)

These courses must be taken in r(eHS)-1 ET 1 Tf 1r(i)1(n)1(a)1(k)1ese 1 Tf 11 Uni01 an8S( )]TJouRS5(.nces)

PSYCHOLOGY

Curriculum

General Education Requirements (37 credits)

BCS	206	Computer Applications for Business
ECO	105	Fundamentals of Economics
ENG	121	English Composition I
ENG	122	English Composition II
ENG	131	Public Speaking
HUM	360	Human World Views: 3500 BCE–1650 AD
HUM	361	Human World Views: 1650 AD–Present
MAT	205	Introductory Survey of Mathematics
PHI	100	Introduction to Critical Thinking
PSY	101	Introduction to Psychology
SCI	335	Human Anatomy and Physiology (4 credits)
SOC	101	Introduction to Sociology

Humanities Elective (3 credits)

Choose one courses from the following:

ART, COM 245, COM 311, COM 312, COM 322, DRA, DSN 110, ENG 360, Foreign Language, HIS 230, HUM, LIT, MUS, PHI

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

COLLEGE OF SOCI

Political Science Minor   (18 credits)

Criminal Justice

CRJ 318 Criminal Investigation

CRJ 469 Spec. Topics: Domestic Violence

CRJ 474 Spec. Topics: Victims of Crime

CRJ 490 Internship in Criminal Justice

Psychology

PSY 215 e F amily: E ects on Development

PSY 330 Infant andToddler Development

PSY 331 Midd le Childhood Development

PSY 332 Adolescent Development

PSY 333 e Ex ceptional ChilddolescenTodd4_0 1 Tfo -6.4 Td ( )Tj EMC ET e 0 9 /T1_0 1 Tf 9 0 0 9 54 651.15 Tm 4.3 -6.4 Td ( )Tj EM

program. Students with transfer credit should meet with an Academic Advisor to determine what courses may transfer into the CJ certi cate program.

Certi cate Core Courses   (21 credits)

BCS   205   Personal Computer Operations I
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 pre x

Free Elective   (3 credits)

Total credits for Certi cate in Criminal Justice–30

Certi cate in Legal Studies

Purpose

 e Wilmington University Legal Studies Certi cate allows students to concentrate their studies in the speci c 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 elds. Because certi cate programs are valued by those in the legal eld, 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. e 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 Certi cate program, but will not receive a certi cate 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 certi cate program.

Minimum Grade Policy

 e Legal Studies program has set a minimum passing grade of "C" for LES 200, 220, 314, 316, 403, and 480 (designated with an asterisk). Students receiving a grade lower than "C" in any of these courses must retake that course.

Curriculum

LES   200   Legal Ethics*
LES   220   Introduction to Legal Studies*
LES   314   Legal Research*
LES   316   Legal Writing*
LES   403   Civil Procedure*
LES   480   Law O ce Administration & Technology*

Select two courses from the following:
LES   317

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 eld;

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

- Analyze requirements for web applications using best practices and current methodologies;

- Practice the Software Development Life Cycle (SDLC) process used to analyze, design, implement, test and deliver web applications;

- Demonstrate knowledge of best practices used to manage software development projects for the web (software project management); and

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

General Purpose

 e College of Technology programs are designed to address a wide range of career needs surrounding the informational systems eld, in multimedia design and in the video and motion

MEDIA ART, DESIGN AND TECHNOLOGY

ASSOCIATE

COMPUTER AND NETWORK SECURITY

BACHELOR OF SCIENCE

Philosophy

Today, businesses of all sizes depend upon a networked computer system connected to the Internet. Computer and network technologies have greatly increased employee productivity, elevated the status of "information" to that of a corporate asset, and reduced the cost of doing business. Unfortunately, the same technology that makes life easier for the employee also makes life easier for cyber criminals and more di cult for the IT professionals whose responsibility it is to secure the organization's vital data. To protect themselves, companies seek professionals with the strongest security credentials available. In order to address such workplace demands, a program of study has been crafted that provides not only a foundation for the core of the degree, but also support

SEC	410	Operating Systems Security: Web and Data Security
SEC	420	Data Integrity, Computer Forensics, and Disaster Recovery
SEC	435	Advanced Network Management
SEC	450	Protecting Your Network: Firewall and Perimeter Security

College of Technology Elective   (3 credits)

Choose one course from the following:
GMD, ISM, MIS, SEC, TEC, WIS

Free Electives   (15 credits)

Suggested Program Sequence

Freshman

Semester 1	Semester 2
BCS 206	CRJ 101
ENG 121	ENG 122
MAT 121	MAT 122
PSY 101	PHI 100
SEC 100	SEC 210

Sophomore

Semester 1	Semester 2
ECO 105	ENG 131
MAT 308	HUM 360
SEC 230	SEC 250
SEC 235	SEC 290
Natural Science Elective	Free Elective

Junior

Semester 1	Semester 2
PHI 314	HUM 361
SEC 310	LES 330
SEC 335	SEC 350
SEC 340	SEC 435
Free Elective	Free Elective

Senior

Semester 1	Semester 2
LES 331	CRJ 411
SEC 410	SEC 420
HUM Elective	SEC 450
Program Elective	Social Science Elective
Free Elective	Free Elective

GAME DESIGN AND DEVELOPMENT

BACHELOR SCIENCE

Philosophy

inception to completion.   e student will be prepared with
an understanding of video and audio techniques as well

INFORMATION SYSTEMS MANAGEMENT

BACHELOR SCIENCE

Note: For any of the electives chosen, students must meet the prerequisites or otherwise obtain Program Chair approval.

Information Systems Management   (33 credits)

ISM	110	Information Systems Theory and Practice
ISM	300	Business Process Management
ISM	330	Business Intelligence
ISM	350	Information Technology Policy and Strategy
ISM	400	Systems Analysis and Design
ISM	410	Physical Design and Implementation with DBMS
ISM	420	Data Modeling and Warehousing
ISM	450	Project Management and Practice
ISM	455	Strategic Application of Information Technology
MIS	320	Management Information Systems
SEC	210	f 9 0 0 9 108 569.0851 Tm (Manag)Tj 9 0 8p 0 9 81.999 597.8851 Tm (450)Tj ET BT /Span pT1_0 1 BT /T1_0 1 Tf 9 0 0 9 108

DSN 320   Introduction to Web Design
DSN 487   Senior Project
DSN 490   Internship
TEC 215   Basic Photographic Techniques

Multimedia Concentration   (48 credits)

 e Multimedia concentration will give students experience within a variety of media, with courses in web design and web programming, digital publishing, photography and video. Students will study basic design, digital image manipulation, animation and video lming and editing.   e three design electives allow students to make choices on additional concentration areas.

DSN 230   Graphic Design Applications
DSN 325   Multimedia Web Design
DSN 326   Interactive Multimedia Web
DSN 420   Advanced Web Page Design
VMG 101   Introduction to Audio
VMG 102

Suggested Program Sequence

Freshman

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 110/112	MAT 205
ENG 121	PSY 101
PHI 100	TEC 215

Sophomore

Semester 1	Semester 2
DSN 121	DSN 105
DSN 210	DSN 220
ECO 105	DSN 241
VMG 102	TEC
TEC	TEC

Junior

Semester 1	Semester 2
BMK 305	SCI
COM 300	VMG 313
DSN 320	DSN 318
TEC	TEC
Design Elective	TEC

Senior

Semester 1	Semester 2
DSN 490	COM 431
COM 310	DSN 487
Design Elective	HUM 360 or HUM 361
Design Elective	Free Elective
Free Elective	Free Elective

Digital Publishing Concentration   (48 credits)

e Digital Publishing concentration within Media Design
will focus on digital publishing from web to tablets, o ering
students courses on typography, illustration and color theory.
It will also focus on applications of graphic design such as the
design of brochures, catalogs, product packaging and displays.

BMK	305	Marketing
DSN	105	Visual Communication
DSN	230	Graphic Design Applications
DSN	241	Color eor y
DSN	308	Illustration
DSN	315	Typography
DSN	401	Publication Design
DSN	402	Graphic Design Brochures and Catalogs

DSN	410	Advanced Digital Image Manipulation
DSN	415	Packaging and Display Design

Design Electives   (9 credits)

Choose 3 courses from the following:
DFM, DSN, TEC, VMG

Free Electives   (9 credits)

Suggested Program Sequence

Freshman

Semester 1	Semester 2
ART 210	DSN 121
BCS 210	ENG122Fr(9 cr9 Tf 11 0 0 11 369.8259

VIDEO AND MOTION GRAPHICS

BACHELOR OF SCIENCE

Purpose
The Video and Motion Graphics Bachelor of Science is for students wishing to pursue careers in television, film, motion graphics, visual effects, and related fields. Students will have a strong core skill set applicable to any video work ranging from news, film, television, commercials, drama, action, corporate, or documentary applications, then allowing the students to focus on their area of interest through the concentrations.

Curriculum

General Education Requirements (39 credits)

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

| VMG 490 | VMG 487 |
| SCI Elective | Free Elective |

Digital Film-Making Concentration (36 credits)

DFM 200   Introduction to Digital Film-Making

DFM 300   Directing Digital Films

DFM 350   Digital Film-Making II

DFM 400   Directing Digital Films II

VMG 350   Journalism in Practice

VMG 401   Producing the Documentary

VMG 423   Advance Non-Linear Editing

VMG 487   Senior Project

VMG 490   Internship

Free Electives (9 credits)

Suggested Program Sequence

Freshman

Semester 1	Semester 2
ART 210	ENG 122
BCS 210	HIS 230
DSN 210	MAT 205
ENG 121	PHI 100
VMG 101	VMG 102

Sophomore

Semester 1	Semester 2
PSY 101	DSN 220
VMG 100	ECO 105
VMG 201	VMG 200þ350
VMG 202	VMG 222
VMG 301	VMG 350

Junior

Semester 1   S

WEB INFORMATION SYSTEMS

BACHELOR OF SCIENCE

Philosophy

The Wilmington University undergraduate degree program in Web Information Systems provides students with the technical skills to design and build sophisticated web-based systems and mobile device apps. The world wide web has become a ubiquitous influence to all aspects of commerce and professional/personal interactions among a worldwide citizenry - both corporate and private - within today's increasingly global economy. The latest technical skills are critically important for the success of any commercial enterprise. Students in Wilmington University's Web Information Systems degree program learn the latest in software development technologies for the web and mobile devices, achieve a sound understanding of current business practices, and develop capable communications skills. This gives the students the broad education needed to compete for jobs in today's global marketplace.

Use of the internet and mobile devices has changed the way the world communicates. The influence of the world wide web on both business and private interaction has become universal in its impact. As such, the Internet has become an indispensable tool in our daily lives. And, because technology expands at an incredible pace, those who fail to keep abreast with the times will quickly lose their competitive edge.

Successful enterprises have learned that to keep customers informed and accommodated, static web pages are no longer enough. Businesses need apps that run on mobile devices and web-based systems that are "dynamic" and "data-driven". This means that the web pages are created instantaneously, at the touch of a screen or the click of a mouse, and customized for each particular viewer. "Dynamic" capability provides an enormous competitive advantage in a markedly competitive and technologically-augmented global marketplace.

Purpose

The goal of the Web Information Systems program is to prepare students for careers in designing and building web-based systems and mobile device apps. Accordingly, it not only incorporates the detailed skills and knowledge needed to work in the present-day software environment, but also stresses fundamental concepts that persist across rapid technological changes. The Web Information Systems degree

looks at web development tools currently in demand. The technologies of choice within this curriculum (which, by design, will dynamically change to meet the requirements dictated by innovation) include HTML/CSS, PHP, Java, JavaScript, and MySQL. Included in the curriculum are courses that concentrate on user-centered design, object oriented methodologies, and the most current systems analysis and software project management techniques.

Curriculum

General Education Requirements (30 credits)

BCS	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

Web Information Systems (36 credits)

ISM   420   Data Modeling and Warehousing
ISM   450

COLLEGE OF TECHNOLOGY MINORS

Purpose

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

Drama Minor

Students choosing this minor will be exposed to drama as it relates to theater, speci cally, and to the media, in general. Individuals interested in this minor will learn the basics of acting, directing, set design, and playwriting. e 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 eater
DRA 110   Acting I
DRA 111   Acting II
DRA 120   Introduction to Directing

Select one of the following:
DRA 200   Playwriting
DRA 220   Performance

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 bene t from this experience.

DSN 210

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 print design and computer interface elds.

DSN 121 Digital Publishing
DSN 210 Digital Image Manipulation
DSN 220 Concept Development
DSN 230 Graphic Design Applications
DSN 401 Publication Design

Video and Motion Graphics—Digital Film-Making Minor

is minor enables students interested in lm to obtain the necessary background in digital production and lm-making. Students will also learn the terminology, the process and the theory of the lm-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 ve 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   e P roduction Process
VMG 222

COLLEGE OF TECHNOLOGY CERTIFICATES

Digital Evidence Discovery and Digital Evidence Investigation Certi cates

Two new certi cates o er forensic training for students to provide the skills to locate, recover, and analyze digital evidence. ey include but are not limited to:

-

Web Applications Development Certificate

The 15-credit hour Web Applications Development certificate includes the sequence of five courses necessary to design and build advanced web applications. This certificate is ideal for Computer and Network Security (CNS) 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 WIS 100 is already a required course, only have to complete four additional courses to receive the certificate. Other students can complete the certificate, if they satisfy Business Computer Systems (BCS) pre requisite, either by taking a BCS course or an equivalent course, or by completing a prior learning assessment regarding the student's computer skills.

WIS 100   Basic to Intermediate Web Design   (3 credits)
  Prerequisites: BCS 205, 206 or BCS 210,
  or equivalent

WIS 210   Database Fundamentals   (3 credits)
  Prerequisite: BCS 205, 206 or 210, or equivalent

WIS 305   Basic Web Application Development   (3 cr

AFS 110   1 credit
Foundations of the USAF I

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

AFS 111   1 credit
Foundations of the USAF II

 is course continues to build on the information covered in
AFS 110. It consists of approximately one hour of academic
instruction each week. is course will be taught in the spring
at the University of Delaware. Prerequisites: AFS 110 and
frseshman status

AFS 150   0 credit
Leadership Lab for Freshman I

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

AFS 151   0 credit
Leadership Lab for Freshman II

 is 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. is is a non-credit course. Prerequisites: AFS
150 and freshman status

AFS 210   1 credit
Evolution of U.S

communication skills. is course consists of 2 1/2 hours of

ART 245 — 3 credits
The Art of Photography

This introductory course for non-art majors emphasizes photography as both a fine art and communications medium. The focus is on major photographers, photographic imagery, the history of the medium, the use of photography for artistic communication, and the major themes used by photographers: the Human Condition, the Still Life, the Portrait, the Nude, Nature, and War. The history of the medium will be explored, along with the works and lives of many of the major photographers of the past and present. Technical aspects of the camera, film, and lighting will be examined in some depth to enhance the understanding of the creative intricacies of the making of photographic images. The use of a camera, although not required, is strongly recommended: specific instruction in the use of a 35mm camera is offered.

ART 301 — 3 credits
Drawing and Painting

The key compositional elements in drawing or painting are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by the direct application of art media.

ART 302 — 3 credits
Drawing

The key compositional elements in drawing are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by direct application of art media.

ART 303 — 3 credits
Themes in Contemporary Art

This course includes the study and appreciation of art in the 21st century. Students will investigate themes including art as social change, art as object, art as event, and art as concept. Students will use visual literacy and critical thinking skills to investigate the meaning and importance of art in modern society. This course will encourage active participation by fostering dialogue, discourse, and interpretation.

ART 304 — 3 credits
Painting

The key compositional elements in painting are explored using visuals, lectures, and the application of the principles of design in studio work. This introductory course for non-art majors is designed to develop skills by direct application of art media.

ART 310 — 3 credits
Exploring Art Media

This course explores and demonstrates a variety of art media and tools: tempera, water color, clay, collage, textiles and others. This course is recommended only for education majors.

ART 315 — 3 credits
Watercolor Painting I

This is an introductory course in watercolor using the study of design concepts, color exercises, and the application of fundamental watercolor techniques. Traditional and contemporary watercolor paintings are examined. Student work is used in evaluation and critique. Students' portfolios are a requirement in grading the course.

ART 316 — 3 credits
Watercolor Painting II

This course is designed so students may study more in depth traditional and contemporary water color. Students will express their style using a variety of techniques. Composition, design and critiques are an important part of the student portfolio. They are a requirement for grading this course. Prerequisites: ART 315 or permission of the instructor.

ART 320 — 3 credits
Fine Art Illustration

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

BAC 101 — 3 credits
Accounting I

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

BAC 102 — 3 credits
Accounting II

approach to decision analysis, cost-volume-pro t analysis, and budgeting. Prerequisites: BAC 101

BAC 190   3 credits
Tax Help Practicum
This course is an elective available to any Wilmington University undergraduate student. It is o ered in cooperation with the Delaware EITC Campaign and e Nehemiah Gateway Community Development Corporation. It is graded Satisfactory/Unsatisfactory. e course has two components: self-study (facilitated instruction also available) involving tax law, tax theory, and tax return preparation and service-learning. When students complete the academic portion of the program, they participate in a community program helping low and moderate income taxpayers le their federal and state income tax returns. An emphasis is placed on tax credits which bene t lower income working families, such as the Earned Income Tax Credit (EITC), Child Tax Credit, Dependent Care Tax Credit, etc. Following the on-line tax instruction, students complete 32 hours of community service between January 15 and April 15 at a local IRS VITA (Volunteer Income Tax Assistance) site. Students work under the supervision of a tax professional Site Manager whose job is to answer questions and review each return upon completion. e tax sites are certi ed by the IRS so that there is no student liability for errors. Students will be able to choose a tax site and schedule which is convenient to them. Students who successfully complete the course will be awarded the DE EITC Campaign/IRS certi cation. Graduate students are welcome in the course, but no graduate credit can be awarded.

BAC 201   3 credits
Intermediate Accounting I
 is course provides an in-depth study of accounting concepts and principles presented in the introductory accounting courses. Students will examine in detail the preparation of the balance sheet, statements of income, retained earnings, and cash ows. e course includes a comprehensive analysis of nancial transactions a ecting the proper recording and reporting of assets. Prerequisites: BAC 102 GPA 2.0

BAC 202   3 credits
Intermediate Accounting II
 is course is an intensive review of the analysis, recording, and reporting of nancial transactions a ecting liability and equity accounts. Accounting for investments, pension plans, leases, income taxes, and accounting changes are covered, along with an in-depth review of basic nancial statement analysis. Prerequisites: BAC 201

BAC 301   3 credits
Cost Accounting I
 is course serves as an introduction to the fundamentals of cost accounting, with emphasis on costing systems in the service, merchandising, and manufacturing sectors. e use of budgets and standards are studied as keys to planning and control, including exible budgets and variance analysis. e use of cost information for various decision and control purposes is also studied. Prerequisites: BAC 202

BAC 302   3 credits
Cost Accounting II
 is course is a detailed study of the accountant's role in developing cost analyses for management decisions. The areas of cost allocation, joint products, costing systems, capital budgeting, cost management, inventory management, transfer pricing, and performance measurement are covered. Prerequisites: BAC 301

BAC 321   3 credits

BAC 402
Advanced Accounting II   3 credits

The special topics in accounting theory in this course include foreign currency transactions, interim and segment reporting, partnerships, and governmental and not-for-profit fund accounting. Prerequisites: BAC 401

BAC 423
Auditing   3 credits

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

BAC 435
Accounting Information Systems (AIS)   3 credits

This course is a study of accounting information systems in a business environment. Transaction-based business cycles are covered in terms of the required information, data organization, document flow and internal controls. Additionally, the analysis, design, development and audit of computer-based accounting systems are reviewed. To demonstrate these concepts, a comprehensive review of a popular accounting software package is utilized. Prerequisites: BAC 423 GPA 2.0

BAC 490
Internship in Accounting   3 credits

This course provides the student with on-the-job experience in any one of the many accounting fields. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with accounting professionals. Students must have completed a minimum 60 credits, a minimum of 12 credits in the business core, and have a minimum GPA of 2.5. This course is graded Satisfactory/Unsatisfactory.

BAM 302
Aviation Safety   3 credits

This course is an in-depth study of aviation safety, including the causes and investigations of aircraft accidents, safety awareness in aviation systems management, and the development of aircraft accident prevention programs. The focus is on the various human, mechanical, and environmental factors that impact aviation safety.

BAM 306
Air Traffic Control   3 credits

This course is an in-depth examination of the United States air traffic control system, including the history of its development. Both the current system and the system envisioned for the future by the National Airspace System Plan are discussed. Special emphasis is placed on a close look at how air traffic controllers perform their duties.

BAM 410
Government and Aviation   3 credits

This course focuses on the role of the U.S. government in the development and regulation of the aviation industry. Emphasis is placed on comparing the pre-1978 regulated environment with the "deregulated" environment. Conventions, agreements, and acts are examined, including the impact of international bodies, domestic courts, and regulatory agencies. Prerequisites: HIS 303 GPA 2.0

BAM 411
Airport Management   3 credits

This course is a study of the development of airports and the functions and responsibilities of airport management. The course provides a historical background and studies the roles of various governmental agencies in the management and regulation of airports. Prerequisites: BBM 201 and BMK 305

BAM 412
Airline Management   3 credits

This course offers an in-depth study of airline management in the environment of "deregulation." Students will analyze data and apply business and management principles through planning, organizing, equipping, and staffing a "paper" airline. Prerequisites: BCS 206, BBM 201, BMK 305, and FIN 305

BAM 460 - 469
Topics in Aviation   3 credits

This is an intensive study of selected contemporary topics related to aviation. Prerequisites: BBM 201 and BBM 301

BAM 490 - 494
Internship in Aviation Management   3 credits

This is an approved internship in a selected aviation management activity. The course is graded Satisfactory/Unsatisfactory.

BBM 100   1 credit
Customer Service Workshop

is course is a half day customer service workshop addressing the importance of customer service, telephone techniques, and handling the di cult customer.

BBM 102   3 credits
Introduction to Business

is course is designed to provide a broad overview of the functions of the business entity. Business and its environment, organization and management, nance, production, marketing, human resources, and control systems are reviewed.

BBM 103   3 credits
Introduction to Public Administration

is course is an introductory evaluation of public administration in multi-disciplinary terms as a policy process, management vehicle, and bureaucratic structure. e scope of the course is necessarily broad, with the clear expectation that students develop rigorous conceptual strength as a foundation for the analysis of both theories and issues.

BBM 190   3 credits
Financial Coordinator Practicum

is course is an elective available to any Wilmington University undergraduate student. It is o ered in cooperation with the Delaware Earned Income Tax Credit (EITC) Campaign and the Nehemiah Gateway Community Development Corporation. It is graded Satisfactory/Unsatisfactory. e course has two components: instruction (basic financial management) and service to the community (financial advisement). After completing the instructional component, students will o er nancial advisement to clients at certi ed IRS Volunteer Income Tax Assistance (VITA) sites. e online format of this class does not include a half day workshop.

BBM 201   3 credits
Principles of Management

This course introduces students to major concepts and principles of the business organization, including authority and responsibility span of control, hierarchy, delegation, and functionalization. e management process (planning, organizing, sta ng, directing, and controlling) is presented with37.4 Tm (3 cr,n,)70(i)1(nc)-20(luding)1(a)1(with)-12c -0c-log)5att 8 TT

BBM 320   3 credits
Business Communications

 is course is a detailed study and application of various types of oral and written communication used in business. Included are technologies that enhance communication e ectiveness, international considerations, presentation and interviewing skills, and written forms of communication such as memos, procedures, resumes, and formal reports. Students' writing skills are evaluated through written assignment during the rst class. Prerequisites: ENG 122

BBM 330   3 credits
Power and Negotiation

 is course examines how managers and other stakeholders both inside and outside of the organization interact to create means by which to assure the rights and duties of various parties within an organization. Political processes are evaluated to understand how power is leveraged. Negotiation techniques and factors contributing to negotiation success for managers are examined. Prerequisites: BBM 201

BBM 331   3 credits
Business and Society

This course uses the concept of social responsibility to address the role of business in society. Social responsibility is concerned with company values, responsibilities, actions and outcomes that a ect employees, investors, business partners, communities, and other stakeholders. Focus is on exploring issues including executive compensation, workplace ethics, the natural environment, government regulation, information technology, diversity, corporate governance, philanthropy, and volunteerism.

BBM 347   3 credits
Interpersonal Skills and Professionalism in the Workplace

course examines cultural self-awareness, oral and nonverbal communication di erences globally, and preparation for work assignments for organizations overseas, including intercultural communication di erences relating to meetings, negotiations, and social relationships. Prerequisites: BBM 320 and BBM 370

BBM 402   3 credits
Strategic Management

 is course examines the theory and practice of de ning and implementing business policy. It presents actual case studies of business organizations, including the determination of

PC platform and looks at le preparations, le management, storage, and retrieval on both. Particular emphasis is placed on the role of the Macintosh platform in the design world so students are prepared for courses in the College of Technology, where the main tool is the Macintosh platform running applications such as Desktop publishing, digital image manipulation, web page design, and video editing software. Students who have completed BCS 205 or BCS 206 should not register for BCS 210.

BCS 305   3 credits
PC Operations II

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

BCS 307   3 credits
Computer Presentations

is is an advanced, hands-on course designed to master skills in using the computer to assist in making oral presentations.

BMK 222
Public Relations
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 300
Design for Marketing
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
Marketing
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 308
Global Marketing
3 credits

 is course is designed to facilitate an understanding of global marketing issues. Speci c 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. Prerequisites: BMK 305

BMK 310
Business to Business Marketing
3 credits

 is course examines practices, strategies, and managerial problems unique to marketing and distribution of products and services to industrial and business buyers. Additional factors examined are procurement and sales practices, and cost and price analysis. is is a required marketing course for marketing majors. Prerequisites: BMK 305

BMK 311
Sales Force Management
3 credits

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

BMK 312
Personal Selling
3 credits

This course examines the role of personal selling in the marketing mix. Students learn theory and gain practice in prospecting, presenting, overcoming objections, closing, and follow-up. ey also have opportunities to meet and talk with successful salespeople from many businesses and organizations. is is a marketing elective. Prerequisites: BMK 305

BMK 320
Consumer Behavior
3 credits

 is course analyzes how psychological variables and social in uences a ect an individual's or household's buying behavior, both domestically and globally. Students learn why and how any purchase situation has an e ect on consumer behavior; and they gain an appreciation and understanding of how consumers handle all the behavioral variables and incoming stimuli that a ect their problem/need-solving processes. is is a required marketing course for marketing majors. It also is an elective for psychology majors. Prerequisites: BMK 305

BMK 321
Marketing Research
3 credits

 is course examines the systematic design, collection, analysis, and reporting of data relevant to the marketing function within the organization. It speci cally addresses the growing role that technology plays in predicting consumer behavior, marketing trends, addressing marketing problems, and the development of new products and services. is is a required marketing course for marketing majors. Prerequisites: BMK 305 and MAT 301 or MAT 308

BMK 333
Services Marketing
3 credits

This course focuses on knowledge needed to implement service strategies for competitive advantage across industries. In addition to traditional marketing mix topics (product,

BMK 344
Logistics: Physical Distribution
3 credits

 is course focuses on the logistics of physical distribution. Topics include supply chain logistics management, operations (including inventory, transportation, warehousing, packaging, and operational integration), design, and administration. Prerequisites: BMK 305

BMK 355
Internet Marketing
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. Prerequisites: BMK 305

BMK 366
Entrepreneurship
3 credits

 e focus of this course is on the critical aspects of starting and maintaining a new business venture. e course takes the student from the point of seeing their new product, service, or idea as a "concept" to making it a reality. Important factors relating to financial, legal, economic, management, and especially marketing, are discussed with respect to the new ventures. is is a marketing or business management elective and previously was listed as BBM 366. Prerequisites: BBM 201 and BMK 305 and BMK 400

BMK 400
Social Media Marketing
3 credits

 is course covers advertising, marketing and communication strategies in the new media landscape where traditional media (e.g., television, print) and the online social media (e.g., Web 2.0, online social networks, user-generated content, blogs, forums) co-exist. Students will investigate the current media landscape and the strategic opportunities (and challenges) that it a ords marketers, managers, and consultants who are concerned with how to e ciently and e ectively advertise/ promote brands and products. Primary focus will be on understanding social media platforms, how to build social media marketing strategies, and how to track their e ectiveness. is is a required marketing course for marketing majors. Prerequisites: BMK 305

BMK 407
Sports Marketing and Promotions
3 credits

 is course is designed to give students an understanding of the marketing process relative to the sports industry. Speci c topics include: developing a marketing strategy, promotion, sponsorship, sales, advertising, and licensing. Note: is course was previously designated SPM 407. In addition to being a required course for sports management majors, it is a marketing elective for marketing majors. Students who already have credit for SPM 407 cannot get credit for BMK 407.

BMK 410
Integrated Marketing Communications
3 credits

 is new marketing elective will emphasize strategy, as well as tactics, from a managerial point of view for an Integrated Marketing Communications (IMC) campaign. It will involve a real-world project centered on promotional activities. Prerequisites: BMK 305

BMK 413
Marketing Management
3 credits

 is course is the capstone course for marketing majors. Using various classroom techniques (e.g., simulations, case studies, etc.), students investigate approaches and problems of the analysis, planning, implementation, and control functions of a marketing plan in order to achieve desired marketing goals within an organization. is is a required course for marketing majors. Prerequisites: BMK 305, BMK 320, and BMK 321

BMK 460
Current Topics in Marketing: Job Search Strategies
3 credits

Using the "4-P's" marketing model as a metaphor, this practical, hands-on course will allow students to learn job-hunting and career-changing strategies. Students will first assess themselves as "Product" (in terms of their skills, experiences, and education), "Price" themselves (in terms of learning how to negotiate salary plus total compensation), and nally "Physically distribute" or "Place" themselves (by deciding where they want to work, live and recreate). ey also will identify key "Target Markets" (potential employers), as well as learn how to "Position" themselves (in terms of what makes them a unique and best-quali ed job candidate). Prerequisites: BMK 305

BMK 490
Marketing Internship
3 credits

 is course provides the student with on-the-job experience in any one of the many marketing elds. Students gain practical experience, while enhancing skills learned in the classroom, and acquire important contacts with marketing professionals. is course is graded Satisfactory/Unsatisfactory. is is a marketing elective. Prerequisites: BMK 305

COM 240
Broadcast Journalism   3 credits

e principles of news worthiness, news selectivity and news writing for the electronic media will be examined and applied through work at the campus audio and television facilities. e course will emphasize the rights and responsibilities of radio and television journalism.

COM 245
Writing for the Media   3 credits

This course is designed to improve effectiveness in communication by developing prewriting, writing, and rewriting skills. Students will learn how to organize their ideas in a clear, methodical manner with emphasis on concept development. is course will explore various techniques used to produce scripts for spot advertisements, corporate video, television pilots, and features (movies). Students will produce scripts for radio and television spots and a short corporate video, as well as go through the story development process for a feature-length screenplay or television pilot. Prerequisites: ENG 121

COM 250
Technical Writing   3 credits

is course introduces the requirements for designing and developing technical documentation. Students will de ne audience and purpose, determine appropriate format and style, improve the clarity and organization of writing, and review and edit work e ectively. Students also will discuss teamwork and oral communication and presentation skills. Prerequisites: ENG 122

COM 300
Communication Theory   3 credits

This course examines various popular theories of interpersonal and mass communication, with emphasis on mass communication. e ways in which society and mass communication a ect each other are critically examined, with the goal of developing the students' own ideas, opinions, and preferences concerning these theories. Students will receive practical assistance in the areas of speaking, reading, writing, listening, and research. An advanced library orientation has been incorporated as part of this course. Prerequisites: COM 245 or ENG 122.

COM 306
Script Writing   3 credits

Students learn analytical techniques used in the industry to ensure creative quality and acquire the skills to execute them. Students learn to di erentiate scene structure on both a large and small scale and to continue character development as it relates to visual impact. is course continues to explore the story development process by having students examine and evaluate concept and character documents. Students will produce a facial deconstruction, midpoint, and critical pathway analysis by using creative tools such as photo storyboards, Legos, and stopwatches. Prerequisites: COM 245

COM 307
Streaming Media   3 credits

Creating streaming media is a multi-step process incorporating audio, video, and any other visual medium. Students will learn how to create streaming media projects. To create such projects, students will learn compression techniques, embedding techniques, and best practice methods for deploying streaming media. Additional topics of discussion include market research techniques, copyright issues, storyboarding, and scripting. Prerequisites: TEC 101 and TEC 102

COM 310
Legal Aspects of Communication   3 credits

Students will examine various aspects of the law and mass communications in America. Special emphasis will be given to the evolution of present day interpretations of the First Amendment, censorship, libel, obscenity, privacy and public access to the media. In addition, students will study copyright law and government regulation of the media.

COM 311
The Early History of Film   3 credits

is course is designed to introduce students to the art of lm and its early history. It will cover major trends, methods and issues in theatrical lm history up to the Hollywood cinema of the 1950's.

COM 312
The Modern History of Film   3 credits

is course is designed to introduce students to the art of lm and its recent history. It will cover major trends, methods, technologies and issues in theatrical lm history from the 1960s to modern-day cinema. Emphasis will be placed on the rapid technology changes in modern lm history.

CRJ 306 — 3 credits
Contemporary Correctional Systems

 is course is designed to provide a general overview of correctional programs as they presently exist. e course includes an examination of the procedure by which o enders move through the system. e core of the course focuses on prison administration and strategies designed to "rehabilitate" the incarcerated. The course also examines the problems facing correctional systems and alternatives to such problems. Prerequisites: CRJ 101 and CRJ 205

CRJ 309 — 3 credits
Correctional Rehabilitation: Problems / Alternatives

 is course is designed to address the extensive issues and problems found in the eld of corrections. Students will review speci c topics such as prison disturbances and inmate violence, excessive costs, e ective correctional programs, corruption and 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. Prerequisites: CRJ 101, CRJ 206, CRJ 205 or CRJ 334

CRJ 310 — 3 credits
History of the Criminal Justice System

 is course is designed to o er the student an overall historical perspective of the criminal justice system from ancient times through the 20th and early 21st centuries. Students will review the history of the three main components of the criminal justice system: police, courts, and corrections. Prerequisites: CRJ 101 and CRJ 205 or CRJ 334

CRJ 316 — 3 credits
Criminal Law

 is course focuses on the goals, objectives, principles, and doctrines of criminal law and procedure. Special attention is paid to the law of search and seizure and the law of interrogation and confessions. Pretrial motions and proceedings and trial by jury are also examined. Prerequisites: CRJ 101, CRJ 205 or CRJ 334, and CRJ 304

CRJ 318 — 3 credits
Criminal Investigation

 is course addresses the basic aspects of criminal investigation. It presents an overview of crimes and their elements and identi es the major goals of investigation. Various investigative techniques are discussed, and the criminal investigator's relationship with individuals and other agencies is examined. Prerequisites: CRJ 101 and CRJ 205 or CRJ 334

CRJ 322 — 3 credits
Criminal Profiling

Students will demonstrate an understanding of the goals of criminal pro ling, demonstrate an understanding of serial criminal behavior, and will apply criminal pro ling to case studies through classi cation methods. Prerequisites: CRJ 101, CRJ 205 or 334, and CRJ 318

CRJ 330 — 3 credits

CRJ 341   3 credits
Community Corrections

 is course provides a survey of non-institutional programs
focusing on alternatives to incarceration in community settings.
Programs reviewed will include those that address pre-release,
probation, parole, halfway houses, and restitution-based
programsPrerequisites: CRJ 101, CRJ 205 or CRJ 334, and
CRJ 206

CRJ 350   3 credits
Computer Operations in

groups in the United States, the growth of organized crime as a national and international crime problem, and students will gain an understanding of the activity of organized crime and the laws passed to combat it. Prerequisites: CRJ 101, CRJ 205 or CRJ 334

CRJ 466 3cd thecr   3 credits
Topics in CRJ: Psychology of Criminal Conduct

DFM 200   3 credits
Introduction to Digital Film-Making

 is course is an introduction to the theory and practice of
digital lm pre-production. It provides a basic understanding

DRA 230   3 credits
Introduction to Scene Design

 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.

DSN 105   3 credits
Visual Communication

 is 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 elds in which visuals
play a key role.

DSN 110   3 credits
Fundamentals of Drawing

 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
Digital Drawing

 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.

DSN 121   3 credits
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DSN 308   3 credits
Illustration

This course will expose students to the basic editorial, storytelling, and advertising illustration principles and

DSN 418   3 credits
Portfolio Production II

This course is a continuation of DSN 318, Portfolio Production, and is designed for students who wish to have further instruction or assistance in building a portfolio of their work, within the structured environment of the classroom. Prerequisites: DSN 318

DSN 420   3 credits
Advanced Web Page

"best practices" is required. Prerequisites: For A.S. Students: ECE 211 and (for those entering Fall 2009 or after) a passing score on all sections of PRAXIS I: Reading, Mathematics, and Writing (or relevant exemption test). For B.S. Students - ENG 131, MAT 201, and passing score on all sections of the Praxis I: Reading, Mathematics and ing

ECO 102   3 credits
Economics II

 is course studies microeconomic issues such as the price
system, income distribution, and international economics.
Applying and extending knowledge of basic economic
principles are emphasized. Prerequisites: PHI 100, ECO 101
and MAT 121

ECO 105   3 credits
Fundamentals of Economics

This course emphasizes both macroeconomics and
microeconomics for the non-business student. Basic economic
concepts, tools and terms economists use, and methods of
economic analysis are covered. Students' understanding of the
American business system is developed. Prerequisites: PHI 100

ECO 203   3 credits
Economic Theory

Relevant theories of income, output and price level, wealth
determination, growth, and international economics are

EDC 403   3 credits
History and Regulations of Career and Technical Education

This course explores the history, philosophy, and the regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. 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 di erentiated assignments will be required for students taking this course at the graduate level. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 404   3 credits
Career and Technical Education Guidance Practices

 is course will emphasize the impact of career development theory and the relationship of career guidance and development to career and technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. 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. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 405   3 credits
Career and Technical Education: Community and Business Relations

 is course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. is is a dual-listed course and may be taken for either undergraduate or graduate credit. Additional and di erentiated andnt the nee0h-5(a)5(duate or gr)-5(a)5(duate cr)7sut5(nT1_A)10te and di erent this course a11ed. areeavailable BlJ 0 Tc 0 Twbo47 Tw de oaTau6anTw Te coo11 Tc 0 ndnt bditsU TJ funcntia deg on or(af)-20(ter)1(S)-6((ndergr)-5(7mo)5(ng c(eptember(1,)70( )1(9.)70( )1(E)25(10(U)12)1(is)]20.01 Tc -0.0Tw T]TJm

EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 411   3 credits
Methods of Teaching Career and Technical Education I

Methods of Teaching Career and Technical Education I includes methods and demonstration of pro ciency 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. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 412   3 credits
Career and Technical Education Classroom Management

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 e ectively, 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. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 413   3 credits
Methods of Teaching Career and Technical Education II

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 re ecting 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. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 414   3 credits
Student Testing and Evaluation

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. Prerequisites: EDU 102 (for all students who began their career and technical degree programs on or after September 1, 2009. EDU 102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

EDC 420   6 credits
Clinical Component for Career and Technical Education Teachers

OPTION 1 – Action Research/Problem Solving Project. e candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the eld to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). e project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Chair. e presentation will be posted on the course website and in E-Folio (EDU 102 or MED 6102). Final grade for the course will be either Satisfactory or Unsatisfactory. OPTION 2 – Supervised Clinical Experience (Student Teaching). e candidate will engage in a 40-day (school days) clinical experience, co-supervised by a college mentor provided by the

O ce of Clinical Studies and a school-based mentor provided by the placement school (fully certi ed teacher, department chair, content area supervisor, or administrator). During this 40-day period the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and re ect 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 (re ections on and evidence of achievement of Delaware's teaching standards,

needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and re ecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. e e ective teaching skills evident in the Delaware Performance Appraisal System and the Delaware Professional Teaching Standards and the content standards delineated in the Delaware Student Content Standards will be emphasized in the course. Prerequisites: EDU 102 and EDU 203

EDU 310   2 credits
Applied Behavior Analysis and Classroom Culture

Understanding, interpretation and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modi cation and reinforcement principles, cognitive and humanistic theories, in concert with the a ective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum e ectiveness in predicting and controlling behavior. e special education teacher and other professionals are equipped with the skills necessary to e ectively manage the behavior of the children entrusted in their care. Teacher candidates will learn about reasons for misbehavior and about several discipline models or options for use by teachers to establish a positive classroom culture. Prerequisites: EDU 102 and EDU 203

EDU 311   2 credits
Assistive Technology

This course is designed to help professionals in schools understand assistive technology for students with disabilities. e main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. e meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized. Prerequisites: EDU 102 and EDU 203

EDU 312   2 credits
Integrated Curriculum in Schools

This course examines current curricular programs and instructional methodologies while analyzing their teaching strategies, backgrounds, and purposes with an emphasis for school implementation. An understanding of the curricular models used in the instruction of various learning needs will provide pre-service teachers with information and ideas regarding innovative programs of instruction and how these programs operate at the middle level. e course also provides a fundamental understanding of a curriculum scope and sequence related to various subject areas. is knowledge is related to developing cross-curriculum sub objectives within a given curriculum guide, developing model lessons that include cross-curricular activities, including enrichment and ne arts connections. Prerequisites: EDU 102 and EDU 203

EDU 313   2 credits
Classroom Culture and Student Behavior

 is course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Di erent students misbehave in di erent ways and for di erent reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers when students misbehave. A clinical experience in schools is required. Prerequisites: EDU 102 and EDU 203

EDU 390   1 credit
Practicum I

EDU 390 Practicum I is a structured, eld-based, exploratory or middhoolorsed-35(y ience in scalText (þÿ)>>BDC1i Tm T* (

culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Student attendance at all Practicum seminars is required and must be documented. A re ective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Practicum II helps the teacher candidate analyze and re ect on the classroom environment in relation to current research, components of professional practice, and the Delaware Professional Teaching Standards. Teaching a planned lesson to a class, as well as working with individual students, is required. Prerequisites: EDU 102, EDU 203, EDU 390 and TB clearance

EDU 392 — 1 credit
Practicum III

EDU 392 Practicum III is a structured, eld-based course that requires at least 35 hours of supervised clinical experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically and socioeconomically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Student attendance at all Practicum seminars is required and must be documented. A re ective set of learning activities, focusing on the theory of reading is completed for Practicum III. EDU 392 Practicum III emphasizes synthesis and evaluation but narrows the focus to the area of reading. e Practicum III teaches students how to administer and interpret a diagnostic reading inventory, and then enables students to devise a remediation plan. Prerequisites: EDU 102, EDU 203, EDU 390, EDU 391, and TB clearance

EDU 396 — 3 credits
Environmental Education Practicum

 is course is a structured, eld-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
Integrated Methods to Teaching Elementary Language Arts/Reading

 is course includes content, methods, and demonstration of pro ciency 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. Prerequisites: EDU 102, EDU 203, RDG 301 and RDG 302; passing scores on all sections of PRAXIS I, and a passing score on the appropriate PRAXIS II

EDU 403 — 3 credits
Integrated Methods to Teaching Elementary Social Studies

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required. Prerequisites: EDU 102, EDU 203, HIS 300, HIS 316, HIS 320, POL 300, and ECO 105; passing scores on all sections of PRAXIS I, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 404 — 3 credits
Integrated Methods to Teaching Elementary Science

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. 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. Prerequisites: EDU 102, EDU 203, SCI 105, SCI 232, and SCI 305; passing score on all sections of PRAXIS I and, for students entering Fall 2007 and afterward, a passing score on the appropriate PRAXIS II

EDU 405 — 3 credits
Integrated Methods to Teaching Elementary Math

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

102, EDU 203, MAT 201, MAT 202, and MAT 304 (with a
2.0 GPA in those 3 courses); passing score on all sections of

real-time information for making data-driven decisions about teaching and learning will be emphasized. Related topics such as conferencing techniques, reporting systems, analyzing student work, applying rubrics, and continuous assessment techniques will be discussed in the course. (is course must be taken in conjunction with student teaching.)

ENG 095   0 credit
English Review

 is course will provide a review of English grammar skills for students who need to strengthen their backgrounds in English before taking college-level courses requiring college reading and writing. It establishes a foundation for success in subsequent college-level courses. e course will include lecture, discussion, recitation, team learning, and student tutoring to maximize students' success. English Review would benefit students returning to the classroom after a long absence who wish to gain English skills for classroom con dence before enrolling in credit courses. Topics covered in the course will include: simple sentences, subject-verb agreement, simple verb tenses, paragraph writing, main linking and main helping verbs, punctuation rules, possessives/plurals/homonyms, and topic sentences.

ENG 110   3 credits
English Essentials

 is course will emphasize the fundamentals of correct writing. Students will receive instruction and practice in grammar, usage, spelling, punctuation, and mechanics. ey will learn the process of writing, including generating ideas; drafting; revising; editing, and proofreading. is course will be taught in a competency/mastery format. Students will be required to master speci c English competencies to pass the course. ose who experience di culties in mastering these competencies will be required to receive assistance from the Tutoring Center. Credit from this course applies as an elective credit towards graduation. (Please note: minimum passing grade needed is a "C"). Prerequisites: Placement after taking the English Skills Assessment or successful completion of ENG 095.

ENG 121   3 credits
English Composition I

 is course is designed to help students become more pro cient and e ective writers. Students will study the principles and skills involved in e ective writing and reading and will be required to apply these skills to selected writing assignments throughout the course. ey will also study elements that constitute various rhetorical patterns of writing and develop skills in writing essays in these patterns. e rhetorical patterns studied in this course are description, narration, compare/contrast, de nition, and classi cation/division. Students will also be introduced to the elements of APA formatting. is course will emphasize the use of correct grammar, usage, spelling, punctuation, and mechanics. Students will be required to apply these skills to all writing assignments. Successful completion of an independent library orientation project is also a requirement of this class. Prerequisites: ENG 110 or successful completion of the English placement test. Please note the minimum passing grade of ENG 121 is a "C-".

ENG 122   3 credits
English Composition II

This course is designed to improve writing effectiveness. Students will be required to expand their reading and writing skills learned in English 121 and apply these skills to selected writing assignments. They will continue to study various rhetorical patterns and use their writing skills to develop essays in these patterns. e rhetorical patterns studied in this course are process analysis, cause and e ect, and argument/persuasion. Students will also learn the process and skills needed to write a clear, precise, and accurate term paper. Detailed instruction in the use of APA documentation will be provided and required in the research paper. is course will help students learn how to think more clearly, organize thoughts in logical sequence, and improve writing skills through prewriting, writing, and rewriting processes. Grammar, usage, spelling, punctuation, and mechanics instruction will be important elements in this course. Prerequisites: ENG 121 completed with a "C-" (GPA 1.67)

ENG 131   3 credits
Public Speaking

 is course is designed to help students develop and improve e ective oral communicative skills. Students will learn the basic skills and principles necessary to prepare written presentations and to orally deliver these presentations with con dence. ey will receive practical assistance in the areas of reading, writing, speaking, listening, and critiquing. Prerequisites: ENG 122

ENG 200   3 credits
English Grammar

 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. Prerequisites: ENG 122

ENG 205   3 credits
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grammar, sounds, and vocabulary of English from its beginnings to modern time. Prerequisites: ENG 200

ENG 320   3 credits
Advanced Composition

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. Prerequisites: ENG 122

ENG 360   3 credits
Creative Writing

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. Prerequisites: ENG 122

ENG 365   3 credits
Academic Writing

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. Prerequisites: ENG 122

EPY 301   3 credits
Assessment of Exceptional Children and IEPs

Assessment procedures that provide information that enable teachers to make decisions regarding appropriate instruction for the children they serve are learned and applied. Informal and formal assessments used in identifying exceptionalities are analyzed. e formally evaluated strengths and weaknesses

ESL 101
Intermediate Grammar and Writing
3 credits

is course will emphasize the fundamentals of essay writing and grammar skills with emphasis on the academic needs of International students. Students will receive instruction and practice in essay writing, decoding text, grammar usage, and spelling. ey will learn the process of writing di erent types of essays and proper usage of grammar. Please note the minimum passing grade is a "B". Prerequisites: Placement into course by International Admission Associate. Credits for this course may not be applied to any degree program.

ESL 102
Intermediate Vocabulary and Speech
3 credits

is course will emphasize vocabulary-building elements and public speaking with an emphasis on the academic needs of International students. Students will receive instruction and practice in building reading and decoding skills. Students will improve pronunciation and speech uency through short, in-class presentations and conversation. Students will also learn skills in preparing for presentations using multimedia technology. Please note the minimum passing grade is a "B". Prerequisites: Placement into course by International Admission Associate. Credits for this course may not be applied to any degree program.

ESL 203
Advanced Grammar and Writing
3 credits

is course is designed to improve essay writing and grammar skills with emphasis on the needs of International students. Students will be required to expand their writing and grammar skills learned in ESL 101 and apply these skills to selected writing assignments. Students will receive instruction and practice in advanced essay writing, decoding text, grammar usage, and spelling. is course will help students to develop skills about how to think more clearly, organize thoughts in logical sequence, and improve writing skills through prewriting, writing, and rewriting processes. Please note the minimum passing grade is a "B". Prerequisites: Placement into course by International Admission Associate and successful completion of ESL 101 with a minimum passing grade of a "B". Credits for this course may not be applied to any degree program.

ESL 204
Advanced Vocabulary and Speech
3 credits

is course will emphasize advanced vocabulary-building elements and public speaking, with an emphasis on International student needs. Students will be required to expand their speaking and vocabulary skills learned in ESL 102 and apply these skills to selected presentation assignments. Students will improve decoding, reading, pronunciation and speech uency skills. Students will also learn basic research and citation (APA, current edition) skills in preparing for their presentations using various multimedia technologies. Please note the minimum passing grade is a "B". Prerequisites: Placement into course by International Admission Associate and successful completion of ESL 102 with a minimum passing grade of a "B". Credits for this course will not be applied to any degree program.

FIN 300
Applied Concepts in Accounting and Finance
3 credits

is course is an applications-based approach to the study of accounting and nance for the non-business major. Topics will include the preparation and basic analysis of nancial statements (with emphasis on the income statement and balance sheet), the time value of money, cash and capital budgeting, nancing the organization, and cost/volume/pro t relationships also known as break-even analysis. e course assumes no prior knowledge of accounting or nance. Prerequisites: ENG 122 and PHI 100

FIN 301
Personal Finance
3 credits

is course introduces students to the fundamentals of personal nance. e course covers career planning, budgeting and cash- ow management, credit use, planned borrowing, taxes, and managing major expenditures such as automobiles and housing. Prerequisites: ENG 122 and PHI 100

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of debt and equity. Prerequisites: FIN 305 (or BFM 300 for OMA students only)

FIN 308   3 credits
Financial Economics and Instruments

 is course explains the key elements of nancial markets (and associated instruments) and their contribution to bringing together the suppliers and users of funds within the framework

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 eld. e content and outcomes in this course assess the broad knowledge and understanding gained in the General Studies curriculum. Prerequisites: ENG 122, ENG 131, MAT 205 or equivalent, and senior status (at least 90 credit hours)

GMD 100   3 credits
Intro to Game Engines
 is course introduces the work ow needed to build playable games using the assets created in other areas of the Game Design and Development Program. Activities will include the creation of design documents and the development of playable prototypes. Key concepts in game design and development such as game world design, level design, level balancing, and game character development will be addressed. Students explore limitations of game engines. Students also study and exercise production methodologies and practices utilized by development studios to create stand-alone gaming applications.

GMD 105   3 credits
Video and Audio for Game Design
Sound characteristics, acoustics, basic audio technology and professional practices will be introduced. In relation to video, it also includes the importance of a team approach to media production. Instruction is given on basic techniques, including pre-production planning, camera control, recording, and lighting. Basic editing will also be covered.

creation, and the delivery of a fully functioning game in a fast paced environment. Prerequisites: GMD 401

HIS 204   3 credits
World History

is course is a study of the major cultural, economic, military, political, religious, and social events in western history from antiquity to the Scienti c Revolution. Particular attention is given to the Western societies' contacts with the peoples of Africa, the Americas, and Asia.

HIS 230   3 credits
History of Art and Design

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

HIS 300   3 credits
World and Regional Geography

is course will focus on the interactions of people with their regional environments around the world to produce distinctive places to live, both from a physical and cultural perspective. Students will develop the ability to read maps, use an atlas to learn location 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 the people of this earth. An overview of human geography (study of environment culture, economics, the environment, politics, population, resources and technology; the human impact on natural environmental systems of air, water, and land), political geography (relevance of geographic conditions fundamental to the world's resources), and urban geography (land use) is included.

HIS 301   3 credits
Women in History

is course explores the role of women through the recorded history of the western world by focusing on speci c individuals, as well as cultural trends. In the process of exploring women's

di erences and similarities of cultures, as well as climate and geography. Each civilization will be examined to ascertain what a ect the similarities and di erences had on its dealings with its neighbors.

HIS 322   3 credits
American Business History

A survey of the American business experience from colonial times into the Twenty First century. e 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
Delaware History

 is course examines Delaware history from the period of discovery to the present. Special emphasis is placed on the political, social, economic and cultural forces that transformed the State as events are placed in the context of larger national and global trends. Delaware has a complex contemporary society: as a result, it is very important for us to realize that it was once more simple, more agrarian and rural in nature. Understanding how this transformation took place is necessary

ages are addressed. Speci c disorders and conditions frequently impacting women's health across cultures are discussed. Health (HLT) courses count as nursing electives. e reason for the HLT pre x is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HRM 300   3 credits

HLT 371   3 credits
TPC: Cultural Diversity Health and Illness
 is course focuses on the meaning of health and illness both personally and for the health care consumer. Potential con icts between the consumer and the health care system are identi ed and viable solutions to overcome barriers are explored. Health (HLT) courses count as nursing electives. e reason for the HLT pre x is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 372   3 credits
Issues in Aging
 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 pre x is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 377   3 credits
Process of Intervention
Health (HLT) courses count as nursing electives. e reason for the HLT pre x is to encourage non-nurses to participate in the courses, as the information is vital for everyone.

HLT 378   3 credits
Our Environment, Our Health
Current issues regarding the environment and its 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 nd 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 de nitions for the multitude of environmental concepts will be developed through class and individual activities. Current and emerging issues will be explored through the use of a variety of teaching and learning techniques. Extensive use of electronic resources, signi cant class participation, readings, and exposure to experts in the eld will provide views from both the "ground" (local) and 10,000 feet (global).

HRM 321   3 credits
Organizational Communication

 is course examines the communication process as it relates

of the diversity of religious thought and helps move them 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.

HUM 307   3 credits
The Performing Arts
 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.

HUM 310   3 credits
Building Brain Power
 is course seeks to unlock the individual's creative potential, both personally and professionally. Creativity is typically ascribed to the outstandingly gifted and, most notably, artists. erefore, many assume they cannot be creative unless they were born especially talented. However, research indicates that creative skills can be taught and developed. Considering the magnitude and complexity of problems facing contemporary society, fostering the understanding and growth of creative potential has become a crucial agenda.

HUM 325   3 credits
Empowerment Strategies
 is course o ers strategies for seeing possibilities in situations,

HUM 341   3 credits
Native Americans

 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.

HUM 342   3 credits
Western edits

ISM 350   3 credits
Information Technology Policy and Strategy

 is course will include: 1) management's strategic prospective

throughout the United States - unitary, confederate, and federal - is examined. Prerequisites: ENG 122

LES 220   3 credits
Introduction to Legal Studies

 is course provides an introduction to the study of law and the many opportunities available within the legal services industry. Emphasis is placed on the judicial system and its role within the state and federal governments, the importance of judicial opinions including how to read, understand, and summarize case law, an introduction to legal research and writing, and an overview of the ethical obligations, regulations, professional trends, and skills required of those working in this field. Prerequisites: ENG 121

LES 303   3 credits
History of American Jurisprudence

 is course examines the American jurisprudence system from the founding of the government of the United States of America to the system of laws that exists today. 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. Prerequisites: ENG 122

LES 304   3 credits
Constitutional Law

 is course examines the United States Constitution and its broad framework. Speci c topics of review include the powers of each branch of government, judicial review of Congressional enactments, separation of powers, the relationship between the federal government and the states, the limitations of the federal government's interference with private transactions, and the concept of state action which underpins all the limitations on the governmental power of the Constitution. e course also explores individual rights under each of the amendments. Prerequisites: LES 316

LES 314

types, and best practices for data collection. Prerequisites: ENG

LES 411   3 credits
Estates, Trusts, and Probates

 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. Prerequisites: LES 316

LES 416

appropriate literature for children through consideration of age, values, cultural and linguistic backgrounds. Prerequisite: ENG 122

LIT 313   3 credits
Visual Approaches to Literature: The Graphic Novel

 is course will cover graphic novels and storyboarding, looking at both text and graphics to discuss plot, characterization, themes, symbolism, and other literary elements. Students will become familiar with Joseph Campbell's monomyth in order to explore common structures and ideas in graphic novels. Students will also begin to storyboard in order to understand the logical underpinnings of plot and character development. is class will be taught by reading, class discussion, and analysis. Assessment will be through essays, storyboarding, and presentations. Prerequisites: ENG 122 or COM 245

LIT 332   3 credits
Major American Writers

 is course will survey American literature from the Colonial period to the present. Emphasis will be placed on writers that have significantly influenced the national literature. Prerequisites: ENG 122

LIT 333   3 credits
African American Literature

 is course is a survey of African American literature from the 1700s to the present. Students will examine writings from their historical contexts, analyzing the social, economic, and political forces that in uenced these works. Prerequisites: ENG 122

LIT 334   3 credits
Dramatic Literature

 is course is designed to provide the opportunity for study and enjoyment of dramatic literature. Students will study the history of the theater and the forms of drama through the reading and analysis of representative plays. e course will focus on playwrights, periods, settings, characters, plots, and historical aspects of particular plays. Prerequisites: ENG 122

LIT 353   3 credits
History of Mystery

Students will study the literary genre of the mystery throughout its history. e course begins with selected readings from Edgar Allan Poe (1840s) and presents a historical progression of the mystery with discussions of works by Wilkie Collins, Arthur Connan Doyle, G. K. Chesterton, Agatha Christie, Dashiell Hammet, and Raymond Chandler. Students will also view selected lms and write reviews emphasizing the elements of mystery and their roots in literature. Prerequisites: ENG 122

LIT 354   3 credits
Women's Literature

This course surveys selected major female writers of the nineteenth and twentieth centuries with an emphasis on their portrayal of the female in relation to twentieth century issues. Prerequisites: ENG 122

LIT 361   3 credits
The Art of Poetry

Students will study the major forms of poetry through the works of selected poets. ey will examine various poetic techniques and devices as well as various poetic symbols. Students will also explore the characteristics of various poetic schools such

MAT 095   0 credit
Mathematics Review

 is course is designed to provide a review of basic mathematics
skills for students who need to strengthen their background in

e statistics portion of the course covers measures of central tendency, measures of dispersion, and the normal curve. Topics in consumer math include simple and compound interest and present value. Please note that the minimum passing grade for this course is "C". Prerequisites: Pass math skills assessment or MAT 110 with a minimum grade of "C".

MAT 301 — 3 credits
Principles of Statistics I

is course introduces methods of summarizing data in the form of tables and graphs, measures of central tendency and dispersion, bivariate relationships (correlation and linear regression), elementary probability, discrete probability distributions, and continuous random variables. Business applications are emphasized. Prerequisites: MAT 122 or MAT 205

MAT 302 — 3 credits
Principles of Statistics II

is course builds on the foundation laid in MAT 301. It introduces the student to testing hypotheses using the normal and student's "t" distributions, the chi-square test, analysis of variance, multiple regression and modeling, and various non parametric methods. Business applications are emphasized. Prerequisites: MAT 301

MAT 304 — 3 credits
Mathematics for Teachers III

This course is designed for pre-service teachers and is a continuation of MAT 201 and MAT 202. It covers selected topics in algebra (polynomials, quadratic equations, and systems of linear equations), the rectangular coordinate system, functions, graphs of linear and quadratic functions, the use of functions as models, linear inequalities, and consumer mathematics. Applications of mathematics will be stressed. Additional topics may be introduced as time permits. Please note that a mimimum 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. Prerequisites: MAT 202 with a minimum passing grade of "C".

MAT 308 — 3 credits
Inferential Statistics

is course introduces the student to the scienti c 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. Prerequisites: MAT 122 or MAT 202 or MAT 205 with minimum grade of "C" or BSN candidate.

MAT 310 — 3 credits
Calculus I

After a brief review of classes of functions and their properties, this course provides an introduction to di erential calculus. Topics include limits, continuity, the derivative, techniques for nding the derivative, use of the derivative in graphing functions, and implicit di erentiation. Applications of the derivative, including extrema applications and related rates, are covered. Prerequisites: MAT 200 with a minimum grade of "C".

MAT 311 — 3 credits
Calculus II

is course is a continuation of MAT 310. Topics include antiderivatives, the de nite integral, the Fundamental eorem of Calculus, integration techniques, applications of the de nite 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 di erential equations is given, if time permits. Prerequisites: MAT 310

MAT 320 — 3 credits
Finite Mathematics

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 nance, if time permits. Prerequisites: MAT 121, MAT 304, or college algebra equivalent.

MAT 330 — 3 credits
Discrete Math

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. Prerequisites: MAT 200 and MAT 320

MAT 331   3 credits
Geometry

This course presents the core concepts and principles of

scholarship opportunities are available. No military obligation is associated with this course, but a sincere interest in becoming an Army o cer is required. Previous ROTC participation is not required. (is course will be taught at the University of Delaware.)

MLS 266   3 credits
Special Problem
See course description for MLS 205 or MLS 206. is course number is designed for students who have scheduling con icts due to courses required for their degree. (is course will be taught at the University of Delaware.)

MLS 305   2 credits
Applied Leadership I
 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 ne tunes

nancing major purchases (cars, computers, entertainment systems, homes) and an introduction to investing.

MUS 101   3 credits
Music Appreciation

This course increases the student's comprehension and perception of music. Each developmental period will be discussed (i.e. Middle Ages, Renaissance, Baroque, etc.) in terms of the historical background, social in uences, characteristics, styles, composers, representative compositions, and performance media.

MUS 201   3 credits
M

NUR 393
Independent Study In Nursing Practice   3 credits

is course recognizes the student's personal and/or professional experiences and/or accomplishments relevant to nursing. e student will independently document the experience and/or accomplishment to show achievement of course objectives. If contracting for more than 1 credit, a review of relevant literature is required. Examples of personal and/or professional experiences and/or accomplishments related to nursing include missionary work, disaster/humanitarian relief work, military experiences, volunteer work, community service, conference presentation, political action, national certi cation, parish nursing, and/or corporate training courses.

NUR 413
Holistic Health Assessment   3 credits

is course focuses on acquiring the skills to complete a holistic health assessment on an individual and family. Emphasis is placed on: physical assessment skills, communication skills, assessment of growth and development, identification of learning needs, and awareness of cultural diversity. Prerequisites: NUR 303 or NUR 305 and 60 lower division credits.

NUR 423
Global Health Care   3 credits

is course focuses on health care needs of aggregates in local, national, and international communities from the perspective of primary, secondary, and tertiary prevention. Students explore a variety of frameworks such as epidemiology, health care systems, and health care planning as conceptual bases for diverse community health nursing roles. Prerequisites: NUR 303 or NUR 305, NUR 343 or NUR 325, NUR 413 or NUR 410, ENG 365 (except for Nursing Pathway Students), and 60 lower division credits.

NUR 433
Global Health Care Practicum   3 credits

is course focuses on the integration and practical application of community/global health principles and conceptual bases for community health nursing. Students gain community-based experience in community assessment, group teaching for aggregates, and community nursing practice. e focus of this practicum is a community learning experience at an approved community learning setting. e course requires a total of twenty (20) community learning experience hours and a minimum of fteen (15) additional hours of community learning activities. Prerequisites: NUR 303 or NUR 305, NUR 323, NUR 363, NUR 413 or NUR 410, NUR 423 or NUR 420, and 60 lower division credits.

NUR 460-479
Topics in Nursing   3 credits

ese elective courses focus on contemporary subjects and current issues related to nursing and health care. Topics vary, with several di erent courses o ered each year.

ORG 301
Survey of Organizational Dynamics   3 credits

This course reviews the factors that demonstrate how organizations interact with their stakeholders: employees, government leaders, clients, and the community. It also explores the attitudes and behaviors of individuals and groups in organizations with a focus on change in the workplace. eories of cooperation, con ict, and innovation are discussed. Prerequisites: SOC 101 and PSY 101

ORG 302
Psychology of Leadership   3 credits

E ective leadership is essential to a free society, and an understanding of e ective leadership behaviors and traits prepares students for cultivating and honing their own leadership styles. E ective leadership requires the ability to attract followers and motivate them to put forth their best e orts in solving problems. e psychology of leadership behaviors will analyze the leadership behaviors of well-known leaders, evaluate leadership behaviors according to societal values, and synthesize leadership theory into a personal leadership philosophy and action plan. Borrowing from many disciplines, this course will examine the impact of psychological needs and leadership in uence. is highly interactive course will use re ection, self-assessments, and simulation scenarios to re ect on e ective leadership behaviors and develop leadership skills in students. Prerequisites: SOC 101 and PSY 101

ORG 311
Organizational Behavior, Change, and Development   3 credits

e success and survival of any organization depends on the ability to adapt to change. is course reviews the challenges inherent in overcoming people's resistance to change as a key factor and determinant of organizational e ectiveness. Topics will include incremental change and quantum change. Strategic planning and change process will be discussed. Organizational development techniques will be viewed as e ective tools for getting people to adapt to change. Projects will include case studies, role playing, and group discussions. Prerequisites: SOC 101 and PSY 101

ORG 479   3 credits
Dimensions of Organizational Conflict

POL 304   3 credits
Constitutional Law and Procedures

 e focus of this course is the interaction, strengths, and weaknesses of the U.S. federal government. e course includes a study of selected Supreme Court cases which have clari ed the roles of government and police power. It also includes a description of the U.S. federal system contained in the Constitution as amended formally and through legislation, the institutions which make up the vertical and horizontal separations of powers, the role of interest groups and elections in the society, and the concept of civil rights and equality as opposed to freedoms in the culture.

POL 315   3 credits
Comparative Government and Politics

 is is a survey that approaches di erent forms of government from a theoretical and structural basis. e survey includes a review of political ideologies and the resultant governmental institutions of selected nation-states from democratic, communist, and other governmental forms. e institutional aspects reviewed are the organization of nation-state governments, including the executive, legislative, and judicial branches; political parties; the role of individual leaders; and domestic policies and stability.

POL 321   3 credits
International Organization and Politics

 is course surveys the international arena, with a focus on political relations among states. It includes a description of the international political environment and its historical development; the principal institutions; the American organizations that conduct foreign policy; the contemporary issues resulting in cooperation and con ict; and the nature of, and reasons for, war.

POL 326   3 credits
Public Policy and Social Issues

POL 402
Analysis of Public Policy
3 credits

This course combines theory and application. From a theory perspective, it evaluates the processes through which policy is created and the dynamics of power and access to the policy process. Measurements of policy success and ways to improve both policy quality and the efficiencies of its implementation are evaluated and explored. From an application perspective, each student selects a hypothetical new law that is of interest. Students conduct research, using primary as well as secondary sources, to justify and design their potential laws. They also analyze potential allies and foes, and develop strategies to get their issues on the "public agenda." Prerequisites: POL 326 and junior or senior status

POL 403
Writing for Public Policy
3 credits

This capstone course examines the theories, principles and ethics of government writing. Students apply this learning to the potential laws they researched in POL 402. Specifically, each student writes press releases, memos, and speeches relating to building public awareness and support as well as drafting an original law. Prerequisites: POL 402

POL 405
Special Topics: Political Strategy
3 credits

This course will give students an objective look at how candidates maneuver, plot, position, calculate, attack, defend, and strategize in order to give themselves the best chance at winning in November. Students will learn the power of perception over reality, the role of truths and half-truths, how to add up election math, how to use the media, how to win a debate, and identify parallels between this election and elections of the past.

POL 490
Public Policy Internship
3 credits

This course consists of supervised, practical work experience in a government office, nonprofit organization, or another appropriate entity. Prerequisites: Senior status; POL 300 and POL 326; Approval from Program Chair is required prior to registering for this course.

PSY 101
Introduction to Psychology
3 credits

This course offers an overview of the principles of human behavior. Developmental theories, psychophysiology, thinking, learning, personality theories, abnormal, and deviant psychology are introduced. Methods of assessment and research principles are discussed.

PSY 215
The Family: Effect on Development
3 credits

The effects of family and home environment on the development of children are examined. Current trends in the family, the impact of society on the family and the child, as well as the influence of values on family interactions are explored.

PSY 280
Problem Solving
3 credits

This course is an introduction to human information processing: how we think, reason, and solve problems. Students explore the way in which problems can be transformed into opportunities. Topical issues include models of thinking, simulation, and creativity. Prerequisites: PSY 101

PSY 290 - 291
Guided Practicum in Behavioral Science and Psychology
1 credit

This course is a supervised and guided 30-clock hour field experience for undergraduate students who have completed more than 15 credits but less than 60 credits in an organization or agency involved in the coordination or delivery of human services. Such organizations could be psychiatric facilities, nursing homes, or community-based agencies providing social services. Prior Learning Assessment credits are not applicable to this course. Course is graded Satisfactory/Unsatisfactory. Prerequisites: PSY 101 and SOC 101 and freshman or sophomore status

PSY 300
Theories of Personality
3 credits

The concept of personality is explored via the developmental theories of several social scientists. The impact of personality upon such processes as intelligence, anxiety, health, aggression, altruism, and moral behavior is studied. Prerequisites: PSY 101

PSY 301
Social Psychology
3 credits

This course is a study of the impact of social institutions on the behavior of the individual, as well as the impact of the individual on the group. Topics include attitudes, beliefs, public opinion, propaganda, leadership, prejudice, and international tension. Prerequisites: PSY 101 and SOC 101

PSY 302
Organizational and Industrial Psychology
3 credits

This course is the analysis of psychological issues in industry. Topics include motivational theories, supervisory and management skills, personnel selection, the use of statistics and testing, group decision-making processes, leadership skills,

and the general impact of organizational structure on employee performance and productivity. Prerequisites: PSY 101

PSY 303   3 credits
History of Psychology

This course surveys the history of psychology through psychological research endeavors that have had remarkable and lasting effects on the various disciplines that comprise the science known as psychology. Prerequisites: PSY 101

PSY 305   3 credits
Abnormal Psychology

This course is a study of the causes, characteristics, and management of abnormal behavior. The course is divided into three general areas: major theoretical perspectives of abnormal behavior; major disorders following the categories of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-IV-TR); and causes, treatment, and impact of abnormal behavior. Prerequisites: PSY 101

PSY 306   3 credits
Behavior Modification

This course surveys and examines the theory and technique of operant and classical conditioning in behavior modification. The main emphasis is on understanding the basic principles of behavior modification. Prerequisites: PSY 101

PSY 309   3 credits
Interpersonal Communication Skills

This course explores communication patterns and styles between people. Focus is on developing effective communication skills and understanding those factors which influence the implementation of these skills. Prerequisites: PSY 101

PSY 310   3 credits
Community Psychology

This course studies the community as a system which affects the development of the individual. It provides a study of community organizations as they impact the individual and includes a search for approaches to creating and re-creating the community through grass-roots efforts. Prerequisites: PSY 101

PSY 314   3 credits
Psychology of Human Potential

This course is a study of the techniques and theoretical approaches common to the human potential movement. The course examines the basics of humanistic psychology and its origins in eastern philosophy. Special attention is given to the reconciliation of rational and non-rational modes of thought in human psychology. Prerequisites: PSY 101

PSY 315   3 credits
Group Dynamics

This course focuses on the social and psychological implications and processes of groups, group participation, and organization. Included are class exercises which foster students' understanding of group development, styles of facilitation, and interdependency. Prerequisites: PSY 101

PSY 316   3 credits
Stress Management

This course provides the student with an understanding of the causes and symptoms of stress and burnout. The emphasis is on prevention strategies and the development of individual coping skills, including proper exercise, nutrition, breathing techniques, biofeedback, time management, and progressive relaxation. Prerequisites: PSY 101

PSY 319   3 credits
Family Systems

This course focuses on how families function as a system; aspects of assessment and treatment are also considered. Prerequisites: PSY 101

PSY 322   3 credits
Wellness in the Workplace

This course will cover the challenges of creating and suathgthe c

infant group care are reviewed. Basic knowledge of child growth and development is essential to succeed in the course.
Prerequisites: PSY 101

(or Corequisite) PSY 101 (except for K-6 and 6-8 education programs)

PSY 331   3 credits
Middle Childhood Development

 is course focuses on physical, cognitive, and social/emotional development in middle childhood. Attention is also given to development immediately preceding and following this phase of development.

PSY 332   3 credits
Adolescent Development

This course provides an overview of the significant developmental stages of adolescent growth. Consideration of this stage spans preadolescence and extends into early adulthood. Special emphasis is placed on the sequences of social and emotional development common to all adolescents.
Prerequisites: PSY 101

PSY 333   3 credits
Psychology of the Exceptional Child

This course provides information and strategies for individuals working with exceptional children. Emphasis is on identi cation, assessment, and intervention appropriate to various types of exceptionalities, as well as the impact of these exceptionalities on the social-emotional development of the child. Prerequisites: PSY 101

PSY 334   3 credits
The Biological Basis of Behavior

 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. Prerequisites: PSY 101 and SCI 335

PSY 336   3 credits
Child Development

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studied include physical, social-emotional, and intellectual development. Major developmental theorists are reviewed. e interrelationship of heredity and environmental factors that in uence change are also considered. Prerequisites:

PSY 340   3 credits
Research Methods in Psychology

 is course provides an introduction to psychological research techniques and methodology. e course should 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 should understand the nature of scienti c explanations, factors that threaten the validity and reliability of observations, the limitations of measurement scales, the use of experimental and quasi-experimental designs to test hypotheses, and the proper interpretation of correlational and experimental data. In addition, students will learn how to write research papers according to the current guidelines of the American Psychological Association.
Prerequisites: PSY 101, SOC 331, and MAT 308

PSY 351   3 credits
Learning and Cognition

 is course is the study of the thinking process from sensory perception through attention, memory, learning, and the higher- order skills of problem solving. In addition to basic research in the eld of neuropsychology, the course includes theories of language acquisition and information processing.
Prerequisites: PSY 101

PSY 352   3 credits
Human Sexuality

 is course provides a basic knowledge of both the anatomy and the physiology of the human sexual response in the male and female. Attitudes with regard to controversial issues such as homosexuality, sterilization, and abortion are also considered.
Prerequisites: PSY 101

PSY 353   3 credits
Sports Psychology

 is course provides knowledge about psychological factors that a ect behavior in sports, such as anxiety, motivation, concentration, and confidence. Students also study the psychological e ect that participation in a sport or physical activity has on a performer. Prerequisites: PSY 101

PSY 363
Psychology of Language   3 credits

This course is a study in language behavior. Normative cognitive, emotional, and relational aspects of language behavior are examined. Emphasis is placed on aspects of language learning, production, and comprehension. Individual, social, and gender-based differences are explored, as well as surface and deep structures of language and the psychological aspects of miscommunication. Prerequisites: PSY 101, ENG 122, and ENG 131

PSY 364
Disability Issues   3 credits

This course is a comprehensive overview of the barriers faced by people with physical and mental disabilities. The focus is on sensitivity training, awareness of community resources, and recent civil rights legislation as means of surmounting stereotypical attitudes. Prerequisites: PSY 101

PSY 375
Forensic Psychology   3 credits

This course is designed to give the student a general understanding of the interface of psychology and the law and the differences between the two fields of study. In doing so, the course will examine the roles and responsibilities of forensic psychologists and will include topics such as: the selection and training of police, police interrogations and confessions, criminal profiling, criminal investigation, eyewitness accounts, trial preparation, jury selection, mental defenses and issues of competency, other types of defenses, sexual abuse issues, child custody disputes, discrimination, sexual harassment, and death penalty cases. Prerequisites: PSY 101

PSY 390 - 394
Independent Study in Behavioral Science   3 credits

Through independent study, the student is offered the opportunity to pursue individual special interests under supervision. This course is graded Satisfactory/Unsatisfactory. Prerequisites: PSY 101 and GPA of 2.5

PSY 401
Adult Development and Aging   3 credits

Biological, sociological, psychological, and medical attributes of the facts and myths regarding adulthood and aging are examined in this course. Historical and cultural perspectives are applied to understanding attitudes regarding adulthood and aging. Prerequisites: PSY 101

PSY 403
Counseling Process: Techniques and Applications   3 credits

This course is an introduction to current theory about psychological counseling. Theories covered include cognitive approaches, behavior modification, psychoanalytic approaches, existential therapy, and others. Prerequisites: PSY 101

PSY 406
Tests and Measurements   3 credits

This course is a study of the construction and evaluation of standardized tests for psychological, educational, and industrial applications. Prerequisites: SOC 331 GPA 1.67, SOC 340 GPA 1.67, and MAT 308 GPA 1.67

PSY 407
Psychology of Learning   3 credits

This course is a study of the psychological principles underlying learning and teaching. Learning theories and their application to behavioral changes are also explored. Prerequisites: PSY 101

PSY 409
Senior Seminar in Psychology   3 credits

This course is the capstone of the Psychology program. Students demonstrate professional judgment and research abilities and become acquainted with the range and scope of professional career options and settings. The course provides a foundation for future professional development. Prerequisites: SOC 331 GPA 1.67, PSY 340 or SOC 340 GPA 1.67, and MAT 308 GPA 1.67

PSY 412
Crisis Intervention   3 credits

This course uses a theoretical approach to crisis intervention in social, therapeutic, and business settings. Students develop a sound theoretical approach to crisis work, along with some pragmatic approaches to commonly encountered problems. Prerequisites: PSY 101

PSY 451
Health Psychology   3 credits

Health and human behavior are closely related. Health psychology uses the biopsychosocial model to examine the interaction of physiological process, psychological thoughts, feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed. Prerequisites: PSY 101, SOC 101, and junior status

PSY 452   3 credits
Multicultural Pchology

PSY 483
Addictive Behavior
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. Prerequisites: PSY 101, SOC 101, and junior status

PSY 484
Losses and Grief Journey
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. Prerequisites: PSY 101, SOC 101, and junior status

PSY 485
Spirituality and Counseling
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. Prerequisites: PSY 101, SOC 101, and junior status

PSY 490 - 494
Internship in Behavioral Science (Psychology Majors)
3 credits

is course consists of supervised eld placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded Satisfactory/Unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisites: PSY 101, junior status, and overall GPA of 2.5 or higher

RDG 300
Language Development and Early Literacy
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. Prerequisites: PSY 336

RDG 301
Teaching of Reading/Writing
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. Prerequisites: RDG 300, EDU 102 and EDU 203

RDG 302
Literature for Children
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 e ectively 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. Prerequisites: RDG 300, EDU 102 and EDU 203

RDG 305
Reading in the Content Areas
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. Prerequisites: EDU 102 and EDU 203

RDG 306
Diagnosis/Correction of Reading Difficulties
3 credits

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of this course is the pre-reading and pre-writing abilities of young children. e 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. Prerequisites: 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

SCI 110   3 credits
Conceptual Physics (with Lab)
 is 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. Prerequisites: MAT 121 or MAT 205 or MAT 304

SCI 232   4 credits
Life and Environmental Science (with Lab)
 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 scienti c

SEC 235   3 credits

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. Prerequisites: SEC 350

SEC 380   3 credits
Cloud Computing

 is course will help students get a rm, practical grasp of cloud computing, its concepts, and implementations. Students will explore the rationale for this fast-growing segment of the IT industry and how virtualization is a ecting the traditional client/server architecture. Students get to examine di erent vendor-speci c versions of virtual computing in data-centers, servers, storage and desktops. e course will provide practical exposure to cloud computing through detailed hands-on labs that illustrate the power and functions of virtual environments in VMWare server & workstation, Citrix virtualization, Microsoft Virtual PC, Sun VirtualBox and open source o erings. Prerequisites: SEC 235

SEC 410   3 credits
Web and Data Security

 is course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, reats to IT Assets, Encryption (an expansion of SEC 310), Standards and Compliance, and Security Testing and Implementation. Prerequisites: SEC 250

SEC 420   3 credits
Data Integrity and Disaster Recovery

 is course will expand upon SEC 330 and will leave a student with a complete understanding of the steps necessary to protect an organization from an attack or disaster. Topics include the following: Data Backup and archiving, Retrieval methods, Log Analysis, Error Checking and Integrity Analysis. Also covered in this course is Disaster Recovery. Students will be asked to develop a Disaster Recovery Plan keeping in mind the risk assessment, location, network, computer, nancial and power constraints necessary to develop an e cient DRP for an organization. Prerequisites: SEC 250

SEC 425   3 credits
Ethical Hacking

 e course aims to equip students with the technical skills necessary to identify, exploit and x 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 using ethical hacking techniques. With students working with tools like Backtrack and others, topics covered include Ethical Hacking Overview, Network & Computer Attacks, Footprinting, Social Engineering, Port Scanning, Enumeration, Linux Operating System Vulnerabilities, Hacking Web Servers, Hacking Wireless Networks and more. Prerequisites: SEC 250, SEC 335, and SEC 340

SEC 430   3 credits
Security Issues Concerning RFID Technology Applications

Radio Frequency Identi cation is an automatic identi cation methodology relying on the storage and remote retrieval of subject-speci c data using devices called RFID "tags" or "transponders". e use of RFID technology is proliferating and emerging as a ubiquitous and sensitive informational asset within today's global enterprise. is course will help students better understand the role that RFID plays in various applications to include: product distribution, tracking, education, and government. Security of applicable resources as well as the technology employed and ethical issues will be discussed in detail. As a result, students will be better prepared to identify when and where to employ RFID technology as a business solution. Prerequisites: SEC 100 or approval of Program Chair.

SEC 435   3 credits
Advanced Network Management

evidence residing or in transmission on a network. e course concludes with a primer on several data ex ltration techniques used by criminals during network intrusions and data theft. Prerequisites: SEC 350

SEC 450   3 credits

Protecting Your Network: Firewall and Perimeter Security

 is is the ultimate security course on protecting company assets through network security. Topics include Firewall, Perimeter Security, Intrusion Detection Systems (IDS), Edge Devices, and Assessment. Students will learn how to develop a set of rewall rules that will keep hackers out, how to look at all possible ways in which unauthorized users might gain access to network assets, and how an IDS can provide an analysis showing who has access to the system. Students will develop a security plan and monitor ongoing activities to determine e ectiveness of a security model. Prerequisites: SEC 250, SEC 335 and SEC 340

SEC 460   3 credits

Topics in Computer and Network Security

 is course surveys contemporary subjects and current events pertaining to Computer and Network Security. Prerequisites: Permission of the Program Chair

SEC 490 - 494   6 credits

the incidence of poverty. Current federally supported programs, the political and social context that produced them, and policy choices for the future are also studied. Prerequisites: PSY 101 or SOC 101

SOC 310   3 credits
Men in Contemporary Society

 is course explores contemporary man from sociological, psychological, and cross-cultural perspectives. is course surveys literature, history, and philosophy pertaining to men in society. Prerequisites: PSY 101 or SOC 101

SOC 312   3 credits
Community Health & Social Issues

 is course is designed to provide students with an overview of community health and the social issues that in uence the overall health of the community. Students will learn the principles of community health, review human behaviors associated with community health, assess environmental in uences that contribute to the overall health of a community, and become familiar with the roles of community agencies related to community health. Prerequisites: SOC 101

SOC 318   3 credits
Social C   SOC   101

SOC 425   3 credits
Child Abuse: Recognition and Investigation

Recognizing the varying forms of child abuse and understanding the typical pro les of child abusers, this course provides an introduction to identifying typical pro les of child abuse, the reporting requirements, and investigation processes. Prerequisites: SOC 101

SOC 426   3 credits
Responding and Investigation: Child Maltreatment

 is course is the second course into child advocacy. e focus of the course is on the responses of professionals to allegations of child maltreatment. e purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in criminal justice, education, behavioral science, nursing, and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency based training such as forensic interviewing, documentation, etc. Prerequisites: SOC 101

SOC 427   3 credits
Responding to the Survivors of Child Abuse and Survivor Responses

 is course is the third course in the child advocacy studies series. is course will help prepare students to recognize the e ects of child maltreatment and identify intervention strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of survivors of child maltreatment will be presented and discussed. is course is designed for students majoring in behavioral science, psychology, criminal justice, nursing, education or legal studies or other areas where knowledge of child maltreatment and advocating for children will be necessary. Prerequisites: SOC 425

SOC 460   3 credits
Topic in Behavioral Science: Sociology of Globalization

 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. Prerequisites: SOC 101 or PSY 101

SOC 461   3 credits
Women and Leadership

The purpose of this course is to analyze the roles and responsibilities of women in leadership positions. Current issues and trends will be examined from historical, sociological, psychological, political, economical, and ethical perspectives. Analysis and synthesis will be used to apply information from a variety of resources to issues facing women who hold or seek leadership roles. Strategies for developing leadership skills will be integrated throughout the course. Prerequisites: PSY 101 or SOC 101

SOC 464   3 credits
Special Topics: Working in the Helping Professions

 is course will provide a general overview of human services work. e course will introduce students to the eld of social work as a profession, and orient students to the fundamental values, skills, ethics, and knowledge of social work practice. The student will be introduced to various human service organizations, client groups, various problems agencies address, as well as an examination of direct services and administration/planning of services.

SOC 468   3 credits
Special Topics: Case Management

Professionals working in various behavioral science elds are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes evaluating the entire psychosocial model and utilizing community resources to guide and teach clients self-advocacy and to obtain self-empowerment so that they can have success in society. is course will give students the information they need to perform these tasks including; understanding client population, performing intake and assessments, establishing goals and identifying community resources.

SOC 469   3 credits
Step-Parenting & Blended Families

 is course will focus on understanding complex kinship relationships that develop through step-parenting and blended families. e course will include a discussion of various forms of parent-child relationships; parenting roles and authority as it relates to being a step-parent; understanding di erent variations and challenges of blended families; and various topics such as discipline, roles, communication, managing emotions, and parenting styles in blended families.

SOC 490-494   3 credits
Internship in Behavioral Science (Behavioral Science majors)

This course consists of supervised field placement in an agency related to human services such as a psychiatric facility, a nursing home, or a community-based agency providing social services. It is graded Satisfactory/ Unsatisfactory. Note: see Academic Advisor prior to registering for this course. Prerequisites: Behavioral Science or Psychology major, SOC 101, SOC 331, junior status, and overall GPA 2.5 or higher

SPA 101   3 credits
Spanish I

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

SPA 102   3 credits
Spanish II

This course emphasizes increasing vocabulary and the use of the past tenses (preterite and imperfect) and includes an introduction to Hispanic culture. Prerequisites: SPA 101

SPA 105   3 credits
Spanish for Health Care Personnel

This course, which focuses on health care professionals, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work in the health care profession.

SPA 106   3 credits
Spanish for Business and Finance

This course, which focuses on the business and finance professions, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as business and finance professionals.

SPA 108   3 credits
Spanish for Law Enforcement

This course, which focuses on the law enforcement profession, provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as law enforcement professionals.

SPA 301   3 credits
Practical Spanish I

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

SPA 302   3 credits
Practical Spanish II

This course emphasizes increasing vocabulary and the use of the past tenses and includes an introduction to Hispanic culture. Prerequisites: SPA 301 or permission from faculty

SPA 307   3 credits
Spanish for Social Services

This course, which focuses on social service professionals, is a follow-up to SPA 302. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work in the social service profession. Prerequisites: SPA 302 or permission from faculty

SPA 309   3 credits
Spanish for Educators

This course, which focuses on the teaching profession, is a follow-up to SPA 302. It provides essential points of grammar and vocabulary for students whose profession requires a working knowledge of Spanish. The course is designed to help students better communicate with Spanish-speaking people with whom they interact in their work as educators. Prerequisites: SPA 302 or permission from faculty

SPA 340   3 credits
Hispanic Culture

This course provides the background of several nations in Hispanic America, summarizing the chief historical trends and influences that have contributed to each nation's present-day culture, character, problems, and behavior. This unique perspective will help the student become more attuned to the needs of the Hispanic people. The course will be taught in Spanish. Prerequisites: SPA 301 and 302 or permission from faculty

SPM 200   3 credits
Science of Coaching

This course focuses on the principles and philosophies of coaching across all area of sports. Specifically, the course introduces the roles of coaches to potential coaches, athletes, and parents. The course also focuses on enhancing the coaching skills of present coaches.

SPM 210
Sports in America
3 credits

is course is a study of the evolution of sports in America and the impact of sports on society. is course will consider the major in uences on sports including economics, politics, and society. e course will consider major contributors to American sports including athletes, managers, and strategists. is course will have discussions on the in uences of foreign markets and foreign athletes in American sports.

SPM 301
Legal and Ethical Issues in Sports
3 credits

is course is designed for students interested in the growing problems of sports litigation. Amateur and professional aspects of sports are covered from four major perspectives: (1) judicial review of athletic associations; (2) eligibility rules and disciplinary measures; (3) equal opportunity provisions; and (4) tort liabilities. Speci c topics include due process, anti-trust and free speech, Title IX, duty of ordinary care and of care owed athletes and spectators, injuries, assumption of risk, and contributory negligence. e course stresses the application of principles of law and ethics to the sports setting. Actual court cases relating to these principles are examined. Prerequisites: ENG 121

SPM 302
Sociology of Sport
3 credits

is course examines the social/cultural history of sports and its in uence on our social institutions, such as politics, the economy, and government. Also highlighted will be issues such as race, gender, deviance and social problems, and youth socialization in relationship with sports.

SPM 304
Current Issues in Sports Management
3 credits

is course studies current issues, problems, and trends in sports management. Prerequisites: ENG 131

SPM 305
Sports Management I
3 credits

is introduction to the sports industry covers theories of recreation and leisure, planning, policy-making, program evaluation, budgeting, and public relations. Prerequisites: BBM 201

SPM 306
Sport Media Relations
3 credits

is course focuses on the application of media relations and communications in a sport organization. Students learn how to utilize the various broadcast, print, and electronic media and how they are vital to the success of the sport organization. Students will develop social media and news releases for an existing or special sport event organized by the class. Prerequisites: SPM 305

SPM 405
Sports Management II
3 credits

This course gives students a comprehensive view of the procedures and operation of professional sports, collegiate athletics, and recreational organizations and enterprises. e course examines skills and processes such as budgeting, marketing, event staging, and fund-raising that are necessary for the successful administration of these organizations. e interrelationship between these skills and administrative goals and objectÿ I Iwþÿ MCTf [(and objectÿ I I)>>I[5ip betwþÿ MCTf [(an

SSD 101   3 credits

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TEC 460 — 3 credits
Topics in Photography

Students will have the ability to specialize in this class to suit their needs. Among the genres that can be pursued are commercial/advertising photography, sports, nature/wildlife, wedding photography, studio work, and artistic work. is class is designed to allow the student to explore techniques, styles, and formats. Prerequisites: Permission of the Program Chair

TEC 470 — 3 credits
Advanced Photography II: The Portfolio

is course will prepare a student who plans to enter the profession of photography. Emphasis will rest on creating the portfolio, whether in digital, slide, or print format. Students will also learn business aspects, promotion, legal issues, interview skills, and résumé preparation. Prerequisites: TEC 300

VFX 110 — 3 credits
Digital Filmmaking for Visual Effects

This course aims at preparing the student to analyze the shooting requirements, set and location considerations, software choices and techniques used for various Visual E ects treatments. e student will take on the role similar to director or e ects supervisor while shooting speci c 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
Introduction to Compositing for Visual Effects

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. Prerequisites: (VMG 201 or DSN 201) and (VMG 321 or DSN 301)

VFX 300 — 3 credits
Advanced Compositing Workshop

Building on the concepts of the introductory class (VFX 200) students will be challenged with real world examples of compositing challenges and incorporate them into a nished demo reel. Prerequisites: VFX 110 and VFX 200

VFX 310 — 3 credits
Digital Matte Painting and Set Extensions

Students in this course will be challenged by extending existing shots, or shots with unwanted objects, through digital painting techniques. e creation of totally new environments for use in compositing, game design, and artistic endeavors will also be coveredPrerequisites: (VMG 201 or DSN 201) and (VMG 321 or DSN 301) and VFX 110

VFX 400 — 3 credits
Match-moving and Roto-scoping

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. Prerequisites: VFX 110 and VFX 200

VFX 420 — 3 credits
Visual Effects Workshop / Final Projects

is is the nal 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. Prerequisites: VFX 110, 200, 300, 310, and 400 must be completed prior to registering for this course.

VMG 100 — 3 credits
Camera and Cinematography

In this beginning class on camera and cinematography techniques, students will learn how to use a video camera, camera movement techniques, blocking and staging scenes, with special detail on camera speci cations, lenses, camera settings and how lighting a ects those settings. On the cinematography

result of this class is a production template designed at giving the student producer a toolset from which to launch projects from.

VMG 200   3 credits
Advanced Camera and Cinematography

Building on the basics from the first course, Camera & Cinematography Techniques, complex camera movements and

VMG 325   3 credits
Character Rigging

 is course focuses on the underlying skeleton structure of the
characters created in the previous course, or samples provided.
In addition to being applied to animation of characters, it also
sets up the structure for integration into 3D game engines.
Inverse Kinematics, Bones, and Meshes will be the core topics
of this course. Students will develop their creation's motion
capabilities by learning the character rigs and skeletal structures
used in 3D computer animation. Prerequisites: VMG 321 or
DSN 301

VMG 350   3 credits
Journalism in Practice

 is course covers the basic skills and techniques for creating
content based on events and coverage for reporting. Various

College of Technology students wishing to complete their internship requirements should review procedures at http://wilmu.edu/technology/internships/index.aspx. Prerequisites: Permission required

WIS 100   3 credits
Basic to Intermediate Web Design
 is course will introduce the student to the Hypertext Markup Language (HTML), the language of the web. Students will produce and publish basic web sites using HTML, cascading style sheets (CSS), forms, and tables. e emphasis will be on creating web pages manually in a simple text editor to help prepare students for subsequent programming courses. Prerequisites: BCS 205, BCS 206 or BCS 210 or equivalent.

WIS 210   3 credits
Database

FACULTY

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M.T.S., e Eastern Baptist eological Seminary
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ADJUNCT FACULTY

e adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 5/20/13.

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M.S.W., Delaware State University

John W. Bailey
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omas F. Brennan
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