A four-year liberal arts College founded in 1870 by the Religious Society of Friends (Quakers), and today awarding the A.B. and B.S. degrees.

Volume CV

This catalog contains regulations in effect as of April 2014, and information for students matriculating in August 2014, January 2015 and May 2015. Wilmington College reserves the right to change curriculum, personnel, policies, and fees without notice. The provisions of this catalog are informative in character and do not constitute a contract between the student and the College. For course rotations see: wc@home/Strictly Business/Academic Records/Four Semester Hour Documents/DRAFT COURSE INVENTORY FOR 4SH.
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# 2014-2015 Wilmington College
## Main Campus Undergraduate Calendar
### Fall Semester 2014

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 21 - 24</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>August 21, 8:30 a.m.</td>
<td>Residence Halls Open to New Students</td>
</tr>
<tr>
<td>August 24, 10:00 a.m.</td>
<td>Residence Halls Open to All Students</td>
</tr>
<tr>
<td>August 25</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>August 29</td>
<td>Last Day of Drop/Add Period</td>
</tr>
<tr>
<td>September 1</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>October 11</td>
<td>Homecoming</td>
</tr>
<tr>
<td>October 14</td>
<td>Westheimer Peace Symposium</td>
</tr>
<tr>
<td>October 17</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 28</td>
<td>Last Day to Drop Classes</td>
</tr>
<tr>
<td>November 26 – 28</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 5</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 8 – 10</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>December 10, 9:30 p.m.</td>
<td>Residence Halls Close</td>
</tr>
<tr>
<td>December 15, 9:00 a.m.</td>
<td>Final Grades due to Academic Records</td>
</tr>
</tbody>
</table>

### Spring Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>January 7, 12:00 Noon</td>
<td>Residence Halls Open to All Students</td>
</tr>
<tr>
<td>January 8</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 14</td>
<td>Last Day of Drop/Add Period</td>
</tr>
<tr>
<td>January 19</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>March 9 – 13</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 19</td>
<td>Last Day to Drop Classes</td>
</tr>
<tr>
<td>April 3</td>
<td>Good Friday Holiday</td>
</tr>
<tr>
<td>April 29</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>April 30</td>
<td>Study Day</td>
</tr>
<tr>
<td>May 1 - 5</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>May 5, 9:30 pm</td>
<td>Residence Halls Close for Students</td>
</tr>
<tr>
<td>May 6, 12:00 Noon</td>
<td>Final Degree candidate grades due to Academic Records</td>
</tr>
<tr>
<td>May 8</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>May 9</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 9, 5:00 p.m.</td>
<td>Residence Halls Close for Graduates</td>
</tr>
<tr>
<td>May 12, 9:00 a.m.</td>
<td>Final Grades Due to Academic Records</td>
</tr>
</tbody>
</table>
Maymester Term 2015 (4 Week term)

May 12    Classes Begin
May 13    Last Day of Drop/Add Period
May 27    Last Day to Drop Classes
May 25    Memorial Day Holiday
June 4    Last Day of Classes/Exams (non-lab classes)
June 5    Last Day of Classes/Exams (lab classes)
June 9, 9:00 a.m.  Final Grades Due to Academic Records

Summer Term 2015 (8 Week Term)

June 8    Classes Begin
June 12   Last Day of Drop/Add Period
July 3    Independence Day Holiday
July 13   Last Day to Drop Classes
July 30   Last Day of Classes/Exams
August 4, 9:00 a.m.  Final Grades Due to Academic Records

Field and Internship Term (11 Week Term)

May 18    Field Experiences Begin
May 22    Last Day of Drop/Add period for Field Experiences
May 25    Memorial Day Holiday
July 3    Independence Day Holiday
July 13   Last Day to Drop Classes
July 30   Last Day of Classes
August 4, 9:00 a.m.  Final Grades Due to Academic Records
Undergraduate Tuition and Fees, 2014-2015

Tuition:  
- Annual .......................................................... $28,420
- Per Credit Hour (9-11 hours) ..................................... 1,000
- Excess Hours (over 18 hours) .................................... 500
- Wilmington Campus, part-time, Fall & Spring* ............. 500
- Graduate Program per credit hour .......................... 400
- Maymester, per credit hour ....................................... 299
- Summer Internship and Field Placement .................... 125
- Summer semester, per credit hour ............................ 455

NOTE*: All students are billed according to their home campus, regardless of where they attended class.

Annual Room:  
- Standard double or standard single, triple or quad .......... 4,382
- Designated single (1 in a double) ............................... 6,114
- Designated double (2 in a triple) .............................. 5,258
- Converted triple (3 in a double) or quad (4 in a triple) .... 3,170

Alternative Housing: The Village, The Commons, Fife Avenue, and college-owned, off-campus housing ................... 7,456

Meal Plan**:  
- Annual (carte blanche and block plan) ....................... 5,010

Meal Plan for Alternative Housing:  
- Annual (mandatory minimum) .................. 652
- Annual (optional upgrade) ................................. 996

Activity Fee:  
- Annual .......................................................... 300

Technology Fee:  
- Annual (Main campus) ........................................ 400

Housing Deposit:  
- New Students .................................................. 100
- Returning students .......................................... 100

Housing Damage Deposit ........................................ 100

Finance Charge (on the unpaid balance per month) .......... 1.5%

Transcript Fee:  
- one free released at graduation-$10 each for all others.
- Rushed/faxed transcripts $25 each.

*On-campus part-time rate of $500 per credit hour allowed if student is enrolled for no more than 8 semester hours or 2 courses and not residing on campus.

**Note: All students living on campus in standard housing must choose either the carte blanche or block meal plan.
Students in alternative housing must have at least the mandatory minimum meal plan but may choose from all the plans.

For tuition and fees associated with the following programs, contact the site office:
- Blue Ash
- Cincinnati State Technical and Community College

For graduate program tuition and fees, contact the Office of Graduate Studies.
Wilmington College Mission Statement

The purpose of Wilmington College is to educate, inspire, and prepare each student for a life of success and service.

To fulfill that purpose, Wilmington College provides a high quality undergraduate and graduate education shaped by the traditions of the liberal arts, career preparation, and the distinctive values of the Religious Society of Friends (Quakers). By offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation, and to seek truth and social justice.

In keeping with the rich heritage of the liberal arts, the College seeks to educate the whole person - intellectual, emotional, physical, and spiritual - in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, tolerance, and a desire for lifelong learning. The liberal arts are integrated with career preparation to help students develop the knowledge and skills to succeed in a career or further education.

As an academic community, Wilmington College is rooted in historic Quaker values that include integrity, service, simplicity, equality, peace and social justice, and respect for all persons. These values motivate those who learn and work at Wilmington College to make positive contributions to their professions and their communities.

Wilmington College Vision Statement

Wilmington College intends to make significant progress in the next decade toward being a model career-oriented liberal arts college. To move toward this vision, Wilmington will:

• integrate career preparation with the traditions of the liberal arts;
• challenge students to bring the Quaker values of integrity, service, peace and social justice, and respect for all persons into their lives, communities, and workplaces;
• promote every student's participation in internship, community service, and international study programs;
• create an environment of civility, respect, and trust; and
• demonstrate a commitment to this vision by placing the needs of students at the center of all decision-making.

Wilmington College Core Values

The following core values are fundamental to the success of Wilmington College in realizing its mission and vision. These values are inherited from the College's founding faith, The Religious Society

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of Friends (Quakers), from important traditions of American higher education, and from universally held beliefs that serve to guide the best in human thought and action.

Community - To work in partnership with one another, encouraging broad participation and active engagement of all who learn and work at Wilmington College. To provide a learning and working environment that encourages and supports open sharing of information, empowerment and shared responsibility for decision-making, and a culture that emphasizes continuous improvement and growth. To build a sense of shared purpose about the importance and value of the College and to inform stakeholders regularly.

Diversity - To reflect the state and regional communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas.

Excellence - To foster a commitment to the highest standards in all areas of the College's mission.

Integrity - To be fair, honest, and ethical and assume responsibility for one's action.

Peace and Social Justice - To seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

Respect for All Persons - To value the dignity and worth of all persons.

Service and Civic Engagement - To serve others and to accept individual responsibility for being an effective citizen.

Educational Program Goals

The educational experience at Wilmington College will enable students to achieve:

• Independence and Interdependence of Thought. Students should value and develop both independence and interdependence of thought. Independence should be fostered by encouraging students to examine the consistency of their beliefs and positions so they become self-directed and self-disciplined individuals both in the classroom and in their daily lives. Interdependence should be encouraged through the students’ accountability to their own ideas, beliefs, and experiences; the academic disciplines; and the community of learners.

• Improvement of Communication and Critical Thinking Skills. Instruction at Wilmington College should enable students to develop their competencies in the following areas: writing, oral communication, reading, mathematics, computer applications, critical thinking, and library research skills.
• Breadth of Knowledge. Students should be able to understand the origins, evolution, and contemporary developments that account for the world today. Toward this end, students will become familiar with the basic areas of human thought, aesthetic and creative expression, and the academic disciplines by which people search for truth, understanding, and wellbeing.

• Global Awareness. Students will realize the interconnectedness of the natural environment and the social order; will perceive the value of a peaceful and equitable resolution of human conflict; and will appreciate both the diverse cultural heritage of world civilizations and the commonalities of the human condition.

• Depth of Knowledge. Students will master at least one academic discipline, including a thorough understanding of its theory, practice, strength, and limitations.

• Community Service and Career Development. Students are encouraged to perform voluntary service to the community, both during their college lives and afterwards. Upon graduation, they should be qualified for a career and/or for further education. As the products of a well-rounded, liberal arts institution, they should have the capacity to adapt constructively to changing situations and environments.

• Respect for Self and Others. Drawing on the traditions of Quakerism, students will consider the moral and ethical dimensions of decisions at the personal, community, and world levels. They should develop an outlook that respects others, rather than hurting or exploiting them. This outlook should also embrace a commitment to social justice, environmental preservation, and a non-discriminatory allocation of resources.

The Mission, Vision, Core Values and Educational Program Goals statements were approved by the Board of Trustees on March 25, 2003.

Statement of Accreditation
Wilmington College is accredited by The Higher Learning Commission (www.ncahigherlearningcommission.org, 230 South LaSalle St., Suite 7-500, Chicago, IL 60604- 1411, or 312-263-0456) and a member of the North Central Association. The College is an institutional member of the Association of Independent Colleges and Universities of Ohio, the Council of Independent Colleges, Friends Association for Higher Education, the Greater Cincinnati Consortium of Colleges and Universities, the National Association of Independent Colleges and Universities, Ohio Foundation of Independent Colleges, and the Southwest Ohio Council for Higher Education.
All women graduates are eligible for membership in the American Association of University Women.

**Statement of Non-Discrimination**

WILMINGTON COLLEGE DOES NOT DISCRIMINATE ON THE BASIS OF AGE, RACE, COLOR, RELIGION, NATIONAL OR ETHNIC ORIGIN, GENDER, SEXUAL ORIENTATION, OR DISABILITY IN THE ADMINISTRATION OF EDUCATION POLICIES, ADMISSION POLICIES, FINANCIAL AID, EMPLOYMENT, OR ANY OTHER COLLEGE PROGRAM OR ACTIVITY. Inquiries regarding compliance may be directed to:

Director of Human Resources
Pyle Center Box 1187
1870 Quaker Way
Wilmington College
Wilmington, Ohio 45177
Telephone: (937) 382-6661

or to the
Director of the Office for Civil Rights, Cleveland Office
U.S. Department of Education
600 Superior Avenue East
Bank One Center, Room 750
Cleveland, Ohio 44114-2611
(216) 522-4970

If a student believes discrimination is being practiced, the following procedure should be followed:

1. Contact the officer of the College who is responsible for receiving the complaint, investigating it, and, if need exists, directing it to the appropriate member of the campus community who has responsibility for the specific area in which the infraction is alleged to exist.

   a. For academic complaints, the Vice President for Academic Affairs
   b. For student service related concerns, the Vice President for Student Affairs
c. For complaints related to employment, the Director of Human Resources

2. Any appeal of action taken as a result of the original complaint should be directed, in writing, to the President of Wilmington College.

3. Any complaint for which there is no other officially designated route for recourse should be brought to the attention of the particular administrator under whose jurisdiction an infraction is thought to exist. Appeals from a decision of an administrator in any such case should be made to the President of Wilmington College.

**Perspectives on Wilmington College**

**Quaker History and Heritage**

Wilmington College was founded in 1870 by members of the Religious Society of Friends (Quakers). This affiliation continues today. The members of the Board of Trustees, the College’s governing body, are selected by the Wilmington Yearly Meeting of the Religious Society of Friends. In addition, Wilmington Yearly Meeting offices are located on-campus in the Kelly Religious Center, named after Thomas R. Kelly, an alumnus and prominent Quaker writer.

The first College building, College Hall, was built in 1866, as the site of Franklin College, a non-sectarian institution which went out of existence in 1869. The building was sold to the Quakers in 1870, marking the birth of Wilmington College.

Through the years, Wilmington College has grown from that small beginning to its present status as one of Ohio’s respected private, liberal arts colleges. Here learning is combined with practical application, values are as important as facts, and students and faculty regard each other as persons, not names or numbers.

Quaker traditions are important to the Wilmington-campus atmosphere. Their influence is felt in the personal working relationships among members of the College community and in the concern for each individual. Students, faculty, administration, and staff are addressed by names rather than titles. This reflects Quaker values of mutuality and equality.

Decisions at Wilmington College are not reached by voting. Rather, the group seeks for a plan of action upon which all can unite. This approach to problem solving, based on consensus, reflects a Quaker approach to business and can be seen operating in almost any group meeting on-campus, from the trustees to faculty-staff meetings to small informal committees. Many student groups also follow this way of decision-making.
College programs on and off-campus also reflect Quaker traditions and concerns. Friends have founded fourteen liberal arts colleges in the United States. Historically, Friends have been concerned with careers involving practical skills, such as agriculture and carpentry. The Wilmington combination of liberal arts and career preparation reflects Quaker interests in education.

Since the founding of the Religious Society of Friends in 17th century England, Friends have worked to end war and create a world of peace. The Peace Testimony continues to be a central witness of Quakerism. It is made visible at Wilmington College with the Peace Studies program, the annual Westheimer Peace Symposium, and the Peace Resource Center, which attracts scholars and visitors from around the world. The Center houses extensive materials on World War II atomic bombings. Its Hiroshima-Nagasaki Collection, related to the bombings of those cities, is the largest collection of this kind outside of Japan.

Quakers also have a long standing interest in international education and international relations. The College academic program reflects this international emphasis in the general education program. International students from several countries also reflect the hope that Wilmington College will help students develop a fuller understanding of world cultures and world issues.

**Admission to Wilmington College**

Students interested in applying to Wilmington College must apply directly to the campus at which they plan to attend (main campus, Blue Ash or Cincinnati State Technical and Community College), using that campus’ specific Admission Application Form and following their admission requirements. The online application found on the College's website is only for main campus, undergraduate students. Each individual campus determines the admission requirements, fees, and availability of majors for their students. Students in degree-seeking programs wishing to transfer from one campus to another must complete an Internal Transfer Application Form from the Office of Admission (main campus) or from any of the other branch campuses. An internal transfer will be granted on the admission and academic requirements of the campus to which the student is transferring. Students in non-degree programs wishing to complete an internal transfer must follow the regular admission process for the campus to which they are applying. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender,
sexual orientation, or disability in the administration of educational policies, financial aid, employment or any other college program or activity.

**Admission to the Main Campus**

**Admission Requirements and Application Procedure for Freshmen**

To qualify for admission, a student must be a graduate of an accredited secondary school, should have sixteen (16) units of study including four units of English and a minimum of two units each of mathematics, social studies, laboratory sciences, and foreign languages (optional), and should have passed all high school proficiency exams. Also, home schooled students should have sixteen units of study and provide an official secondary transcript. Students with satisfactory scores on the General Education Development (GED) Test will also be considered for admission. Careful consideration is given to the academic record, including the pattern of courses taken in high school or home schooling, ACT and SAT results, recommendations from guidance counselors, extracurricular activities, interviews with college admission staff, and other relevant factors.

The preferred time to apply for admission is the fall of the senior year of high school. The following documents are needed to complete an admission file:

- Application for Admission - the online application from the College’s website at http://www.wilmington.edu is preferred. There is no application fee required for the online application.
- Official high school transcript
- ACT or SAT scores*. ACT is preferred although either test is accepted. When submitting multiple tests, the higher set of scores will always be considered. Wilmington College does not take the highest of each subtest (such as English, math, reading or science) to determine an independent composite score.
- Official college transcripts from each college attended if college work such as Post-secondary Enrollment Option has been achieved.
- In some cases, a student's personal statement and letters of recommendation may be required.
- Guidance Counselor Recommendation Report (form is available on the website)
All documents should be sent directly to the Office of Admission, 1870 Quaker Way, Wilmington, Ohio 45177.

When registering for a specific test, include the Wilmington College school code numbers (ACT=3362, SAT=1909) to have the results sent directly to the College.

**Transfer Student Application Procedure and Credit Evaluation**

Transfer students are welcome at all Wilmington College locations. College personnel will make every effort to facilitate a smooth transition into the Wilmington College community. The following documents are required to complete an admission file:

- Application for Admission - the online application from the College’s website at http://www.wilmington.edu is preferred. There is no application fee required.
- Official, final college transcripts from each college attended (or registered for classes if withdrawn)
- Official college transcript showing courses in progress if the student is currently enrolled in classes
- Transfer Recommendation Form (form is available on the website)
- Official high school transcript if applicant has completed less than 24 semester hours of college coursework and/or has not earned an Associate or Bachelor degree
- ACT/SAT scores if applicant has completed less than 24 semester hours of college coursework

All official, final college transcripts must be received before classes begin for the semester in which the student is enrolling. Students will not be permitted to attend class and class registrations will be cancelled if all official transcripts are not received by the deadline stipulated in the student's acceptance letter.

All documents should be sent directly to the Office of Admission, 1870 Quaker Way, Wilmington, Ohio 45177.

**Admission Decision and Enrollment Deadlines**

Action will be taken on applications when all material is received. Notification of admission decisions is sent immediately. Applications will be reviewed until the incoming class is complete. An acceptance is always conditional upon maintaining the standard of academic achievement and conduct through completion of the last high school year.

To accept an offer of admission to the College, send a $100.00 non-refundable enrollment deposit ($200 for residential students) by
May 1 for fall enrollment or by the date specified in the letter of acceptance.

Campus Visit and Interview
Prospective students are encouraged to visit the Wilmington College campus sometime during the admission process to learn more about the academic programs as well as student life. Visits may be scheduled between 8:30 a.m.-11:30 a.m. and 1:30 p.m. – 3:30 p.m. on weekdays; and on Saturdays at 10:00 a.m. during the school year. The Office of Admission is located on the first floor of College Hall.

Please let the College know of your visit at least one week in advance by contacting the Office of Admission: 1-800-341-9318, ext. 260 or (937) 382-6661, ext. 260; admission@wilmington.edu; www.wilmington.edu.

International Student Admission Procedures
Quaker colleges have traditionally emphasized the importance of international understanding. For this reason, many classes have an international focus and international students are welcomed and encouraged to apply.

Admission to Wilmington College is open to international students demonstrating high academic ability. The Committee on Admission will act upon an application when all the following documents have been received:

1. A completed International Student Application for Admission
2. True certified copies of all certificates, secondary school transcripts, and higher education transcripts
3. Three letters of reference
4. Official TOEFL scores, SAT scores, ESL Language Centers, or IELTS reports showing level of attainment (sent directly to Wilmington College)
5. A certified bank statement and affidavit of support from sponsor(s)
6. An official scholarship letter from home government and/or outside agency, if applicable
7. A completed Foreign Student Aid Application, if applicable
8. A passport-size photo

Language competency will be evaluated upon arrival on-campus. Students with a minimum TOEFL score of 480 to 497 (paper version) or 157 to 170 (computer based) may be admitted on the condition that they take special English language courses on-campus. Students with a TOEFL of 500 (173 computer based) or 900 SAT may be regularly
accepted for admission, subject to on-campus testing. The College requires the Scholastic Achievement Test (SAT) of foreign applicants for admission only if the student has been enrolled in an American-style high school. On-campus employment is sometimes available but cannot be guaranteed. Off-campus employment is forbidden by U.S. Government regulations. Financial aid from the College is limited. However, it may be awarded each year to a small number of students with high academic ability and need. Please request and complete the International Student Aid Application Form from the Office of Admission if you think you might qualify.

Before an I-20 form will be issued, students must make satisfactory arrangements for the payment of the first year’s expenses.

Transfer from One Campus to Another
Degree-seeking students intending to transfer from any branch of Wilmington College to another (including main campus) must complete and return an internal transfer application to the Office of Admission. Students currently in non-degree seeking programs wishing to complete an internal transfer must follow the regular admission process for the campus to which they are applying.

Readmission Procedure for Former Wilmington College Students
All former students seeking readmission after withdrawal or suspension from a degree-seeking program at Wilmington College must complete an Application for Readmission (available in the Office of Admission) to Wilmington College. In addition, official transcripts of additional academic study and a Transfer Recommendation Form (available on the website) completed by the Vice President for Student Affairs at the most recent institution, must be forwarded to the Office of Admission. All persons wishing to be admitted as degree-seeking after having participated in a Wilmington College non-degree seeking program must follow the regular admission process for the campus to which they are applying.

Application for readmission to the College should be made well in advance. Consideration for any term may be deferred until the following semester if the Application for Readmission is received less than two (2) weeks before the beginning of a semester or if there is a balance remaining on the student’s account.

To accept an offer of readmission to the College, send a $100.00 non-refundable deposit ($150 for residential students) by May 1st for fall enrollment or by the date specified in the letter of acceptance.
Fresh Start Program

Fresh Start gives a former Wilmington College student a one-time opportunity to earn a bachelor’s degree with forgiveness for past performance. This readmission option recognizes that maturity shifts priorities and improves the chances for successfully completing a degree program.

Eligibility for the Fresh Start option begins after five (5) consecutive calendar years of absence from Wilmington College. A Fresh Start will be granted upon readmission if requested by the applicant on the Application for Readmission.

Upon readmission under Fresh Start, the Wilmington College cumulative grade point average will be restarted. Previous Wilmington College courses with grades of "D+" or "D" will not fulfill requirements. Previous Wilmington College courses with grades of "C-" or above will fulfill requirements for a degree unless a higher grade is specifically required in the student's major, minor, teacher licensure or for admission to a program, or unless courses including dated materials no longer fulfill requirements. If the final grade point average warrants, a Fresh Start participant will be awarded academic honors upon completion of degree requirements.

While readmission under Fresh Start places a student in good academic standing, it is important to note that readmission under Fresh Start will not erase a student's academic history with respect to meeting satisfactory academic progress for financial aid purposes. Students readmitted under Fresh Start will not be eligible to receive financial aid. Once the minimum standards of satisfactory academic progress for financial aid have been met, students may be eligible to receive federal, state, and institutional funding. Students are strongly encouraged to consult with the Director of the Student One Stop Center to determine the requirements that must be met to regain financial aid eligibility.

Transfer Credit Evaluation

Credits are evaluated as indicated below:

1. All credits earned from a regionally accredited institution at the 100-level or above will be transferred to Wilmington College subject to the limits described below. The appropriate academic area coordinator will determine whether the credits should transfer as specific courses or as electives.

2. Credits are accepted when the coursework is similar in nature to courses normally taught at four-year liberal arts colleges. Transfer approval of any coursework not parallel to courses offered at Wilmington College must come from
the appropriate academic area coordinator. A maximum of 18 semester hours of purely vocational or highly technical courses that are consistent with Quaker principles will be accepted.

3. Acceptable coursework showing a grade of "C-" or better is transferable to Wilmington College. With the exception of physical activity courses, those with grades of "Pass" or "Satisfactory" are acceptable for transfer if it can be verified that such a grade is equivalent to "C-" or better work. Physical activity courses with grades of "Pass" or "Satisfactory" are acceptable for transfer without further verification.

4. Credit hours are transferred at face value (i.e. 3 semester hours = 3 semester hours, 3 quarter hours = 2 semester hours, 1 unit = 3.33 semester hours)

5. Coursework from 2-year schools will be transferred in at sophomore or freshman level only, but may be used to satisfy an upper division requirement with academic area approval.

6. A maximum of 67 semester hours credit is acceptable from institutions offering only an Associate Degree Program.

7. A maximum of 92 semester hours is transferable from Chatfield College. For other 3-year institutions the maximum is 82 semester hours.

8. A maximum of 97 semester hours credit is transferable from 4-year institutions.

9. International credit evaluations and recommendations, subject to the credit hour limitations listed in 1-8 above, are the responsibility of the student and must be provided to Wilmington College by AACRAO-International Education Services or World Education Services. Fees associated with such evaluations are the responsibility of the student.

Non-Traditional Acquisition of Credits and Application of Prior Knowledge

Wilmington College recognizes that not all college level learning takes place in a classroom. A maximum of 30 semester hours of credit may be earned by passing proficiency examinations, the College Level Examination Program (CLEP), general and subject examinations, as well as Advanced Placement Examinations (AP). See the Office of Academic Records for specific information on AP examination requirements.
An additional maximum of 15 semester hours of credit may be earned by experiential learning assessment.

### Advanced Placement Examinations

Advanced Placement credit is awarded on the following basis:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>AP Test Description</th>
<th>Score Needed</th>
<th>WC Credit Hours</th>
<th>Equivalent WC courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art History</td>
<td>3,4,5</td>
<td>4,8</td>
<td>AR330G-FA, AR331G-FA, AR362</td>
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**Natural Sciences**

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**Social and Political Studies**

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<th>Credits</th>
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<td>Government &amp; Politics Comparative</td>
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<td>Psychology</td>
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**College-Level Examination Program**

Wilmington College recognizes selected general and subject examinations of the College-Level Examination Program (CLEP). Exams may be taken only once and credit is awarded for minimum acceptable scores established by the American Council on Education. A non-refundable service fee will be charged for each exam registration. During the regular school year, main campus students should contact the Student Resource Center for specific test, registration, and fee information.

**Experiential Learning**

1. The maximum number of semester hours a student can earn through Experiential Learning credit is 15.
2. All Experiential Learning credit will be posted as ID305 electives and will fulfill no general education, major, minor, or teacher licensure requirements.

3. Students applying for Experiential Learning credit develop a portfolio which is evaluated by a portfolio assessment committee. The portfolios and recommendations are then reviewed by the Vice President for Academic Affairs for final approval.

4. Students must submit all materials to support a request for Experiential Learning credit according to the following guideline:

   A. Students who start at Wilmington College with fewer than 90 total hours must submit their experiential learning portfolio by the last day of the semester in which they have completed 90 hours or by the last day of their third semester at Wilmington, whichever comes later. In practice, a student with no transfer work would most likely use the 90-hour mark as a deadline, whereas a student who transfers in 88 hours would use the three-semester deadline.

   B. Students who transfer to Wilmington with 90 hours or more must submit their experiential learning portfolio by the last day of their third semester.

   C. Students may submit only one experiential learning portfolio in their Wilmington career.

**Extensions:** It is the student's responsibility to complete their experiential learning portfolio within the designated time period. If there are extenuating circumstances, students may petition the Academic Standards and Appeals Committee for an extension. Portfolios should be submitted to the office of the campus where the student is enrolled.

5. Experiential Learning credits do not count toward fulfillment of the 30 minimum hour requirement for graduation nor do they count for the residence requirement.

6. No grade is given for Experiential Learning credit hours and the credits are recorded on the transcript under the title "Experiential Learning."

7. Decisions made by the evaluation team are considered final. Students who think they were evaluated unfairly may petition the Vice President for Academic Affairs.

8. A non-refundable submission fee equivalent to one semester hour of tuition is charged when the portfolio is submitted. Upon final assessment and acceptance by the student, there
will be an additional fee of 50% of the applicable tuition rate for each credit hour accepted. The submission fee will be applied to this total.

Proficiency Examinations
1. Any regularly enrolled student may apply for permission to take a proficiency examination in a course listed in the Catalog, subject to the following restrictions:
   • A student may not take a proficiency examination in any course that is a prerequisite to one for which the student has already earned credit.
   • A student may not audit a class prior to taking a proficiency examination in that course, nor may a student take a proficiency exam to improve a grade in a course.
   • A student may earn no more than 12 credit hours by proficiency examinations.
2. In courses where the final grade is based on a portfolio, such as CA331 Photography II: Advanced Digital, the proficiency examination may be in the form of a portfolio. (Note: A portfolio that has been reviewed for Experiential Learning credit may not be reviewed again for Proficiency Examination credit and vice versa.)
3. Proficiency Examination credits will not count toward fulfillment of the 30 minimum hour requirement for graduation nor for the residency requirement.
4. Students must:
   • Complete Proficiency Examinations by the last day of the semester in which they complete 90 hours (through Wilmington and transfer) or by the last day of their third semester at Wilmington, whichever comes later.
   • Consult with the professor who will administer the examination. Permission to take a proficiency examination is not automatic, but is subject to the approval of the professor, the student's advisor, the academic area coordinator of the discipline in which the exam will be administered, and the Vice President for Academic Affairs.
   • Obtain and complete the Proficiency Examination application from the Student One-Stop Center.
   • Pay the non-refundable fee of $150 per exam.
   • Complete the examination.
5. The professor will evaluate the examination and submit the results to Academic Records. Course evaluation for all proficiency exams will be pass/no pass.

NOTE: It is the student's responsibility to complete proficiency examinations and their experiential learning portfolio within the designated time period. If there are extenuating circumstances, students may petition the Academic Standards and Appeals Committee for an extension.

Waiver
1. Students seeking to waive the EN101: Writing II requirement must see the area coordinator for the Humanities. For physical activity waiver consideration, students must see the area coordinator for Sport Sciences Students seeking to waive any other coursework in the General Education requirements must submit all such requests to the Office of Academic Affairs by the end of the third semester enrolled.
2. Students seeking to waive coursework in the major field of study should consult with the academic area coordinator or the Vice President for Academic Affairs/ Dean of the Faculty. Final approval must be obtained through the Office of Academic Affairs.
3. Students seeking waiver of coursework required for teacher licensure should consult with the Education area coordinator.
4. There is no charge for a waiver.
5. No credit is granted for a waiver; the student is exempted from completing a required course.

Payment of Tuition and Fees
Financial arrangements must be complete before the beginning of classes each semester. Bills must be paid in full each semester (by the due date on the bill), or students may enroll in the monthly payment plan offered.

Wilmington College Online Monthly Payment Plan
- 5 monthly payments each semester beginning July 20th for fall semester and December 20th for spring semester.
- No interest as long as payments are made on time each month.
- $10 enrollment fee each semester.

For more information contact the Student One-Stop Center at 1-800-341-9318, ext. 600.
NOTE: Branch students should contact the Blue Ash office for payment options. Those who are reimbursed by their employers for their tuition may defer the balance until 40 days after the end of the semester (if a completed EDpay form is submitted).

Financial Aid Recipients

Students scheduled to receive financial aid must pay the "balance due" listed at bottom of the bill prior to the beginning of classes. The balance due represents the amount charged minus the estimated amount of financial aid the student is expected to receive. It is important to note that although the estimated financial aid amount will be credited to the account, interest charges of 1.5 percent per month will be charged to the unpaid balance until the account is paid in full. Timely application for financial aid is important, and students are encouraged to complete the necessary paperwork as early as possible.

Work study money is not automatically applied to a student’s account. This money, which is earned only by working a given number of hours per week, is paid directly to the student. It is the student’s obligation to apply those funds to any outstanding balances (including interest charges).

REFUNDS

Schedule Changes:
Main Campus refund policy for dropping a class but not a complete withdrawal:
(This policy applies to those students registered for less than 12 or more than 18 hours)

<table>
<thead>
<tr>
<th>Drop Date</th>
<th>Tuition Refunded</th>
<th>Room/Meal Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Drop/Add</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>After D/A to 14 days</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>From 15 to 28 days</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>After 28 days</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The carte blanche and block meal plans will be pro-rated based on the number of weeks the meal plan was used. Alternative meal plans are non-refundable. Summer term refunds will be prorated.

Withdrawal or Leave of Absence from Wilmington College:

Students who withdraw, take a leave of absence, or stop attending all classes at Wilmington College will receive refunds for tuition and room according to the following schedule:
From the first day of class up to and including the fifth day of class: 100% refund
From the sixth day of class up to 10% period of time (calendar days): 90% refund
After 10% and up to 20% period of time (calendar days) ......80% refund
After 20% and up to 30% period of time (calendar days) .....70% refund
After 30% and up to 40% period of time (calendar time) ......60% refund
After 40% and up to 50% period of time (calendar days) .....50% refund
After 50% and up to 60% period of time (calendar days) .....40% refund
After 60% period of time (calendar days).......................... No refund

Meal plans will be pro-rated based on the number of weeks the meal plan was used.

Students who withdraw before the 60% period of time will have a percentage of their financial aid returned by the school and possibly by the student to the appropriate program(s). The amount of Title IV aid (other than Federal Work Study) to be returned is equal to the total Title IV aid that was disbursed for the semester multiplied by the percentage of the term not attended.

If a portion of a refund remains after returning funds to the appropriate program(s) from which the student received assistance or if the student owes a repayment of non-institutional funds and if there are unpaid charges owed to Wilmington College, the College will automatically credit the student account with this remaining refund amount.

Students who are Title IV aid recipients will have refunds and repayments distributed as prescribed by federal regulations. The distribution of funds is listed below:
1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. LEAP Program
8. Other student financial aid programs
9. Other federal, state, private, or institutional sources of aid
10. The student

Examples of the refund policy are available to all prospective and currently enrolled students by contacting the Student One-Stop Center.
Financial Aid

Philosophy of Aid

The theory behind financial aid is that all students have the right to choose the institution which best suits their needs and not be barred from that school for financial reasons. Wilmington College adheres to this philosophy by awarding financial aid to all students who meet the deadlines and are eligible to receive financial aid. Through funds made available by Wilmington College alumni and friends, outside foundations, state and federal government, and various banking institutions, Wilmington College is able to offer a wide range of grant, employment, scholarship and loan possibilities. Last year, over 99% of the student body received some form of assistance.

Application Process

All need-based financial aid is determined by the filing of the Free Application for Federal Student Aid (FAFSA). This system ensures consistency and fairness in awarding financial aid to students with genuine need regardless of race, color, creed, sex or national origin. Because funds are limited, early application (as soon after January 1st as possible) is essential.

The FAFSA may be completed electronically on the U.S. Department of Education's website www.fafsa.ed.gov. A new student must be accepted as a degree seeking student to Wilmington College before a financial aid award can be determined.

When a student's financial aid file is complete, the Student One-Stop Center will determine the student's eligibility for grants, work on-campus, and loans. An award notice is sent to the students who qualify for financial aid.

The amount of aid which may be awarded differs for full and part-time students.

Wilmington College operates on a first-come, first-served basis, using both the date of acceptance to Wilmington College and the date of receipt of the completed information from the federal processor. Wilmington College recommends that students submit the FAFSA to the federal processor by March 15 to make it possible to receive as much financial aid as possible.
SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID

On July 1, 2011, the Satisfactory Academic Progress standards changed in accordance with new federal regulations. These new SAP standards were monitored beginning with the Fall 2011 semester.

Satisfactory Academic Progress (SAP) is required by federal law (34 CFR 668.34). When students accept financial aid, they also accept the responsibility for making satisfactory academic progress towards a degree. In order to maintain eligibility for financial aid funding, students must meet the Satisfactory Academic Progress requirements stated below. Federal regulations stipulate that SAP be used to evaluate student records at the end of each semester (summer, fall, and spring) even if the student is not receiving financial aid funding. Keep in mind that SAP Standards for receiving financial aid funding are stricter than the College’s academic progress standards for enrollment. Just because a student meets the academic progress standards for enrollment does not mean the student will be eligible for financial aid funding to help cover his/her costs. Students who do not complete classes for which they enroll or fail to achieve the minimum standards may lose their eligibility for financial aid funding.
Students who are aware of learning or other disabilities should immediately contact the Academic Resource Center so that appropriate accommodations can be made. A student with a documented disability and/or functional limitations is still held to the same academic standards as other students. The student must be able to maintain Satisfactory Academic Progress in order to receive financial aid funding.

PLEASE NOTE: Wilmington College’s SAP Policy is used to determine financial aid eligibility only. It does not reflect student’s academic standing for continued enrollment in their program of study.

SAP Requirements:

1. **Cumulative Grade Point Average (GPA)**
   Undergraduate students must maintain a minimum cumulative GPA of 2.0 or higher in order to receive financial aid. Graduate students must maintain a minimum cumulative GPA of 3.0 or higher in order to receive financial aid.
2. **Completion Rate (67% Rule)**

All students must successfully complete 67% of all cumulative attempted credit hours. The percentage is calculated by dividing the cumulative number of earned hours the student has successfully completed by the cumulative number of hours the student has attempted. Percentages will not be rounded up.

- Course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and DS will be considered attempted and successfully completed.

- Course grades of F, N, and WF will be considered attempted and unsuccessfully completed.

- Course grades of P (pass) will be considered attempted and successfully completed, but it will not affect the student’s grade point average.

- Course grades of I (incomplete) or NR (no grade reported) indicate a student has not yet completed the course, therefore, will not be considered as successfully completed. An incomplete grade does not earn credit or influence the grade point average. However, an incomplete grade will count toward total credits attempted. If an “I” or “NR” grade is later changed to a grade noting successful completion, the change will be caught in the next SAP review. If a SAP ineligible student believes the changed grade will bring him/her back in line with the SAP Policy, the student may submit an appeal requesting review of eligibility.

- Course grades of W (dropped after the 100% drop/add period) do not earn credit toward graduation or toward satisfying the minimum credit hours requirement; however, these credits will count toward your total attempted credits and could possibly affect the Maximum Timeframe requirement. Within the drop/add period (usually the first five days of a term), students may drop courses without a grade. These courses disappear from the academic record and will not count as attempted hours.
Students with transfer, Post-Secondary Educational Opportunity (PSEO), College Level Examination Program (CLEP), military, experiential learning, and/or Advanced Placement (AP) or IB (International Baccalaureate) credits will be initially considered eligible for financial aid funding and then must continue to meet the SAP requirements. Credits will be considered attempted and successfully completed and will be counted in the Maximum Timeframe requirement.

Remedial courses (MT099, EN098) and English as Second Language (ESL) courses (EN088 & EN089) will be considered as attempted credits, but do not count as earned credits toward graduation. There is a limit of 12 semester hours of this type of coursework per student over his/her degree completion program.

Repeated courses will be considered as additionally attempted credits; however, any successfully completed course (A, A-, B+, B, B-, C+, C, C-, D+, D, DS, P grade) cannot be repeated with assistance from financial aid funds unless the student needs to meet an academic standard for a particular previously passed course, such as a minimum grade. In this case, only one repetition of the course is allowed to be funded with financial aid. Additional repeats of the course must be paid for by the student. Any unsuccessfully completed course (F or N grade) may be repeated until successfully completed. It should be noted that continuous repeats impact SAP status. Continuous repeats may be denied in a SAP Appeal review and may negatively impact the Maximum Timeframe requirement.

Repeatable courses, such as EN232 Varieties of Literature and MU143 Wilmington College Chorale, are permitted providing the topic varies or the student does not exceed the maximum times repeatable.

Audit courses (AU) are not counted as either attempted or completed credits and are not eligible for financial aid funding.
3. **Maximum Timeframe (150% Rule)**

Undergraduate students must complete their program of study within 150% of the standard timeframe required to earn their degree. The Maximum Timeframe is 150% of the number of credit hours needed to complete degree requirements. Graduate students must complete all requirements of their program within 7 academic years from the date of initial enrollment.

- If SAP review determines a student cannot mathematically finish his/her degree program within the Maximum Timeframe or the student cannot raise his/her cumulative GPA to the 2.00 (3.0 graduate students) minimum requirement or meet the completion rate requirement within one semester, the student will be placed on Financial Aid Suspension.

- Undergraduate students who change their major prior to completion may do so; however, students will be expected to complete all degree requirements before reaching 186 attempted credit hours.

- Undergraduate students who declare a double major and/or minor will be expected to complete all degree requirements before reaching 186 attempted credit hours.

- Students who have previously completed the requirements for a degree and who wish to earn a 2nd degree may do so; however, all attempted credits that fill degree requirements, including elective requirements, will be counted. Students working towards a 2nd degree can receive Federal Stafford Loan funds only and are subject to the same borrowing limits. Limits are not increased for a 2nd degree.

- Students who have completed the academic requirements to receive his/her degree will no longer be eligible for financial aid funding for additional classes, regardless of whether or not the student has received the degree.
SAP STATUS:

Financial Aid Good Standing Status

Students who are meeting all of the SAP Standards are considered in good standing and are eligible for financial aid funding.

Financial Aid Warning Status

For the first occurrence of not meeting one or more of the SAP Standards, the student will be immediately placed on Financial Aid Warning, which means the student is one semester away from losing his/her financial aid eligibility. A warning is intended to alert students to a current deficiency in their academic progress. Students are still eligible for financial aid; however, should student not meet SAP Standards again, financial aid will be suspended. Students must meet with the Associate Vice President of Academic Affairs to develop an Academic Plan for success. The student will be removed from warning status if all SAP Standards are met at the end of the warning semester. If the student does not meet SAP Standards at the end of the warning period, he/she will be placed on financial aid suspension. Students can only receive financial aid funding for one semester under this “warning” status.

Financial Aid Probation Status

Students who fail to meet SAP Standards, but appeal and have their financial aid eligibility reinstated for one additional semester are placed on Financial Aid Probation. During the probationary period, students are given one semester to satisfactorily meet the SAP Standards. An Academic Plan developed by the Associate Vice President of Academic Affairs will be provided to the student to ensure the student will be able to meet all SAP Standards within a given period of time. If standards are met at the end of the probationary period, the probation status is removed and the student will regain financial aid eligibility for the next semester of enrollment. If standards are not met at the end of the probationary period, the student will be placed on Financial Aid suspension. Students will normally be allowed only one probationary semester during their academic program.

Financial Aid Suspension Status

For the second occurrence of not meeting SAP Standards, student will be immediately placed on Financial Aid Suspension. As long as a student is on suspension, he/she is not eligible for any financial aid funding. Students must pay their educational expenses from personal funds while on financial aid suspension. An Academic Plan
developed by the Associate Vice President of Academic Affairs will be provided to the student to ensure the student will be able to meet all SAP Standards within a given period of time. Student may appeal this status; however, submitting an appeal does not guarantee approval.

**SAP REINSTATEMENT:**

Students who lose financial aid eligibility because they are not meeting SAP Standards may use any semester to regain eligibility in one of the following ways: By successfully appealing loss of eligibility. To appeal, the student must submit a Satisfactory Academic Progress (SAP) Appeal for Financial Aid Form with supporting documentation.

By completing one full-time semester (12 credit hours for undergraduate students or 6 credit hours for graduate students) at Wilmington College at his/her own expense (without financial aid funding). The student must demonstrate he/she is capable of completing a semester without any failures, incompletes, withdraws, or grades lower than a “C”. Courses taken must be chosen in consultation with the Associate Vice President of Academic Affairs. Student must advance toward attaining a degree and show progress within student’s SAP Academic Plan for graduation. Once the student regains eligibility, financial aid will be awarded the following semester subject to the availability of funds.

By completing one full-time semester or two full-time quarters at another college/university. Keep in mind that credits taken elsewhere will not resolve the Cumulative GPA component of SAP, but may be used to resolve the Completion Rate requirement. Courses taken must be chosen in consultation with the Associate Vice President of Academic Affairs. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting SAP Standards. Students who have been academically suspended/dismissed from Wilmington College by the Academic Affairs Office, but are subsequently given permission to re-enroll are not automatically eligible to receive financial aid funding. Admission/Re-admission decisions are separate from funding decisions.

**SAP APPEAL PROCESS:**

Students who fail to meet the Satisfactory Academic Progress Standards for Financial Aid have the right to appeal the suspension of their financial aid funding. The appeal cannot be based upon the student’s need for assistance or students lack of knowledge that his/her funding was in jeopardy. Appeals must be based on some type of
extenuating circumstance (death, illness, accident, natural disaster, activation into military service, previously undiagnosed learning disability, etc.) that impacted negatively upon student’s ability to meet the required standards and what has changed in the student’s situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The SAP Appeal process is a two part process. Submitting an appeal does not guarantee approval. The appeal process is a request for an exception to the SAP Policy. Not all circumstances will warrant an exception to the SAP Policy. The student must submit a Satisfactory Academic Progress Appeal for Financial Aid Form to the Student One Stop Center including a detailed statement explaining the extenuating circumstance(s) along with third party documentation (doctor’s statement, death certificate, police report, activation papers, etc.) verifying his/her claim. In addition, the appeal must address what has changed in the student’s situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The appeal will be reviewed and a determination of whether or not the appeal has merit will be made. Appeals submitted without all required documents within the required timeframe, will be considered incomplete and denied due to lack of sufficient evidence.

The student must also complete an Academic Plan with the Associate Vice President of Academic Affairs. Approval/denial of the SAP Appeal will be dependent upon the student’s Academic Plan and his/her ability to meet the terms of Satisfactory Academic Progress. Appeals can only be approved if the Financial Aid Appeals Committee determines that the student will be able to meet the SAP Standards after the next payment period or if the student has agreed to follow an Academic Plan that, if followed, will ensure the student can meet SAP Standards by a specific point in time. If the appeal is approved, the student will receive financial aid funding for the appealed semester subject to the availability of funds. At the end of that semester and subsequent semesters, the student’s academic progress will be reviewed and the conditions of the student’s appeal will be evaluated. If the conditions of the appeal are not met, the student will no longer be eligible for financial aid funding until such time as SAP Standards are met. If the conditions of the appeal are met, the student will continue to be eligible for financial aid funding; however, the conditions of the appeal will still be reviewed each semester. Appeals will be reviewed within two weeks of submission. The student will be notified in writing via their WC email account and a letter sent to the student’s home address of approval or denial of appeal along with the conditions that must be met. Students who fail to meet the conditions outlined in
their individualized Academic Plan during their conditional semester will not be permitted to submit a subsequent appeal. If the appeal is denied, the student will not receive financial aid until SAP Standards have been met. All decisions of the Financial Aid Appeals Committee are final. Keep in mind that due to the limited amount of time between semesters, a complete review of all financial aid recipients’ SAP standards may not be possible before financial aid funds are credited to the student account or bills are due; therefore, a student who is subsequently determined to be ineligible under the SAP Standards will have their funds returned to the appropriate federal and/or state agency and the student will be billed for the amount owed to the college.

**ACADEMIC AMNESTY:**
Wilmington College has an academic amnesty program called Fresh Start, which gives a former WC student a one-time opportunity to earn a bachelor’s degree with forgiveness for past academic performance. While this option may permit a student to be re-admitted into a degree program, for financial aid purposes, there is no such provision. Federal regulations require the institution to always include courses applicable to a student’s major in evaluating a student’s satisfactory academic progress. In most cases, students re-entering WC under the Fresh Start Program, will be ineligible for financial aid funds.

**Developmental Courses and Financial Aid**
Courses with a number lower than 100 will be included in the determination of the number of credits attempted.

**Adjustments to Financial Aid**
The Student One-Stop Center reserves the right to adjust a student's financial aid award due to any of the following circumstances:

1. Student receives an award from organizations outside of the Student One-Stop Center. These may include awards from the student's high school, social clubs, community organizations and others.
2. Student drops or adds course hours. Students must be enrolled for a minimum of six credit hours to receive financial assistance. Students who are enrolled for less than six credit hours will be required to start repayment on their student loans.
3. Student changes housing arrangements from that reported on the Free Application for Federal Student Aid (FAFSA).
4. Student has a change in employment which causes the student to gain or lose tuition reimbursement benefits or the
company's tuition reimbursement policy changes. Students are required to contact the Student One-Stop Center if they encounter any of the above situations.

**Scholarships and Awards**

For a complete listing of scholarships and awards see the Wilmington College Office of Admission or visit the Wilmington College website.
Academic Regulations

Degrees Offered

Wilmington College offers the Bachelor of Arts (A.B.), the Bachelor of Science (B.S.), degrees. B.S. degrees are awarded to students with majors in agriculture, athletic training, chemistry, sports management and education with licensure in vocational agriculture. Students with majors in biology and psychology or with majors in both the A.B. and B.S. areas of study, may elect either an A.B. or a B.S. degree. All other undergraduate fields of study are awarded A.B. degrees.

Graduation Requirements for Bachelor’s Degrees

Students are responsible for meeting the following graduation requirements:

1. Application for Degree. Each candidate for a degree must file a written application in the Office of Academic Records. Deadlines for application are:
   1. December degree candidates: September 30th
   2. May degree candidates: January 20th
   3. August degree candidates (planning to participate in May Commencement): January 20th.
   4. All other August degree candidates: March 15th.

   After diplomas have been printed there will be a $35.00 charge to change a diploma name. Official transcripts for all correspondence or transfer credit must be on file with the Registrar/Assistant Dean for Academic Affairs at least one month prior to the expected date of graduation.

2. Hours required. The completion of 124 semester hours or credits of academic work is required for graduation.

3. Minimum number of hours. A minimum of 32 semester hour credits must be registered for and completed at Wilmington College in order to receive a Wilmington College degree.

4. Residence Requirement. Candidates for degrees are required to take 24 of their final 32 semester hours at Wilmington College. Students who have completed 88 credit hours on-campus may do part or all of the senior work off-campus with the approval of the Office of Academic Records. Experiential Learning and Proficiency Examinations credits do not count in the Wilmington College residency requirements.

5. Upper division work. All students must have 40 hours of upper division work. One-half of the hours required for a major must be upper division hours. Upper division courses are numbered in the 300s and 400s.
6. **General Education requirement.** All students must satisfactorily complete the General Education requirements listed in this catalog.

7. **Writing Competency.** All students are required to complete EN101 (or, for Honors Program students, EN103H) with a grade of "C-" or better. See Writing Competence under General Education.

8. **Major requirement.** All students must satisfactorily complete a major program acceptable to the College. Degree-seeking students must declare a major upon completion of 44 hours at Wilmington College. Transfer students with more than 44 semester hours must declare by the end of their first semester at Wilmington College. Failure to declare a major within this time frame will result in an administrative hold on records, preventing a student from registering for subsequent semesters until a major is declared. Once declared, a student's major may be changed using a Major Declaration form obtained from the Student One-Stop Center or the Office of Academic Affairs. Majors are listed under Academic Programs.

9. **Grade point average and academic standing.** All candidates for a degree must have a grade point average of not less than 2.00 ("C" average), within the major, minor, and overall. Determination of grade point averages is explained in this catalog. All candidates for a degree must be in academic good standing.

10. **Second bachelor’s degree.** While seeking the first bachelor’s degree, an individual may complete multiple majors and multiple minors but may not be granted two simultaneous degrees. An individual who holds a bachelor’s degree from Wilmington College or any other regionally accredited school may pursue a second bachelor’s degree. The second degree requires the completion of an additional major and a minimum of 32 Wilmington College semester hours. No state or federal aid, except for the Title IV Loan Programs, is available to a student seeking a second degree. Students who are attending Wilmington College as "licensure only" are eligible for financial aid as fifth-year undergraduate students, if taking courses required for initial teacher certification/licensure or renewal of licensure.

11. **Baccalaureate and Commencement.** Attendance is expected at Baccalaureate and Commencement of candidates who complete degree requirements at the end of spring semester. December graduates and anticipated August degree candidates may also take part in the May commencement, but August degree candidates must be within 12 hours of the completion of degree requirements by the time of the May Commencement. May and August candidates must be in academic good standing for Spring Semester to participate in Commencement. Exceptions to the 12-hour requirement may only be made by the Vice President for Academic Affairs.
12. Financial Obligations. Students with unpaid obligations to the College will not be able to receive diplomas and transcripts.

Registration and Class Policies
   All students register for classes during the announced registration period. On the main campus, students plan a program of study with approval of their advisors and then register using the Web-based registration system. Credit is not given for courses for which a student has not registered.

   Students who wish to enroll in a course at a Wilmington College campus other than their home campus must receive permission to do so. Information is available at the Office of Academic Records.

Course Load
   A regular full-time student registers for between 12 and 18 credit hours of courses per semester, and is expected to remain enrolled in at least 12 hours of courses per semester. Students who wish to plan an accelerated program of study may register for extra hours with the approval of their advisors. The Associate Vice President for Academic Affairs must approve all schedules with more than 18 hours. There is an extra fee for each credit hour over 18. The fee may be waived by the AVPAA if the additional hours are required as a result of the 3 to 4 credit hour change. Students wishing to have the extra credit hour fee waived should contact the AVPAA prior to registration. Generally, extra hours are recommended only if the student earned a B average in the previous semester.

Late Registration
   Late registration is permitted up to the fifth day of the fall and spring semesters, but a $50.00 late registration fee will be charged to each student who registers after the first day of the semester.

   Late registration in summer school is subject to review. If permitted, there is a $50.00 late fee.

Eight Semester Statement
   Wilmington College’s academic programs are designed to enable full-time students to complete them in four years of study at the College. The following guidelines are recommended if the student wants to complete a degree in eight consecutive semesters. Exceptions to these recommendations and conditions may require additional terms of study.
   - Each term the student successfully completes an average of 16 credits hours required for graduation.
The student selects only one major and declares the major within the first 28 hours of coursework at the College. The following may require additional time beyond four years:
  - multiple majors
  - adding minor(s)
  - changing majors, concentrations, minors, global modules, or teacher licensure areas
  - changing catalogs

The student needs to consult the College catalog for information on course offerings and sequencing of courses, considering annual changes in course sequencing.

The student needs to consult with his/her advisor regularly.

An occasional major, such as the education major with teacher licensure in adolescent integrated science, requires more than eight semesters to complete.

At the time of matriculation, transfer students will be advised about minimum time to completion based on number of transfer hours.

Schedule Changes

Courses may be added, dropped, or changed during the designated Drop/Add Days with permission of the student’s advisor. Students may drop or add courses using Web-based registration during the Drop/Add period (except for first-time freshmen and first-term transfer students who must drop or add through the Student One-Stop Center). After the Drop/Add period, students must drop classes using a form obtained from the Student One-Stop Center. The change becomes official only after the Drop/Add Form has been deposited and acted upon in the Office of Academic Records.

1. Courses may not be added after the designated Drop/Add period.
2. A change from graded to Pass/No Pass mode may be made through the final drop date (see pg 41.).
3. Pass/No Pass, once designated may be reversed through the final drop date (see pg 41.).
4. Courses may be dropped after the Drop/Add period up to the date which coincides with the completion of 60% of the semester. This designated date will occur in the 10th week of the semester. Courses that meet only for part of the semester or in summer school may be dropped through two-thirds of the scheduled period.
5. A student may not drop a course after the 8th week of the semester.
6. Courses dropped after Drop/Add appear on unofficial transcripts only.

Student Classification

All students are classified as either "regular" or "special". A regular student is one who has been admitted through the Office of Admission as a candidate for a degree. A special student is one who is not seeking a degree from Wilmington College, but taking classes for professional development or for a special interest.

Regular students are further classified according to the total number of credit hours earned in all courses. Students with 0 to 29.99 semester hours of credit are freshmen; those with 30 to 59.99 are sophomores; those with 60 to 89.99 are juniors; those who have earned 90 or more semester hours are seniors.

A student may continue in the status of "special student" indefinitely and accumulate an unlimited number of hours. However, regardless of the number of hours accumulated, all special students must abide by the terms of the special student classification:

- May not register for any class(es) if the student has been denied admission to the College
- May not register for class(es) until two days before classes begin.
- May not have a faculty advisor.
- May not obtain a degree from Wilmington College until the student has completed the formal admission process and has been accepted as a degree-seeking student.
- May not receive financial aid funding.

Class Attendance

Each member of the Wilmington College faculty will provide all students enrolled in his/her courses with a written statement on the attendance policy for each particular course during the first week of the semester. This statement will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the faculty member defines that term. Individual faculty members may elect to impose penalties on students who have excused absences in excess of one week's worth of class meetings in a course at least eight weeks in length, (e.g., more than 3 excused absences in a 3-day per week course). No excused absences are recognized for courses shorter than eight weeks in length. The College accepts these four categories for excused absences:
1. Activities in which the student serves as an official representative of the College (e.g., musical performances, athletic contests, field trips);
2. Personal illness, with documentation by the College nurse or a physician, if possible;
3. Family or personal emergencies; and
4. When severe weather makes travel to campus dangerous.

**Final Examinations**

The final examination schedule is issued by the Assistant Dean for Academic Affairs/Registrar. Students scheduled to take three or more final examinations on one day may request to arrange their examination schedule so no more than two exams occur on one day. Any student who wishes to re-schedule a final examination for some other reason must file a written request on a form available in the Student One-Stop Center and obtain permission from the instructor.

**Grading System**

The grading system used at Wilmington College is the following: "A", "A-" (range of outstanding achievement); "B+", "B", "B-" (range of good achievement); "C+", "C", "C-" (range of average or satisfactory achievement); "D+", "D" (range of below average achievement); "F" (inadequate achievement: achievement does not meet minimum standards); "K" (transfer credit); "P" (credit: average achievement or better); "N" (no credit: below average or inadequate achievement); "W" (no credit: course dropped after the drop/add period). An "I" (incomplete) and an "NR" (grade not reported) are used as temporary grades under certain conditions.

Faculty members will choose whether to use +/-grading for their courses, and the grading policy will be specified on the course syllabus. Faculty members are not obligated to use +/-grades for a course.

An "I" grade will only be given when work has not been completed for reasons beyond the student's control. The professor must designate the time span during which the student must complete the work, and the professor must designate the permanent grade to be given if the work is not made up. Incompletes from the fall semester must be completed no later than the first Wednesday of February. Incompletes from the spring and summer semesters must be made up no later than the first Wednesday of October. It is the student’s responsibility to consult with the professor and complete all work required within the designated time period. If there are extenuating circumstances, students may petition the Academic Standards and Appeals Committee for an extension prior to the "I" deadline.
Pass/No Pass may be used in the following way: at registration or at any time up until the final drop date, a student may elect to take one or two courses on a pass/no pass basis, in addition to any course so specified by the professor for all students. After this time, a student may change from a pass/no pass basis to a letter-grade basis until the final day to drop a class. For courses selected as pass/no pass by the student, grades between "A" and "C-" submitted by the professor will be recorded as "P". Grades between "D+" and "F" will be converted to "N" (no credit) and will not be granted academic credit. Courses taken on a pass/no pass basis are not used in computing a student's grade point average. A student is permitted to take two student-elected pass/no pass courses while completing a degree. In instances where students need a particular letter grade to meet major, minor, or admission requirements, or in majors, minors, or programs where student-elected pass/no pass is not permitted, students may not elect pass/no pass. For each course dropped after the drop/add period, a non-punitive grade of "W" will appear on both the grade report and the transcript.

If a course is being audited, and the student fulfills attendance requirements, the designation "AU" will appear on the grade report and transcript. No credit will be granted and, in the event the student fails to meet the professor’s attendance requirement, no mention of the course will appear on the transcript.

NOTE: Students planning to attend graduate school are advised not to take courses in the major on a pass/no pass basis. In majors or minors that require a grade of "C" or better, a required P/N course meets the requirement with a grade of "P".

If a student fails a course because of circumstances beyond the student’s control, the professor, academic advisor, or Associate Vice President for Academic Affairs may ask the Academic Standards and Appeals Committee to determine whether these grades should be erased from the student’s official transcript and excluded from the grade point average.

Auditing Courses/Courses for No Credit

Anyone wishing to audit a course may do so providing a seat is available. The 2014-15 audit fee is $250 per semester hour. Book and material costs and course fees are the responsibility of the student. An audited course carries no credit and appears on the official transcript with an “AU” designation providing the professor’s attendance requirements have been met. If attendance requirements have not been met, no mention of the course will appear on the transcript.
Registration for an audited course must occur by the last drop/add day of a given term. Note: there is a $50.00 late registration fee after the first day of the term. After the last drop/add day, the audit status may not be changed to a credit status.

Wilmington College alumni, senior citizens, age 65 and older, and members of the Wilmington Yearly Meeting may attend ("sit in") one or two courses per semester at no tuition charge providing there is space available and the professor gives permission. Book and material costs and course fees are the responsibility of the individual "sitting in" the course. Registration is not required; no grade or credit will be recorded. Individuals in this category wishing to receive credit and/or record on an official transcript are subject to the same registration requirements and tuition charges as special or degree-seeking students.

**How the Grade Point Average is Calculated**

Numerical equivalents of letter grades are used to calculate the grade point average for a semester (session) and the cumulative grade point average. The numerical equivalents of grades are as follows: "A" = 4.00; "A-" = 3.67; "B+" = 3.33; "B" = 3.00; "B-" = 2.67; "C+" = 2.33; "C" = 2.00; "C-" = 1.67; "D+" = 1.33; "D" = 1.00; "F" = 0.00. Note that grades of "P" and "N" (Pass and No Pass) are not letter grades and do not factor into grade point averages.

The total number of grade points for a course, referred to as quality points, is determined by multiplying the total number of credit hours awarded for the course, the quality hours, by the numerical equivalent of the letter grade received.

The grade point average for a semester is determined by dividing the total number of quality points received in that semester by the number of quality hours awarded. The cumulative grade point average is determined by dividing the total number of quality points received through Wilmington College by the total number of quality hours awarded.

Grade point averages are used to identify students who will receive public recognition for their academic achievements and to determine academic standing.

**Repeated Courses.** A course may be repeated in order to raise a grade. Both grades will appear on the permanent transcript, but only the higher grade will be used for the grade point average calculation. A course will only count once for graduation.

**Grade Changes.** Grade changes cannot be made, except for a certified error on the part of College faculty or staff.

**Grade Appeals.** Students requesting a change of grade must initiate that request with the instructor of record or by filing a formal
grade appeal no later than one semester after receipt of the final grade. Requests for grade changes from fall term must be initiated by the last day of the following spring semester; requests for grade changes from spring and summer terms must be initiated by the last day of the following fall semester. Instructors must respond within one month of the request, including filing a change of grade form with the Associate Vice President for Academic Affairs if appropriate.

Academic Honors

Student honors are given in recognition of superior scholarship. At graduation, *cum laude* is conferred upon students who have a grade point average (GPA) of 3.50 to 3.74. *Magna cum laude* is conferred upon graduating students who have a GPA of 3.75 to 3.90. *Summa cum laude* is conferred upon graduating students who have a GPA of 3.91 to 4.00. 

*Note:* The calculation of honors is based on Wilmington College resident credit and any credit transferred to Wilmington College.

Dean’s List

The Dean’s List is issued at the close of each semester. In order to be included on the Dean’s List, a student must be degree seeking, enrolled full-time, must have no incompletes, must complete at least 12 hours of coursework on a graded basis (excluding Pass/No Pass grades), and must earn a grade point average of 3.50 or better.

Academic Merit List

A part-time student is one who has initially registered for fewer than 12 semester hours. Degree seeking part-time students will be eligible for the Academic Merit List every semester in which they meet the following criteria:

1. Completion of no fewer than 6 semester hours on a graded basis (excluding pass/no pass).
2. No incompletes.
3. A minimum grade point average of 3.6.

*Note:* A student who enrolls as a full-time student and then drops to below 12 semester hours is not eligible for consideration for the Academic Merit List.

Green Key

Green Key, the Wilmington College honor society, reviews students annually after the fall semester. Eligibility requirements are:

- Juniors - 75 semester hours completed, 3.75 cumulative GPA
- Seniors - 90 semester hours completed, 3.50 cumulative GPA

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Transfer students are eligible for membership in Green Key after completing a minimum of 35 Wilmington College semester hours and fulfilling the above hour and GPA requirements. The GPA is calculated including all grades, Wilmington and transfer.

For students seeking a second degree, all coursework from both degrees (Wilmington and transfer) is included in the GPA calculation for Green Key determination.

Honorary Societies

The following national or international honorary societies have branches at Wilmington College:

1. Delta Tau Alpha (National Agriculture Honorary)
2. Omicron Delta Epsilon (International Economics Honorary)
3. Phi Delta Kappa (International Education Honorary)
4. Sigma Delta Pi (National Hispanic Honorary)
5. Sigma Tau Delta (International English Honorary)

For information on eligibility for membership, consult faculty members in the appropriate academic area.

Academic Good Standing Policies

The academic progress of all students at Wilmington College is reviewed at the conclusion of each semester in order to determine the academic standing of each student. Good standing is determined by the following criteria:

a. The student must average 12 earned credit hours with passing grades of "D" or better during full-time semesters* enrolled at Wilmington College. (However, credits earned during summer session count toward good standing even if the student is taking less than 12 credit hours)

AND

b. The student must complete EN101 (and EN100, if required) with a grade of "C-" or better after one attempt

AND

c. The student must have a minimum cumulative GPA of:
   1.80 at close of first semester at Wilmington College
   2.00 at close of all subsequent semesters.

Students who are enrolled regularly on a part-time basis* will be considered in good standing if they pass courses for which they receive recorded grades on the following basis:

- First 8 earned cumulative Wilmington credits recorded pass at least 4 credits.
• 9 to 15 earned cumulative credits recorded pass at least 8 credits.
• 16 or more earned cumulative Wilmington credits recorded pass at least two thirds of all credits attempted at Wilmington with a cumulative average of 1.80 at close of first semester at Wilmington College and 2.00 at close of all subsequent semesters.

*indicates status at the end of the drop/add period

**Academic Integrity Policy**

Students should consult the Student Handbook for policies regarding academic integrity issues including, but not limited to, guidelines for examinations, plagiarism, classroom behavior, and handling academic misconduct charges. Students with Academic Integrity violations may not be eligible for academic awards and honors (i.e. - academic honors, dean’s list/ merit list, Green Key Honor Society, Who’s Who Award, and other Honorary societies).

**Athletic Eligibility**

Students on academic probation are ineligible for intercollegiate athletic competition. Wilmington College abides by NCAA, Division III rules and regulations. Wilmington College will determine athletic eligibility or ineligibility for each student one week (7 days) after grades are due to the Office of Academic Records for the fall, spring, and summer terms.

**Early Alert Retention Protocol**

The Associate Vice President meets weekly with representatives from Athletics, Admissions, Multicultural Affairs, Student Resource Center, and Student Life to discuss reported student academic issues. The Associate Vice President will communicate with students who are consistently absent from classes without an excuse to discuss a course of action. Extended absences (up to two weeks without notification to the Office of Academic Affairs) can result in immediate administrative withdrawal from the College. In addition, during any term, a pattern of non-engagement or four or more academic alert notices in multiple classes can also result in immediate administrative withdrawal or suspension. Non-engagement is defined as missing classes, refusal to adhere to College policies, non-attendance, non-responsive to attempts to communicate, or a combination of these factors.
Academic Probation

Students who do not maintain good academic standing will be placed on academic probation for the following semester. Along with other requirements in their probationary semester, they may be required by the Academic Standards & Appeals Committee to take ID100: Effective College Study Strategies. Students meeting the criteria for good academic standing at the conclusion of a probationary semester will return to academic good standing. **Students on academic probation are ineligible for intercollegiate athletic competition and may be ineligible for other extra-curricular activities as well.**

Academic Suspension

A student who fails to meet the requirements to regain academic good standing at the conclusion of a semester on academic probation is subject to academic suspension. In addition, any student whose semester grade point average falls below 1.00 is subject to immediate academic suspension. Students subject to academic suspension may make a written appeal to the Academic Standards and Appeals Committee. If the Committee views the appeal favorably, the student will be allowed to remain on academic probation for an additional semester. Students should consult with the Associate Vice President for Academic Affairs about the appeal process.

Academic suspension from Wilmington College spans a minimum six (6) month period after which an individual may apply for readmission. During the period of suspension from Wilmington College, the individual is encouraged to reexamine educational and career goals. Readmission is not automatic and depends on an individual's circumstances. If readmitted, an individual will return to Wilmington College on academic probation.

Academic Dismissal

A student who fails to meet probationary requirements, and has been suspended previously from Wilmington College, is subject to academic dismissal. The student subject to academic dismissal may make a written appeal to the Academic Standards and Appeals Committee requesting an additional semester of academic probation or a second academic suspension. If the Committee views the appeal for probation favorably, the student will be allowed to remain on academic probation for an additional semester. If the Committee grants a second academic suspension, it will be treated like the first academic suspension. Students should consult with the Associate Vice President for Academic Affairs about the appeal process.
Readmission is not possible after academic dismissal from Wilmington College except under the Fresh Start Program as stated on pg. 16.

Academic Appeals

The Academic Standards and Appeals Committee meets in confidential, closed sessions. It usually meets regularly during the academic year, beginning one week before classes start in August and ending approximately two weeks after grades have been submitted in May. Students may appeal to the Committee to drop or add a class after the final drop or add date, change a grade, extend the final date to submit work for an incomplete grade, or request a semester of academic probation. All appeals must be submitted to the Office of Academic Affairs in writing. Students may secure the appropriate form from the Office of Academic Affairs, the Student One-Stop Center, or the Office of Academic Records.

Students should complete the form giving particular attention to the rationale for the appeal while making sure to include pertinent facts. Supporting documents, such as syllabi, tests, papers, and statements from a physician or a professor, may be attached. Students should seek assistance from an academic advisor or the Associate Vice President for Academic Affairs if necessary, particularly if the professor does not make the requested materials available.

If in addition to the written appeal the student wishes to appear before the Academic Standards and Appeals Committee, the student must notify the Office of Academic Affairs to arrange a time at the next available Committee meeting.

The Academic Standards and Appeals Committee may prohibit testimony that is irrelevant or redundant. It will consider all appeals in a timely manner and will notify students in writing after the conclusion of all deliberations.

Typically a grade appeal takes a minimum of one month to cycle through the various offices where responses and signatures are required before the grade appeal can be presented to the Committee.

Administrative Appeals

Administrative appeals are reviewed and acted upon by the Vice President for Academic Affairs/Dean of Faculty in consultation with faculty and, depending on the appeal, other administrators. Often, an administrative appeal is a request for variance in the general education requirements or an hour requirement for graduation. Administrative appeal forms are available in the Office of Academic Affairs, the Student One-Stop Center, or the Office of Academic Records.
Withdrawal

Main campus students who find it necessary to withdraw from the College are considered officially withdrawn only after they have completed the withdrawal process. In order to withdraw, students must complete a withdrawal form, an exit survey and meet with the Associate Vice President of Academic Affairs. Students interested in withdrawing from the college should contact the Office of Academic Affairs for further information. Withdrawals after the final official drop day of any semester will result in failure of all classes unless unusual circumstances are judged to exist by a committee consisting of the Vice President of Academic Affairs, the Associate Vice President of Academic Affairs and the Registrar/Assistant Dean for Academic Affairs.

Administrative Withdrawal

Main campus students who have not officially withdrawn at the end of a semester and have not registered for the following semester will be administratively withdrawn by the Office of Academic Records on the last drop/add day of the following semester.

Main campus students who have registered for a semester and have not attended a single class by the end of the drop/add period without explanation will be administratively withdrawn by the Office of Academic Records and identified as "no show."

Students on leave of absence who do not return to Wilmington College by the second semester of the leave of absence period (or for military leave by the end of seven years) will be administratively withdrawn by the Office of Academic Records at the end of the leave of absence period. Administratively withdrawn persons wishing to return to the College must apply for readmission.

Leave of Absence

Students in good academic standing who intend to complete a Wilmington degree, but who need to interrupt their studies for a period of one to two semesters because of a documented illness, financial circumstances, or other reasons must apply for a leave of absence. Students requesting a leave of absence from the college should contact the Office of Academic Affairs for further information. An appeal for a leave of absence after the final official drop date may be approved if unusual circumstances are judged to exist by a committee consisting of the Vice President of Academic Affairs, the Associate Vice President of Academic Affairs and the Registrar/Assistant Dean for Academic Affairs. For financial aid purposes, a leave of absence is the same as a withdrawal from the college. While on a leave of absence, students
will be notified of registration dates and class schedules for the following semester. Students who wish to return after a leave of absence will have to be formally readmitted through the Admission Office at Wilmington College.

**Military Leave of Absence**

Students with orders to report for military duty must apply for a military leave of absence by completing the form available from the Vice President for Student Affairs or the Associate Vice President for Academic Affairs. Military leave of absence differs from leave of absence in that a student’s studies may be interrupted for a period of seven (7) years.

**Readmission after Suspension**

Academic suspension from the main campus of Wilmington College spans a minimum of one complete fall or spring semester after which an individual may apply for readmission. An abbreviated session (less than 16 weeks) does not count as a complete semester for main campus students. For students at the branch campuses, academic suspension spans a minimum of one complete semester (fall, spring or summer) after which an individual may apply for readmission. Readmission is not automatic and depends on the student's circumstances. If readmission is granted, the student will be readmitted on probation.

**Academic Courses**

**Definition of Courses:**

**Course Credits are Expressed in Semester Hours of Credit.**

Courses are generally numbered to correspond to the class level for which they are intended. Courses numbered below 100 are intended for freshmen. They do not count toward graduation, although they are included in the course load for the semester. 100-level courses are intended for freshmen, 200-level courses are intended for sophomores, 300-level courses are intended for juniors, and 400-level courses are intended for seniors. The 100- and 200-level courses are considered lower division, while the 300- and 400-level courses are considered upper division. Lower-level transfer elective credit is numbered 195, and upper-level transfer elective credit is numbered 395. Graduate courses are numbered 500 to 599.

The following types of courses are available:
I. REGULAR (1 to 4 semester hours). Most of the courses described in this catalog are Regular Courses. For each credit granted, the student attends 50 minutes of lecture/discussion per week and spends approximately two hours preparing for that class. Laboratory/Studio classes receive one credit for two or three hours of instruction per week, depending on the discipline involved, and each student will spend about one-half hour in preparation for each laboratory/studio hour. A syllabus for each Regular Course should be on file in the Office of Academic Affairs.

II. SPECIAL TOPICS (1 to 4 semester hours). Special Topics courses are essentially the same as the Regular Courses, but they are experimental courses. They may be offered once before submission to the Academic Policies Committee for consideration as a Regular Course. They carry the number 198 or 398. Because such courses are not repeated, they are not listed separately in the catalog. A syllabus for each Special Topics course should be on file in the Office of Academic Affairs.

III. COURSE BY APPOINTMENT (1 to 4 semester hours). These are regular courses, which, under exceptional circumstances, are given on a basis arranged between student and professor. Course by appointment can only be taken after completing a form available in the Student One Stop Center, Academic Records Office or Academic Affairs Office.

IV. INDEPENDENT STUDY (1 to 4 credit hours). Independent Study courses are informal courses offered on a tutorial basis. The content may be suggested by the student to supplement work in his/her major field of concentration. The professor will determine if the student has a sufficient background of regular courses to pursue independent study successfully. Independent Study courses can only be taken after completing a form available in the Student One Stop Center, Academic Records Office or Academic Affairs Office.

The student and professor should meet once every week or every other week for a total of 15 hours per semester to assess the progress of the study. Independent Study courses carry the number 199 or 399. Students are limited to one independent study per semester and a maximum of four (4) semester hours of independent study in any one (1) semester. Exceptions to this rule must be approved by the Vice President for Academic Affairs prior to the beginning of the semester.
Course by Appointments and Independent Studies are subject to the following policies. Exceptions to policy may be made by the Vice President for Academic Affairs.

1. Course by Appointment or Independent Study are taught only by full-time faculty.
2. Students must be in good academic standing to register for a Course by Appointment or Independent Study.
3. Completed paperwork, including signatures, must be submitted to the Student One-Stop Center by the last day of classes in the term before the course will be taken.
4. There is no obligation on the part of a professor to accept a Course by Appointment or Independent Study.
5. Any Course by Appointment or Independent Study with more than six students must be offered as a regular class in the schedule.
6. Students wishing to repeat courses may not do so by taking Course by Appointment or Independent Study.
7. No more than 12 hours of the 124 semester hours required for graduation may be taken as a combination of Independent Study and Course by Appointment. No more than one course per major or minor may be taken as a Course by Appointment.

V. INTERNSHIP (1 to 8 semester hours). An internship is an intensive career-oriented work experience related to the student’s academic studies, professional and educational goals. It is also an opportunity to gain practical experience in one’s major field of study, apply knowledge gained in the classroom, and make useful contacts in a professional field. The experience is ideally unique to the student and must be supervised by a qualified supervisor who is not an immediate family member. Eligibility requirements are participation in an internship orientation workshop, being in good academic standing and sophomore or higher classification or a minimum of two semesters at Wilmington College. For lower division credit typically taken by sophomores, internships carry the number 270, for upper division credit, 470. In exceptional circumstances more than seven (7) credits may be approved through an Administrative Appeal. Internship experiences may be repeated for a total of 12 credits providing each experience is unique. All are graded on a “pass/no credit” basis and 75% of the work must be completed during the semester in which the credit is given. Each semester hour requires 42 contact hours. Tuition for an internship is the same as for other credits at Wilmington College during fall and spring term; summer internships are charges at the rate of $125/credit. Also, the standard add/drop deadlines apply.
Wilmington College enforces and anti-nepotism policy. This policy is consistent with the College’s anti-nepotism policy for employees.

Prior to registration for an internship, an internship contract must be completed and approved by the faculty sponsor, adviser and internship site. Registration must occur prior to the start of the internship. Internship contracts are available on-line through Career Services after the completion of an internship orientation. To maintain uniformity in internships, the contract must be approved by the Director of Career Services prior to the experience, and both the faculty sponsor and the Director of Career Services will perform the final evaluation of the work for the internship. For additional details and complete internship policy, consult the Internship Guidelines available on the Career Services section of the website.

VI. DEVELOPMENTAL COURSES (1 to 4 semester hours). These courses, identified by numbers beginning with a "0," i.e., 099, are designed to produce competencies equivalent to those possessed by the average high school graduate. They do not count toward the 124 semester hours required for graduation, and do not count toward class level for determining Stafford Loan eligibility although they do count toward full-time status for financial aid purposes. These courses are offered only on a pass/no pass basis. There is a limit of 12 semester hours of this type of coursework per student over the college career.

VII. STUDY/SERVICE EXPERIENCES (1 to 4 semester hours). These are group trips of one to six weeks in length, designed to produce learning through exposure to or involvement in a culture different from one’s own. Some emphasize service and work others concentrate on lectures and field trips in the setting. Destinations may be international or domestic. Credit is recorded as TR130 or TR330.

VIII. STUDY ABROAD PROGRAMS A significant general education objective established for all students by the Wilmington College faculty is international understanding. Participation in an international study abroad program is one way of meeting a part of this objective. Wilmington College students may participate in programs in Western Europe, Latin America, Oceania, or Africa through the Midwest Consortium for Study Abroad, programs at Edge Hill University or the University of Reading in England or Kansai Gaidai University Asian Studies Program in Japan. Students must have completed 30 hours of coursework at Wilmington College, have a minimum cumulative GPA of 3.0, be in good academic and financial
standing and have approval by the Office of Academic Affairs and the Office of Academic Records.

**Policies for Study Abroad Programs**

Credit earned through approved study abroad programs is considered residence credit and is figured into the Wilmington College cumulative grade point average. Students pay Wilmington College tuition, their travel, and any housing or board fees charged separately by the program. Students who choose to study abroad will be charged a $150 administrative fee and will be able to use financial aid received from state and federal sources toward these programs. Institutional financial aid cannot be used for study abroad programs. Any additional costs of attending an approved study abroad program will be the responsibility of the student. Students may also transfer credits to Wilmington College earned in international study programs sponsored by other accredited colleges and universities providing they are pre-approved by Wilmington College. The Assistant Registrar can advise students about the transferability of credits through other programs.

Minimum requirements for participating in a semester-long international study abroad program are the satisfactory completion of 30 hours of coursework at Wilmington College, a minimum cumulative GPA of 3.0, good academic and financial standing when applying and approval by the Office of Academic Affairs and the Office of Academic Records.

Students wishing to take a course on a pass/no pass basis are subject to the same guidelines as for other pass/no pass courses, as specified in the "Grading System" section of this catalog. The College will not normally approve students for participation in more than one semester-long study abroad program.

**IX. CONSORTIUM CROSS-REGISTRATION.** Wilmington College is a member of the Southwest Ohio Council for Higher Education (SOCHE) and the Greater Cincinnati Consortium of Colleges and Universities (GCCCU). Full-time degree seeking Wilmington College students can take courses from other SOCHE institutions by cross-registration. Full-time and half-time degree-seeking students may take courses from other GCCCU institutions by cross-registration. Cross-registration requires academic good standing at Wilmington College and completion of prerequisites for courses chosen at another institution.

Students pay Wilmington College tuition for courses taken through consortium registration, and may be eligible for financial aid. On dates designated by each institution, students are responsible for registration, dropping, and adding at both the home and host
institutions. Credits earned through cross-registration at consortium member institutions are considered residence credit at Wilmington College and count toward the WC grade point average.

**SOCHE** members include:
Air Force Institute of Technology*  
Antioch College  
Antioch University - Midwest  
Cedarville University  
Central Michigan University  
Central State University  
Cincinnati State Technical and Community College-Middletown Campus  
Clark State Community College  
Edison Community College  
Kettering College  
The Kettering Foundation  
Miami University - Regionals  
*ex officio member
Sinclair Community College  
Southern State Community College  
Union Institute and University  
United Theological Seminary  
University of Dayton  
Urbana University  
Wilberforce University  
Wilmington College  
Wittenberg University  
Wright State University  
Wright State University

**GCCCU** members include:
Art Academy of Cincinnati  
Anthaeum of Ohio  
Chatfield College  
Cincinnati Christian University  
Cincinnati State Technical and Community College  
The College of Mt. St. Joseph  
Gateway Community and Technical College  
God’s Bible School and College  
Good Samaritan College of Nursing and Health Sciences  
Hebrew Union College - Jewish Institute of Religion  
Miami University  
Miami University - Hamilton  
Miami University - Middletown  
Northern Kentucky University  
Thomas More College  
Union Institute and University  
University of Cincinnati  
University of Cincinnati - Clermont College  
University of Cincinnati - Blue Ash College  
Wilmington College  
Xavier University

Information about scheduling and registration is available in the Office of Academic Records, College Hall 105. To obtain financial aid, a consensual agreement must be filed with the Office of Student Financial Services.
X. TRANSIENT STUDENT STATUS. Students wishing to take off-campus courses not part of the Wilmington College or consortium cross-registration programs must complete an application for Transient Student Status. Transient status requires academic good standing at Wilmington College and completion of prerequisites for courses chosen at another institution. If the combination of Wilmington College and transient courses in a single term is greater than 18 semester hours, permission from the Associate Vice President for Academic Affairs is required.

The Transient Student application, which can be obtained in the Office of Academic Records, must be completed and returned to the Office of Academic Records prior to registration at another institution. Approval of the form includes guaranteed transferability of courses with grades of "C-" or better, credit hour conversion, if necessary, and an indication of how the approved courses can be used to fulfill Wilmington College requirements.

Upon completion of transient courses, it is the responsibility of the student to request an official transcript from the other institution to be sent directly to the Wilmington College Office of Academic Records.

XI. CORRESPONDENCE COURSES. These courses from other approved institutions may be taken if a student needs a particular course, but is not able to take it when it is offered at Wilmington College. Such courses must be approved by the Assistant Registrar. A maximum of 30 credit hours may be taken by correspondence. Further information may be obtained from the Office of Academic Records.

XII. COOPERATIVE PROGRAMS. Wilmington College maintains a cooperative program with Mount Carmel College of Nursing (MCCN) in Columbus, Ohio in the form of a 2 + 2 program, whereby students enter Wilmington College and complete two years of a pre-nursing curriculum and then are eligible for transfer to MCCN provided they have achieved certain academic standards. Annually, MCCN guarantees admission for up to eight Wilmington students who have completed the pre-nursing curriculum requirements with a minimum of a grade of "C" in all courses to be transferred to MCCN and have a cumulative grade point average of 3.00 or higher. Academic advisors in appropriate departments can assist with outlining a schedule of courses which need to be taken at Wilmington to meet the MCCN pre-nursing curriculum requirements.
All twelve categories of courses listed and included in each of the program areas in this Catalog meet the criteria outlined by the State Approving Agency for Veterans’ Training. These courses lead to, or are fully creditable within the constraints indicated, towards a standard college degree, in that they consist of prescribed programs of study with provision for interaction either by mail, telephone, personally, or by class attendance between students and regularly employed faculty members of the College.

General Course Policies
1. It is the policy of Wilmington College to allow students access to courses (except physical contact activity courses) without regard to sex in accordance with Title IX of the 1972 Education Amendments.
2. It is the policy of the College that 10 students registered for a lower division course and 7 students registered for an upper division course constitute the minimum enrollment. Courses below the minimum enrollment are subject to cancellation by the Vice President for Academic Affairs.
3. It is the policy of the College that credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge, even though there is a difference in title and/or number.
4. It is the policy of the College that certain courses may count toward a major in more than one discipline. Such courses are usually listed at the end of each discipline’s course listing section.
5. In order to give a wider range of courses to those majoring in a discipline, certain of the advanced courses are given every other year, indicated in the course listings as "Alternate years." Other courses may be offered less frequently and are listed as "Offered as needed."

Students with Disabilities
In accordance with ADA (Americans with Disabilities Act), Wilmington College provides access through reasonable accommodations to students with documented physical and psychological disabilities. A professional evaluation for students is required and should be submitted to the Office of Academic Affairs upon decision to attend. The Director of Academic/Disability Services will review recommendations and work with the student, faculty, and the Student Resource Center to determine the most appropriate
accommodations. For further information, contact the Office of Academic Affairs and the Office of Disability Services.

**Governing Catalog**

Students must meet the requirements for graduation as described in a single catalog. This is usually the catalog in effect when they enter Wilmington College as degree-seeking students. Students will not be required to fulfill changes in graduation requirements made after entering the College, but they may elect to do so if it is to their advantage. Students whose education programs at Wilmington College have been interrupted for more than three years will follow the requirements in effect at the time of their readmission to the College. Students may petition to follow requirements from their original governing catalog. Such petitions will be decided based on faculty and administrative input regarding the appropriateness and feasibility of completing former major and degree requirements.

**Academic Programs**

**Majors and Minors**

Each student intending to graduate from Wilmington College must complete a major field of study approved by the College. A major requires at least 32 hours and no more than 56 hours. The cap of 56 hours is inclusive of prerequisites, cognates, and any major requirements. Excluded from the cap of 56 hours are EN101 and any mathematics below MT140 that is a prerequisite for a stated math requirement within a major. At least one-half of the required hours must be taken in courses numbered in the 300s and 400s (e.g., if the major requires 32 hours at least 16 hours must be in courses numbers in the 300s and 400s).

A minor requires at least 20 hours and not more than 28 hours. At least one-half of the required number of hours must be taken in courses numbered in the 300s and 400s (e.g., if the minor requires 20 hours at least 10 hours must be in courses numbered in the 300s and 400s).

In addition, no more than 66 out of the 124 semester hours required for graduation may be taken from any one academic field. At least 40 hours of the 124 semester hours required for graduation must be upper-division courses, i.e., courses numbered in the 300s and 400s. Additional majors may be completed as long as the rules in this paragraph are not violated. Minors may also be completed, although a minor is not required for graduation.

Currently approved majors, minors, and programs are listed
Students may opt to combine two majors, or a major and a minor, for their final degree. The following pages delineate the requirements for each program and its majors and/or minors. Questions or concerns should be directed to the Office of Academic Records or your advisor.

**Majors (all A.B. except as noted)**
- Accounting
- Agriculture (B.S.)
- Art
- Athletic Training (B.S.)
- Biology (B.S.)
- Business Administration
- Chemistry (B.S.)
- Communication Arts
- Criminal Justice
- Education (B.S. if licensure is in the sciences or vocational agriculture)
- Education Studies
- English
- History
- Mathematics
- Political Science
- Psychology
- Religion & Philosophy
- Social Work
- Spanish
- Sport Management (B.S.)
- Theatre

**Minors**
- Accounting
- Agriculture
- Art
- Biology
- Business Administration
- Chemistry
- Coaching
- Communication Arts
- Criminal Justice
- Economics
- English
- Equine Studies
- History
- Mathematics
- Music
- Peace Studies
- Political Science
- Psychology
- Religion & Philosophy
- Sociology
- Spanish
- Sustainability
- Theatre

**Special Program**
- Honors
- Wilmington Institute for Stewardship and Engagement (WISE)
- Peace Corp Prep Program

**Alternative Educational Plan (AEP)**
Students with special educational goals may design an alternative major in lieu of a traditional major. All General Education requirements must be fulfilled by those carrying out an Alternative
General Education

The general education program at Wilmington College is designed to give students a broad understanding of the world in which they live. Through successful completion of the general education program each graduate is expected to acquire competence in the use of standard English and quantitative reasoning, knowledge of the world outside the United States, knowledge of the basic areas of human thought and expression, and personal physical fitness.

1. WRITING COMPETENCE:
   EN101 or EN103H (for the Honors Program student) with a grade of "C-" or better. Students are strongly encouraged to take EN101 or EN103H during their freshman year. Placement in EN100, EN101, or EN103H is based on ACT/SAT scores and high school GPAs. A writing sample is used to confirm placement the first week of classes. Students earning a grade lower than "C-" (including drops after the drop/add period noted with the grade of "W") in EN100, EN101, or EN103H are placed on academic probation and automatically registered to repeat the course the following semester. Students earning lower than a "C-" in EN100, EN101, or EN103H after two attempts, including drops after the drop/add period (noted with grade of “W”), are subject to immediate academic suspension.

   Students with demonstrated competence in writing may request a waiver of EN101 (see the humanities area coordinator for more information).

2. QUANTITATIVE COMPETENCE:
   MT106 (or MT102 and MT103) or a higher numbered mathematics course. Students are strongly encouraged to begin the math requirement during the freshman year. Placement in MT099, MT100, MT106 or MT107 (or MT102 and MT103), MT109, or MT140 is based on ACT/SAT scores and high school GPAs. Tests will
confirm placement the first week of class. MT099 does not count toward the 124 hours required for graduation; however, it does count for the purpose of determining academic standing, financial aid completion rate, and student classification. Students failing MT099 are automatically registered to retake the course the following semester.

3. INFUSED SKILLS COURSES. Minimum requirements listed below in each of the categories must be met:
- **Writing** (skill notation is W) – 3 courses required
- **Information Literacy** (skill notation is I) – 1 course required
- **Oral** (skill notation is O) – 1 course required
- **Quantitative Reasoning** (skill notation is Q) – 1 course required
- **Critical Thinking** (skill notation is T) – 1 course required

Skill designations may be found in both course descriptions in The Catalog and in the class schedule.

4. FRESHMAN AND JUNIOR/SENIOR SEMINAR:
   For the first-time freshman and the transfer student with fewer than 30 semester hours of transfer credit, GL125 First Year Experience Seminar: The Individual in a Global Society, or for the transfer student with 30 or more semester hours of transfer credit, GL127 Global Seminar for Transfer Students: The Individual in a Global Society must be completed in the first year of enrollment. GL425 Junior/Senior Global Seminar must be completed in the junior or senior year.

5. BASIC AREAS OF THOUGHT AND EXPRESSION: 8 hours in each of four areas, fine arts, humanities, natural science, and social science, must be completed. **One area must be chosen from 5-I immediately below. The three remaining areas must be completed with courses from lists below in 5-II.** Note that prerequisites must be met.

   5-I. GLOBAL AWARENESS: 8 hours from a single Global Module a, b, c, d, or e. While enrolled in GL125/125H First Year Experience Seminar: The Individual in a Global Society, freshmen will complete a Global Module declaration form. Transfer students with 30 or more semester hours will complete a Global Module declaration form in GL127 Global Seminar for Transfer Students: The Individual in a Global Society, during their first or second semester of enrollment at the College. Completion of the Global Module Declaration form is a requirement of the GL125/125H or GL127 course. A student may not
satisfy the Global Awareness requirement by passing a CLEP, AP or proficiency exam in a language.

**a. CREATIVE EXPRESSION FOR PEACE, SOCIAL CHANGE, AND INNOVATION (FA) - Fine & Communication Arts:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AR330G-FA</td>
<td>Ancient Art Cultures</td>
<td>(4)</td>
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<tr>
<td>AR331G-FA</td>
<td>Modern Art Cultures</td>
<td>(4)</td>
</tr>
<tr>
<td>CA131G-FA</td>
<td>Media for Social Change</td>
<td>(4)</td>
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<tr>
<td>MU350G-FA</td>
<td>Topics in Music: Any topic numbered MU350G-FA</td>
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<tr>
<td>TH231G-FA</td>
<td>Theatre for Social Change</td>
<td>(4)</td>
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<tr>
<td>TH330G-FA</td>
<td>Dramatic Literature I</td>
<td>(4)</td>
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<tr>
<td>TH331G-FA</td>
<td>Dramatic Literature II</td>
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<tr>
<td>TH342G-FA</td>
<td>Theatre History</td>
<td>(4)</td>
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**b. JOURNEYS ACROSS CULTURES (HU) – Humanities:**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN244G-HU</td>
<td>British Literature I</td>
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<td>EN245G-HU</td>
<td>British Literature II</td>
<td>(4)</td>
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<tr>
<td>EN250G-HU</td>
<td>Topics in Global Literature: Any topic numbered EN250G-HU</td>
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<tr>
<td>EN430G-HU</td>
<td>Studies in World Literature: Any topic numbered EN430G-HU</td>
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<tr>
<td>HI160G-HU</td>
<td>World Civilizations I</td>
<td>(4)</td>
</tr>
<tr>
<td>HI161G-HU</td>
<td>World Civilizations II: 1500 to the Present</td>
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<tr>
<td>HI351G-HU</td>
<td>Topics in World History: Any topic numbered HI351G-HU</td>
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<tr>
<td>HI360G-HU</td>
<td>World History I: The Early Modern Era since 1870</td>
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<td>HI361G-HU</td>
<td>World History II: The Modern Era</td>
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<tr>
<td>RP330G-HU</td>
<td>Comparative Religions</td>
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<tr>
<td>RP335G-HU</td>
<td>East/West Philosophy</td>
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<tr>
<td>RP339G-HU</td>
<td>Non-Violence and Social Change</td>
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<tr>
<td>SP130G-HU</td>
<td>Elementary Spanish I</td>
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<td>SP131G-HU</td>
<td>Elementary Spanish II</td>
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<tr>
<td>SP230G-HU</td>
<td>Leones y Tigres y Osos…Oh my!</td>
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<tr>
<td>SP232G-HU</td>
<td>The Cartoon Network</td>
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<tr>
<td>SP235G-HU</td>
<td>Who Am I This Time? Role-Plays in Spanish</td>
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<td>SP237G-HU</td>
<td>Sexo, Drogas y Rock y Roll: El mundo contemporáneo</td>
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<td>SP330G-HU</td>
<td>Spanish Conversation &amp; Composition I</td>
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<td>SP335G-HU</td>
<td>Introduction to Hispanic Arts</td>
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<td>SP340G-HU</td>
<td>The Culture of Latin America</td>
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<td>SP430G-HU</td>
<td>Masterpieces of Spanish-American Literature</td>
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<td>SP433G-HU</td>
<td>Masterpieces of Spanish Literature</td>
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<td>AG130G-NS</td>
<td>Fundamentals of Horticulture</td>
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<td>AG201G-NS</td>
<td>World Food</td>
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<td>AG232G-NS</td>
<td>Sustainable Agriculture in a Technological World</td>
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<td>BI131G-NS</td>
<td>Human Nutrition</td>
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<td>BI330G-NS</td>
<td>Animal Diversity</td>
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<td>CH101G-NS</td>
<td>Chemistry and the Environment</td>
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<td>ES101G-NS</td>
<td>Environmental Science</td>
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<td>ES350G-NS</td>
<td>Advanced Topics in Field Biology: Any advanced topic numbered</td>
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<tr>
<td>GO100G-NS</td>
<td>Geology I</td>
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<tr>
<td>PH101G-NS</td>
<td>Basics of Earth Science</td>
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<td>PH103G-NS</td>
<td>Meteorology</td>
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<td>PH105G-NS</td>
<td>Energy</td>
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<td>CJ201G-SS</td>
<td>International Criminal Justice</td>
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<td>EC338G-SS</td>
<td>Comparative Economic Systems</td>
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<td>EC430G-SS</td>
<td>Equality, the Environment, Economic Growth, &amp; Sustainable Development</td>
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<td>PS231G-SS</td>
<td>Human Rights and the Judicial Process</td>
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<td>PS234G-SS</td>
<td>Global Politics</td>
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<td>PS333G-SS</td>
<td>Case Studies Nonviolence and Reconciliation</td>
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<td>PS337G-SS</td>
<td>Global Politics of Food</td>
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<td>PS348G-SS</td>
<td>The Political Economy of Globalization</td>
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<td>PS350G-SS</td>
<td>Topics in Political Science: Any topic numbered PS350G-SS</td>
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<td>PY350G-SS</td>
<td>Topics in Psychology: Any topic numbered PY350G-SS</td>
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<td>SY333G-SS</td>
<td>Environmental Sociology &amp; Communication</td>
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c. **SUSTAINABLE DEVELOPMENT (NS)** - Natural Sciences:

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<tr>
<td>AG130G-NS</td>
<td>Fundamentals of Horticulture</td>
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<tr>
<td>AG201G-NS</td>
<td>World Food</td>
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<tr>
<td>AG232G-NS</td>
<td>Sustainable Agriculture in a Technological World</td>
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<td>BI131G-NS</td>
<td>Human Nutrition</td>
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<td>BI330G-NS</td>
<td>Animal Diversity</td>
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<td>CH101G-NS</td>
<td>Chemistry and the Environment</td>
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</tr>
<tr>
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<td>Environmental Science</td>
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<td>ES350G-NS</td>
<td>Advanced Topics in Field Biology: Any advanced topic numbered</td>
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<tr>
<td>GO100G-NS</td>
<td>Geology I</td>
<td>4</td>
</tr>
<tr>
<td>PH101G-NS</td>
<td>Basics of Earth Science</td>
<td>4</td>
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<td>PH103G-NS</td>
<td>Meteorology</td>
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<td>PH105G-NS</td>
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d. **GLOBAL JUSTICE (SS)** - Social Sciences:

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<td>Comparative Economic Systems</td>
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<td>EC430G-SS</td>
<td>Equality, the Environment, Economic Growth, &amp; Sustainable Development</td>
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<td>PS231G-SS</td>
<td>Human Rights and the Judicial Process</td>
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<td>PS234G-SS</td>
<td>Global Politics</td>
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<td>PS333G-SS</td>
<td>Case Studies Nonviolence and Reconciliation</td>
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<td>PS337G-SS</td>
<td>Global Politics of Food</td>
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<tr>
<td>PS348G-SS</td>
<td>The Political Economy of Globalization</td>
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<td>PS350G-SS</td>
<td>Topics in Political Science: Any topic numbered PS350G-SS</td>
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<td>Topics in Psychology: Any topic numbered PY350G-SS</td>
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<tr>
<td>SY333G-SS</td>
<td>Environmental Sociology &amp; Communication</td>
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e. **INDIVIDUALIZED GLOBAL MODULE**: 8 hours. Individualized Global Module Declaration forms are available in the Office of Academic Affairs, Office of Academic Records or from faculty during
the final 3 weeks of the student’s FYE course. The form is to be completed in consultation with an academic advisor in order to explain 1) the connection between the two modules and how they are related; 2) how the change fits their career plans; and 3) how the change relates to their personal development. Students must obtain their advisor’s signature and the signature of either the Skills Director or the Global Director. Completion of the Global Module Declaration form is a requirement of the FYE course.

Those choosing the Individualized Global Module must complete 8 hours of courses from the Global Module courses listed above, a through d in 5-I, along with 8 hours in each of the four Basic Areas of Thought and Expression, a through d below in 5-II

5-II. BASIC AREAS OF THOUGHT AND EXPRESSION – ADDITIONAL AREAS: Three areas in addition to the one area being completed in 5-I above must be completed.

a. Eight (8) hours in the fine arts:

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<td>AR232</td>
<td>Ceramics</td>
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<tr>
<td>AR240</td>
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<td>AR330G-FA</td>
<td>Ancient Art Cultures</td>
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<td>AR331G-FA</td>
<td>Modern Art Cultures</td>
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<td>AR335</td>
<td>Sculpture</td>
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<td>MU132</td>
<td>Private Lessons: Voice</td>
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<td>MU133</td>
<td>Private Lessons: Guitar</td>
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<tr>
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<tr>
<td>MU143</td>
<td>Wilmington College Chorale</td>
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<tr>
<td>MU144</td>
<td>Collegium Musicum</td>
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<tr>
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<td>Music Theory</td>
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<td>Private Lessons: Voice</td>
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<td>Stage Makeup</td>
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<td>Applied Theatre Practicum</td>
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<td>Theatre for Social Change</td>
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<td>Stagecraft</td>
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<td>TH240</td>
<td>Acting</td>
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<td>Dramatic Literature II</td>
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<td>TH335</td>
<td>Lighting Design</td>
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<td>TH336</td>
<td>Scene Design</td>
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<tr>
<td>TH340</td>
<td>Directing I</td>
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<td>TH342G-FA</td>
<td>Theatre History</td>
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<td>Advanced Topics in Theatre: Any Advanced topic numbered TH350</td>
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**b. Eight (8) hours in the humanities:**

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<td>Varieties of Literature: Any topic numbered EN232</td>
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<td>EN233</td>
<td>Literature of Rural Life and the Environment</td>
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<td>EN235G-HU</td>
<td>Literature for Children and Young Adults</td>
<td>4</td>
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<tr>
<td>EN242</td>
<td>American Literature Survey</td>
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<tr>
<td>EN244G-HU</td>
<td>British Literature I</td>
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<tr>
<td>EN245G-HU</td>
<td>British Literature II</td>
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<td>EN250G-HU</td>
<td>Topics in Global Literature: Any topic numbered EN250G-HU</td>
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EN330  Major Authors or Movements: Any topic numbered EN330 (4)
EN331  Shakespeare (4)
EN334  Literary Studies: Any topic numbered EN334 (4)
EN338  Contemporary American Literature (4)
EN430G-HU Studies in World Literature: Any topic numbered EN430G-HU (4)
EN435  Introduction to Linguistics: The History & Structure of the English Language (4)
HI130  American History I: 1607-1877 (4)
HI131  American History II: 1877-The Present (4)
HI160G-HU World Civilizations I (4)
HI161G-HU World Civilizations II: 1500 to the Present (4)
HI331  United States History, 1877-1919 (4)
HI333  United States History, 1920 to Present (4)
HI350  Topics in United States History: Any topic numbered HI350 (4)
HI351G-HU Topics in World History: Any topic numbered HI351G-HU (4)
HI360G-HU World History I: The Early Modern Era since 1870 (4)
HI361G-HU World History II: The Modern Era since 1870 (4)
RP130  Introduction to the Bible (4)
RP140  Introduction to Philosophy (4)
RP231  Introduction to Quakers (4)
RP233  Introduction to Peace/Conflict Studies (4)
RP236  Introduction to Critical Thinking (4)
RP239  Values and Ethics (4)
RP330G-HU Comparative Religions (4)
RP333  Exploring Christianity (4)
RP334  Great Philosophers (4)
RP335G-HU East/West Philosophy (4)
RP339G-HU Nonviolence and Social Change (4)
RP450  Topics in Religion: Any topic numbered RP450 (4)
RP451  Topics in Philosophy: Any topic numbered RP451 (4)
SP130G-HU Elementary Spanish I (4)
SP131G-HU Elementary Spanish II (4)
SP230G-HU Leones y Tigres y Osos…Oh my! (2)
SP232G-HU The Cartoon Network (2)
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<td>Sexo, Drogas y Rock y Roll: El mundo contemporáneo</td>
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<td>Spanish Conversation &amp; Composition I</td>
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<td>The Culture of Latin America</td>
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<td>SP430G-HU</td>
<td>Masterpieces of Spanish American Literature</td>
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<td>Dramatic Literature I</td>
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<tr>
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<td>Dramatic Literature II</td>
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**c. Eight (8) hours in the natural science:**

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<td>BI100</td>
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<td>Human Nutrition</td>
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<td>BI231</td>
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<td>BI330G-NS</td>
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<td>Chemistry &amp; the Environment</td>
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<td>Principles of Chemistry I</td>
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**d. Eight (8) hours in the social sciences:**

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<td>Comparative Economic Systems</td>
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<td>Equality, the Environment, Economic Growth and Sustainable Development</td>
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<td>GE331</td>
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<td>PS130 American Politics</td>
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<td>PS231G-SS Human Rights and the Judicial Process</td>
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<td>PS234G-SS Global Politics</td>
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<td>PS330 The Philosophical Foundations of Western Political Thought</td>
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<td>PS333G-SS Case Studies in Nonviolence &amp; Reconciliation</td>
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<td>PS344 Political Problems</td>
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<td>PS348G-SS The Political Economy of Globalization</td>
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6. **PERSONAL FITNESS**: HP100 Personal Wellness. For the lab portion of this course, students with special needs will be accommodated with individualized adapted activity.
Accounting, Business Administration, and Economics
Faculty: Angela Mitchell, Ellen Novar, Jerome Scheve, Steven Stovall, Steve Szeghi

Accounting, Business Administration, and Economics offers the following majors and minors on the main campus.

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<tr>
<th>Majors</th>
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ACCOUNTING
Accounting concerns the collection, processing, and reporting of information about the financial performance of economic organizations. The demand for this information arises from many sources including the need of management to report to owners and shareholders, the need to make decisions which promote the success of the organization, and the need to comply with tax laws and other legal requirements.

The accounting program at Wilmington College is designed to prepare students for a wide variety of career options in public accounting, industry, and government. In recognition of the role of accountants in today's economy, the program emphasizes development of both the ability to use the outputs of the accounting process and the skills necessary to design, operate, and manage accounting information systems.

Students who anticipate sitting for the Certified Public Accountant Exam or who anticipate attending a Graduate Program in Accounting are encouraged to take MA330 Business Law and MA369 Corporate Finance at some point in their undergraduate program.

BUSINESS ADMINISTRATION
The Business Administration major is suited for students who have career goals involving various aspects of management, marketing, or finance. Whether students seek careers after graduation in a Fortune 500 company or an entrepreneurial start-up, they will be presented with both the theoretical and practical applications of business concepts.

The broad academic curriculum and the highly interactive co-curriculum of student organizations and internships are infused with the core values of Wilmington College. Within the Business
Administration major, students select a track for their concentration where they may choose either Management, Marketing, or Finance. In addition, the College offers the Integrated Consulting Experience (ICE) which affords students the opportunity to gain real-world experience for their resumes working on projects with area organizations. Beyond the ICE program, internships, a very active business club, and an entrepreneurial center, students can develop their business acumen while pursuing a degree.

Whether garnering a major or minor in the Business Administration area, students are prepared for a life of success in a wide variety of careers in large to small corporations, family enterprises, nonprofit organizations, or their own entrepreneurial ventures.

**ECONOMICS**

Economics is a social science which studies particular aspects of human society such as consumption, production, and exchange. It is concerned with how and when markets work well. It analyzes macroeconomic variables such as inflation and economic growth for their effect on general business conditions.

An economics minor is a logical combination with a major in Business Administration to provide a foundation for a career in banking, insurance, financial services, and brokerage firms. An economics minor helps provide a foundation for a wide variety of graduate studies including economics, labor relations, business administration, and law.

**Common Core Courses (32 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC230</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>AC231</td>
<td>Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>EC130</td>
<td>Principles of Economics I: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC131</td>
<td>Principles of Economics II: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>EC334</td>
<td>Business Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>EC335</td>
<td>Business Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>MA230</td>
<td>Introduction to Management and Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MK230</td>
<td>Introduction to Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

**ACCOUNTING MAJOR** : A total of 56 hours with grades of "C-" or better is required.

**Required courses:** Common Core 32 hours
Depth Requirements: 24 hours

Required Courses:

- AC330 Intermediate Accounting I (4)
- AC331 Intermediate Accounting II (2)
- AC333 Consolidated Financial Reporting (2)
- AC336 Tax Accounting (4)
- AC340 Accounting Information Systems (2)
- AC342 Cost Management (2)
- AC430 Special Situation and Issues: Issues in Contemporary Financial Reporting (4)
- AC431 Auditing (4)

Required: Proficiency exam during senior year.

BUSINESS ADMINISTRATION MAJOR WITH FINANCE CONCENTRATION: A total of 56 hours with grades of "C-" or better is required.

Required courses: Common Core 32 hours.

Depth Requirements: 24 hours (16 hours required, 8 hours elective)

Required Courses:

- EC340 Microeconomic Theory (4)
- EC339 Money and Banking (4)
- MA369 Corporate Finance (4)
- MA430 Stocks, Bonds, and Investments (4)

Electives:

- AC336 Tax Accounting (4)
- EC341 Macroeconomic Theory (4)
- EC433 Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics (4)
- MA330 Business Law (4)

Required: Proficiency exam during senior year.

BUSINESS ADMINISTRATION MAJOR WITH MANAGEMENT CONCENTRATION: a total of 56 hours with grades of "C-" or better is required.

Required courses: Common Core 32 hours.

Depth Requirements: 24 hours (12 hours required, 12 hours elective)

Required Courses:

- MA330 Business Law (4)
- MA369 Corporate Finance (4)
- MA495 Strategic Management (4)

Electives:

- EC340 Microeconomic Theory (4)
EC341  Macroeconomic Theory  (4)
MA333  Entrepreneurship  (4)
MA336  Human Resources Management  (4)
MA339  Business Communications  (4)
MA430  Stocks, Bonds, and Investments  (4)

**Required**: Proficiency exam during senior year.

**BUSINESS ADMINISTRATION MAJOR WITH MARKETING CONCENTRATION**: a total of 56 hours with grades of "C-" or better is required.

**Required courses**: Common Core 32 hours

**Depth Requirements**: 24 hours (16 hours required, 8 hours elective)

**Required Courses**:
- MK331  Marketing Research  (4)
- MK337  Consumer Marketing  (4)
- MK369  Business to Business Marketing and Sales  (4)
- MK496  Marketing Management  (4)

**Electives**:
- EC340  Microeconomic Theory  (4)
- EC341  Macroeconomic Theory  (4)
- MA330  Business Law  (4)
- MK334  Multicultural Marketing  (4)
- MK336  Retail Management  (4)

**Required**: Proficiency exam during senior year.

**ACCOUNTING MINOR**: A total of 24 hours with grades of "C-" or better is required.

**Required courses**:
- AC230  Principles of Accounting I  (4)
- AC231  Principles of Accounting II  (4)
- EC130  Principles of Economics I: Microeconomics  (4)
- AC330  Intermediate Accounting I  (4)
- AC331  Intermediate Accounting II  (2)
- AC333  Consolidated Financial Reporting  (2)

**Required electives**: 4 hours from the following courses.
- AC336  Tax Accounting  (4)
- AC340  Accounting Information Systems  (2)
- AC342  Cost Management  (2)
- AC430  Special Situation and Issues: Issues in Contemporary Financial Reporting  (4)
- AC431  Auditing  (4)
**BUSINESS ADMINISTRATION MINOR:** A total of 28 hours with grades of "C-" or better is required.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>Principles of Accounting I</td>
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<td>EC130</td>
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<td>MA230</td>
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<td>4</td>
</tr>
<tr>
<td>MK230</td>
<td>Introduction to Marketing</td>
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**Electives: 12 hours from the following.**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EC334</td>
<td>Business Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>EC335</td>
<td>Business Statistics II</td>
<td>4</td>
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<tr>
<td>EC338G-SS</td>
<td>Comparative Economic Systems</td>
<td>4</td>
</tr>
<tr>
<td>EC339</td>
<td>Money and Banking</td>
<td>4</td>
</tr>
<tr>
<td>EC340</td>
<td>Microeconomic Theory</td>
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<tr>
<td>EC341</td>
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<td>4</td>
</tr>
<tr>
<td>EC350</td>
<td>Topics in Economics</td>
<td>4</td>
</tr>
<tr>
<td>EC430G-SS</td>
<td>Equality, the Environment, Economic Growth, and Sustainable Development</td>
<td>4</td>
</tr>
<tr>
<td>EC433</td>
<td>Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics</td>
<td>4</td>
</tr>
<tr>
<td>MA330</td>
<td>Business Law</td>
<td>4</td>
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<td>Human Resources Management</td>
<td>4</td>
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<td>Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>MA430</td>
<td>Stocks, Bonds and Investments</td>
<td>4</td>
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<tr>
<td>MA495</td>
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<td>Marketing Management</td>
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</tr>
</tbody>
</table>

**ECONOMICS MINOR:** A total of 24 hours with grades of "C-" or better is required.

**Required courses:**

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EC130</td>
<td>Principles of Economics I</td>
<td></td>
</tr>
</tbody>
</table>
Microeconomics (4)
EC131 Principles of Economics II: Macroeconomics (4)
EC340 Microeconomic Theory (4)
EC341 Macroeconomic Theory (4)

**Required:** 8 hours from the following.

- EC338G-SS Comparative Economic Systems (4)
- EC339 Money and Banking (4)
- EC430G-SS Equality, the Environment, Economic Growth, and Sustainable Development (4)
- EC433 Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics (4)

**ACCOUNTING**

**AC230 PRINCIPLES OF ACCOUNTING I (4).** An introduction to the fundamentals of accounting theory, accrual accounting, and financial reporting. Includes the study of the accounting for cash, receivables, payables, inventories, plant assets, long-term liabilities and stockholders' equity for service and merchandising firms. **Prerequisite:** MT100 or math placement into MT107 or higher.

**AC231 PRINCIPLES OF ACCOUNTING II (4).** A continuation of AC230. The study of accounting for manufacturing firms and activities. Includes the study of short-term decision making, budgeting, pricing, performance evaluation, and capital investment. In addition, the course examines accounting for cash flows and the analysis of financial statement information. **Prerequisite:** AC230.

**AC330 INTERMEDIATE ACCOUNTING I (4).** A thorough review of the accounting process and financial statements. In-depth analysis of all assets, current liabilities and contingencies, bonds, leases, and revenue recognition. **Prerequisite AC231.**

**AC331 INTERMEDIATE ACCOUNTING II (2).** A continuation of AC330. Includes an in-depth study of accounting for income taxes, pensions and other benefits, shareholders equity and financial statement analysis. **Prerequisite:** AC330.
AC333 CONSOLIDATED FINANCIAL REPORTING (2). A study of the accounting procedures for business combinations and consolidated entities. Prerequisite: AC331.

AC336 TAX ACCOUNTING (4). A study of personal and corporate income tax accounting, determining gross income, deductions, credits, tax rates, and capital gains. Prerequisite: AC231.

AC340 ACCOUNTING INFORMATION SYSTEMS (2). A study of the documentation, design, operation and control of accounting information systems. Emphasis is given to hands-on use of the Internet and PC-based spreadsheet and accounting software. Prerequisite: AC231.

AC342 COST MANAGEMENT (2). A study of the processing and reporting of information for the purpose of decision making, planning and control, and performance evaluation. A major objective is to prepare students to use and critically evaluate cost management information. Topics covered include job order and activity based costing, cost estimation, budgeting and cost variance analysis. Prerequisite: AC231.

AC350 TOPICS IN ACCOUNTING AND FINANCE (4). An in-depth examination of a topic in Accounting. May be repeated when topics vary.

AC430 SPECIAL SITUATIONS AND ISSUES IN CONTEMPORARY FINANCIAL REPORTING (4). A study of governmental and not-for-profit accounting, effects of international operations on financial reporting including foreign currency translations, financial statement analysis including standards formation, researching standards, professional ethics and responsibilities, and other issues of current interest to financial accountants. Prerequisite: AC330.

AC431 AUDITING (4). A study of the audit objectives and procedures of the professional auditor; techniques for audit decision internal control, audit evidence, statistical sampling, computerized systems, auditing standards, professional ethics, and legal responsibility. Prerequisites: AC331, AC340 and senior standing.

ECONOMICS
EC130 PRINCIPLES OF ECONOMICS I: MICROECONOMICS (4). Focuses on the individual consumer, firm and specific market; the principle of supply and demand for specific goods and services; and the role of the price mechanism in allocating resources. Examines when markets work well and when they do not. [Skill: T] Prerequisite: MT100 or math placement into MT107 or higher.

EC131 PRINCIPLES OF ECONOMICS II: MACROECONOMICS (4). Focuses on the economy as a whole. The macroeconomic problems of inflation and unemployment are addressed. The role of government as manager of prosperity is scrutinized. [Skill: T] Prerequisite: MT100 or math placement into MT107 or higher.

EC334 BUSINESS STATISTICS I (4). The course is particularly focused on descriptive statistics, probability, sampling, inference, and simple regression and correlation. Additionally, a focus is placed on utilizing statistics to make business decisions and the interpretation of the data beyond the calculations. Prerequisite: Completion of the quantitative competence requirement of General Education.

EC335 BUSINESS STATISTICS II (4). The advanced level of statistics is primarily focused on hypothesis testing methodology for numerical and categorical data, theory and application of multiple regression analysis, and advanced time series forecasting models. Particular attention is given to using statistics to test, predict, and forecast in the context of the capabilities and applications. Prerequisite: EC334.

EC338G-SS COMPARATIVE ECONOMIC SYSTEMS (4). A review of several configurations of political economy ranging from laissez-faire capitalism to socialism to communism. The course will emphasize the historical and philosophical aspects of how various societies and times have attempted to address the basic economic questions such as; what to produce, by whom, and for whom. How do and how have actual as well as theoretical configurations of political economy addressed issues such as poverty, social justice, value, and wealth? Theoretical system types will be critically evaluated using the criteria of efficiency, justice, and liberty. Actual national economics will be examined and placed in a theoretical spectrum. [Skills: T,W] Prerequisite: Junior or senior standing.
EC339 MONEY AND BANKING (4). An economic analysis of the banking and financial system with special emphasis upon the structure, policy goals and targets of the Federal Reserve. The role of money in influencing the macroeconomy will be examined. Prerequisite: EC131.

EC340 MICROECONOMIC THEORY (4). The analysis of rational human behavior, particularly in specific markets affecting consumer and producer decision making. The role of the price mechanism in allocating scarce resources, and the role of competition, externalities, and public goods play in the determination of market efficiency. Prerequisite: EC130.

EC341 MACROECONOMIC THEORY (4). Focuses on the problems of the national economy. A variety of viewpoints are examined. Each of these schools of thought, Keynesian, Monetarist, Classical and Rational Expectations, is described and critically evaluated. Theoretical points of view are then shown to have very decipherable effects upon policy. Prerequisite: EC131.

EC350 TOPICS IN ECONOMICS (4). Topics to be announced, such as Contemporary Economic Problems, Environmental Economics, Women and the Economy, Transportation, and Economic Geography. May be repeated when topics vary.

EC430G-SS EQUALITY, THE ENVIRONMENT, ECONOMIC GROWTH, AND SUSTAINABLE DEVELOPMENT (4). Economic analysis will be used in a study of the issues and problems involved in the sustainable development of first world and third world countries. Both the trade-off and the complementary aspect between economic growth and environmental protection will be considered. National and international plans and policies which impact sustainable development, equality, economic growth, and environmental protection will be scrutinized from the global social welfare perspective. [Skill: T] Prerequisites: Junior or senior standing.

EC433 ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS (4). Advanced Theoretical Concepts in Economics is specifically designed to prepare students with a more rigorous foundation for graduate study as well as augment and provide cohesion for economics minors in general using principles, concepts, techniques in new applications and levels of understanding. An assortment of topics from International Economics, to Labor Economics, to Industrial
Organization will be treated. Standard Economic Theory makes the case for when markets work well and when they do not. Labor and International Economics as well as Industrial Organization use detailed proofs and sets of assumptions to examine the special circumstances and nature of labor markets, international trade regimes, and the level of competition within industry. This course also formulates appropriate responses to market failure. **Prerequisites: EC130 and EC131 and junior or senior standing.**

**MANAGEMENT**

**MA230 INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS (4).** An Introduction to the field of management and an understanding of organizational behavior. The fundamental roles and responsibilities of management in achieving organizational objectives are explored. Introduces key concepts of management such as staffing, leadership, motivation, and communication while examining the four functions of management: planning, leading, organizing, and controlling. In addition, students gain an understanding of group and individual behavior, organizational culture, organizational structure, conflict resolution, power and politics, ethics in organizations, personality, and decision making.

**MA330 BUSINESS LAW (4).** An introduction to legal terms, practices, and procedures. The objectives are to help the student identify legal issues from a business perspective. Areas covered include ethics, the legal system, dispute resolution, the law of property, contracts, agency, torts, property and business formation, and related topics. **Prerequisite: Junior or senior standing.**

**MA333 ENTREPRENEURSHIP (4).** This course is designed to explore the personality of the entrepreneur and how innovative business ideas are created. Specifically, students examine opportunity assessment, business planning, self-assessment, and idea generation in relation to new business enterprises. In addition, specific types of entrepreneurship such as corporate entrepreneurship are addressed. **Prerequisites: AC230, MA230, and MK230 or SM235.**

**MA336 HUMAN RESOURCES MANAGEMENT (4).** This course is an in-depth exploration of Human Resources Management (HRM). Specifically, students examine essential functions of HRM such as recruiting, selection, performance reviews, employee relations,
compensation, benefits, training & development, safety & health, and labor unions. *Prerequisite: MA230.*

**MA339 BUSINESS COMMUNICATIONS (4).** Examines effective communication and facilitates students in developing their business communication skills. Students learn how to prepare and deliver formal oral presentations, how to listen, and how to conduct effective business meetings. In addition, students learn valuable critical thinking skills focusing on communications in business. *Prerequisite: EN101 and MA230.*

**MA350 TOPICS IN MANAGEMENT (4).** An in depth examination of a topic in Management. May be repeated when topics vary.

**MA369 CORPORATE FINANCE (4).** A study of the corporate financial environment; techniques of financial analysis and planning; basic financial concepts; capital budgeting; and the management of working capital. *Prerequisites: AC231 and EC334.*

**MA430 STOCKS, BONDS, AND INVESTMENTS (4).** An introduction to investments in stocks, bonds, commodities, options, warrants, mutual funds and current financial vehicles; investment portfolio management and the balance of risk/reward factors for different financial situations. *Prerequisite: MA369.*

**MA485 INTERGRATED CONSULTING EXPERIENCE (I.C.E.) PROGRAM PARTICIPATION (1-4).** An opportunity to work as a consultant in a professional capacity. Work experiences are integrated with educational objectives to broaden student learning experience. An application must be completed before the student can enroll. Course may be repeated for a maximum of 8 credit hours. *Prerequisites: MA230 or MK230, 3.0 cumulative GPA and within major, at least sophomore standing, and permission of instructor.*

**MA495 STRATEGIC MANAGEMENT (4).** This is the capstone course for those with a Management concentration in Business Administration. It is a “big picture” course that ties together the other disciplines of business: management, marketing, accounting, economics, organizational behavior, etc. Students are called upon to probe, question, and evaluate all aspects of a company’s external and internal situation. Taught through extensive case analysis, students grapple with sizing up a company’s standing in the marketplace and its ability to go head-to-head with rivals, learn the difference between
winning strategies and mediocre ones, and become more skilled in spotting ways to improve a company’s strategy. Prerequisite: AC231, EC130, EC131, MA230 and MK230 and senior standing.

**MARKETING**

**MK230 INTRODUCTION TO MARKETING (4).** An introduction to the field of marketing. The course focuses on the four Ps of Marketing: product, price, place and promotion. Also examines the role of research, market segmentation, and buyer behavior in consumer and industrial markets. This course is the prerequisite for all other marketing courses.

**MK331 MARKETING RESEARCH (4).** This course provides a foundation in understanding the marketing research process. From research design to research analysis, students will walk away with specific tools to aid in conducting marketing research. Some of these tools include observation, focus groups, surveys, and case studies, but they will also explore the ethics associated with marketing research, when to use quantitative versus qualitative studies, sampling, and how to report findings. Prerequisites: EC334 and MK230.

**MK334 MULTICULTURAL MARKETING (4).** In this course students will acquire a deeper understanding of the demographic and consumer behavior of subcultures in the United States. Students will learn about cultural differences among Asian-Americans, Hispanic-Americans, and African-Americans, and begin to appreciate the importance of cultural adaptation in an organization’s marketing plan. Topics covered in the course include best practices in multicultural marketing research, multicultural media and advertising strategy. The course is for students interested in learning how to effectively communicate and market to the fastest growing market segments in the United States: Asian-Americans, Hispanic-Americans, and African-Americans. Class activities will include case studies, viewing films, and taking field trips. [Skills: I,W] Prerequisite: MK230.

**MK336 RETAIL MANAGEMENT (4).** This course explores the dynamic role of retailing in the marketing of consumer goods and services. Students will apply theories and best practices from academic and practitioner books, articles, and case studies to evaluate and refine the operations of store and non-store retailers. The class will study the controllable and uncontrollable factors of retailing, including: customer
service, merchandise management and pricing, store location, design
and layout, human resources and leadership, social responsibility and
ethics in retailing, and technology.

MK337 CONSUMER MARKETING (4). To fulfill their marketing
strategies, organizations must know how consumers make purchase
decisions. This writing intensive class will examine societal,
interpersonal, and psychological influences on the consumer's purchase
decision-making process. Students will apply best practices used in
advertising to attract consumer demand by creating an effective
advertising campaign. Students will also learn about the advertising
world and profession through case studies, guest speakers, and
company tours. In addition, through a series of reading and writing
assignments, students will reflect on and gain a better understanding of
their own consumer behavior. [Skill: W] Prerequisite: MK230.

MK350 TOPICS IN MARKETING (4). An in depth examination of
a topic in Marketing. May be repeated when topics vary.

MK369 BUSINESS TO BUSINESS MARKETING AND SALES
(4). This course covers the theory and practice of marketing and selling
goods and services to businesses. Students will be introduced to the
profession of sales, the selling process, and sales force management.
They will also learn the differences between the business customer to
the consumer including buyer behavior, marketing mix, and the
relationship between buyer and seller. The course will also address the
ethical and legal issues related to business-to-business marketing and
sales. Prerequisite: MK230.

MK496 MARKETING MANAGEMENT (4). This capstone
marketing course will challenge students to apply the same marketing
models, theories, concepts, practices (e.g. teamwork, critical thinking)
and financial analyses that marketing managers use to make decisions
in actual business situations. The format of the course will be
discussion and lecture-based emphasizing case studies including topics
such as branding, pricing, new product development and diffusion,
Electronic commerce, sales force management, competitive strategy,
business-to-business, and not-for-profit marketing. [Skill: W]
Prerequisite: MK230 plus one other MK course.
Agriculture and Equine Studies
Faculty: Monte Anderson, Donald G. Chafin, Coreen Cockerill, Alfred R. Conklin, Bethany Siehr, Thomas Stilwell, Harold Thirey, Steven Vickner

The Agriculture program enriches the broad general education provided by Wilmington College with basic courses designed to prepare students either for graduate programs or for participation in the food systems industry. This includes production, processing, management, finance, marketing, research, and other varied professions.

The Agricultural Business concentration combines agriculture courses with varied offerings in accounting, business administration, and economics. Students with this concentration usually enter supply or marketing firms closely associated with farm production or return to home farms. They work in areas such as agricultural credit, farm business management, agricultural supply firm management, and marketing.

The Agricultural Communications concentration is designed as a cross-curricular degree program that combines an agricultural science core with study and application in integrated communication. Through the context of agriculture, students will explore the rich and growing fields of food policy and development, technical and science writing, agricultural journalism, public relations, event planning, and communications management. As the global demand for food and fiber increases, so will the need to bridge the information gap between producers and consumers—or industry and the public. Graduates of the agricultural communications program will serve that niche in a variety of ways.

The Agronomy concentration prepares students for agriculture professions in areas of soil science, crop science, agriculture biochemistry and basic research, as well as soil and water conservation. Many students in agronomy will minor in Chemistry.

The Animal Science concentration prepares students for career opportunities as herd managers, managers of livestock enterprises, field representatives of livestock enterprises, livestock buyers, or related meat industry positions. Students may want to complement this concentration with a minor in Biology.

The Plant, Environmental, and Soil Science concentration is designed for transfer students from Clark State Community College, Agricultural Technical Institute – The Ohio State University, and Southern State Community Colleges who have completed an Associate of Applied Science or a two-year technical degree in an area related to
Agriculture, Horticulture, Natural Resources, or Environmental Studies with a minimum cumulative grade point average of 2.0. Students may complete all graduation requirements, including the Agriculture major, with this concentration, in two years at Wilmington College. For students choosing to complete another major or for those changing to a different agriculture concentration it is possible that more than two years may be required.

In addition, Wilmington College offers a Career-Technical license in Agriscience (grades four and beyond). Students must be admitted to the Teacher Education Program. It is recommended that students seeking licensure consult faculty in the Agriculture and Education areas. See Education for additional information.

Independent Studies and Internships are available to students with cumulative averages of 2.50 or higher and the recommendation of a faculty member in the department.

**Common Core Courses: (20 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AG132</td>
<td>Principles of Crop and Animal Science Production I</td>
<td>(4)</td>
</tr>
<tr>
<td>AG133</td>
<td>Principles of Crop and Animal Science Production II</td>
<td>(4)</td>
</tr>
<tr>
<td>AG136</td>
<td>Computer Applications in Agriculture</td>
<td>(4)</td>
</tr>
<tr>
<td>AG244</td>
<td>Agricultural Economics</td>
<td>(4)</td>
</tr>
<tr>
<td>AG495</td>
<td>Seminar in Agriculture</td>
<td>(4)</td>
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</table>

**AGRICULTURE MAJOR WITH AGRICULTURAL BUSINESS CONCENTRATION:** A total of 56 hours is required.

**Required:** Common Core 20 hours

**Required:** 14 hours

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG232G-NS</td>
<td>Sustainable Agriculture in a Technological World</td>
<td>(2)</td>
</tr>
<tr>
<td>AG330</td>
<td>Foundations of Soil Science</td>
<td>(4)</td>
</tr>
<tr>
<td>AG349</td>
<td>Animal Nutrition</td>
<td>(4)</td>
</tr>
<tr>
<td>AG462</td>
<td>Farm and Agri-Business Management</td>
<td>(4)</td>
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</tbody>
</table>

**Required:** 14 hours, including 10 hours at the 300- or 400- level, from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AC230</td>
<td>Principles of Accounting I</td>
<td>(4)</td>
</tr>
<tr>
<td>AG361</td>
<td>Commodity Marketing</td>
<td>(4)</td>
</tr>
<tr>
<td>AG363</td>
<td>Financial Management in Agriculture</td>
<td>(4)</td>
</tr>
<tr>
<td>AG460</td>
<td>Agriculture Policy</td>
<td>(2)</td>
</tr>
<tr>
<td>MA330</td>
<td>Business Law</td>
<td>(4)</td>
</tr>
<tr>
<td>TR330</td>
<td>Study/Service Trip</td>
<td>(2,4)</td>
</tr>
</tbody>
</table>

**Required:** 4 hours from the following.
AG331  Advanced Soils and Soil Fertility (4)
AG334  Weed Management (4)
AG350  Topics in Agriculture - Crops, Horticulture, or Soil Focus (2)
AG435  Forage and Grain Crop Production (4)
AG470  Internship - Crops, Horticulture, or Soil Focus (2,4)
AG480  Research Participation - Crops, Horticulture, or Soil Focus (1-2)
AG485  Agriculture Practicum - Crops, Horticulture, or Soil Focus (1-2)

Required: 4 hours from the following.
AG340  Meat and Food Animal Science (4)
AG343  Dairy Science (4)
AG344  Sheep Science (4)
AG345  Swine Science (4)
AG346  Beef Science (4)
AG350  Topics in Agriculture - Animal Science Focus (2)
EQ350  Topics in Equine Studies (2)

AGRICULTURE MAJOR WITH AGRICULTURAL COMMUNICATIONS CONCENTRATION: a total of 48 hours is required.

Required course: Foundation 4 credit hours.
AG132  Principles of Crop and Animal Science Production I (4)
AG133  Principles of Crop and Animal Science Production II (4)

Required courses:
AG136  Computer Applications in Agriculture (4)
AG244  Agricultural Economics (4)
AG495  Seminar in Agriculture (4)
AG272  Introduction to Agricultural Communications (2)
CA231  Concept and Composition (4)
CA234  Public Speaking (2)
EN131  Writing III: Advanced Writing and Practice (4)

Required: 4 hours from the following.
AG330  Foundations of Soil Science (4)
AG435  Forage and Grain Crop Production (4)

Required: 4 hours from the following.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG340</td>
<td>Meat and Food Animal Science*</td>
<td>(4)</td>
</tr>
<tr>
<td>AG349</td>
<td>Animal Nutrition</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Required:** 4 hours from the following.
- AG363   | Financial Management in Agriculture                      | (4)          |
- AG462   | Farm and Agri-Business Management                        | (4)          |

**Required:** 8 hours from the following.
- CA330   | Copywriting and Copy Editing                             | (4)          |
- CA331   | Photography II: Advanced Digital*                         | (4)          |
- CA334   | Production I: Video and Script                            | (4)          |
- CA335   | Production II Studio and Sound*                           | (4)          |
- CA340   | Design for Communications I: Illustration and Photo Documentation | (4)          |
- CA341   | Design for Communications II: Layout and Typography      | (4)          |
- CA361   | Event Coordination and Logistics                          | (4)          |
- CA364   | Social Media Management                                   | (4)          |
- CA470   | Internship                                               | (1-4)        |
- SY333G-SS | Environmental Sociology and Communications               | (4)          |

*prerequisite required

**AGRICULTURE MAJOR WITH AGRONOMY CONCENTRATION:** a total of 42 hours is required.

**Required:** Common Core 20 hours

**Required courses:**
- AG285   | Agriculture Practicum - Crops, Horticulture, or Soils Focus | (2)          |
- AG330   | Foundations of Soil Science                               | (4)          |

**Required:** 8 hours from the following.
- AG331   | Advanced Soils and Soil Fertility                        | (4)          |
- AG334   | Weed Management                                          | (4)          |
- AG350   | Topics in Agriculture - Crops, Horticulture, or Soils Focus | (2)          |
- AG435   | Forage and Grain Crop Production                          | (4)          |
- AG470   | Internship - Crops, Horticulture, or Soils Focus         | (4)          |
- AG480   | Research Participation - Crops, Horticulture, or Soil Focus | (1)          |
- AG485   | Agriculture Practicum - Crops, Horticulture, or Soil Focus | (2)          |
- CH330   | Organic Chemistry*                                        | (4)          |
- TR330   | Study/Service Trip                                        | (2,4)        |

**Required:** 4 hours from the following.
AG340  Meat and Food Animal Science  (4)
AG343  Dairy Science  (4)
AG344  Sheep Science  (4)
AG345  Swine Science  (4)
AG346  Beef Science  (4)
AG349  Animal Nutrition  (4)
AG350  Topics in Agriculture - Animal Science Focus  (2)
EQ350  Topics in Equine Studies  (2)

**Required:** 4 hours from the following.
AG361  Commodity Marketing  (4)
AG363  Financial Management in Agriculture  (4)
AG460  Agriculture Policy  (2)
AG462  Farm and Agri-Business Management  (4)
MA330  Business Law  (4)

*prerequisite required.

**AGRICULTURE MAJOR WITH ANIMAL SCIENCE CONCENTRATION:** a total of 42 hours is required.

**Required:** Common Core 20 hours

**Required courses:**
AG240  Introductory Food Science  (2)
AG340  Meat and Food Animal Science  (4)

**Required:** 8 hours from the following.
AG343  Dairy Science  (4)
AG344  Sheep Science  (4)
AG345  Swine Science  (4)
AG346  Beef Science  (4)
AG349  Animal Nutrition  (4)
AG350  Topics in Agriculture - Animal Science Focus  (2)
AG470  Internship - Animal Science Focus  (1-4)
AG480  Research Participation - Animal Science Focus  (1-2)
AG485  Agriculture Practicum - Animal Science Focus  (1-2)
EQ350  Topics in Equine Studies  (2)

**Required:** 4 hours from the following.
AG330  Foundations of Soil Science  (4)
AG331  Advanced Soils and Soil Fertility  (4)
AG334  Weed Management  (4)
AG350  Topics in Agriculture - Crops, Horticulture, or Soil Focus  (2)
AG435 Forage and Grain Crop Production (4)
AG470 Internship - Crops, Horticulture, or Soils Focus (4)
AG480 Research Participation - Crops, Horticulture, or Soil Focus (1-2)
AG485 Agriculture Practicum - Crops, Horticulture, or Soil Focus (2)
CH330 Organic Chemistry* (4)
TR330 Study/Service Trip (2,4)

Required: 4 hours from the following.
AG361 Commodity Marketing (4)
AG363 Financial Management in Agriculture (4)
AG460 Agriculture Policy (2)
AG462 Farm and Agri-Business Management (4)
MA330 Business Law (4)

*prerequisites required.

AGRICULTURE MAJOR WITH PLANT, ENVIRONMENTAL, AND SOIL SCIENCE CONCENTRATION: A total of 32 hours is required.

Required courses: Foundation 4 hours
AG132 Principles of Crop and Animal Science Production I (4)
AG133 Principles of Crop and Animal Science Production II (4)

Required courses:
AG136 Computer Applications in Agriculture (4)
AG244 Agricultural Economics (4)
AG330 Foundations of Soil Science (4)
AG495 Seminar in Agriculture (4)

Required: 4 hours from the following.
AG331 Advanced Soils and Soil Fertility (4)
AG334 Weed Management (4)
AG350 Topics in Agriculture – Crops, Horticulture, or Soil Focus (2)
AG435 Forage and Grain Crop Production (2)
AG470 Internship – Crops, Horticulture, or Soils Focus (4)
AG480 Research Participation - Crops, Horticulture, or Soil Focus (1-2)
AG485 Agriculture Practicum - Crops, Horticulture, or Soil Focus (2)
CH330 Organic Chemistry* (4)
TR330    Study/Service Trip   (2,4)

**Required:** 4 hours from the following.
AG361  Commodity Marketing   (4)
AG363  Financial Management in Agriculture   (4)
AG460  Agriculture Policy   (2)
AG462  Farm and Agri-Business Management   (4)
MA330  Business Law   (4)

**Required:** 4 hours from the following.
AG343  Dairy Science   (4)
AG344  Sheep Science   (4)
AG345  Swine Science   (4)
AG346  Beef Science   (4)
AG349  Animal Nutrition   (4)
AG350  Topics in Agriculture - Animal Science Focus   (2)

**AGRICULTURE MINOR** a total of 24 hours is required.

**Required courses:**
AG132  Principles of Crop and Animal Science Production I   (4)
AG133  Principles of Crop and Animal Science Production II   (4)
AG244  Agricultural Economics   (4)
AG330  Foundations of Soil Science   (4)
AG340  Meat and Food Animal Science*   (4)
AG462  Farm and Agri-Business Management   (4)

*prerequisite required

**EQUINE MINOR:** A total of 20 hours is required.

**Required course:**
EQ330  Equine Science   (4)

**Required:** 4 hours from the following.
AG132  Principles of Crop and Animal Science Production I   (4)
AG133  Principles of Crop and Animal Science Production II   (4)

**Required:** 2 hours from the following.
EQ132  Beginner Western Horsemanship   (2)
EQ133  Beginner English Equitation   (2)

**Required:** 2 hours from the following.
EQ332  Advanced Western Horsemanship   (2)
EQ333  Advanced English Equitation   (2)
**Required:** 8 hours from the following. NOTE: For an agriculture major, 6 of the 8 hours must be EQ.

AG349 Animal Nutrition (4)
AG350 Topics in Agriculture - Animal Science Focus (2)
EQ350 Topics in Equine Studies (2)
EQ470 Internship (1-4)
EQ480 Research Participation – Animal Science Focus (1)
EQ485 Equine Studies Practicum (1)

Students completing the Agriculture major may be required to complete more than 124 hours if the combined total of AG and EQ hours is more than 66 semester hours. The required number of hours beyond 124 will be determined by the total number of AG/EQ hours taken by each individual. Note that the Agriculture major with an Agricultural Business concentration is where this is most likely to occur.

**SUSTAINABILITY MINOR:** a total of 24 hours is required.

**Required courses:**
AG130G-NS Fundamentals of Horticulture (4)
AG330 Foundations of Soil Science (4)

**Required:** 4 hours from the following.
AG132 Principles of Crop and Animal Sciences Production I (4)
AG133 Principles of Crop and Animal Sciences Production II (4)

**Required:** 12 hours, including 8 hours at the 300- or 400- level, from the following.
AG350 Topics in Agriculture (must be an approved Sustainability topic) (2)
AG460 Agricultural Policy (2)
AG470 Internship (focus on Sustainability) (1-4)
EC338G-SS Comparative Economic Systems (4)
EN233 Literature of Rural Life and the Environment (4)
PS337G-SS Global Politics of Food (4)
PS348G-SS The Political Economy of Globalization (4)
SY333G-SS Environmental Sociology and Communication (4)
SY335 Rural Sociology (4)
TR330 Study/Service Trip (2,4)
AGRICULTURE

AG130G-NS FUNDAMENTALS OF HORTICULTURE (4). A study of the fundamental of horticulture, emphasis on plant physiology, plant propagation, vegetable, flow, and fruit production as well as basic marketing functions. The laboratories will involve exploring the scientific method through experiment in plant propagation, seed germination as well as production of vegetables and flowers. Laboratory. [Skill: T]

AG132 PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I (4). A systems approach to animal and crop production. Focuses on activities, which occur in the production cycle during the fall of the year. Topics include silage production, poultry production, sheep breeding, equipment maintenance, corn and soybean harvesting, and fall tillage techniques. Emphasis is given to appropriate stewardship of natural resources. Laboratory.

AG133 PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II (4). A systems approach to animal and crop production. Focuses on activities which occur in the production cycle during the spring of the year. Topics include forage establishment, corn and soybean selection and establishment, weed control, lambing, and livestock selection and evaluation. Emphasis is given to appropriate stewardship and sustainability of crop, animal, and natural resources. Laboratory.

AG136 COMPUTER APPLICATIONS IN AGRICULTURE (4). Introduces the student interested in agriculture to a variety of computer technologies which will assist in a successful career in agriculture. Word processing and spreadsheet skills are developed as a basic core for the management of information necessary to make production decisions. Web page development and use of integrated farm management software are included as specific skills needed to run an agricultural business.

AG201G-NS WORLD FOOD (4). Analysis of problems involved in the production of world needs for food and fiber. Emphasis is on agricultural education, production, marketing, soils, climate, sociology, human nutrition, and the future of major types of food used by humans. There are practical exercises in cross-cultural negotiation techniques, international trade, and import-export of agricultural goods. This course
has a writing component which requires at least two papers and weekly writings. [Skill: W]

**AG232G-NS SUSTAINABLE AGRICULTURE IN A TECHNOLOGICAL WORLD (2).** A study of the impact of agricultural technology upon the people affected by the adoption of technology. The production side is focused upon mechanization and technological adoption of production techniques. The course compares a small farm vs. large farm; Amish horse farming vs. big tractors; factory farming vs. lifestyle farming. The consumption side is focused upon an abundant, healthy, safe food supply for consumers. The class considers the challenge of feeding a worldwide growing population. It compares hunger and obesity, natural local food vs. reconstituted food like substances and diet patterns. [Skill: T]

**AG240 INTRODUCTORY FOOD SCIENCE (2).** Studies the basic principles of food preparation, food processing and preservation. Course includes topics of food choices, sensory characteristics, food safety, and government regulations. The food science principles of cookery, preparation of vegetables, fruits, cereal grains, bakery products, sweeteners and starches are covered. Animal products like red meats, dairy products, poultry and egg processing as well as seafood is discussed. Discussion topics include food preparation techniques, meal planning, meal service, and hospitality as regards the role food plays in human life, culture and health.

**AG244 AGRICULTURAL ECONOMICS (4).** The focus of this course is on the role of agriculture in today’s economic system. The course provides an understanding of the economic relationships coordinating the food and fiber industry. Economic principles and concepts are studied in terms of American agriculture. We are studying economics in agricultural vocabulary.

**AG253 FOUNDATIONS OF AGRICULTURAL EDUCATION (2).** A foundation for understanding agricultural education. Focuses on the development of successful programs in agriculture and extension education. Topics addressed include: youth programs, in-class instruction, adult education, curriculum development, laboratory teaching and learning, and supervised experience programs.

**AG272 INTRODUCTION TO AGRICULTURAL COMMUNICATIONS (2).** Introduction to agricultural communication is a course designed to prepare students to understand,
analyze, and communicate about complex issues in food, agriculture and the environment. This course will provide students with a foundation in basic and advanced communication theories, models and practices that apply within agricultural settings. This course is designed to introduce students to the Agricultural Communication and Management concentration and the related fields of employment including, but not limited to, public relations, sales management, marketing management, communications management, technical writing, journalism, and media relations.

AG285 AGRICULTURE PRACTICUM (1-2). Provides students with the opportunity for hands on experience, developing skills and learning production techniques in areas such as crop machinery, horticulture, soil judging, and farm management. One semester hour requires 30 hours of work per semester. Topics are announced in the semester schedule. May be repeated when topics vary.

AG330 FOUNDATIONS OF SOIL SCIENCE (4). The basic concepts and components of soils will be examined in this course. How these principles relate to plant growth and human existence is of importance for society. The principles and practices of soil and water conservation, methods and technologies used in conservation and management of natural resources will be studied. Laboratory introduces students to analysis of soils and soil classification as well as a demonstration of RUSLE. Laboratory. Prerequisite: AG132 or AG133; CH230 recommended.

AG331 ADVANCED SOILS AND SOIL FERTILITY (4). This course will examine the chemical, biological and physical properties of soils. The factors affecting soil fertility, soil productivity, soil management and crop production, including the use of lime, manure and fertilizers will also be studied. Techniques of soil sampling and interpretation are also included. Laboratory. Prerequisite: AG330.

AG334 WEED MANAGEMENT (4). A study of weeds and how they impact production of the food and fiber of the world. Time will be spent examining the history of weed control as well as present control methods. Identification and collection of weed species is a requirement. Laboratory. Prerequisite: AG132 or AG133.

AG335 ORGANIC FARMING (4). This course intends to foster the understanding of a farm as an ecosystem. Through learning about the various natural processes that occur in each field, the student will
appreciate how each production practice affects the entire system. Students will study a variety of organic and sustainable production practices and relate these practices to ecological principles. Socio-political factors involved in organic farming are also covered.

Prerequisite: AG132 or AG133.

AG340 MEAT AND FOOD ANIMAL SCIENCE (4). The movement of beef, pork, lamb, veal and poultry from birth, through the finished growth stages; processing channels to consumer consumption. Course includes the basic and recent concepts of selection, evaluation of performance data, and visual appraisal. Market considerations, slaughter and further processing, and consumer demands are considered. Eggs and milk products are also discussed. Laboratory.

Prerequisites: AG132 or AG133 and AG240.

AG343 DAIRY SCIENCE (4). The production phase of the dairy industry including selection, feeding, breeding, herd health, and management practices important to quality milk production will be covered. Laboratory.

Prerequisite: AG132 or AG133.

AG344 SHEEP SCIENCE (4). This course covers concepts of selection, reproduction, nutrition, and the herd health management involved in a successful sheep enterprise. Laboratory.

Prerequisite: AG132 or AG133.

AG345 SWINE SCIENCE (4). This course is designed as a production course with topics including selection of breeding stock, reproduction, feeding, and management of a swine enterprise. Laboratory.

Prerequisite: AG132 or AG133.

AG346 BEEF SCIENCE (4). This course includes the basic and recent concepts of selection, reproduction, nutrition, and herd health management involved in a successful beef enterprise. Laboratory.

Prerequisite: AG132 or AG133.

AG349 ANIMAL NUTRITION (4). The fundamentals of animal nutrition and feed-stuffs including principles of digestion, absorption, assimilation, and utilization of nutrients, balancing rations, and identification of feedstuffs. Laboratory.

Prerequisites: AG132 or AG133 and junior or senior standing.

AG350 TOPICS IN AGRICULTURE (2). Provides an opportunity for advanced study in various fields of agriculture. Possible topics
include: farm and building design, biotechnology, global positioning and the impact on agriculture, animal health and care, and food security. Topics will be announced in the class schedule. May be repeated when topics vary. Prerequisite: AG132 or AG133 and junior or senior standing.

AG354 METHODS OF TEACHING AGRICULTURAL EDUCATION (2). This course covers the methods of teaching agriculture. Emphasis is on a comprehensive program in agriculture which would include in-class instruction, laboratory instruction, supervised agriculture experiences (SAE) and FFA. Prerequisites: AG253 and admission into the Teacher Education Program.

AG361 COMMODITY MARKETING (4). This course focuses on agricultural commodity marketing practices and procedures from a farmer’s perspective. It explains the tools of marketing, use of futures markets, market analysis, and development of a marketing plan. It serves students returning to the farm or entering the grain merchandising industry. [Skill: W] Prerequisite: AG244.

AG363 FINANCIAL MANAGEMENT IN AGRICULTURE (4). This course is a study of techniques and principles of finance applied to agricultural investments. Topics include financial intermediation, financial intermediaries, preparation and interpretation of financial statements and cash flows, and capital investment analysis using discounted cash flows. Students learn techniques of computer analysis as applied to financial decisions. [Skill: Q] Prerequisite: AG244.

AG435 FORAGE AND GRAIN CROP PRODUCTION (4). This course covers production practices of major commercial grain and forage crops. Areas of focus include the principles of classification, varieties used, production practices, harvesting, marketing and seed production. Laboratory. Fee: $35.00. Prerequisite: AG132 or AG133.

AG460 AGRICULTURAL POLICY (2). Economic analysis of U.S. food and agricultural policy, international trade, domestic and foreign food assistance, rural development, technological change, and emerging issues in energy, land, and water use. This course focuses on the political aspects of agriculture. [Skill: T] Prerequisite: Junior or senior standing.

AG462 FARM AND AGRI-BUSINESS MANAGEMENT (4). This course focuses on organization and operation of agri-businesses, firms
or farms. It explains economic and management principles and tools involved in decision-making. Resource analysis, enterprise selection, operational practices and whole farm planning are applied to a farm resource situation. Laboratory. [Skill: Q] Prerequisite: AG244.

**AG470 INTERNSHIP (1-4)**. A student initiated, designed, and executed occupational learning experience. On-the-job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences. Scope is as broad as student’s imagination. Co-op arrangements are eligible for this credit. Prerequisite: Junior or senior standing or instructor permission.

**AG480 RESEARCH PARTICIPATION (1-2)**. Student participation in a research project which is either part of a faculty member's ongoing research or of the student's own design. Prerequisite: Junior or senior standing or instructor permission.

**AG485 AGRICULTURE PRACTICUM (1-2)**. This course provides students with the opportunity for hands-on experience to develop skills and learning production techniques in areas such as crop machinery, horticulture, soil judging and farm management. Topics are announced in the semester schedule. May be repeated when topics vary. Fee: $300.00. Prerequisite: Junior or senior standing.

**AG495 SEMINAR IN AGRICULTURE (4)**. The current and future advances in the field of agriculture are the emphasis for in-depth study and discussion. This is a capstone course, which requires the student to study independently as well as give numerous individual and group projects and presentations. Prerequisites: AG132 or AG133 and AG244.

**EQUINE STUDIES**

**EQ102 RECREATIONAL HORSEBACK RIDING (1)**. This course is to introduce the beginner recreational/non-rider to the basics of horsemanship, horse handling, and safety around horses. By the end of the semester, the student should be able to catch, groom, perform ground work, saddle, mount/dismount, maintain proper riding position, ride at the walk and jog and maneuver the horse through a variety of patterns. The student will also be instructed on information about horses including basic behavior, parts of the horse, colors and markings, breeds, English and Western tack, bits, introduction to care
and trailering safety. These course topics are intended to give the student a basic foundation for further study. Fee: $250.00.

**EQ132 BEGINNER WESTERN HORSEMANSHIP (2).** Beginner Western horsemanship is designed to introduce the rider to basic horsemanship skills focusing on seat position and usage of aids. The student will work with their horse through various exercises and patterns specific to the western horse. There will also be elements of horse handling, basic safety, and instruction on equipment used for western riding. By the end of the semester, the student should be able to catch, groom, perform ground work, saddle, mount/dismount, maintain proper riding position, ride at the walk and jog and maneuver the horse through a variety of patterns. These course topics are intended to give the student a basic foundation for the Advanced Western Horsemanship course. Fee: $1,500.00 per semester to board horse or $750.00 per semester for a half-lease.

**EQ133 BEGINNER ENGLISH EQUITATION (2).** Beginner English equitation is designed to introduce the rider to basic equitation skills focusing on seat position and usage of aids. The student will work with their horse on both hunt seat and dressage basics in various exercises and patterns. There will also be elements of horse handling, basic safety, and instruction on equipment used for English riding. By the end of the semester, the student should be able to catch, groom, perform ground work, saddle, mount/dismount, maintain proper riding position, ride at the walk, trot, and canter and maneuver the horse through a variety of patterns. These course topics are intended to give the student a basic foundation for the Advanced English Equitation course. Fee: $1,500.00 per semester to board horse or $750.00 per semester for a half-lease.

**EQ285 EQUINE STUDIES PRACTICUM (1).** The course provides students with the opportunity for hands-on experience in developing skills and learning techniques in areas such as equine anatomy and equine conformation. Topics are announced in the semester schedule. May be repeated when topics vary. Fee: $250.00.

**EQ330 EQUINE SCIENCE (4).** The purpose of this course is to give a fundamental overview of the horse industry. This class will prepare the student for further study in equine areas. Students will review the historical basis of the horse, assess the diversified nature of the modern horse industry in terms national and international economic impact. Horse behavior, anatomy and physiology, nutritional needs, and topics
on health will also be covered. Students will also be involved in hands-on lab projects at the Equine Center. Prerequisite: Junior or Senior standing.

**EQ332 ADVANCED WESTERN HORSEMANSHIP (2).** Advanced Western Horsemanship is designed to continue the study of elements from EQ132 and move on from basic maneuvering to a more challenging set of elements. In this course, students will gain more control working toward collection. Focus will be placed on quality of gaits, movement through and over obstacles, pattern work and consistency. A variety of events will be covered including western pleasure, trail, western riding, reining, showmanship and cattle events. Fee: $1,500.00 per semester to board horse or $750.00 per semester for a half-lease. Prerequisite: EQ132.

**EQ333 ADVANCED ENGLISH EQUITATION (2).** Advanced English Equitation is designed to continue the study of elements from EQ133 and move on from basic maneuvering to a more challenging set of elements. In this course, students will gain more control working toward collection. Focus will be placed on quality of gaits, movement through and over obstacles, pattern work and consistency. A variety of events will be covered including training level dressage, jumping, cross-country and hunter in hand. Fee: $1,500.00 per semester to board horse or $750.00 per semester for a half-lease. Prerequisite: EQ133.

**EQ350 TOPICS IN EQUINE STUDIES (2).** Provides opportunity for advanced study in various fields of equine studies. Possible topics include: Farm and Stable Management, Methods of Teaching Equitation Skills, Equine Medical Management, Equine Behavior and Training, Showmanship and Competition. Topics are announced in the class schedule. May be repeated when topics vary. Prerequisite: EQ330.

**EQ470 EQUINE INTERNSHIP (1-4).** A student initiated, designed, and executed occupational learning experience. On-the-job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences. Scope is as broad as student’s imagination. Coop arrangements are eligible for this credit. Course may be repeated. Prerequisite: Junior or senior standing or permission of instructor.

**EQ480 RESEARCH PARTICIPATION (1-2).** Student participation in a research project which is either part of a faculty member's ongoing
research or of the student's own design. **Prerequisite:** Junior or senior standing.

**EQ485 EQUINE STUDIES PRACTICUM (1).** This course provides students with the opportunity for hands-on experience in advanced equitation or advanced western horsemanship. Topics are announced in the semester schedule. May be repeated when topics vary. **Prerequisite:** Junior or senior standing.

**Art**  
Faculty: Terry Inlow, Hal Shunk

Students learn through practical experience how to use the tools, mediums, and techniques of artists. The major prepares students to become practitioners of the visual arts and graduate students. Students are encouraged to develop a personal statement within their work while they produce projects that range from creating paintings to sculptures. Popular occupations in the art field include museum and gallery coordinator, art therapist, teacher, photographer, computer illustration, and freelance artist. Faculty members in the area can help provide specific career suggestions.

Students will be introduced to the techniques, ideas and vocabularies of producing a finished piece of artwork. Studio classes are intended to develop a “personal statement” within the student. Students will demonstrate and create, through original ideas, artwork in both two and three dimensional media. Art majors will also examine the history of techniques, styles, and artists associated with a particular movement. Senior Art majors are required to submit a written thesis and prepare a thesis exhibition. In addition, Wilmington College offers teacher licensure in visual arts (grades pre-K-12). Students must be admitted to the teacher Education Program. It is recommended that students seeking licensure consult in the Art and Education areas. See Education for additional information.

**ART MAJOR:** a total of 42 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>AR130</td>
<td>Design</td>
<td>(4)</td>
</tr>
<tr>
<td>AR162</td>
<td>Drawing I</td>
<td>(4)</td>
</tr>
<tr>
<td>AR232</td>
<td>Ceramics</td>
<td>(4)</td>
</tr>
<tr>
<td>AR240</td>
<td>Painting</td>
<td>(4)</td>
</tr>
</tbody>
</table>
ART MINOR a total of 24 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this minor.

Required courses:
- AR130 Design (4)
- AR162 Drawing I (4)
- AR330G-FA Ancient Art Cultures (4)
- AR331G-FA Modern Art Cultures (4)

Required: 8 hours from the following.
- AR353 Advanced Studio Practice (4)
- AR335 Sculpture (4)
- AR337 Printmaking (4)
- AR340 Watercolor (4)
- AR362 Drawing II (4)

ART

AR130 DESIGN (4). The elements and principles of design as it relates to compositions created within the visual arts. The course will analyze works of art in terms of shape, balance, color and more. Attention will be placed on creative problem solving and visual organization. Projects will be assigned to further illustrate the student’s knowledge of two-dimensional design concepts. [Skill: T]

AR162 DRAWING I (4). Fundamentals of graphic expressions including development of forms in space in line, value, and texture through a variety of media, techniques, and concepts. Media covered are graphite, charcoal, and pastels. [Skills: O,T]

AR232 CERAMICS (4). Ceramics is an introduction to the clay medium including hand and wheel construction methods, clay mining and processing, making of clay bodies, making glazes, glazing forms, firing in oxidation and reduction atmospheres, and electric, gas and
wood firing kilns. Classes participate in special processes such as Raku firing, pasture firing, or fuming. The first three quarters of the class students learn fundamental information and processes and then elect a final project and proceed in advanced topics. The history of ceramics will be addressed through lecture, video and museum visits. [Skills: O,T]

AR240 PAINTING (4). Introduction to creative and individual expression through the employment of basic painting techniques and design concepts. Examines aspects of the professional community through visits, slides and lectures. [Skills: O,T]

AR330G-FA ANCIENT ART CULTURES (4). Focuses on the art of prehistoric man throughout Europe, the Middle East and Africa up through the art of the European Renaissance during the 14th, 15th and 16th centuries. Study is in conjunction with the permanent collection of the Cincinnati Art Museum. Islamic and Far Eastern treasures in the Museum holdings will also be studied. The course encompasses the architecture, painting, sculpture and printmaking of these early societies. [Skill: T] Prerequisite: Sophomore, junior or senior standing.

AR331G-FA MODERN ART CULTURES (4). Focuses on the art of the 17th, 18th, 19th and 20th centuries studied in conjunction with the permanent collection of the Cincinnati Art Museum. Study of the Museum holdings will include works from the Baroque, Romantic and Impressionistic movements. The course will encompass the paintings, sculptures, prints and photographs of modern societies as well as art of the Americas and African art. Includes special emphasis on women and minority artists. [Skill: T] Prerequisite: Sophomore, junior or senior standing.

AR335 SCULPTURE (4). Individual expression in the various materials and techniques of sculpture. [Skills: O,T] Prerequisite: AR130 or AR162.

AR337 PRINTMAKING (4). Fundamentals and instruction in the varied methods of printmaking are the focus of this course. The student will develop the skills to create a series of prints displaying a personal statement and an aesthetic quality. Methods of printing include intaglio, silkscreen, collagraph and mono printing. The course includes a museum visit, print history, research, and critiques of student artwork. [Skills: O,T] Prerequisite: AR130 or AR162.
AR340 WATERCOLOR (4). A continuation of the development of aesthetic and technical knowledge gained in Painting. Emphasis is placed on the development of a personal statement through various methods/types of watercolor painting. [Skills: O,T] Prerequisite: AR130 or AR162 or AR240.

AR353 ADVANCED STUDIO PRACTICE (4). An intensive search for a personal statement and advanced technical and aesthetic control in a medium of the student’s choice. An emphasis is placed on introducing the student to the professional arts community, employment in the arts, and portfolio building. May be taken twice. [Skills: O,T] Prerequisite: Junior or senior standing.

AR362 DRAWING II (4). A continuation of Drawing I with practice in graphic expression with emphasis on rendering the three-dimensional illusion, advanced figure study and abstraction. Development of a personal statement in drawing will be emphasized. Modern drawing techniques and mediums will be examined in depth. Various graphic materials, papers and experimental methods will be utilized. Color will be a focus in this class. [Skills: O,T] Prerequisite: AR162.

AR495 SENIOR THESIS PREPARATION (2). A capstone course for the Studio Art major. Involves preparation for and evaluation of the written thesis and final exhibition. Graduating seniors will put together a retrospective selection of their best work with the assistance of the Art faculty. Arrangements for this course must be made one semester in advance with the student's advisor and the art faculty. Prerequisites: Senior standing and an ART major.

Athletic Training (see Sport Sciences)

Biology
Faculty: Douglas J. Burks, Kendra A. Cipollini, Douglas B. Woodmansee

The Biology curriculum is designed to provide the student with a comprehensive, but thorough, understanding of all areas of biology during the first four semesters. This includes the study of cell
biology, organismal biology, biological diversity, evolution, ecology, and environmental studies. The student may then specializes by taking those biology courses which will provide the best preparation for a future career and life. Students finish their study of Biology by undertaking a yearlong intensive research and seminar experience.

The curriculum offers four options for students: a Bachelor of Science major in Biology with either a concentration in Life Science, Health Sciences, or Environmental Studies; or a Biology minor. The major is intended for students who wish to pursue a professional career in a biological field. These careers include academics, research, industrial research, pharmaceutical marketing, medicine, veterinary medicine, dentistry, environmental management, physical therapy, and others.

Only one concentration may be chosen by those selecting a major in Biology.

**Common Core Courses (29 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI130</td>
<td>First Year Seminar in Biology</td>
<td>(1)</td>
</tr>
<tr>
<td>BI230</td>
<td>Biological Sciences I</td>
<td>(4)</td>
</tr>
<tr>
<td>BI231</td>
<td>Biological Sciences II</td>
<td>(4)</td>
</tr>
<tr>
<td>BI/ES/HS495</td>
<td>Research and Seminar I</td>
<td>(4)</td>
</tr>
<tr>
<td>BI/ES/HS496</td>
<td>Research and Seminar II</td>
<td>(4)</td>
</tr>
<tr>
<td>CH230</td>
<td>Principles of Chemistry I</td>
<td>(4)</td>
</tr>
<tr>
<td>CH231</td>
<td>Principles of Chemistry II</td>
<td>(4)</td>
</tr>
<tr>
<td>MT131</td>
<td>Introduction to Statistics</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**BIOLOGY MAJOR WITH ENVIRONMENTAL STUDIES CONCENTRATION:** A total of 53 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required Courses:** Common Core 29 hours.

**Concentration Requirements:** 24 hours

**Required course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES332</td>
<td>Ecology and Conservation Biology</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Required:** 8 hours of the following.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI330G-NS</td>
<td>Animal Diversity</td>
<td>(4)</td>
</tr>
<tr>
<td>BI333</td>
<td>Plant Biology</td>
<td>(4)</td>
</tr>
<tr>
<td>ES350</td>
<td>Advanced Topics in Field Biology</td>
<td>(4)</td>
</tr>
</tbody>
</table>

**or** ES350G-NS (repeatable when topics vary for a total of 8 hours)

**Required:** 12 hours from the following.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI330G-NS</td>
<td>Animal Diversity**</td>
<td>(4)</td>
</tr>
<tr>
<td>BI333</td>
<td>Plant Biology**</td>
<td>(4)</td>
</tr>
</tbody>
</table>
BI336 Evolution (4)
BI338 Vertebrate Anatomy (4)
BI340 Vertebrate Physiology (4)
BI343 Microbiology and Immunology (4)
BI346 Genetics (4)
BI349 Parasitology (4)
BI350 Advanced Topics for Biology Majors (4)
BI434 Molecular Biology (4)

** may be taken if not chosen above

** Required:** Proficiency Exam during sophomore and senior year.

**BIOLOGY MAJOR WITH HEALTH SCIENCES**

**CONCENTRATION:** a total of 53 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required Courses:** Common Core 29 hours.

**Concentration Requirements:** 24 hours (12 hours must be upper division)

**Required:**
- HS344 Human Anatomy (4)
- HS345 Human Physiology (4)

**Required:** 16 hours from the following.
- BI330G-NS Animal Diversity (4)
- BI336 Evolution (4)
- BI343 Microbiology and Immunology (4)
- BI346 Genetics (4)
- BI349 Parasitology (4)
- BI350 Advanced Topics for Biology Majors (4)
- BI352 Bioethics (4)
- BI431 Biochemistry and Cell Biology (4)
- BI434 Molecular Biology (4)
- CH330 Organic Chemistry (4)
- HS231 Medical Terminology (4)
- PH230 Fundamentals of Physics I (4)

**Required:** Proficiency Exam during sophomore and senior year.

**BIOLOGY MAJOR WITH LIFE SCIENCES**

**CONCENTRATION:** a total of 53 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required Courses:** Common Core 29 hours.

**Concentration Requirements:** 24 hours

**Required:** 24 hours from the following.
BI330G-NS  Animal Diversity  (4)
BI333  Plant Biology  (4)
BI336  Evolution  (4)
BI338  Vertebrate Anatomy  (4)
BI340  Vertebrate Physiology  (4)
BI343  Microbiology and Immunology  (4)
BI346  Genetics  (4)
BI349  Parasitology  (4)
BI350  Advanced Topics for Biology Majors  (4)
BI352  Bioethics  (4)
BI431  Biochemistry  (4)
BI434  Molecular Biology  (4)
ES332  Ecology and Conservation Biology  (4)
OR
ES350G-NS  Advanced Topics in Field Biology  (4)

**Required:** Proficiency Exam during sophomore and senior year.

**BIOLOGY MAJOR WITH BIOTECHNOLOGY CONCENTRATION:** A total of 54 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

This concentration is for qualified transfer students with an A.S. degree in either Biotechnology or Bioscience Technology from Cincinnati State Technical and Community College.

**Required courses from Cincinnati State:**

§BIO111  Biology: Unity of Life  (4)
§BIO112  Biology: Diversity of Life  (4)
CHE110  Fundamentals of General Chemistry  (3)
CHE111  Bio-Organic Chemistry  (3)
MAT132  Statistics I  (3)

**Wilmington College equivalent:**

BI230  Biological Sciences I  (4)
BI231  Biological Sciences II  (4)
CH230  Principles of Chemistry I  (4)
CH231  Principles of Chemistry II  (4)
MT131  Introduction to Statistics  (4)

**Required courses from Wilmington College**

BI130  First Year Seminar in Biology  (1)
BI495  Research and Seminar I  (4)
BI496  Research and Seminar II  (4)

**Required:**

BI346  Genetics  (4)
BI431  Biochemistry  (4)
BI434  Molecular Biology  (4)
BI349  Parasitology  (4)

**Required:** 12 hours from the following.

- BSC115* Applied Bioscience Methods  (2)
- BSC150* Scientific Literacy and Journal Club  (2)
- BSC205* Molecular Genetics Techniques  (5)
- BSC210* Protein Purification and Analysis  (5)
- BSCxxx* Bioscience Elective  (2)
- BI343 Microbiology and Immunology  (Wilmington College)

**OR**

- BIO220* Microbiology  (3-4)

**Required:** Proficiency Exam during senior year.

§ If BIO111 and/or BIO112 were not taken at Cincinnati State prior to matriculation at Wilmington College, then Wilmington’s BI230 and/or BI231 must be taken. Completing BI230 and/or BI231 while at Wilmington College may add an additional semester to a student’s Wilmington studies.

* *Cincinnati State Technical and Community College courses*

**BIOLOGY MINOR:** A total of 24 hours with grades of "C-" or better in all courses is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this minor.

**Required courses:**

- BI230 Biological Sciences I  (4)
- BI231 Biological Sciences II  (4)
- MT131 Introduction to Statistics  (4)

**Required:** 12 hours from the following.

- BI330G-NS Animal Diversity  (4)
- BI333 Plant Biology  (4)
- BI336 Evolution  (4)
- BI338 Vertebrate Anatomy  (4)
- BI340 Vertebrate Physiology  (4)
- BI343 Microbiology and Immunology  (4)
- BI346 Genetics  (4)
- BI349 Parasitology  (4)
- BI350 Advanced Topics for Biology Majors  (4)
- BI434 Molecular Biology  (4)
- ES332 Ecology and Conservation Biology  (4)
- ES350 Advanced Topics in Field Biology  (4)

**or** ES350G-NS (repeatable when topics
vary for a total of 8 hours)

Required: Proficiency Exam during sophomore and senior year.

MT CARMEL COLLEGE OF NURSING PARTNERSHIP
PROGRAM: a total of 56 hours with grades of "C" or better is required in all courses with a minimum overall GPA of 3.00.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI131G-NS</td>
<td>Human Nutrition</td>
<td>(4)</td>
</tr>
<tr>
<td>BI230</td>
<td>Biological Sciences I</td>
<td>(4)</td>
</tr>
<tr>
<td>BI231</td>
<td>Biological Sciences II</td>
<td>(4)</td>
</tr>
<tr>
<td>BI343</td>
<td>Microbiology and Immunology</td>
<td>(4)</td>
</tr>
<tr>
<td>EN101</td>
<td>Writing II</td>
<td>(4)</td>
</tr>
<tr>
<td>GL125</td>
<td>First Year Seminar</td>
<td>(4)</td>
</tr>
<tr>
<td>HS344</td>
<td>Human Anatomy</td>
<td>(4)</td>
</tr>
<tr>
<td>HS345</td>
<td>Human Physiology</td>
<td>(4)</td>
</tr>
<tr>
<td>PY130</td>
<td>Introduction to Psychology</td>
<td>(4)</td>
</tr>
<tr>
<td>PY231</td>
<td>Developmental Psychology</td>
<td>(4)</td>
</tr>
<tr>
<td>RP330G-HU</td>
<td>Comparative Religions</td>
<td>(4)</td>
</tr>
<tr>
<td>SY130</td>
<td>Introduction to Sociology</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Required course: one of the following:

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<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC334</td>
<td>Business Statistics 1</td>
<td>(4)</td>
</tr>
<tr>
<td>MT131</td>
<td>Introduction to Statistics</td>
<td>(4)</td>
</tr>
</tbody>
</table>

Required course: one of the following:

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</tr>
</thead>
<tbody>
<tr>
<td>BI352</td>
<td>Bioethics</td>
<td>(4)</td>
</tr>
<tr>
<td>RP239</td>
<td>Values and Ethics</td>
<td>(4)</td>
</tr>
</tbody>
</table>

BIOLOGY

BI100 TOPICS IN BIOLOGY (4). A study of some of the areas of biology most relevant to today’s students, such as ecology, reproduction, genetics, or evolution. (Intended for general education.) May be repeated when topics vary and/or may be international if so designated according to topic. [Skill: T]

BI102 HUMAN BIOLOGY (4). A survey of how the human body functions. Stresses those aspects which will be useful in the students’ personal lives: nutrition, genetics and reproduction, and disease prevention. Laboratory. [Skill: T]

BI130 FIRST YEAR SEMINAR IN BIOLOGY (1). Biology is a discipline with a wide breadth, from molecular biology to ecosystems ecology, with an array of career choices. Different disciplines,
particularly for those careers that require professional school or post-undergraduate studies, vary in the specific undergraduate education they require. This course enables a student to explore different career paths in the biological sciences and to determine what courses will best prepare them to meet their educational goals. The course also introduces the student to time management and study skills. Finally, the course introduces students to reading and analyzing biological research.

**BI131G-NS HUMAN NUTRITION (4).** Studies the basic principles of nutrition and their application to good health. Applied topics include physical activity, pregnancy, age-related changes, weight control and other contemporary issues. Laboratory. [Skill: T]

**BI230 BIOLOGICAL SCIENCES I (4).** This course examines the relationship between cellular, organelle and molecular structure to the basic activities that all living things undertake. It includes basic biochemistry, membrane and organelle structure and function, cellular reproduction, enzymes and metabolism and the central dogma. Students learn about the nature of science by undertaking open-ended research projects using modern investigative laboratory techniques, by reading and analyzing the work of other scientists, and by preparing both written and oral presentations of their project findings. Laboratory.

**BI231 BIOLOGICAL SCIENCES II (4).** This course is a comparative study of the major anatomical structures and physiological processes of living organisms. Basic taxonomy and major life cycles are covered, as well as how organisms solve problems of fluid transport, gas exchange, excretion of waste, water/salt balance, nutrition, communication and movement. The course also focuses on the study of evolutionary processes and the interaction of organisms with each other and with their environment. Topics include natural selection, speciation, behavior, dynamics of populations, species interactions, ecosystem and global dynamics, and conservation biology. Laboratory. [Skill: Q]

**BI330G-NS ANIMAL DIVERSITY (4).** An overview of the biological diversity of animals and protozoa at the Kingdom, Phylum, Class and Order levels. An examination of anatomical and genomic criteria and techniques used to construct phylogenetic trees. Review of the evolutionary mechanisms that give rise to diversity. Examination of the current state, past history and future prospects of biological diversity on Earth. Examination of current concepts in the conservation
of biological diversity. Intended for majors and general education. Laboratory. [Skill: O] Prerequisite: BI231.

BI333 PLANT BIOLOGY (4). Structure, function, taxonomy, and ecology of plants. Topics include photosynthesis, reproduction, hormones, nutrition, water relations, evolution, and identification. Laboratory. [Skill: O] Prerequisites: BI230 and BI231.

BI336 EVOLUTION (4). The one unifying theory of biology is the theory of evolution by natural selection. Topics include natural selection speciation, biogeography, population genetics, character evolution, and macroevolution. Laboratory. [Skill: Q] Prerequisite: BI230 and BI231.

BI338 VERTEBRATE ANATOMY (4). Laboratory sections and lecture presentations are combined to study the comparative anatomy of vertebrates and their invertebrate chordate relatives. Evolutionary trends in development, structure and function are studied to understand the various adaptations vertebrates have made to fit their environment. Laboratory. [Skill: W] Prerequisite: BI231.

BI340 ANIMAL PHYSIOLOGY (4). A comparative study of physiologic systems in all animals, emphasizing vertebrate species. Laboratory. [Skill: T] Prerequisite: BI231.

BI343 MICROBIOLOGY AND IMMUNOLOGY (4). A survey of the microbial world including: microbial growth, metabolism, molecular biology and genetics; medical, food and water microbiology; and microbial taxonomy. Also includes the vertebrate immune system and other defense mechanisms. Inquiry based laboratory activities enhance students’ ability to ask and answer scientific questions. Laboratory. Prerequisite: BI230.

BI346 GENETICS (4). A study of formal and molecular genetics. Topics include Mendelian genetics, epistatic systems, viral and bacterial genetics, DNA structure, gene mapping, transcription, translation, gene structure and regulation and eukaryotic genome structure. Laboratory. Prerequisite: BI230.

BI349 PARASITOLOGY (4). A survey of the anatomy, life cycles, modes of infection and effects on hosts of selected animal and protistan parasites. Emphasis is placed on parasites of medical and veterinary importance. Laboratory activities include methods for diagnosis of
parasitic infections and projects to reinforce elements of proper experimental design. Laboratory. [Skill: W] Prerequisite: BI231.

BI350 ADVANCED TOPICS FOR BIOLOGY MAJORS (4). The advanced study of some of the areas of biology, such as ecology, physiology, pharmacology, and health science not offered as regular courses in the biology curriculum. May be repeated when topics vary. Prerequisites: BI230 and BI231.

BI352 BIOETHICS (4). An examination of ethical systems and forms of argumentation as they bear upon case studies in bioethics and medicine. Dominant ethical theories will be studied and critiqued. Reasoning at the levels of principles, rules, and particular judgments will be distinguished. Case studies in clinical, legal and policy issues will be explored. Prerequisite: BI130 or BI231 or any RP course.

BI380 RESEARCH PARTICIPATION (2). Student participation in a research project which is either part of a faculty member’s ongoing research or of the student’s own design. May be repeated for a total of four hours. Prerequisite: permission of instructor.

BI431 BIOCHEMISTRY (4). The molecular properties and biological significance of proteins, nucleic acids, lipids, carbohydrates, amino acids and polysaccharides are studied. A detailed study of enzyme activity, metabolic pathways and bioenergetics is considered. Study of eukaryotic cell structure and function is undertaken along with an in-depth study of translation. Laboratory includes research projects to study DNA using PCR. Student presentations on the major topics develop professional communication skills. Laboratory. Prerequisites: BI230 and CH231.

BI434 MOLECULAR BIOLOGY (4). Basic concepts of the central dogma will be studied. Gene expression in eukaryotes, regulation at the transcriptional and posttranscriptional levels will also be emphasized. Cancer and developmental biology will be used as the focus for understanding concepts. The laboratory will focus on basic molecular techniques including nucleic acid isolation, gel electrophoresis, cloning techniques, Southern and Western techniques, and PCR techniques. Laboratory. Prerequisite: BI230.

BI495 RESEARCH AND SEMINAR I (4). Biology students find, read, interpret, and present biological primary literature as preparation to undertake an independent research project. Each student selects two
research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selections of the other students in the class, writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Laboratory. [Skill: W] Prerequisites: BI230, BI231, Junior or senior standing and a Biology major or minor.

BI496 RESEARCH AND SEMINAR II (4). A continuation of BI495. Biology students find, read, interpret and present biological primary literature as preparation to undertake an independent research project. Each student selects two research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selection of the other students in the class and writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Additionally, students prepare a written report of their research. [Skill: Q] Prerequisite: BI495.

ENVIRONMENTAL STUDIES

ES101G-NS ENVIRONMENTAL SCIENCE (4). This course examines the interaction of humans and the environment, within the context of key ecological and evolutionary principles. Topics include conservation, ecotoxicology, agriculture, climate change, natural resource use, environmental ethics, environmental policy and sustainability. Intended for general education. Laboratory. [Skill: T]

ES332 ECOLOGY AND CONSERVATION BIOLOGY (4). This course covers physiological, population, community and ecosystem ecology with a focus on methods of field study and conservation biology. Application of ecological and evolutionary principles to real-world environmental issues. Topics include nutrient cycling, biomes, population dynamics, species interaction, restoration and landscape ecology. The course will also investigate the social, economic, and political aspects of applied ecology. Laboratory. [Skill: Q] Prerequisites: BI230 and BI231.

ES350 ADVANCED TOPICS IN FIELD BIOLOGY (4). This course contains an extensive field component. Lectures at Wilmington
College will be followed by a one to two week field experience at biological field stations. Prerequisites: BI230 and BI231.

**ES495 RESEARCH AND SEMINAR I (4).** Biology students find, read, interpret, and present biological primary literature as preparation to undertake an independent research project. Each student selects two research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selections of the other students in the class, writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Laboratory. **[Skill: W] Prerequisites: BI230, BI231, Junior or senior standing and a Biology major or minor.**

**ES496 RESEARCH AND SEMINAR II (4).** A continuation of ES495. Biology students find, read, interpret and present biological primary literature as preparation to undertake an independent research project. Each student selects two research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selection of the other students in the class and writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Additionally, students prepare a written report of their research. **[Skill: Q] Prerequisite: ES495.**

**HEALTH SCIENCE**

**HS231 MEDICAL TERMINOLOGY (4).** This course is designed for those students who intend to pursue careers in medicine, nursing, dentistry, microbiology, pharmacy, physical therapy, athletic training and medical technology. This course will teach the prefixes, suffixes and combining forms necessary to form proper medical terminology. It will include the rules for proper medical term formation, pronunciation, spelling, and definition of basic terms and abbreviations used in medical records. It will also include learning common pharmaceutical and anatomical terms and terms related to symptoms, diagnosis, surgeries, therapies and diagnostic tests. Prerequisites: Sophomore, junior or senior standing and Biology or Athletic Training major.
HS344 HUMAN ANATOMY (4). This course primarily studies the anatomy of the human body with an introduction to function. It is intended for those planning a career in the health sciences. Topics include basic cell structure, organization of tissues, organs and systems, and detailed gross anatomy of each of the major organ systems. Laboratories center on identification of structures and their parts. [Skill: I] Prerequisites: BI102, BI131G-NS, BI231 or AT130.

HS345 HUMAN PHYSIOLOGY (4). This course primarily studies the physiology of the human body. It is intended for those planning a career in the health sciences. Topics include basic cell function, the mechanisms of function for each of the organ systems and their integrated function within the organism. Homeostatic mechanisms are stressed. Laboratories utilize computer simulations as well as hands on, minimally invasive physiologic activities. [Skill: T] Prerequisite: HS344.

HS495 RESEARCH AND SEMINAR I (4) [W]. Biology students find, read, interpret, and present biological primary literature as preparation to undertake an independent research project. Each student selects two research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selections of the other students in the class, writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Laboratory. [Skill: W] Prerequisites: BI230, BI231, Junior or senior standing and a Biology major or minor.

HS496 RESEARCH AND SEMINAR II (4). A continuation of HS495. Biology students find, read, interpret and present biological primary literature as preparation to undertake an independent research project. Each student selects two research articles and makes oral presentations to the biology faculty and other students. In addition, each student reads the selection of the other students in the class and writes summaries and formulates questions for the discussion period. Students prepare a research proposal and undertake laboratory experiments. Students present the results of their experiments to the biology faculty and other students. Additionally, students prepare a written report of their research. [Skill: Q] Prerequisite: HS495.
Chemistry
Faculty: Alfred R. Conklin, Michael Goldcamp, Dore C. Meinholtz

Chemistry students learn to discover chemical concepts by practicing experimental investigative procedures. Students acquire problem solving skills involving laboratory manipulation, critical observation, and mathematical analysis. They also develop writing, math and speaking skills.

Wilmington College chemistry graduates are successfully pursuing careers in basic research, chemical production, industrial management, agriculture, the health professions, technical communications, and education at all levels.

CHEMISTRY MAJOR: A total of 54 hours with grades of "C" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required courses:
CH230 Principles of Chemistry I (4)
CH231 Principles of Chemistry II (4)
CH330 Organic Chemistry I (4)
CH331 Organic Chemistry II (4)
CH334 Quantitative Analysis (4)
CH335 Instrumental Analysis (4)
CH430 Physical Chemistry I (4)
CH431 Physical Chemistry II (4)
CH435 Inorganic Chemistry (4)
CH495 Capstone Research Participation (2)
MT140 Calculus I (4)
MT141 Calculus II (4)
PH230 Fundamentals of Physics I (4)
PH231 Fundamentals of Physics II (4)

CHEMISTRY MINOR: A total of 24 hours with grades of "C" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this minor.

Required courses:
CH230 Principles of Chemistry I (4)
CH231 Principles of Chemistry II (4)
CH330 Organic Chemistry I (4)
CH331 Organic Chemistry II (4)

Required: 8 hours from the following.
BI431 Biochemistry (4)
CH334 Quantitative Analysis (4)
<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>CH335</td>
<td>Instrumental Analysis</td>
<td>(4)</td>
</tr>
<tr>
<td>CH435</td>
<td>Inorganic Chemistry</td>
<td>(4)</td>
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</table>

**CHEMISTRY**

**CH101G-NS CHEMISTRY AND THE ENVIRONMENT (4).** Chemical principles are explained with applications to environmental concerns. (Intended for general education.) Laboratory. [Skill: Q]

**CH230 PRINCIPLES OF CHEMISTRY I (4).** An introductory course for those majoring in the sciences. Topics include atomic structure and bonding, balancing equations, mole relationship, solutions, acids and bases, basic concepts of physical and descriptive chemistry, basic chemical laboratory techniques, data recording and analysis, laboratory safety, and preparation of laboratory reports. Laboratory. [Skill: Q]

**CH231 PRINCIPLES OF CHEMISTRY II (4).** A continuation of CH230. Particular emphasis on equilibrium and properties of aqueous solutions, descriptive inorganic chemistry and qualitative analysis. Laboratories include analysis of data generated by students. [Skill: Q]

Prerequisite: CH230.

**CH280 RESEARCH PARTICIPATION (1-2).** A research course for students with lower levels of chemistry background. May be repeated for a total of four hours. Prerequisite: CH230.

**CH330 ORGANIC CHEMISTRY I (4).** The properties of carbon compounds as related to the structure and bonding of the molecules. Laboratory includes the synthesis and identification of organic compounds of various classes. [Skills: Q,T] Prerequisite: CH231.

**CH331 ORGANIC CHEMISTRY II (4).** A continuation of CH331. This is continuation of CH330. Students learn about the reactions of the functional groups. This includes predicting the products which will result from a particular set of reactants. In addition students learn how to use reaction mechanisms to predict not only the products obtained but the quantity of each product. Laboratory. [Skills: Q,T] Prerequisite: CH330.

**CH334 QUANTITATIVE ANALYSIS (4).** Gravimetric, volumetric, and some instrumental analysis as practiced in industry, agriculture,
and the life sciences. Equivalent of two labs per week. [Skills: Q,W] Prerequisite: CH231.

**CH335 INSTRUMENTAL ANALYSIS (4).** An emphasis on spectroscopic, chromatographic, and other instrumental methods of analysis. Equivalent of two labs per week. [Skills: Q,W] Prerequisite: CH231.

**CH380 RESEARCH PARTICIPATION (1-2).** An undergraduate research option for advanced students. Prerequisite: Completed a minimum of 12 hours of 200-level or above Chemistry courses.

**CH430 PHYSICAL CHEMISTRY I (4).** Thermodynamics as applied to chemical and biochemical systems is covered. Reaction rates and kinetics are also covered. Laboratory. [Skill: Q] Prerequisites: CH231, MT140 and PH230.

**CH431 PHYSICAL CHEMISTRY II (4).** A continuation of CH430 with an emphasis on quantum mechanics, bonding theory. Laboratory. [Skill: Q] Prerequisites: MT141, and PH231.

**CH435 INORGANIC CHEMISTRY (4).** The study of coordination chemistry, including coordination bonding, metal complex structure and synthesis, symmetry and group theory, ligand field theory, spectroscopy and magnetism of metal complexes, organometallic chemistry and catalysis, bioinorganic chemistry, and analytical applications of inorganic chemistry. Laboratory. [Skill: I] Prerequisite: CH231.

**CH495 CAPSTONE RESEARCH PARTICIPATION (1-2).** Limited to senior chemistry majors. Students must complete two consecutive semesters. May be repeated for a total of four hours. Prerequisite: Senior standing and 24 hours of chemistry at 230-level or above.

**Coaching Minor (see Sport Sciences)**

**Communication Arts**
Faculty: Coreen Cockerill, Dorothy Gurtzweiler

The Communication Arts program seeks to develop student potential in the areas of written, oral, visual, and multimedia
communication. The program is unique in its approach, stressing the interconnectedness of the different modes of communication and building upon the strong liberal arts emphasis of the College. Students learn through critical thinking and practical experience how to use tools and techniques in the world of professional communication. Students are encouraged to develop creativity through a variety of individual and group projects. The Communication Arts area also offers a thriving internship program in conjunction with the Wilmington College Student Resource Center. Qualified students can step beyond the classroom and apply knowledge and skills in professional settings.

The major in Communication Arts offers concentrations in two areas:

- Journalism and Public Relations
- Visual Communications Design

**JOURNALISM AND PUBLIC RELATIONS** – This concentration is designed for Communication Arts majors pursuing careers in public relations, journalism, advertising, corporate communication, marketing and promotion, fundraising, and service in non-profit organizations. Course offerings stress an integrated approach to communication, building knowledge and skills in writing, reporting, editing, interviewing, multimedia, visual, and oral communication. Students in this concentration are encouraged to minor in complementary areas of study such as English, Business Administration, Psychology, History, Agriculture, etc.

**VISUAL COMMUNICATIONS DESIGN** – This concentration is recommended for students interested in photography and video and audio production. Students can take courses in areas such as visual communication, photography, script writing and video production, graphic design and web site development. Communication Arts shows students how to combine images and words to convey a message. Students will explore their own creativity. Students will also learn the value of flexibility and diversity because one needs to combine diverse skills to be an effective communicator.

**Common Core Courses: (36 hours)**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CA131G-FA</td>
<td>Media for Social Change</td>
<td>(4)</td>
</tr>
<tr>
<td>CA230</td>
<td>Photography I: Digital and Darkroom Basics</td>
<td>(4)</td>
</tr>
<tr>
<td>CA231</td>
<td>Concept and Composition</td>
<td>(4)</td>
</tr>
<tr>
<td>CA234</td>
<td>Public Speaking</td>
<td>(2)</td>
</tr>
<tr>
<td>CA340</td>
<td>Design for Communication I: Illustration</td>
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</tbody>
</table>
and Photo Documentation (4)
CA341 Design for Communication II: Layout and Typography (4)
CA364 Social Media Management (4)
CA470 Internship (4)
CA495 Senior Studio (2)
MA330 Business Law (4)

COMMUNICATION ARTS MAJOR WITH JOURNALISM AND PUBLIC RELATIONS CONCENTRATION: a total of 52 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required Courses: Common Core 36 hours

Required Courses:
EN131 Writing III: Advanced Writing and Practice (4)
CA330 Copywriting and Copy Editing* (4)
CA361 Event Coordination and Logistics (4)

Required: 4 hours from the following.
CA331 Photography II: Advanced Digital (4)
CA350 Topics in Communication Arts (4)
CJ339 Criminal Law and Investigation * (4)
EN336 Creative Writing (4)
MA339 Business Communications * (4)
MK337 Consumer Marketing* (4)
PS344 Political Problems* (4)
RP332 Mediation * (4)
SY333G-SS Environmental Sociology & Communications (4)
TH350 Advanced Topics in Theatre* (4)

*prerequisite required

COMMUNICATION ARTS MAJOR WITH VISUAL COMMUNICATIONS DESIGN CONCENTRATION: a total of 52 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required Courses: Common Core 36 hours

Required Courses: 8 hours from the following.
CA331 Photography II: Advanced Digital (4)
CA334 Production I: Video and Script (4)
CA335 Production II: Studio and Sound (4)
**Required:** 8 hours from the following.

- CA350  Topics in Communication Arts (4)
- TH335  Lighting Design* (4)
- TH336  Scene Design* (4)

*prerequisite required.

**COMMUNICATION ARTS MINOR:** a total of 26 hours is required.

**Required courses:**

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<thead>
<tr>
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</tr>
<tr>
<td>CA364</td>
<td>Social Media Management</td>
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**COMMUNICATION ARTS**

**CA131G-FA MEDIA FOR SOCIAL CHANGE** (4). An examination of all phases of mass communications. Print and electronic media, public relations, and advertising are examined in terms of their historical development, their effect on mass culture and gender bias issues and their relationship to a free society. Special emphasis is placed on media as a means of conveying information. Clips from classic and popular films, television programs, and radio shows are examined. Emphasis is placed on the use of media for social change. [Skill: T]

**CA230 PHOTOGRAPHY I: DIGITAL AND DARKROOM BASICS** (4). An introduction to photographic theory and practice with an emphasis on the photographic print as an artistic form of communication and an emphasis on the principles of composition. Includes black and white film and print processing and the study of photographic equipment and techniques. Digital photography is introduced. Laboratory.

**CA231 CONCEPT AND COMPOSITION** (4). An introduction to creative thinking techniques such as brainstorming, free writing, process writing, and lateral thinking. Group dynamics, problem
solving, interviewing and image composition are examined in various media situations. Production in still media and video are used to practice problem solving and group work. Media graphics, writing techniques and an introduction to script writing are studied. Laboratory.

CA234 PUBLIC SPEAKING (2). Engages students in the practice of oral and written communication by expanding their knowledge and understanding of different speech types and speech preparations. Students demonstrate effective communication skills by developing organizational strategies for a variety of speaking styles according to audience and purpose; clarify personal thinking skills through oral communication; demonstrate a knowledge of grammar, usage and syntax while speaking; and enrich speaking with writing, listening, viewing, and reading experiences. Develops an awareness of the importance of oral communication in today's global society. Demonstrative, informative, and persuasive forms of speaking are studied and practiced. [Skill: O]

CA330 COPYWRITING AND COPY EDITING (4). This course examines the fundamental skills of copywriting and copy editing for diverse audiences in the contemporary media environment. Emphasis is placed on preparing news media, from collecting research and interviewing to developing copy and editing for print. Students will also be introduced to basic layout and design techniques. [Skill: W] Prerequisites: EN101 and EN131.

CA331 PHOTOGRAPHY II: ADVANCED DIGITAL (4). This course is a study of digital photography and advanced digital cameras. Emphasis on theory of digital photography, composition of the digital image and the use of advanced digital cameras and color theory. Also includes the study and use of studio lighting, scanners and printers. Development of the commercial photo studio will be studied. Other topics of study may include photojournalism, documentary, environmental and landscape, nature, sports, fashion, portraiture, food and still life photography. Laboratory. Prerequisite: CA230.

CA334 PRODUCTION I: VIDEO AND SCRIPT (4). This course combines the practical application of video techniques and script writing in the production of video programs. Group dynamics are studied and practiced. Studio broadcasting is introduced. Prerequisites: CA231 and junior or senior standing.
CA335 PRODUCTION II: STUDIO AND SOUND (4). This course examines the skills and techniques needed for single camera, multimedia camera and electronic studio environments for video production. This includes techniques in as-live and post-production situations. Post-production non-linear editing and the design of still and animated computer graphics are emphasized. Prerequisite: CA334.

CA340 DESIGN FOR COMMUNICATIONS I: ILLUSTRATION AND PHOTO DOCUMENTATION (4). This is a study of electronic design intended for a variety of communication-centered disciplines. Includes practice in electronic illustration, photo manipulation and editing, and layout techniques using a variety of contemporary software applications. This course combines application with the discussion of design theory, problem-solving approaches, idea generation, and project execution and logistics. Prerequisite: CA231.

CA341 DESIGN FOR COMMUNICATIONS II: LAYOUT AND TYPOGRAPHY (4). Students will study electronic design, layout and typography intended for a variety of communication-centered disciplines. Included will be practice in electronic design, and layout techniques using a variety of contemporary software applications. This course combines application with the discussion of design theory, problem-solving approaches, idea generation, and project execution and logistics. Prerequisite: CA231.

CA350 TOPICS IN COMMUNICATION ARTS (4). The course provides an opportunity for advanced study of various areas of communication. Possible topics for specific courses include advertising, organizational communication, photography, documentary production, and sound recording and production. The particular topic for a given term will be announced in the course schedule. May be repeated when topics vary.

CA361 EVENT COORDINATION AND LOGISTICS (4). Students will receive hands-on training in event coordination, from the initial phases of brainstorming and idea generation to implementation and logistics. Event planning involves message design, display design, promotion, research and networking. A variety of event types will be discussed, including events, meetings, conventions, informal celebrations, and educational seminars. Prerequisite: CA231.

CA364 SOCIAL MEDIA MANGEMENT (4). This course examines the changing landscape of communications, as influenced by social
media. Students will explore transformations within the public relations and journalism fields directly and indirectly caused by social media. A significant portion of the course will focus on message design, message dissemination, message reception, evaluation, market research and theory, all related to participatory media. [Skill: 1] Prerequisite: CA231.

CA470 INTERNSHIP (1-4). An opportunity to work in a professional capacity. On-the-job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences.

CA495 SENIOR STUDIO (2). This is an advanced study in the theory and practice of all areas of Communication Arts. Students enrolled in this course will examine contemporary technologies, concepts and issues in the various fields of communications and will engage in the production and management of a final thesis project. Students will present their final projects to the campus community. Prerequisites: Communication Arts major and senior standing.

Criminal Justice
Faculty: Paul F. Moke

The criminal justice major at Wilmington College offers students the opportunity to pursue careers in law enforcement, corrections, probation and parole, and law. Criminal Justice majors examine the institutions, procedures, and techniques involved in the identification and apprehension of suspects, the enforcement of criminal laws, and the reintegration of offenders. They also analyze the rights of victims and the prospects for victim-offender reconciliation.

The interdisciplinary program of study combines course work in criminal justice, psychology, sociology, and political science. In addition to core courses in law enforcement, corrections, criminal law and investigation, and statistics, the curriculum enables students to choose from an array of electives that provide necessary background for career placement and further education.

Internships are available in the sophomore, junior, and senior years at local juvenile courts, probation and parole agencies, correctional institutions, prosecutor’s offices, and in administrative settings at the local, state, and national level.
Recent graduates have secured work in probation and parole agencies, court administration, law enforcement, corrections, and other fields.

**CRIMINAL JUSTICE MAJOR:** A total of 40 semester hours is required.

**Required courses:**
- CJ130 Introduction to Criminal Justice (4)
- CJ231 Juvenile Justice (4)
- CJ234 Police, Law, and Society (4)
- CJ331 Corrections (4)
- CJ339 Criminal Law and Investigation (4)
- SS380 Research I with Descriptive Statistics (4)
- SS496 Senior Research Seminar (4)

**Required:** 12 hours from the following.
- CJ336 Victimology (4)
- CJ430 Homicide (4)
- CJ435 Forensic Psychology (4)
- CJ470 Internship (4)
- PS231G-SS Human Rights and the Judicial Process (4)
- PS340 Constitutional Law (4)
- PS344 Political Problems (4)
- PY433 Abnormal Psychology (4)
- SY230 The Sociology of Crime and Deviance (4)

**CRIMINAL JUSTICE MINOR:** A total of 24 hours is required.

**Required courses:**
- CJ130 Introduction to Criminal Justice (4)
- CJ231 Juvenile Justice (4)
- CJ234 Police, Law, and Society (4)
- CJ331 Corrections (4)
- CJ339 Criminal Law and Investigation (4)
- SS380 Research I with Descriptive Statistics (4)

**CRIMINAL JUSTICE**

**CJ130 INTRODUCTION TO CRIMINAL JUSTICE (4).** A basic overview of crime and justice in America. Includes the criminal process, problems and prospects of policing, the courtroom workgroup, prisons, and correctional policy. [Skill: T]
CJ201G-SS INTERNATIONAL CRIMINAL JUSTICE (4). This course will examine crime and criminal justice from a global perspective. Issues surrounding the definition, incidence, trends, control, treatment and prevention of crime will be explored using theoretical and empirical resources from mainstream and international criminology. [Skill: T]

CJ231 JUVENILE JUSTICE (4). Introduces the juvenile justice system in the United States. Includes classifications of juvenile offenders, the family and the offender, the role of the juvenile court, and the legal approach to combating juvenile crime. Causation models are outlined, as well as current treatment methods used in juvenile rehabilitation. [Skill: O] Prerequisite: CJ130 recommended.

CJ234 POLICE, LAW, AND SOCIETY (4). A study of the history, structure, and function of police in America. Includes police management and supervision; constitutional limitations on police; law enforcement and community relations; and the sociological implications of contemporary policing. [Skill: W]

CJ331 CORRECTIONS (4). This course will focus on forms of supervised release including probation and parole, home confinement, electronic monitoring and halfway houses. We will also examine the institution of incarceration as it exists in American society. Includes many of the current issues in the field such as overcrowding, prison violence, rehabilitation, and prison construction. [Skill: W] Prerequisite: CJ130 and CJ231 are recommended.

CJ336 VICTIMOLOGY (4). This course addresses the victim’s experience in the justice system. Using case studies of individual and organizational victims, examines the costs of crime, prevention services, intervention, and public compensation. Students will also explore the concepts of vulnerability, culpability, and intra-family crime. Prerequisites: CJ130 and CJ234.

CJ339 CRIMINAL LAW AND INVESTIGATION (4). An analysis of substantive criminal law and criminal investigation, including crimes against the person, crimes against property, defenses to criminal liability, and fundamentals of forensic investigation. [Skill: I] Prerequisites: CJ130, CJ234 or PS231G-SS recommended.

CJ350 TOPICS IN CRIMINAL JUSTICE (4). Exploration of areas of special interest in criminal justice. Potential topics include organized
crime, computer crime, criminal evidence, legal issues in corrections, women in the criminal justice system and others.

CJ430 HOMICIDE (4). This course is the study of homicide and will include the offenders, homicide victims, the setting and circumstances surrounding homicide, and different types of possible investigation and intervention strategies. Also included will be the etiology of the offender, the role of social profiling in the investigation of various types of homicides, theoretical approaches to the socioscientific study of murder, and the patterns and sources of violence. Prerequisite: Junior or senior standing.

CJ435 FORENSIC PSYCHOLOGY (4). This course is designed to provide a general understanding of the interface of psychology and the law and the difference between the two fields of study. In so doing, we will examine the roles and responsibilities of Forensic Psychologists, such as the selection and training of police officers, police interrogating and confessions, criminal profiling, criminal investigation, eyewitness accounts, trial preparation, jury selection, mental defenses and issues of competency, other types of defenses, sexual abuse issues, child custody disputes, discrimination, sexual harassment and death penalty cases. Prerequisite: Junior or senior standing.

Education
Faculty: Monte Anderson, Lisa Bauer, Michele Beery, James Boland, Diane Clouse, Karin Dyke, Martha Hendricks, Gary Louis

The mission of the Education area at Wilmington College is to prepare teachers in the liberal arts tradition. The College develops professional educators who demonstrate a thorough knowledge of the subjects they will teach as well as an understanding of the teaching and learning process. Teacher education students are expected to have and to convey high expectations to all students they teach. Students will have an understanding of and demonstrate evidence of ability to teach diverse groups of children and to develop an understanding of the particular culture and community in which they teach. As teachers they will be able to create a positive environment that encourages active engagement in learning and self-motivation. They will become "reflective practitioners for peaceful schools," able to collaborate with others in building learning communities in their classrooms.
In addition to courses leading to an Education major, candidates for licensure must complete the requirements of the Department of Education. Candidates who satisfy all other degree requirements of the Education major without successfully completing student teaching cannot be recommended by Wilmington College for an Ohio teaching license. Wilmington College does not grant licenses, we only recommend qualified candidates for licenses in our Ohio approved programs. Candidates must choose two teaching fields, 24 hours each, from the following:

**Early Childhood License** - pre-kindergarten through grade 3

**Early Intervention Specialist** – (special education) pre-kindergarten through grade 3

**Middle Childhood License** - grades 4 through 9. Candidates must choose two teaching fields, 20 semester hours each, from the following:
   a. language arts and reading,
   b. mathematics,
   c. social studies, and
   d. science.

**Adolescence to Young Adult License** – grades 7 through 12. Candidates must also earn a major in the related content for their teaching field:
   a. Integrated language arts,
   b. Integrated mathematics,
   c. Integrated social studies,
   d. Life sciences,
   e. Life sciences with additional licensure in chemistry, and
   f. Integrated science (five year program).

**Multi Age License** - pre-kindergarten through grade 12. Candidates must also earn a major in the related content for their teaching field:
   a. Spanish
   b. Visual Arts

**Career-Technical License** - grades 4 through 12
   a. Agriscience

**ADMISSION TO THE EDUCATION PROGRAM**
Candidates seeking licensure must be admitted to the Teacher Education Program no later than the end of their fourth semester at
Wilmington College. Education majors who transfer to Wilmington College with 60 or more hours must be admitted no later than the end of their second semester at Wilmington. Candidates who have not been admitted on time will be counseled to choose another major.

**Early Childhood (and Early Intervention Specialist)**
1. Complete EN101, MT102, a humanities course and a science course from the general education requirements with a grade of "C" or better in each course and an average of at least 2.75 in these courses.
2. Complete the following courses with a grade of "C" or better in each course and an average of at least 2.75 in these courses: ED130, ED230, ED243, and ED285.
3. Have a cumulative grade point average of 2.50.
4. Achieve the required score on the designated pre-professional skills tests or have a 20 ACT composite score and 20 in English, Mathematics, and Reading ACT subtests.
5. Perform satisfactorily in field experience in a school setting pre-approved by the Education Area.
6. Be recommended by the Education faculty based on an electronic portfolio and interview with Education faculty during ED285.
7. Answer the Ohio Department of Education’s legal questions regarding license eligibility and sign the ODE Office of Professional Conduct’s good moral character statement of assurance.
8. BCI.FBI fingerprint report indicating “employable” taken at the Educational Service Center in ED130 or ED132.

**Middle Childhood**
1. Complete one course from each of the two chosen teaching fields with a grade of "C" or better in both courses and an average of at least 2.75 in these courses.
2. Complete the following courses with a grade of "C" or better in each course and an average of at least 2.75: ED130, ED230, ED240, and ED285.
3. Have a cumulative grade point average of 2.50.
4. Achieve the required score on the designated pre-professional skills tests or have a 20 ACT composite score and 20 in English, Mathematics, and Reading ACT subtests.
5. Perform satisfactorily in field experience in a school setting pre-approved by the Education Area.
6. Be recommended by the Education faculty based on an electronic portfolio and interview with Education faculty during ED285.

7. Answer the Ohio Department of Education’s legal questions regarding license eligibility and sign the ODE Office of Professional Conduct’s good moral character statement of assurance.

8. BCI.FBI fingerprint report indicating “employable” taken at the Educational Service Center in ED130 or ED132.

Adolescence to Young Adult

1. Complete two courses from the chosen content major with a grade of "C" or better in both courses and an average of at least 2.75 in these courses.

2. Complete the following courses with a grade of "C" or better in each course and an average of at least 2.75 in these courses: ED130, ED230, and ED285.

3. Have a cumulative grade point average of 2.50.

4. Achieve the required score on the designated pre-professional skills tests or have a 20 ACT composite score and 20 in English, Mathematics, and Reading ACT subtests.

5. Perform satisfactorily in field experience in a school setting pre-approved by the Education Area.

6. Be recommended by the Education faculty based on an electronic portfolio and interview with Education faculty during ED285.

7. Answer the Ohio Department of Education’s legal questions regarding license eligibility and sign the ODE Office of Professional Conduct’s good moral character statement of assurance.

8. BCI.FBI fingerprint report indicating “employable” taken at the Educational Service Center in ED130 or ED132.

Multi Age and Career Technical

1. Complete two courses from the chosen content major with a grade of "C" or better in both courses and an average of at least 2.75 in these courses.

2. Complete the following education courses with a grade of "C" or better in each course and an average of at least 2.75 in these courses: ED130, ED230, and ED285.

3. Have a cumulative grade point average of 2.50.
4. Achieve the required score on the designated pre-professional skills tests or have a 20 ACT composite score and 20 in English, Mathematics, and Reading ACT subtests.
5. Perform satisfactorily in field experience in a school setting pre-approved by the Education Area.
6. Be recommended by the Education faculty based on an electronic portfolio and interview with Education faculty during ED285.
7. Answer the Ohio Department of Education’s legal questions regarding license eligibility and sign the ODE Office of Professional Conduct’s good moral character statement of assurance.
8. BCI.FBI fingerprint report indicating “employable” taken at the Educational Service Center in ED130 or ED132.

K-12 Intervention Specialist
1. Complete two courses from the chosen content major OR complete one course from each of the two chosen teaching fields with a grade of "C" or better in both courses and an average of at least 2.75 in these courses.
2. Complete the following education courses with a grade of "C" or better in each course and an average of at least 2.75 in these courses: ED130, ED230, and ED285.
3. Have a cumulative grade point average of 2.50.
4. Achieve the required score on the designated pre-professional skills tests or have a 20 ACT composite score and 20 in English, Mathematics, and Reading ACT subtests.
5. Perform satisfactorily in field experience in a school setting pre-approved by the Education Area.
6. Be recommended by the Education faculty based on an electronic portfolio and interview with Education faculty during ED285.
7. Answer the Ohio Department of Education’s legal questions regarding license eligibility and sign the ODE Office of Professional Conduct’s good moral character statement of assurance.

ADMISSION TO STUDENT TEACHING
Student teaching represents the culmination of the student's educational preparation and is open only to those who have demonstrated the competencies and attitudes characteristic of competent, caring practitioners. Requirements for admission to student teaching include:
1. An overall GPA of 2.5
2. Teaching field GPA of 2.5
3. Successful completion ("C" or higher) of all Education courses
4. Completion of all Field Practicum courses and at least two-thirds of courses in teaching field
5. A 2.75 average in ED285, ED385 and ED485 (Evidence of success in Field Practicum)
6. Answer the Ohio Department of Education’s legal questions regarding license eligibility:
   1. Have you ever been convicted of, found guilty of, pled guilty to or pled no contest to any misdemeanor other than a traffic offense?
   2. Have you ever been convicted of, found guilty of, pled guilty to or pled no contest to any felony?
   3. Have you ever had a criminal conviction sealed or expunged?
   4. Have you ever had ANY professional certificate, license, permit, or an application for the same, revoked, suspended, limited or denied?
   5. Have you ever surrendered ANY certificate, license or permit, other than a driver’s license?
7. Sign the ODE Office of Professional Conduct’s good moral character statement of assurance
8. Must present BCI/FBI fingerprint report indicating “employable,” taken at the Educational Service Center within the last 3 months and no less than 30 days prior to the start of student teaching
9. Be recommended by the Education faculty based on an interview during ED485
10. Evidence of physical and emotional fitness for student teaching
11. Students must submit a student teaching application to the Education department in ED385 in order to student teach in the fall or spring of the following year
12. Successful completion of professional content test(s) required in Ohio is recommended

**EARLY CHILDHOOD EDUCATION MAJOR:** A total of 55 hours is required.

**Required courses:**
- ED130 Foundations of Education (4)
- ED230 Human Development and Learning (4)
- ED233 Integrated Fine Arts for Young Children (2)
- ED235 Basic Movement and Motor for Young
Children (2)
ED240 Reading Core I: Phonemics, Phonics, and Language Acquisition (4)
ED243 Early Childhood Philosophy and Practices (4)
ED285 Field Practicum II (1)
ED341 Reading Core II: Principles and Practices for Literacy Instructors (4)
ED343 Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom (4)
ED345 Math, Science, and Social Studies Methods in Early Childhood (4)
ED360 Survey of Inclusion Philosophy and Strategies (4)
ED385 Field Practicum III (1)
ED485 Field Practicum IV (1)
ED495 Student Teaching (16)

EARLY CHILDHOOD EDUCATION MAJOR with EARLY INTERVENTION SPECIALIST: A total of 75 hours is required.

Required courses:
ED130 Foundations of Education (4)
ED230 Human Development and Learning (4)
ED233 Integrated Fine Arts for Young Children (2)
ED235 Basic Movement and Motor for Young Children (2)
ED240 Reading Core I: Phonemics, Phonics, and Language Acquisition (4)
ED243 Early Childhood Philosophy and Practices (4)
ED285 Field Practicum II (1)
ED341 Reading Core II: Principles and Practices for Literacy Instructors (4)
ED343 Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom (4)
ED345 Math, Science, and Social Studies Methods in Early Childhood (4)
ED360 Survey of Inclusion Philosophy and Strategies (4)
ED385 Field Practicum III (1)
ED485 Field Practicum IV (1)
ED495 Student Teaching (16)
SE330 Building Blocks of Exceptionality (4)
SE332 The Law and Differentiated Instruction for the Exception, Early Childhood (4)
MIDDLE CHILDHOOD EDUCATION MAJOR: A total of 55 hours is required.

Required courses:
- ED130 Foundations of Education (4)
- ED230 Human Development and Learning (4)
- ED240 Reading Core I: Phonemics, Phonics, and Language Acquisition (4)
- ED285 Field Practicum II (1)
- ED341 Reading Core II: Principles and Practices for Literacy Instructors (4)
- ED343 Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom (4)
- ED347 Middle Childhood Philosophy and General Teaching Methods (4)
- ED360 Survey of Inclusion Philosophy and Strategies (4)
- ED385 Field Practicum III (1)
- ED485 Field Practicum IV (1)
- ED495 Student Teaching (16)

Required: 8 hours from the following.
- ED352 Teaching Language Arts in Middle Childhood and Adolescence (4)
- ED354 Teaching Math in Middle Childhood and Adolescence (4)
- ED356 Teaching Science in Middle Childhood and Adolescence (4)
- ED358 Teaching Social Studies in Middle Childhood and Adolescence (4)
MIDDLE CHILDHOOD EDUCATION MAJOR with INTERVENTION SPECIALIST: A total of 73 to 79 (depending on the licensure) hours is required.

**Required courses:**

- **ED130** Foundations of Education (4)
- **ED230** Human Development and Learning (4)
- **ED240** Reading Core I: Phonemics, Phonics, and Language Acquisition (4)
- **ED285** Field Practicum II (1)
- **ED341** Reading Core II: Principles and Practices for Literacy Instructors (4)
- **ED343** Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom (4)
- **ED347** Middle Childhood Philosophy and General Teaching Methods (4)
- **ED360** Survey of Inclusion Philosophy and Strategies (4)
- **ED385** Field Practicum III (1)
- **ED485** Field Practicum IV (1)
- **ED495** Student Teaching (16)

**Required:** 8 hours from the following.

- **ED352** Teaching Language Arts in Middle Childhood and Adolescence (4)
- **ED354** Teaching Math in Middle Childhood and Adolescence (4)
- **ED356** Teaching Science in Middle Childhood and Adolescence (4)
- **ED358** Teaching Social Studies in Middle Childhood and Adolescence (4)

**Required:** One of the Intervention Specialist areas listed below (18-24 hours).

**Required courses for Mild/Moderate Intervention Specialist:**

- **SE332** The Law and Differentiated Instruction (4)
- **SE334** Technology in Education: Meeting the Needs of Students with Mild to Moderate Learning Needs (2)
- **SE341** Classroom Management Strategies for Inclusive and Special Education Settings (4)
- **SE352** Methods and Materials for Middle and High School Students with Mild to Moderate Learning Needs (4)
- **SE358** Assessment of Students with Exceptional Learning Needs (4)
Required courses for Moderate/Intensive Intervention Specialist:

SE332  The Law and Differentiated Instruction (4)
SE341  Classroom Management Strategies for Inclusive and Special Education Settings (4)
SE354  Methods and Materials for Middle and High School Students with Moderate to Intensive Learning Needs (4)
SE358  Assessment of Students with Exceptional Learning Needs (4)
SE364  Communication Strategies and Technologies: Meeting the Needs of Students with Moderate to Intensive Learning Needs (2)

Students seeking licensure in both Intervention Specialist areas must take all courses (18 hours) for the Mild/Moderate area plus the following two courses from the Moderate/Intensive area:

SE354  Methods and Materials for Middle and High School Students with Moderate to Intensive Learning Needs (4)
SE364  Communication Strategies and Technologies: Meeting the Needs of Students with Moderate to Intensive Learning Needs (2)

ADOLESCENCE TO YOUNG ADULT OR MULTI-AGE EDUCATION MAJOR: A total of 43 hours is required.

Required courses:

ED130  Foundations of Education (4)
ED230  Human Development and Learning (4)
ED285  Field Practicum II (1)
ED341  Reading Core II: Principles and Practices For Literacy Instructors (4)
ED349  Secondary General Methods (4)
ED360  Survey of Inclusion Philosophy and Strategies (4)
ED385  Field Practicum III (1)
ED485  Field Practicum IV (1)
ED495  Student Teaching (16)

Required: 4 hours based on content discipline.

AG253  Foundations of Agricultural Education (2)
AG354  Methods of Teaching Agriculture Education (2)
OR
ED352 Teaching Language Arts in Middle Childhood and Adolescence (4)

OR
ED354 Teaching Math in Middle Childhood and Adolescence (4)

OR
ED356 Teaching Science in Middle Childhood and Adolescence (4)

OR
ED358 Teaching Social Studies in Middle Childhood and Adolescence (4)

OR
ED362 Teaching Secondary Art (4)

OR
ED364 Teaching Foreign Language (4)

ADOLESCENCE TO YOUNG ADULT MAJOR with INTERVENTION SPECIALIST: A total of 61-67 hours (depending on licensure) is required.

Required courses:
ED130 Foundations of Education (4)
ED230 Human Development and Learning (4)
ED285 Field Practicum II (1)
ED341 Reading Core II: Principles and Practices For Literacy Instructors (4)
ED349 Secondary General Methods (4)
ED360 Survey of Inclusion Philosophy and Strategies (4)
ED385 Field Practicum III (1)
ED485 Field Practicum IV (1)
ED495 Student Teaching (16)

Required: 4 hours based on content discipline.
ED352 Teaching Language Arts in Middle Childhood and Adolescence (4)

OR
ED354 Teaching Math in Middle Childhood and Adolescence (4)

OR
ED356 Teaching Science in Middle Childhood and Adolescence (4)

OR
ED358 Teaching Social Studies in Middle Childhood and Adolescence (4)

OR
ED358 Teaching Social Studies in Middle Childhood and Adolescence (4)
Childhood and Adolescence

**Required:** One of the Intervention Specialist areas listed below (18-24 hours).

**Required courses for Mild/Moderate Intervention Specialist:**
- SE332  The Law and Differentiated Instruction (4)
- SE334  Technology in Education: Meeting the Needs of Students with Mild to Moderate Learning Needs (2)
- SE341  Classroom Management Strategies for Inclusive and Special Education Settings (4)
- SE352  Methods and Materials for Middle and High School Students with Mild to Moderate Learning Needs (4)
- SE358  Assessment of Students with Exceptional Learning Needs (4)

**Required courses for Moderate/Intensive Intervention Specialist:**
- SE332  The Law and Differentiated Instruction (4)
- SE341  Classroom Management Strategies for Inclusive and Special Education Settings (4)
- SE354  Methods and Materials for Middle and High School Students with Moderate to Intensive Learning Needs (4)
- SE358  Assessment of Students with Exceptional Learning Needs (4)
- SE364  Communication Strategies and Technologies: Meeting the Needs of Students with Moderate to Intensive Learning Needs (2)

**Students seeking licensure in both Intervention Specialist areas must take all courses (18 hours) for the Mild/Moderate area plus the following two courses from the Moderate/Intensive area:**
- SE354  Methods and Materials for Middle and High School Students with Moderate to Intensive Learning Needs (4)
- SE364  Communication Strategies and Technologies: Meeting the Needs of Students with Moderate to Intensive Learning Needs (2)

**EDUCATION STUDIES MAJOR (for non-license degree):** A minimum of 32 hours is required.

**Required core courses:**
- ED130  Foundations of Education (4)
ED230  Human Development and Learning  (4)
ED240  Reading Core I: Phonemics, Phonics, and Language Acquisition  (4)
ED285  Field Practicum II  (1)
ED360  Survey of Inclusion and Diversity  (4)
ED470  Internship  (4)

**Required:** 11 hours, including 8 upper division hours from the following.
- ED and SE courses (in addition to required ED courses)
- ED270  Internship
- ED470  Internship (in addition to required Internship)

**RECOMMENDATION FOR LICENSURE**
Candidates for licensure must successfully complete all of the degree requirements; including student teaching, plus the academic and experience requirements prescribed by the State Board of Education and the laws of Ohio. Achieve the required score(s) on all designated professional test(s) required by Ohio.

**EDUCATION**

**ED130 FOUNDATIONS OF EDUCATION** (4). Introduces teacher education candidates to the professional community of educators and the role schools play in society. It initiates candidates into the culture of schools and to the conceptual framework of “Reflective Practitioners for Peaceful Schools.” Candidates begin to assess their interest in the teaching profession. Included is the first field practicum required of all Wilmington College Education majors which includes observations, field trips, speakers, and reflections. Fee: $65.00 fingerprinting fee.

**ED132 REFLECTIVE PRACTITIONERS FOR PEACEFUL SCHOOLS** (1). Introduces teacher education candidates to Wilmington's unique conceptual framework including celebration of diversity, commitment to positive discipline, and use of reflection to improve practice. Includes field trips, speakers, reflection assignments and field practicum if not documented from transfer course. Successful completion with a "C" or better is required. $65.00 fingerprinting fee. *Prerequisite: ED130 in transfer.*

**ED160 BEGINNING AMERICAN SIGN LANGUAGE I** (2).
Introductory course in American Sign Language (ASL) emphasizing
basic signs in the context of straight English. Classroom work will stress everyday communication as the centerpiece of every lesson. Topics revolve around interpersonal conversations, sharing pertinent information, and question and answering skills. Students will learn by practicing.

**ED161 BEGINNING AMERICAN SIGN LANGUAGE II (2).** The second part of an introductory course in American Sign Language (ASL) emphasizing basic signs in the context of straight English. Classroom work will stress everyday communication as the centerpiece of every lesson. Topics revolve around interpersonal conversations, sharing pertinent information, and question and answering skills. Students will learn by practicing. **Prerequisite: ED160.**

**ED230 HUMAN DEVELOPMENT AND LEARNING THEORY (4).** Introduces major theories of cognitive, social, emotional, and linguistic development. The relationship among these theories and the teaching and learning process in school and other professional contexts with regard to the age of students and clients is emphasized. Research from the relatively new are of the Learning Sciences is taught.  
[**Skill: T**] **Prerequisite: EN100 or placement in EN101.**

**ED233 INTEGRATED FINE ARTS FOR YOUNG CHILDREN (2).** A study of the early development of creative expression. The benefits of teaching and assessing through music and art, especially for young children who are active learners and demonstrate their understandings, their feelings and sensitivities, and impressions with their whole selves. Includes selection, organization and presentation of lessons that use the arts to integrate other subject content. Students apply different media, techniques, technology and materials in order to plan for and instruct a diverse population of early childhood students.  
**Prerequisite: ED230 recommended.**

**ED235 BASIC MOVEMENT AND MOTOR FOR YOUNG CHILDREN (2).** A study of movement concepts and principles; child development as it relates to motor skills; and assessment and evaluation for instruction within physical education. Students learn to understand and respect differences in physical abilities and learn to adapt physical education for young children by selecting developmentally and instructionally appropriate activities. The class emphasizes a variety of fundamental locomotive, manipulative and stability movement skills. Students learn how to use physical/motor development to enhance play and infuse skills across the curriculum for younger children, and learn
that control, movement, needs and interests are different from those of older children. Includes field experience. **Prerequisite: ED230 recommended.**

**ED240 READING CORE I: PHONEMICS, PHONICS, AND LANGUAGE ACQUISITION (4).** This course introduces candidates to the knowledge and skills necessary to teach and assess P-9 students about reading and writing spoken language. Candidates will learn to analyze words using both units of sound and meaning. They will also learn how language acquisition, developmental stages, and cultural and dialectical differences affect the process of becoming literate. Candidates will learn and practice: Beginning formal and informal assessment skills in reading, lesson planning for word analysis, and teaching strategies for helping students decode and comprehend text with an emphasis on individual words in sentences. Candidates will also be introduced to educational research in literacy, including phonics, and be expected to apply that research to making effective instructional decisions in their instructional planning.

**ED243 EARLY CHILDHOOD PHILOSOPHY AND PRACTICES (4).** This course explores the historical, philosophical, psychological and social foundations of early childhood education as they relate to present day practice. Developmentally appropriate practice in program design and implementation, authentic assessment, family involvement, and the professional role of the child advocate defines the template applied to the exploration of a variety of early childhood programs. Coursework includes attention to technology as a tool for instruction, assessment and communication. The course examines social issues, changing views of early childhood, new findings on brain development, the critical importance of learning in the early years, and factors that impact early learning. Students use local, state and national curricular guidelines to design developmentally appropriate instruction and learning experiences in safe and healthy learning environments (e.g. childhood illnesses, communicable diseases). Physical and psychological health and safety issues such as establishing and communicating realistic expectations of young children, conflict resolution, behavior support and management, prosocial behavior, and adult/child relationships, and developing independent self-regulation are examined. The importance of family involvement including sensitivity to family structures and assistance to families in need, and professional roles (including advocacy for the needs of the young children and collaboration with appropriate agencies), are stressed. In addition, procedures concerning the administration, organization, and
operation of early childhood programs are addressed. **Prerequisite:** 
*ED130.*

**ED285 FIELD PRACTICUM II (1).** Applied theory and practice in P-12 classrooms with guidance of field/clinical and college faculty. In this course teacher candidates will be expected to plan, teach, and evaluate a lesson in their licensure area. They will also practice positive discipline and collaborate with colleagues. **Prerequisites:** *ED130 and ED230.*

**ED341 READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY INSTRUCTORS (4).** This course introduces candidates to the knowledge and skills necessary to teach and assess PK-12 students in reading comprehension strategies. In addition to educational research, emphasis will be placed on collecting and using data from the classroom to inform teaching. They will also use those formats as prewriting for composing lesson plans to meet state requirements. Candidates will learn and practice: Lesson planning to support student reading comprehension, using content standards, educational research in literacy and teaching strategies; and employing word analysis instruction to support their understanding where it is appropriate. This course should be taken with a field practicum. [Skill: W] **Prerequisites:** *ED230 or ED240 and admission to the Teacher Education Program.*

**ED343 READING CORE III: DIAGNOSTIC TEACHING IN THE ASSESSMENT-BASED CLASSROOM (4).** This course expands candidate knowledge and skills necessary to assess PK-9 students in reading and writing using educational research and using data from the classroom to inform teaching. Candidates will continue practice with lesson planning formats to present instruction on word analysis, reading comprehension strategies, and how to use those formats as prewriting for composing lesson plans to meet state requirements. Candidates will review and expand upon their knowledge of lesson planning to teach word analysis, the components of literacy, and the developmental nature of literacy learning. Candidates will learn and practice: Collection and use of data from formal and informal assessments to drive literacy instruction and long term planning for individual needs and using effective strategies for diagnosing and instructing struggling learners. This course should be taken with a field practicum. **Prerequisites:** *ED341 and admission to Teacher Education Program.*
ED345 MATH, SCIENCE, AND SOCIAL STUDIES METHODS IN EARLY CHILDHOOD (4). Concept development in math, science, and social studies. Students learn to use effective multi-sensory activities and theme and play-based discovery instruction to meet the individual and collective needs of young children. There is a balance of curricular and instructional approaches that include concepts, skill level and problem solving, and the appropriate use of technology software to support learning skills. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. A summative final assignment is to create a detailed cross-cultural unit plan for an integrated unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to Teacher Education Program.

ED347 MIDDLE CHILDHOOD PHILOSOPHY AND GENERAL TEACHING METHODS (4). The course explores the historical, philosophical, psychological, and social foundations of middle childhood education as they relate to present day practice and emphasizes the connections between theories learned in college classrooms and their implementation in field experiences in public schools with the purpose of developing reflective practitioners. Developmentally appropriate education environments aimed to fulfill all students’ needs is a focus of this course. Specifically, issues pertinent to middle level education, including but not limited to, current research about best practice, block scheduling, team teaching, collaboration across teaching specialties, and the uniqueness of middle childhood students and their education will be addressed. The importance of family involvement including sensitivity to family structures and assistance to families in need, as well as knowledge of community resources and collaboration with community professionals are stressed. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class and emphasized in the field Practicum. A special emphasis on reading and writing to learn is provided. Students develop units that integrate reading and writing to learn, classroom management strategies, varied instructional techniques and assessments. Data
generated by assessments are analyzed in order to guide remediation and future instruction. This course is correlated with a field practicum. [Skill: I] Prerequisite: Admission to Teacher Education Program.

ED349 SECONDARY GENERAL METHODS (4). This course emphasizes the connections between theories learned in college classrooms and their implementation in field experiences in public schools with the purpose of developing reflective practitioners. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class and emphasized in the Field Practicum. An overview of the reading and writing processes with special emphasis on reading and writing to learn is provided. Students develop units that integrate reading and writing to learn classroom management strategies, varied instructional techniques and assessments. Data generated by assessments are analyzed in order to guide remediation and future instruction. The various types and symptoms of child abuse are presented, along with strategies for addressing suspected abuse. This course is correlated with a field practicum. [Skill: I] Prerequisite: Admission to Teacher Education Program.

ED352 TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE (4). This course is a professional methods course divided into three major academic areas: teaching composition (both written and oral), teaching language and teaching literature. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented and data is analyzed in order to plan remediation and future instruction. A summative final assignment is to create a detailed plan for an integrated language arts unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to Teacher Education Program.

ED354 TEACHING MATHEMATICS IN MIDDLE CHILDHOOD AND ADOLESCENCE (4). Teacher candidates learn strategies for teaching problem solving, how to use manipulatives for instructional purposes and how to integrate technology into their teaching. Teacher candidates also learn how to take the effect of
intellectual, gender and cultural diversity into account when planning mathematics instruction. Formal and informal assessment of mathematics learning is also emphasized. Teacher candidates demonstrate understanding of integrating mathematics with other content areas by designing cross-curricular thematic units and implementing them in their field placements. A summative final Assignment is to create a detailed plan for a mathematics unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to Teacher Education Program.

ED356 TEACHING SCIENCE IN MIDDLE CHILDHOOD AND ADOLESCENCE (4). This course equips prospective science teacher candidates with the skills, strategies and techniques (including the gender-neutral nature of science) that allow students to develop their interest and enthusiasm for science, problem solving and science literacy. Teacher candidates will participate in and lead hands-on, inquiry based activities. Teacher candidates also use technology to enhance their own background knowledge and are provided with conceptual framework that embraces the idea that science classrooms provide for individual differences such as gender, ethnicity, culture and socioeconomic background. A summative final assignment is to create a detailed plan for a science unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to the Teacher Education Program.

ED358 TEACHING SOCIAL STUDIES IN MIDDLE CHILDHOOD AND ADOLESCENCE (4). This course prepares teacher candidates to think critically about teaching social studies in grades 4 through 12. Topics include: multicultural aspects of the social studies; effective communication skills in reading, writing and speaking in the social studies; critical thinking about social studies methodology; the ability to translate social science discipline knowledge into the social studies curriculum; the ability to use social studies software in the classrooms and the ability to use technology to conduct social science research. Course content includes the modeling of block scheduling, integrated units, problem solving and critical thinking about the middle school concept, as well as teaching strategies,
scheduling and pacing techniques and content delivery methods appropriate to high school settings. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. A summative final assignment is to create a detailed plan for a social studies unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a Field Practicum. [Skill: I] Prerequisite: Admission to the Teacher Education Program.

ED360 SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES (4). This course introduces the broad spectrum of exceptionalities that comprise the special education population. It includes the history and the current legislation pertaining to inclusion, parents as partners in the education process, diagnostic and prescriptive teaching, individualized classroom techniques, and an understanding all kinds of diversity of learners within today's classroom. The course is correlated with a field practicum. Prerequisite: Admission to the Teacher Education Program.

ED362 TEACHING SECONDARY ART (4). The secondary curriculum and methods of teaching art with instructional materials. Students learn the reciprocal influence of the arts and their cultural, social, and historical context. Includes how to incorporate technology in order to broaden knowledge of artistic possibilities and how to design and guide experiences in which learners with different skill levels, backgrounds, and learning styles can achieve. Course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to the Teacher Education Program.

ED364 TEACHING FOREIGN LANGUAGES (4). Principles of language instruction with emphasis on the selection of appropriate materials and methods, techniques for using technology and the construction and use of assessment instruments. The emphasis is on communicative models of language teaching and the standards for the profession as developed by the American Council for the Teaching of Foreign Languages (ACTFL) and the Ohio Department of Education. This course should be taken with a field practicum. [Skill: I] Prerequisite: Admission to the Teacher Education Program.

ED385 FIELD PRACTICUM III (1). Applied theory and practice in P-12 classrooms with guidance of field/clinical and college faculty. In
this course teacher candidates will be expected to plan, teach, and evaluate a lesson in their licensure area, including an assessment of student learning. They will also begin to practice positive discipline and to collaborate with colleagues. They will continue to develop and reflect on their teaching skills and their effectiveness as teachers. Successful completion with a "C" or better is a prerequisite for the Practicum IV. [Skill: O] Prerequisites: ED285 and Admission to the Teacher Education Program.

**ED485 FIELD PRACTICUM IV (1).** Applied theory and practice in P-12 classrooms with guidance of field/clinical and college faculty. In this course expectations are increased for teacher candidates to plan, teach, and evaluate a lesson in their licensure area, including an assessment of student learning. Candidates will continue to practice positive discipline, collaboration with colleagues, and effectiveness as teachers as evidenced by a capstone project, in which their impact on student learning is described, recorded and analyzed. Successful completion with a "C" or better is a prerequisite for student teaching. Prerequisites: ED385 and Admission to the Teacher Education Program.

**ED495 STUDENT TEACHING (16).** Students demonstrate the ability to work with parents and children, interdisciplinary teams of professionals and children with varying abilities and culturally diverse family systems. Students produce a capstone project, the Teacher Performance Assessment (TPA), in which planning, teaching, and assessment are described and analyzed. Take Ohio professional test(s). $65.00 fingerprinting fee. [Skill: W] Prerequisite: Permission of the Education department.

**SE330 BUILDING BLOCKS OF EXCEPTIONALITY (4).** Offers instruction on the cognitive, communicative, physical, and social/emotional characteristics of learners with exceptionalities. Includes the learning theory models as a foundation for early childhood intervention and promotes understanding of the development of infants and young children along with the ability to identify specific disabilities; describes implications for development, learning, and use of best practice based on knowledge of the child, family, and community to enable candidate to select and use specialized instructional strategies for students with exceptional learning needs that are age and ability appropriate. Other issues to be addressed include legal issues involved in providing services to young children, specifically as it relates to Individual Family Service Plans and
Individualized Educational Plans, health and first aid issues, and collaboration with community, state, and federal agencies. 
"Prerequisite: Admission to the Teacher Education program."

**SE332 THE LAW AND DIFFERENTIATED INSTRUCTION (4).**
In the highly litigated area of Special Education, it is imperative that professionals in the field understand the legal requirements of providing a free and appropriate public education to students with disabilities. Historical, philosophical and legal foundations of special education in relation to contemporary trends and issues at federal, state and local school district levels for children, adolescents, and young adults are addressed. Topics include technology in education, school law and teacher liability, identification of at-risk students, and Individual Family Service Plan (IFSP) and Individualized Education Plan (IEP) procedures and legal issues. "Prerequisite: ED360 or SE330 and admission to the Teacher Education program."

**SE334 TECHNOLOGY IN SPECIAL EDUCATION: MEETING THE NEEDS OF STUDENTS WITH MILD TO MODERATE LEARNING NEEDS (2).**
This course will have students analyze, design, develop, implement, and evaluate educational technology as an instructional resource to meet the needs of students with mild to moderate learning needs in various PreK-12 classroom settings as integrated with principles of learning and assessment. Students will utilize technology to incorporate principles of Universal Design for Learning and differentiated instruction to meet the needs of learners through discussions, modeling, laboratory experiences, and completion of a comprehensive project. "Prerequisite: ED360 and admission to the Teacher Education Program."

**SE341 CLASSROOM MANAGEMENT STRATEGIES FOR INCLUSIVE AND SPECIAL EDUCATION SETTINGS (4).**
This course will present current theories, issues, research findings, and practices as they relate to the development of social skills and effective classroom management of students with mild to intensive behavioral problems that may or may not co-exist with other learning needs. These issues are examined from a student-centered, culturally sensitive, and multi-agency perspective. The course will provide future educators with an understanding of different conceptual models, approaches, and strategies for individualizing instruction for K-12 students with socio-emotional and behavioral disorders in the full continuum of educational settings, from least to most restrictive. "Prerequisite: ED360 and admission to the Teacher Education Program."
SE352 METHODS AND MATERIALS FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH MILD TO MODERATE LEARNING NEEDS (4). This course presents a survey and overview of teaching methods and materials in various curricular areas for students with mild to moderate educational needs. This includes students with ADD/ADHD, learning disabilities, Autism Spectrum Disorders, mild intellectual disabilities, emotional/behavioral disorders, mild visual or hearing impairment, and other health impairments. The focus of the course will be on individualized and group adaptations in lesson planning and content instruction, teaching strategies, assessment, technology use, classroom management, methods for enhancing motivation, and self-monitoring skills. Prerequisite: ED360 and admission to the Teacher Education Program.

SE354 METHODS AND MATERIALS FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH MODERATE TO INTENSIVE LEARNING NEEDS (4). This course presents a survey and overview of teaching methods and materials in various curricular areas for students with moderate to intensive educational needs. This includes students with Autism Spectrum Disorder, significant cognitive disabilities, significant emotional/behavioral disorders, multiple orthopedic conditions and other health impairments, and to a limited extent, blindness and deafness. The focus of the course will be on individualized and group adaptations in lesson planning and content, teaching strategies, assessment, technology use, classroom management, and methods to enhance motivation, and self-monitoring skills. Strategies for including this population of students in general education settings will also be addressed. Prerequisites: ED360 and admission to the Teacher Education Program.

SE357 SOCIAL SKILLS DEVELOPMENT AND BEHAVIOR MANAGEMENT IN THE EARLY CHILDHOOD, EXCEPTIONAL ENVIRONMENT (4). An introduction to management, discipline and instructional planning in early childhood learning environments with a focus on an understanding of young children’s development. The course emphasis is on introducing teacher candidates to a variety of research-based approaches to enhancing social skills development and environmental management while facing the challenge of creating positive, inclusive, classroom communities. Course content includes investigating the historical and cultural frameworks of various approaches to social skills and behavior management, a deep understanding of each approach, and a variety of
methods from which to choose to meet the needs of various situations. Further, early childhood theory will be integrated with practical applications to provide developmental understanding and ensure the support of young children’s social and behavioral outcomes in exceptional and general education environments. Prerequisites: SE330 and admission to the Teacher Education Program.

SE358 ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS (4). This class will emphasize early childhood/special education intervention assessment, evaluation techniques and report writing. The course includes information on how to select, adapt, and administer formal and informal performance-based assessment for specific motor, cognitive and sensory disabilities, data collection techniques and analysis, team collaboration in various settings (home, public/private centers, schools, classrooms, and community agencies), and staff and program assessment and evaluation. Students will design assessment adaptations and modifications and study research-based instructional strategies for to learners with a variety of exceptionalities across the curriculum Prerequisites: SE330 and admission to the Teacher Education Program.

SE361 COMMUNICATION AND COLLABORATION IN THE EARLY CHILDHOOD, EXCEPTIONAL ENVIRONMENT (4). This course will focus on issues and practices concerning family systems and the role of the family in the education of young children with disabilities; models and strategies for consultation and collaboration and effective communication with families and school personnel; and professional ethics. Candidates will focus on the relationship between local and state support delivery systems for individuals with exceptional physical, mental, and medical disabilities Pk-3; networks, organization, resources, strategies and techniques used to integrate students requiring services into diverse educational social and community settings including assistive technology devices, residential treatment, and health/medical settings. Candidates will examine strategies that promote successful transitions for individuals with exceptional learning needs, identify support needs for families that will facilitate integration into various program placements and structures. Candidates will also examine strategies to support the activities of para-educators, volunteers, and study the ethical dimensions of advocating for appropriate services. Prerequisites: SE330 and admission to the Teacher Education Program.
SE364 COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE TO INTENSIVE LEARNING NEEDS (2).
This course will emphasize various approaches to teaching individuals with moderate to intensive educational needs the functional communication strategies needed to function in daily life settings such as home, school, and work. Teacher candidates enrolling in this course will become familiar with the assistive technologies available for developing communicative abilities in this population of students. Prerequisites: SE330 and admission to the Teacher Education Program.

SE371 SPEECH, LANGUAGE, AND LITERACY IN THE EXCEPTIONAL EARLY CHILDHOOD ENVIRONMENT (4).
The course is designed to introduce the participants to a comprehensive overview of communication, speech, language and hearing. The primary objective is to provide users with essential information about typical development and an overview of communication disorders of exceptional early childhood students. The course will provide an overview of the nature and identification of speech and language and communication disorders, and a brief presentation of their treatment. This includes information pertaining to anatomy of the speech mechanism, development of communication skills, various disorder types in children, evaluation procedures, and cultural influences on communicative processes. The course will provide the learner with models of collaborative efforts in providing appropriate remediation strategies and problem solving solutions for children with communication disorders. It will link all speech and language disorders to literacy issues in the early childhood environment. Prerequisites: SE330 and admission to the Teacher Education Program.

English
Faculty: Bonnie Erwin, Charlotte Fairlie, Judy Harvey, James I. McNelis, Ursula C. McTaggart, Laura Struve, Marta Wilkinson

Studying literature opens your world, introducing you to other cultures, other places, and other times. Reading novels, plays, and poems gives you new ways to see the world and new ways to see yourself. The study of English also includes learning the professional
skills—reading, writing, and critical thinking—needed to succeed in an ever-changing global economy.

An English major meets the needs of students who want a general background in the discipline as well as those wishing to prepare for professional or graduate study. English courses complement any field of study that requires the development of good writing and critical thinking skills. Students have used the English major not only to prepare for careers in teaching, law, journalism, publishing, and public relations but also agriculture, business, medicine, counseling, science, and social work.

**ENGLISH MAJOR:** A total of 41 hours with grades of "C-" or better, including 20 hours at the 300- or 400- level, is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

**Required courses:**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EN134</td>
<td>Introduction to English Literature</td>
<td>1</td>
</tr>
<tr>
<td>EN239</td>
<td>Introduction to Literary Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EN242</td>
<td>American Literature Survey</td>
<td>4</td>
</tr>
<tr>
<td>EN244G-HU</td>
<td>British Literature I</td>
<td>4</td>
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<tr>
<td>EN245G-HU</td>
<td>British Literature II</td>
<td>4</td>
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<tr>
<td>EN331</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>EN430G-HU</td>
<td>Studies in World Literature</td>
<td>4</td>
</tr>
<tr>
<td>EN495</td>
<td>Senior Seminar</td>
<td>4</td>
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</tbody>
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**Required:** 12 additional hours, including 8 hours of upper division.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EN131</td>
<td>Writing III: Advanced Writing and Practice</td>
<td>4</td>
</tr>
<tr>
<td>EN232</td>
<td>Varieties of Literature</td>
<td>4</td>
</tr>
<tr>
<td>EN233</td>
<td>Literature of Rural Life and the Environment</td>
<td>4</td>
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<tr>
<td>EN235</td>
<td>Literature for Children and Young Adults</td>
<td>4</td>
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<tr>
<td>EN250G-HU</td>
<td>Topics in Global Literature</td>
<td>4</td>
</tr>
<tr>
<td>EN330</td>
<td>Major Authors or Movements</td>
<td>4</td>
</tr>
<tr>
<td>EN334</td>
<td>Literary Studies</td>
<td>4</td>
</tr>
<tr>
<td>EN336</td>
<td>Creative Writing</td>
<td>4</td>
</tr>
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<td>EN338</td>
<td>Contemporary American Literature</td>
<td>4</td>
</tr>
<tr>
<td>EN435</td>
<td>Introduction to Linguistics: History and Structure</td>
<td>4</td>
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</table>

**ENGLISH MINOR:** A total of 20 hours with grades of "C-" or better, including 12 hours at the 300- or 400- level is required. Courses other
than those offered only as pass/no pass may not be taken on a pass/no pass basis for this minor.

EN131 Writing III: Advanced Writing and Practice (4)
EN232 Varieties of Literature (4)
EN233 Literature of Rural Life and the Environment (4)
EN235G-HU Literature for Children and Young Adults (4)
EN242 American Literature Survey (4)
EN244G-HU British Literature I (4)
EN245G-HU British Literature II (4)
EN250G-HU Topics in Global Literature (4)
EN330 Major Authors or Movements (4)
EN331 Shakespeare (4)
EN334 Literary Studies (4)
EN336 Creative Writing (4)
EN338 Contemporary American Literature (4)
EN430G-HU Studies in World Literature (4)
EN435 Introduction to Linguistics: History and Structure (4)
EN495 Senior Seminar (4)

Note: EN101 and EN103H may not be counted as part of a major or minor.

ENGLISH

EN088 ENGLISH AS A SECOND LANGUAGE: WRITING (2).
Designed primarily for international students needing assistance with college level writing skills, emphasizing grammar and usage issues common among E.S.L. students.

EN089 ENGLISH AS A SECOND LANGUAGE: READING (2).
Designed primarily for international students needing assistance with reading skills, including comprehension and vocabulary development.

EN098 READING WORKSHOP (4). Focuses on the improvement of comprehension in reading. Emphasis is placed on the ability to organize and summarize information presented in reading selections. Reading techniques and methods appropriate to a variety of materials will be explored. Individual conferences deal with individual reading
problems. Does not count toward the number of hours required for graduation. Prerequisite: ACT reading score of 13 or lower.

**EN100 WRITING I (4).** This course introduces students to the expectations of college-level reading and expository writing. Classroom instruction emphasizes the conventions of effective writing. Students are placed into EN100 based on ACT scores and high school performance. *Does not count toward an English major or minor.*

**EN101 WRITING II (4).** This course extends students’ understanding of the expectations of college-level expository writing. It emphasizes critical analysis, argument, and research. Students are placed into ENG 101 based on ACT scores and high school performance. *Does not count toward an English major or minor.*

**EN103H GREAT DEBATES (4).** This course will introduce students to key debates in the Humanities that have influenced and affected different cultures. The readings might include classical literature like the *Iliad* and the *Odyssey* or philosophical basics like Kant and Mill. It also might include more contemporary literary and cultural texts that reveal questions our society asks about itself. This class will challenge students while engaging them with basic questions about the history of human ideas. Students will discuss and write about these texts, learning critical thinking, composition, and research skills. Specific topics and readings will be determined by the instructor. Prerequisite: Admission to the Honors Program.

**EN131 WRITING III: ADVANCED WRITING AND PRACTICE (4).** Presents the terminology traditionally used to describe the structure of Standard Written English. Students receive intensive practice in the analysis of grammar and syntax. Emphasizes correctness for both authorship and critical editing. Recommended for those seeking a career in professional writing and for future teachers of English. [Skill: W] Prerequisite: EN101 or EN103H.

**EN134 INTRODUCTION TO ENGLISH LITERATURE (1).** This course introduces students to the study of English literature. Students will learn critical thinking, reading, and writing skills, as well as cultural analysis. Prerequisite: Student must be an English major or minor.

**EN232 VARIETIES OF LITERATURE (4).** An introduction to literature. Topics vary and may be organized by genre (introduction to
poetry, to drama, to fiction) or by theme (African American literature, War and Peace). Emphasis is placed on developing skill in analytical writing about literature. Topics are announced in the semester schedule. May be repeated when topics vary. [Skills: T,W] Prerequisite: EN101 or EN103H.

EN233 LITERATURE OF RURAL LIFE AND THE ENVIRONMENT (4). This course will increase student awareness of environmental issues and literary analysis by examining literature depicting agriculture, rural life, nature, and/or environmentalism. Emphasis will be placed on developing skill in analytical writing about literature. [Skills: T,W] Prerequisite: EN101 or EN103H.

EN235 LITERATURE FOR CHILDREN AND YOUNG ADULTS (4). This study of literature for children and young adults surveys the field from traditional origins to modern times. Cultural diverse fiction, nonfiction, poems, and plays written for, by, or about children and young adults are read and/or viewed and critically analyzed. Students develop an understanding of problems posed by stereotyping and censorship. Emphasizes books written and illustrated by authors of diverse gender, ethnicity, race, and religion. The course elicits student responses to the literature to develop analytical and critical thinking skills. [Skill: W] Prerequisite: EN101 or EN103H.

EN239 INTRODUCTION TO LITERARY ANALYSIS (4). This course will provide students with an introduction to literature, literary terms, and techniques for analysis, such as prosody, figures of speech, and close-reading. This course will also introduce students to the rudiments of literary theory and schools of thought. Emphasis is placed on developing skills in critical reading and analytical writing. In addition, students will explore issues of diversity that may include, but are not limited to, racial identification, cultural and linguistic heritage, class privilege, sexual identity, religious practice, geographical background, and gender. [Skills: T,W] Prerequisites: EN101 or EN103H and English major or minor.

EN242 AMERICAN LITERATURE SURVEY (4). A historical survey examining American literature in various periods of its development from precolonial writing to the twentieth century. Students analyze the representations of American culture, examine the historical and cultural contexts underlying American literature, and interpret literature through discussion and written assignments. [Skills: T,W] Prerequisite: EN101 or EN103H.
EN244G-HU BRITISH LITERATURE I (4). A historical survey of British literature from the medieval period to 1798. The course covers: the nature of the oral tradition; the blending of languages and culture; manuscript culture and the transition to print culture; the development of drama; the traditions of epic and romance; medieval, Elizabethan, Cavalier, and metaphysical poetry; and the origins of the novel. Students will examine the historical and cultural contexts underlying the literature, and interpret texts through written assignments, discussion, and other activities. [Skills: T,W] Prerequisite: EN101 or EN103H.

EN245G-HU BRITISH LITERATURE II (4). A historical survey of British literature from 1798 to the twenty-first century. The course covers the development of the novel, the characteristics of romanticism, the conflicting nature of the Victorian period, and the developments of modernism and post-modernism that mark the twentieth century. Students will examine the historical and cultural contexts underlying literature and interpret texts through written assignments, discussion, and other activities. [Skills: O,T] Prerequisite: EN101 or EN103H.

EN250G-HU TOPICS IN GLOBAL LITERATURE (4). An introduction to literature from around the world. Topics vary and may be organized by genre or by theme. Emphasis is placed on developing skill in analytical writing about literature and on making connections among texts from different cultures. Classes will address the social, historical, and cultural contexts surrounding chosen works. Topics are announced in the semester schedule. May be repeated when topics vary. [Skill: W] Prerequisite: EN101 or EN103H.

EN330 MAJOR AUTHORS OR MOVEMENTS (4). An intensive study of a major literary figure, period, or movement. This course will emphasize in-depth knowledge of literature. It will also emphasize skills in critical reading, analytical writing, and information literacy. Examples of course titles: "Jane Austen," "Modern British Fiction," The Harlem Renaissance," "Dickinson and Whitman," "Balzac and Zola." May be repeated when topics vary. [Skills: I,W] Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G-HU, EN245G-HU, or EN250G-HU.

EN331 SHAKESPEARE (4). An in-depth study of the plays and sonnets of Shakespeare with emphasis on the great tragedies. Works by Shakespeare's contemporaries may be included. Plays are read closely
and analyzed in conjunction with the reading of criticism and theory. Live performances, readings, videos, and electronic resources will be used as appropriate. Students will be expected to write papers which demonstrate an informed close reading of the primary texts, as well as competence in library research and in the evaluation of theoretical and critical approaches. [Skills: T,W] Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G-HU, EN245G-HU, or EN250G-HU.

EN334 LITERARY STUDIES (4). A special topics course for upper-division students, focusing upon a particular theme, author, period, or genre. Attention is given to developing advanced skills in reading, analyzing, and writing. May be repeated when topics vary. [Skills: O,W] Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G-HU, EN245G-HU, or EN250G-HU.

EN336 CREATIVE WRITING (4). An intensive experience in writing poetry, short stories, or drama. May be repeated when topics vary or by permission of the instructor. Prerequisite: EN101.

EN338 CONTEMPORARY AMERICAN LITERATURE (4). An examination of contemporary American literature from the twentieth century to the present. The course emphasizes the ways writers have challenged Americans toward a broader, more inclusive vision of literature, culture, and identity. Students will examine the cultural contexts underlying the literature and interpret texts through discussion and written assignments. [Skills: I,O] Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G-HU, EN245G-HU, or EN250G-HU.

EN430G-HU STUDIES IN WORLD LITERATURE (4). This course will be alternately organized under two formats: First; as a survey of World Literature, highlighting major representative works from various national literatures and spanning the Early Modern period through post-modernism. Second; as a special topics course isolating at least two works from three or four different national literatures, thus allowing for greater in-depth familiarity and exploration of a chosen literature, author and/or period. May be repeated when topics vary. [Skills: I,W] Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G-HU, EN245G-HU, or EN250G-HU.

EN435 INTRODUCTION TO LINGUISTICS: THE HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE (4). An
introduction to the nature and structure of language with an emphasis on English and the various historical and present-day approaches to the study of English grammar. The course includes such topics as first and second language acquisition and development, linguistic geography, and the origin and nature of dialects. [Skill: T] Prerequisite: EN131 or EN244G-HU recommended.

EN495 SENIOR SEMINAR (4). A capstone for majors, this course will continue to develop students' knowledge of literary theory and the schools of criticism and their research writing skills. Students will be expected to contribute their writing, analysis, and research throughout the semester. This course is primarily student-driven and course meetings are centered on active participation and the collaboration between students and the faculty. Following the practices of scholarly research, students investigate a topic thoroughly and produce a thoughtful and original research paper and presentation. Prerequisite: Senior standing.

History
Faculty: Edward G. Agran, Luis A. Sierra.

History is the written record of the human past, dealing with the people and events that helped make us what we are today. History courses enable students to investigate the ideas, problems, and actions of past generations as they directly affect the present. Through a variety of survey and specialized courses, students are encouraged to examine various cultures and historical periods, their distinctiveness as well as their particular responses to similar problems.

In a time of instant news and high technology, it is tempting to ignore the past, but those who attempt to understand history have a distinct advantage. Such an advantage is obvious for those seeking jobs in teaching, journalism, government service, or communications. A good historical background also serves well for those who enter the world of law, business, banking, archival and library work, or museums and historical societies.

HISTORY MAJOR: A minimum of 41 hours is required.

Required course:
- HI130 American History I: 1607-1877 (4)
- HI131 American History II: 1877-Present (4)
- HI160G-HU World Civilization I (4)
- HI161G-HU World Civilization II (4)
HI281  Historical Research Methods (1)
HI495  Senior Seminar (4)

**Required:** 20 hours from the following courses.

GE331  World Geography (4)
HI331  United States History: 1877-1919 (4)
HI333  United States History: 1920-Present (4)
HI340  Introduction to Public History Theory (4)
HI341  Introduction to Public History Practice (4)

HI350  Topics in United States History (4)
HI351G-HU-x  Topics in World History (4)
HI360G-HU  World History I (4)
HI361G-HU  World History II (4)

**HISTORY MINOR:** A minimum of 24 hours.

**Required:** 24 hours, including 12 hours at 300- or 400-level.

GE331  World Geography (4)
HI130  American History I: 1607-1877 (4)
HI131  American History II: 1877-Present (4)
HI160G-HU  World Civilization I (4)
HI161G-HU  World Civilization II (4)
HI281  Historical Research Methods (1)
HI331  United States History: 1877-1919 (4)
HI333  United States History: 1920-Present (4)
HI341  Introduction to Public History Practice (4)

HI350  Topics in United States History (4)
HI351G-HU-x  Topics in World History (4)
HI360G-HU  World History I (4)
HI361G-HU  World History II (4)
HI495  Senior Seminar (4)

**GEOGRAPHY**

**GE331 WORLD GEOGRAPHY: REGIONS AND CONCEPTS** (4). A survey of the major physical-cultural regions of the world, designed to familiarize students with the basic political and human geography of the contemporary world. The ways people interact with and modify their environments, and the distribution of similar cultural patterns receive special emphasis. **[Skill: T]** May count toward the history major.
HISTORY

HI130 AMERICAN HISTORY I: 1607-1877 (4). This survey focuses on political, social, economic, and cultural developments ranging across the colonial era, through the national and into the middle period, ending with the post-Civil War Reconstruction Era. [Skill: T]

HI131 AMERICAN HISTORY II: 1877-PRESENT (4). This survey focuses on political, social, economic, and cultural developments ranging across the late-19th century Gilded Age into 20th century domestic developments and overseas expansion, ending with present-day concerns such as globalization and multiculturalism. [Skill: T]

HI160G-HU WORLD CIVILIZATIONS I (4). An overview of the development of the world’s civilizations from earliest times to the European Renaissance. The major focus is on developments in the West, but societies in China, India, Southwest Asia, and Africa are also examined. [Skill: T]

HI161G-HU WORLD CIVILIZATIONS II (4). A continuation of HI160G-HU, this course examines the development of societies in and beyond Europe since the Reformation. Special emphasis is given to the emergence of "modern" or "developed" forms of social, economic, and political organization and their spread around the globe after the mid-nineteenth century. [Skill: T]

HI281 HISTORICAL RESEARCH METHODS (1). An introduction to historical research with emphasis on identifying and locating primary and secondary sources, conducting basic research and exposing students to the challenges of preparing and presenting a research paper in a seminar setting. Prerequisite: EN101.

HI331 UNITED STATES HISTORY, 1877-1919 (4). This course focuses on political, social, economic and cultural developments during the wildly expansionistic Gilded Age and Progressive Reform Era. Includes written and oral analysis and interpretation of a wide range of resources: text; monograph; documentary film; fiction; biography and autobiography. [Skills: T,W] Prerequisite: HI131.

HI333 UNITED STATES HISTORY, 1920-PRESENT (4). This course focuses on political, social, economic, and cultural developments ranging across the 20th century from the New Era Twenties, through the Depression, overseas wars, the Cold War,
domestic and civil rights concerns, globalization, and an increasing recognition of the challenges and opportunities of a multicultural society. Includes written and oral analysis of a wide range of resources: text; monograph; Hollywood and documentary film; biography and autobiography. [Skills: T,W] Prerequisite: HI131.

HI340 INTRODUCTION TO PUBLIC HISTORY THEORY (4).
Public history defines a constellation of historical work outside the academy. It most often refers to historians who work in institutions like museums, preservation offices, and cultural resource agencies. It also refers to popular history or the various ways the public constructs and maintains ideas about the past. [Skills: I,T] Prerequisite: HI130 or HI131

HI341 INTRODUCTION TO PUBLIC HISTORY PRACTICE (4).
Public history defines a constellation of historical work outside the academy. It most often refers to historians who work in institutions like museums, preservation offices, and cultural resource agencies. It also refers to popular history or the various ways the public constructs and maintains ideas about the past. This course enables students to apply Public History Theory to practice in the field. [Skills: I,T] Prerequisite: HI340.

HI350 TOPICS IN UNITED STATES HISTORY (4). This course focuses on the in-depth examination of varying topics in United States history. Topics may include, but are not limited to Andrew Jackson, Native-American History, Race, Gender, and Ethnicity in American History, Depression-Era America, and The Sixties. May be repeated when topics vary. Prerequisite: HI130 or HI131.

HI351G-HU-x TOPICS IN WORLD HISTORY (4). An examination of a selected topic in the history of an area other than the United States. Examples include, but are not limited to, Ancient History, Pre-Colonial African History, the Reformation in Europe, and Japan during the Meiji Restoration. May be repeated when topics vary. [Skill: W] Prerequisite: HI160G-HU or HI161G-HU.

HI360G-HU WORLD HISTORY I: THE EARLY MODERN ERA (4). The history of the world’s major cultural realms from Europe’s Renaissance to ca. 1870: the Meiji Restoration, the Tai’ping Rebellion, the eve of the Scramble for Africa and the Age of National Unification. Emphasis is on cultural interaction, cultural diffusion and the
emergence of "modern" forms of social, political and economic organization. [Skill: T] Prerequisite: HI161G-HU.

HI361G-HU WORLD HISTORY II: THE MODERN ERA SINCE 1870 (4). A continuation of HI 360, this course examines the history of the world’s major cultural realms from ca. 1870 to the present. Key topics include the culmination and demise of the age of European hegemony, the rise of nationalism throughout the world, and the reordering of the world since 1945. [Skill: T] Prerequisite: HI161G-HU.

HI495 SENIOR SEMINAR (4). The capstone seminar for the major focuses upon historiography and methodology in the discipline. A major research paper is required. [Skills: I,O] Prerequisites: HI281 and junior or senior standing.

GLOBAL

GL125 FIRST YEAR EXPERIENCE SEMINAR: THE INDIVIDUAL IN A GLOBAL SOCIETY (4). First Year Experience Seminar: The Individual in a Global Society is designed to introduce Main Campus incoming students to Wilmington College's Mission/Vision/Core Values/Queries. First Year Experience Seminar: The Individual in a Global Society is focused on a unifying theme and provides a transition into the College's distinctive Global Awareness curriculum helping students understand how they, as individuals, are connected to social justice and global issues. This course will prepare students to choose the global module sequence which best fits their interests. In addition, students will be introduced to skills for more effective time management, studying note-taking, test-taking, etc., to enable them to make a successful transition from high school to college. First Year Experience Seminar: The Individual in a Global Society will routinely incorporate active learning techniques and assignments. Students will investigate their own values and explore global connections.

GL125H FIRST YEAR EXPERIENCE SEMINAR: THE INDIVIDUAL IN A GLOBAL SOCIETY (4). See GL125.

GL127 GLOBAL SEMINAR FOR TRANSFER STUDENTS: THE INDIVIDUAL IN A GLOBAL SOCIETY (4). This course is designed to introduce Main Campus incoming students with 30 or more
credit hours to Wilmington College's Mission/Vision/Core Values/Queries. Global Seminar for Transfer Students: The Individual in a Global Society is focused on a unifying theme and provides a transition into the College's distinctive Global Awareness curriculum helping students understand how they, as individuals, are connected to social justice and global issues. This course will prepare students to reflect on the global-centered courses they have already taken, and if appropriate choose additional course to fulfill their global module sequence. In addition, the course will sharpen students research skills and consider the issue of plagiarism. Global Seminar for Transfer Students: The Individual in a Global Society will routinely incorporate active learning techniques and assignments. Students will investigate their own values and explore global connections.

**GL425 JUNIOR/SENIOR GLOBAL SEMINAR (4).** Students will explore a contemporary global topic by engaging in one to three in-depth case studies. Topics will vary from course to course, but all will examine the perspectives and values of other cultures and/or a specific global issue. Each course will include consideration of the role of the student as an individual in a globalized world and concrete ways in which students can make a positive impact on the world. **Prerequisites:** GL125 or GL127 and two global courses.

**GL425H JUNIOR/SENIOR GLOBAL SEMINAR (4).** See GL425.

**INTERDISCIPLINARY**

**ID100 EFFECTIVE COLLEGE STUDY STRATEGIES (1).** This course provides students with additional preparation in the organization, study skills, and self-discipline needed to be successful in college courses. **Placement by Academic Affairs.**

**TR130 STUDY/SERVICE TRIP (2-4).** Group trips of at least five days in length, designed to facilitate learning through exposure to or involvement in a culture different from one’s own. Some trips emphasize service and work, others concentrate on lectures and field trips. Destinations may be international or domestic.

**TR290 STUDY ABROAD.** Students approved by the Office of Academic Affairs for a semester abroad through approved study abroad programs should register for this course during the semester they are abroad. Upon receipt of the official transcript from the study abroad
school, each course taken will be recorded on the WC transcript as residence credit and this course will be removed. Fee: $150. 
Prerequisite: Permission of instructor. See Study Abroad Policies.

**TR330 STUDY/SERVICE TRIP (2-4)**. See TR130.

**Honors Program**
Program Director: Michael Snarr

The Honors Program at Wilmington College is designed to enrich the academic experience of qualified students with honors sections of core courses, interdisciplinary seminars, volunteering and civic engagement, a senior project, and various non-credit enrichment activities.

Entering freshmen on the Wilmington campus who received a high school GPA of 3.3 or higher and an ACT score of 25 or higher are invited to participate in this program. Full-time main campus students who have a 3.3 GPA at the end of the first term, but were not previously invited to participate, may petition the Honors Program, and if approved, may participate in second term activities.

At the end of the freshman year, all students who have participated in any Honors Program activities during the year will be evaluated for Honors Program continuation. Students who have a 3.3 cumulative GPA, who are in good academic standing with respect to credits earned, and who have participated in the required Honors Program activities will be confirmed into the Program.

Students must maintain a 3.3 cumulative GPA to remain active in the program during their remaining years at Wilmington College. Students who have committed academic misconduct at Wilmington College are not eligible to be part of the Honors Program.

Any transfer student interested in joining the program should contact the Director of the Honors Program.

For further information, contact the Director of the Honors Program.

**HONORS PROGRAM:** A total of 16 hours is required.

**Required courses:**

- **EN103H**  Great Debates  (4)
- **GL125H**  FYE Seminar: The Individual in a Global Society  (4)
- **GL425H**  Junior/Senior Global Seminar  (4)
- **HO231**  Mediation Training  (1)
Required: 3 hours
HO230H Honors Seminar (1)

Required:
- Electronic Journal
- 24 clock hours of Volunteer Service
- 24 clock hours of Civic Engagement
- Senior Capstone Project

HONORS

HO230 HONORS SEMINAR (1). This course is designed to enrich the student’s educational experience through intellectually challenging and interesting topics. This course is not normally offered in the regular curriculum and is based on faculty expertise and interest. May be repeated when topics vary. Pass/No Pass. Prerequisite: GL125H or GL127H.

HO231 MEDIATION TRAINING (1). This course explores all phases of the mediation process through exercises, short lectures, group discussions, and role-playing sessions. Pass/No Pass. Prerequisite: GL125H or GL127H.

PEACE CORPS PREP PROGRAM

Peace Corps Prep Program is a partner program between the Peace Corps and Wilmington College. Students who are accepted and meet the criteria outlined through this program will receive a certificate from Peace Corps and priority consideration in their Peace Corps application, although acceptance to Peace Corps is not guaranteed. The purpose of this program is to prepare students who are interested in doing international service, like Peace Corps, and to recognize their achievements.

Students interested in applying to participate will be able to apply during the first semester of their sophomore year. Applications will be accepted by mid-term each fall and spring, with decisions being made by the end of the term. Students who choose to apply in the first semester of their junior year will be closely evaluated to ensure that they will have time to fully complete the program requirements prior to graduation.

In order to complete the program, students must meet the following requirements.
- Minimum of 8 credits in Spanish
- Minimum of 16 credits in Global Awareness Courses
• Minimum of 12 credits in one of the following areas: Agriculture, Education, or Health Care
• Minimum of 4 credits of Experiential Learning
  – Athletic Training Practica
  – Education Practica/Student Teaching
  – Study/Service Trip
  – Domestic or International Internship
  – Study Abroad Experience
• Minimum of 100 hours of service in 4 years
• Participation in an orientation and the Peace Corps Prep club.

For application, specific course information or other questions, students should meet with either the Peace Resource Center Coordinator or the Director of Career Services.

WILMINGTON INSTITUTE FOR STEWARDSHIP & ENGAGEMENT (WISE) PROGRAM
Program Director: Coreen Cockerill

The WISE program is designed as a stand-alone, holistic experience for students that can be customized to suit their independent needs and future career paths. Students from all majors and minors can participate, and upon completion, will receive a Certificate in Leadership and Sustainable Change and recognition of completion on their transcripts. The program is designed to accommodate both new and transfer students and can be completed in as few as 5 semesters in conjunction with their existing academic programs.

WISE participants will complete an academic track that consists of 11 credit hours in addition to their selected major and/or minor requirements. The WISE is a co-curricular program available to students with a minimum GPA of 2.75, which must be maintained throughout program participation. Students who apply to the WISE will be accepted through a competitive selection process. WISE participants will automatically enroll in the Wilmington College Work Program upon acceptance and will be placed in Work Program positions that emphasize leadership/sustainability (6-8 hours per week during the academic year for a minimum of 4 semesters).

Students must complete the following courses for this co-curricular certificate:

CERTIFICATE PROGRAM IN LEADERSHIP & SUSTAINABLE CHANGE: A total of 11 hours with grades of "C-" or better is required.

Required courses:
WS131 Introduction to Leadership & Engagement (2)
WS470 Internship (4)
WS495 Capstone Seminar in Leadership (2)

**Required:** 3 hours from the following.
HO231 Mediation Training (1)
WS350 Topics in Leadership & Sustainable Change* (1)
TR130/330 Study/Service (fall or spring lobby trips only) (1-2)

*May be repeated as topics change

**WS131 INTRODUCTION TO LEADERSHIP AND ENGAGEMENT (2).** The Wilmington Institute for Stewardship and Engagement is a co-curricular certificate program available to students at Wilmington College interested in leadership in social change and/or institutional change. This course serves as an introduction to the role of the change agent and includes a cross-disciplinary overview of theories, philosophies and strategies of innovation and leadership. Students will examine case studies featuring effective and ethical leaders in practice and will develop critical and creative thinking skills relative to change processes. **Prerequisite:** Acceptance into the WISE program.

**WS350 TOPICS IN LEADERSHIP AND SUSTAINABLE CHANGE (1).** As a requirement of the Wilmington Institute for Stewardship and Engagement students must complete one to three (1-3) 1-hour topics courses in contemporary leadership in social change and/or institutional change. This course provides an opportunity for advanced study within various areas and applications of stewardship and engagement. Possible case study topics may include, but are not limited to: international development and change, opinion leaders, strategic planning, collegial leadership, social movements, ethical leadership, and leadership in non-profit organizations. The particular topic for a given term will be announced in the course schedule. May be repeated when topics vary. **Prerequisites:** WS131 and participation in the WISE Certificate Program.

**WS470 INTERNSHIP (4).** Students demonstrate the ability to work with organizations and individuals undergoing social and/or institutional change. This hands-on experience offers students the opportunity to work with leaders in various fields and to observe their practices while developing skills in creative-thinking and innovation. Work completed during the field experience will be used in the development of the senior portfolio. **Prerequisites:** WS131, participation in the WISE Certificate Program and junior or senior standing.
WS495 CAPSTONE SEMINAR IN LEADERSHIP (2). As a requirement of the Wilmington Institute for Stewardship and Engagement (WISE) students must complete a final capstone seminar. Students enrolled in this course will engage in the production and management of an applied portfolio. This will provide an opportunity for assessment, evaluation and presentation of both the curricular and co-curricular components of the WISE program. This course will also offer opportunities for student reflection on how participation in the program has facilitated the development of skills in values-centered leadership. Prerequisites: WS131, participation in the WISE Certificate Program and junior or senior standing.

Mathematics
Faculty: Caralee Capone, James A. FitzSimmons, Elizabeth L. Haynes, Russell W. Kincaid, William A. Kincaid

For centuries, knowledge of mathematics has been essential for the study and practice of science and engineering. It is essential in many other areas of study as well. Students in such fields as psychology, sociology, economics, computer science, actuarial science, and information science are using algebra, calculus, matrix theory, and differential equations to express concepts more clearly and precisely, to analyze and interpret complex relationships, and to arrive at conclusions concerning the meaning and significance of data.

The courses offered in mathematics are intended to meet a variety of needs. Some students will wish to concentrate in mathematics in preparation for teaching the subject, for pursuing a career in business or industry, or for further study at the graduate level. Others will want only to take courses which will provide the mathematical skills needed for concentrated study in other areas.

MATHEMATICS MAJOR: A total of 36 hours is required.

Required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MT140</td>
<td>Calculus I</td>
<td>(4)</td>
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<tr>
<td>MT141</td>
<td>Calculus II</td>
<td>(4)</td>
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<tr>
<td>MT233</td>
<td>Discrete Mathematics</td>
<td>(4)</td>
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<td>MT330</td>
<td>Linear Algebra</td>
<td>(4)</td>
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<td>MT332</td>
<td>Calculus III</td>
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Required: 16 hours from the following courses.

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<th>Course</th>
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</thead>
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<tr>
<td>MT328</td>
<td>Modern Geometrics</td>
<td>(4)</td>
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<tr>
<td>MT335</td>
<td>Abstract Algebra</td>
<td>(4)</td>
</tr>
<tr>
<td>MT338</td>
<td>History of Mathematics</td>
<td>(4)</td>
</tr>
</tbody>
</table>
MT358  Calculus Based Probability and Statistics  (4)
MT359  Differential Equations with Numerical Methods  (4)

MATHEMATICS MINOR: A total of 20 hours is required.

Required courses:
- MT140  Calculus I  (4)
- MT141  Calculus II  (4)
- MT330  Linear Algebra  (4)

Required: 8 hours from the following courses.
- MT328  Modern Geometrics  (4)
- MT332  Calculus III  (4)
- MT335  Abstract Algebra  (4)
- MT338  History of Mathematics  (4)
- MT358  Calculus Based Probability and Statistics  (4)
- MT359  Differential Equations with Numerical Methods  (4)

MATHEMATICS

MT099 BASIC MATH (2). Designed to develop mathematical skills that are a prerequisite for MT100.

MT100 ALGEBRA I (2). Review of high school algebra and an introduction to more advanced topics. Includes solving first degree equations, simplifying polynomials, factoring, solving literal equations, the rectangular coordinate system and graphing lines, solving simultaneous equations, solving and graphing linear inequalities, and solving quadratic equations. Students scoring 16 or below on the ACT test must take MT099 before taking MT100, unless placement testing indicates placement in MT100.

MT102 MATHEMATICS FOR TEACHERS I (4). An elementary study of the basic properties and underlying concepts of number systems. This content course emphasizes problem-solving techniques and a structural study of the whole numbers, the integers, rational numbers, decimals, and real numbers. [Skill: Q] Prerequisite: MT099 or math placement in MT100 or higher level of math.
MT103 MATHEMATICS FOR TEACHERS II (4). A structural study of statistics, probability, and geometry. Geometric concepts useful to K-8 teachers are developed. Geometric topics covered include geometric constructions, congruence, similarity, translations, rotations, and tessellations. [Skill: Q] Prerequisite: MT099 or math placement in MT100 or higher level of math.

MT106 SOCIAL TOPICS IN MATHEMATICS: MATHEMATICS WITHOUT ALGEBRA (4). Students become problem solvers of practical real life problems. Topics covered include: statistical methods in science and business, probability theory; coding techniques which provide for efficient handling of inventory data and data compression; techniques for detecting and correcting errors which occur when electronically transmitting identification numbers; alternative voting systems, and fair division procedures applied to mergers, divorce settlements, inheritance, and other potential adversarial situations. Prerequisite: MT100 or math placement.

MT107 ALGEBRA II (4). A continuation of the study of algebraic concepts and techniques begun in a first year algebra course. Includes operations with real numbers, factoring, exponents and radicals, functions, solutions of equations and inequalities, and rational expressions. Prerequisite: MT100 or math placement.

MT109 ALGEBRA III (4). A study of rational and polynomial functions and their graphs and techniques for solving rational and polynomial equations. Includes logarithms, inequalities, complex numbers, sequences, and matrices and determinants, as time permits. Provides essential background in pre-calculus mathematics to prepare students for Calculus I. Emphasis is given to exploring and analyzing the behavior of functions and the connections among those functions and real-world problems. [Skill: Q] Prerequisite: MT107 or math placement.

MT111 TRIGONOMETRY (4). A study of the circular and angular trigonometric and inverse trigonometric functions and their graphs, and trigonometric forms of complex numbers. Emphasizes solving real-world problems using trigonometric functions. Includes the unit circle, right triangle applications, verification of identities, and exponential and logarithmic functions. Provides essential background in pre-calculus mathematics to prepare students for Calculus I. [Skill: Q] Prerequisite: MT107 or math placement.
MT131 INTRODUCTION TO STATISTICS (4). Students learn the fundamental tools used to analyze sets of data and the standard methods for displaying data. [Skill: Q] Prerequisite: MT107 or placement in MT109 or higher.

MT140 CALCULUS I (4). An introduction to the basic concepts of limits and derivatives of functions of a single real variable. Includes plane analytic geometry, differentiation, curve sketching, maxima and minima problems, applications of the derivative, and an introduction to anti-derivatives and integration. Emphasis is on the behavior of functions and their derivatives and the use of these to model real-world systems. Graphing technology is used as an important tool for both the learning and exploring of concepts as well as for applications based problem solving. [Skill: Q] Prerequisite: MT109 or math placement.

MT141 CALCULUS II (4). A continuation of Calculus I. Differentiation and integration of trigonometric, exponential, logarithmic, and hyperbolic functions, and an in-depth look at methods of integration, and applications of the integral. Emphasis is placed on the behavior of functions, their derivatives and their integrals and the use of these to model real-world systems. As in Calculus I, graphing technology is used as an important tool. [Skill: Q] Prerequisite: MT140 or math placement.

MT233 DISCRETE MATHEMATICS (4). An introduction to discrete mathematical elements and processes. Includes sets, functions, concepts of logic and proof, Boolean algebra, combinatorics, algorithmic concepts, and graph theory and its applications. Students in this course often encounter their first experiences with formal mathematical proof techniques. Emphasis is placed upon applications of the many elements of discrete mathematics in a variety of real-world settings. The use of technology is incorporated for the benefit of both the learning of concepts as well as the solving of real-world applications problems. [Skill: Q] Prerequisite: MT109.

MT328 MODERN GEOMETRIES (4). The knowledge of Euclidean Geometry acquired in high school is used as a basis for generalization. Familiar Euclidean concepts and theorems are modified and extended to produce other geometries with unusual and interesting properties. Structure and formal proof are stressed. The non-Euclidean geometries' component for the course provides an opportunity to see that a modern theoretical model of the universe which depends on a complex non-
Euclidean geometry supports Einstein's general theory of relativity. [Skills: Q,T] Prerequisite: MT140.

MT330 LINEAR ALGEBRA (4). This course gives an introductory treatment to solving multi-dimensional systems of equations using matrix methods. Solution through the determination of the inverse, as well as other approaches are developed. Matrices and determinants and their properties are developed and used in applications of vector space concepts. [Skills: Q,T] Prerequisite: MT141.

MT332 CALCULUS III (4). The third course in the Calculus sequence. Students continue to investigate the application of the Calculus to the solution of problems of both physical and historical importance including the resolution of Zeno's paradox, convergence and divergence of infinite sums, motion in the plane and in space, the shortest time curve between two points (the brachistochrone problem) and centers of mass. Topics include parameterization of curves, vectors, sequences, infinite sums, power series, approximation of functions using the Taylor polynomial, solid analytic geometry, partial derivatives and gradients, multiple integrals and their application to areas in the plane and volumes beneath surfaces. This course demonstrates how the Calculus unified seemingly diverse concepts from geometry, algebra, the study of motion and other physical problems. [Skills: Q,T] Prerequisite: MT141.

MT335 ABSTRACT ALGEBRA (4). This course presents an axiomatic approach to the study of algebraic systems. It begins by investigating the most fundamental concepts behind integer arithmetic. It then shows how all other arithmetic operations involving integers are justified from these basic concepts which are called postulates. Other topics involving integers such as proof by induction, divisibility, congruence and modular arithmetic are also discussed. A general discussion of algebraic systems such as groups, rings, integral domains and fields includes the tools used to analyze algebraic systems such as sets, mappings between sets, relations defined on sets, permutations, homomorphisms and isomorphisms. These tools are used to compare algebraic systems defined on sets of integers, rational, real and complex numbers. Examples involving matrices, coding theory and applications to computer science are used to illustrate the concepts. [Skill: Q] Prerequisite: MT141.

MT338 HISTORY OF MATHEMATICS (4). A careful study of the major contributions to mathematics from throughout the world and how
these contributions are blended into the mathematical structure in which we now function. [Skill: Q] Prerequisite: MT141.

MT358 CALCULUS BASED PROBABILITY AND STATISTICS (4). Students discuss combinatorics and the classical definition of probability and then proceed to a more axiomatic approach to the subject. Discussions include topics such as sample spaces, events, conditional probability, random variables, probability distribution and density functions, and mathematical expectations. The normal distribution and the central limit theorem, as well as probability histograms, graphs, and area beneath curves as probabilities are all discussed. A rigorous treatment of sampling, estimation of population parameters, hypothesis testing, correlation and regression and analysis of variance are also covered. [Skills: Q,T] Prerequisite: MT332 or permission of instructor.

MT359 DIFFERENTIAL EQUATIONS WITH NUMERICAL METHODS (4). Methods for solving first and second order differential equations and linear differential equations of higher order. Includes standard techniques such as change of variables, integrating factors, variation of parameters, and power series. An introduction to numerical methods is also included. An introduction to the application of calculus connecting mathematics to real-world situations in other disciplines is given. Physical systems in physics, chemistry and engineering are modeled using differential equations. [Skills: Q,T] Prerequisite: MT332 or permission of instructor.

Music
Faculty: Elizabeth A. Haskins
The Music area offers courses of value to all students of the Wilmington College community. It is our objective to provide a broad-based foundation in music, including theoretical, historical and performance studies. An array of performance ensembles also add to the liberal arts fine arts experience. The liberal arts music minor provides preparation for further study, as well as for various careers in which a liberal arts degree is appropriate.

MUSIC MINOR: A total of 24 hours is required.
Required courses:
   MU130        Introduction to Music: Soundscapes
and Skills (4)
MU140 Beginning Piano Class (2)
MU230 Music Theory (4)
MU240 Intermediate Piano Class (2)

**Required:** 4 hours from the following.
- MU350 Topics in Music (4)
  or MU350G-FA

**Required:** 4 hours, including 2 hours at the 300-level, from the following.
- MU142/342 College Community Chorus (1)
- MU143/343 Wilmington College Chorale (1)
- MU144/344 Collegium Musicum (1)

**Required:** 4 hours from the following.
- MU332/3/4 Private Lessons (2-4)
- MU340 Advanced Piano (2)
- MU342 College Community Chorus* (1)
- MU343 Wilmington College Chorale* (1)
- MU344 Collegium Musicum* (1)
- MU350-x Topics in Music* (4)
- MU350G-FA Topics In Music* (4)

*may be taken if not chosen above

**MUSIC**

**MU130 INTRODUCTION TO MUSIC: SOUNDSCAPES AND SKILLS (4).** A survey of music for all students. The course combines an integrated and interactive approach to the fundamentals of music through listening and live performances. Musical examples range from historical culture to Pop culture (i.e. Bach to the Beatles). [Skill: T]

**MU131 PRIVATE LESSONS: PIANO (1).** Private lessons in piano. May be taken three times for credit. Fee: $225.00. **Prerequisite:** By audition and permission of instructor.

**MU132 PRIVATE LESSONS: VOICE (1).** Private lessons in voice. May be taken three times for credit. Fee: $225.00. **Prerequisite:** By audition and permission of instructor.

**MU133 PRIVATE LESSONS: GUITAR (1).** Private lessons in guitar. May be taken three times for credit. Fee: $225.00. **Prerequisite:** By audition and permission of instructor.
MU134 TOPICS IN PRIVATE LESSONS (1). Students study and become familiar with the tenets of a particular instrument such as rudiments of breathing, embouchure, body posture, tone quality, and techniques associated with developing qualities of beautiful musical sound. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Fee: $225.00. Prerequisite: By audition and permission of instructor.

MU140 BEGINNING PIANO CLASS (2). Beginning piano in a class format. [Skill: T]

MU142 COLLEGE COMMUNITY CHORUS (1). College Community Chorus is a choral ensemble that allows students to sing with members of the community at large rehearsing once each week. No auditions are necessary although prior choral experience is encouraged. The ensemble performs one major concert each term in conjunction with other college ensembles.

MU143 WILMINGTON COLLEGE CHORALE (1). Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit.

MU144 COLLEGIUM MUSICUM (1). Collegium Musicum is an instrumental ensemble specializing in the performance of popular European music from the 12th century through the 17th century as well as early American music. The ensemble uses period and modern instruments. Collegium performs three to four times per term.

MU230 MUSIC THEORY (4). The study of common practice harmony and elementary melodic structure, fundamentals of transposition sight-singing and dictation, chart and lead sheet familiarity and computer music notation software. [Skills: Q,T] Prerequisite: MU130.

MU240 INTERMEDIATE PIANO (2). Continuation of MU140. [Skill: T] Prerequisite: MU140.

MU331 PRIVATE LESSONS: PIANO (1). Private lessons in piano. May be taken three times for credit. Fee: $225.00. Prerequisite: By audition and permission of instructor.
MU332 PRIVATE LESSONS: VOICE (1). Private lessons in voice. May be taken three times for credit. Fee: $225.00. Prerequisite: By audition and permission of instructor.

MU333 PRIVATE LESSONS: GUITAR (1). Private lessons in guitar. May be taken three times for credit. Fee: $225.00. Prerequisite: By audition and permission of instructor.

MU334 TOPICS IN PRIVATE LESSONS (1). Students study and become familiar with the tenets of a particular instrument such as rudiments of breathing, embouchure, body posture, tone quality, and techniques associated with developing qualities of beautiful musical sound. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Fee: $225.00. Prerequisite: By audition and permission of instructor.

MU340 ADVANCED PIANO (2). Advancing piano in the class setting. [Skill: T] Prerequisite: MU240 or permission of instructor.

MU342 COLLEGE COMMUNITY CHORUS (1). College Community Chorus is a choral ensemble that allows students to sing with members of the community at large rehearsing once each week. No auditions are necessary although prior choral experience is encouraged. The ensemble performs one major concert each term in conjunction with other college ensembles.

MU343 WILMINGTON COLLEGE ChORALE (1). Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit. Prerequisite: By audition.

MU344 COLLEGIUM MUSICUM (1). Collegium Musicum is an instrumental ensemble specializing in the performance of popular European music from the 12th century through the 17th century as well as early American music. The ensemble uses period and modern instruments. Collegium performs three to four times per term.

MU350 TOPICS IN MUSIC (4). This course explores a particular aspect of music or contemporary music culture selected that semester. A variety of subjects will be covered including: topics that study a
particular world music and culture, topics in musical technology, and contemporary popular music. [Skills: Vary with Topic] Prerequisites: MU130 and junior or senior standing.

Peace Studies
Faculty Contact: Ron B. Rembert
The Peace Studies minor provides an opportunity to study peace and conflict from various disciplinary perspectives, including psychology, biology, history, political science, religion and philosophy, etc. This theoretical background prepares one for practicing peacemaking in an internship setting. The Peace Studies minor complements many majors, adding a dimension emphasizing a peace-oriented life and career.

PEACE STUDIES MINOR: A total of 20 hours with grades of "C-" or better is required. Courses other than those offered only as Pass/No Pass may not be taken on a Pass/No Pass basis for this minor.

Required:
- RP233 Introduction to Peace and Conflict Studies (4)
- RP332 Mediation (4)

Required: 4 hours from the following.
- RP231 Introduction to Quakers (4)
- RP236 Introduction to Critical Thinking (4)
- RP239 Value and Ethics (4)
- RP333 Exploring Christianity (4)

Required: 4 hours from the following.
- PS333G-SS Case Studies in Nonviolence and Reconciliation (4)
- RP330G-HU Comparative Religions (4)
- RP339G-HU Nonviolence and Social Change (4)

Required: 4 hours from the following.
- RP470 Internship (4)
- RP495 Senior Project (4)
Physics, Geology
Faculty: Esmail Hejazifar

Physics provides the scientific basis for most of the exploding technological achievements which profoundly affect our modern world in ways ranging from transportation and communication to space exploration and nuclear energy. Other professions and disciplines are greatly affected by developments in physics. No major or minor is offered in physics or geology.

PHYSICS

GO100G-NS GEOLOGY I (4). A description of physical geology through lectures, laboratory investigation, and field observation. Topics include: minerals, volcanism, sedimentation, metamorphosis, plate tectonics, earthquakes, weathering, rivers, groundwater, glaciers, shorelines, environmental, and extraterrestrial geology. Laboratory. Offered as needed. [Skill: Q]

PH100 BASICS OF PHYSICAL SCIENCE (4). Students investigate properties of matter, motion and force, temperature and heat, electricity and magnetism, and light and optics using guided inquiry. The course work stresses cooperative learning and is designed to model inquiry teaching for Early Childhood and Middle School education majors. Laboratory. [Skill: Q] Prerequisite: High School algebra.

PH101G-NS BASICS OF EARTH SCIENCE (4). Students investigate the basic concepts and principles of geology, meteorology, and astronomy using guided-inquiry. The work stresses cooperative learning and is designed to model teaching for Early Childhood and Middle School education majors. Laboratory. [Skill: Q] Prerequisite: High School algebra.

PH102 SOLAR ASTRONOMY (4). A conceptual description of the solar system based on lecture and laboratory experience. Intended for education majors and liberal arts students. Topics include: a brief history of astronomy, tools and measurements in astronomy, planets, satellites, comets, asteroids, meteorites, and the sun. Laboratory. [Skill: Q] Prerequisite: High School algebra.

PH103G-NS METEOROLOGY (4). A conceptual description and study of the atmosphere through lecture and laboratory observation and activities. Topics include: causes of climate, climate changes,
temperature, pressure, humidity, condensation, cloud formation, winds, and severe weather. Current perspectives on topics such as global warming are studied. Laboratory. **[Skill: Q]** Prerequisite: High School algebra.

**PH104 STELLAR ASTRONOMY (4).** A conceptual description of the stellar systems and universe through lectures and laboratory observations and activities. This course is suitable for education majors and liberal arts students. Topics include: stars and star formation, stellar systems, evolution of stars, galaxies, cosmology, and life in the universe. Laboratory. **[Skill: Q]** Prerequisite: High School algebra.

**PH105G-NS ENERGY (4).** Students investigate the basic concepts and principles of energy technology using guided-inquiry. The physics of energy transactions and production are considered. The class focuses on the history, development, and current application of energy technologies from a global perspective. Course work stresses cooperative learning and is designed to model teaching for Early Childhood and Middle School education majors. Laboratory. **[Skill: Q]** Prerequisite: High School algebra.

**PH230 FUNDAMENTALS OF PHYSICS I (4).** An algebra-based course in which students learn to mathematically describe mechanics, waves, and fluids through lectures, laboratory investigations and problem assignments. Topics include: motion, forces, energy momentum, traveling waves, oscillations, sound waves, and fluid mechanics. Laboratory. **[Skills: Q,T]** Prerequisite: MT109.

**PH231 FUNDAMENTALS OF PHYSICS II (4).** A continuation of PH230. Topics include: thermodynamics, electricity, magnetism, and optics. Laboratory. **[Skills: Q,T]** Prerequisite: PH230.

**Political Science**
Faculty: Mary Ellen Batiuk, Marlaina Leppert-Wahl, Paul F. Moke, Michael Snarr

The political science major at Wilmington College offers students the opportunity to pursue careers in international studies, public administration, legislative affairs, and law. Students majoring in political science study the institutions and processes societies create to make collective decisions about human problems. Courses in this field
address issues of justice and human rights, social movements, and economic development as they relate to the distribution of power in society.

In keeping with the College mission, the political science major encourages students to examine problems of conflict reconciliation and peacemaking in both national and international contexts. Although the political science major is compatible with virtually any other major at the College, students in the department often double major in criminal justice, psychology, Spanish, environmental studies, or minor in sustainability.

The department encourages its students to pursue internships, community service opportunities, and extra-curricular activities. It offers a number of study abroad programs, internships in Washington, D.C., research opportunities and lobbying activities.

**POLITICAL SCIENCE MAJOR:** a total of 36 hours is required.

**Required courses:**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PS130</td>
<td>American Politics</td>
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<td>PS231G-SS</td>
<td>Human Rights and the Judicial Process</td>
<td>(4)</td>
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<tr>
<td>PS234G-SS</td>
<td>Global Politics</td>
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<tr>
<td>PS330</td>
<td>Philosophical Foundations of Western Political Thought</td>
<td>(4)</td>
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<td>PS495</td>
<td>Senior Research Seminar</td>
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<td>SS380</td>
<td>Research I with Descriptive Statistics</td>
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**Required:** 12 hours from the following.

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<td>Case Studies in Nonviolence and Reconciliation</td>
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<td>PS337G-SS</td>
<td>Global Politics of Food</td>
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<td>PS340</td>
<td>Constitutional Law</td>
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<td>PS344</td>
<td>Political Problems</td>
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<tr>
<td>PS348G-SS</td>
<td>The Political Economy of Globalization</td>
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<td>PS350</td>
<td>Topics in Political Science</td>
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<td>PS350G-SS-x</td>
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**POLITICAL SCIENCE MINOR:** A total of 20 hours is required.

**Required courses:**

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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS130</td>
<td>American Politics</td>
<td>(4)</td>
</tr>
<tr>
<td>PS231G-SS</td>
<td>Human Rights and the Judicial Process</td>
<td>(4)</td>
</tr>
<tr>
<td>PS234G-SS</td>
<td>Global Politics</td>
<td>(4)</td>
</tr>
<tr>
<td>PS330</td>
<td>Philosophical Foundations of Western Political Thought</td>
<td>(4)</td>
</tr>
<tr>
<td>SS380</td>
<td>Research I with Descriptive Statistics</td>
<td>(4)</td>
</tr>
</tbody>
</table>
POLITICAL SCIENCE

PS130 AMERICAN POLITICS (4). An introduction to American politics, focusing on issues, ideas, and institutions. Topics include the structural foundation of American government, political linkages between citizens and government officials, dynamics of governmental institutions, and policy outcomes in the areas of civil liberties and rights, economic and social welfare, and international affairs. [Skill: T]

PS231G-SS HUMAN RIGHTS AND THE JUDICIAL PROCESS (4). An analysis of human rights in the context of national and international politics. Students will study recent American cases in civil rights and civil liberties, as well as global problems involving genocide, religious freedom, ethnic cleansing, and access to medical care. Students will master skills in logical reasoning and argument and apply these skills to material covered in the class. [Skill: T]
Prerequisite: PS130, SY130, or PS234G-SS.

PS234G-SS GLOBAL POLITICS (4). An introduction to global politics investigating the behavior of countries and other actors in the global system. Students will be introduced to theories and approaches to global politics and will apply these to historical and contemporary events. Key actors such as countries, international governmental and nongovernmental organizations, terrorists, and others will be analyzed. Substantive topics examined include the global political economy, conflict and security, human rights etc. [Skill: I]

PS330 THE PHILOSOPHICAL FOUNDATIONS OF WESTERN POLITICAL THOUGHT (4). An overview of modern social and political thought with a focus on its origins in Western rationality and its application to contemporary issues and ideologies. Philosophers include Socrates, Augustine, Machiavelli, Marx, Nietzsche and Freud. [Skill: W] Prerequisite: PS130, SY130, or PS234G-SS.

PS333G-SS CASE STUDIES IN NONVIOLENCE AND RECONCILIATION (4). Using several historical and contemporary cases, this course will introduce students to the power of strategic nonviolence against some of the most repressive governments in history, including Hitler, Milosevic, the Soviet Union, etc. The course will also examine attempts at post-conflict nonviolent reconciliation. The motivation behind these nonviolent movements and approaches to
reconciliation, their strategies, and why so little is known about them will be considered. **[Skill: T]** Prerequisite: PS130, SY130, or PS234G-SS.

**PS337G-SS GLOBAL POLITICS OF FOOD (4).** How can one billion of earth’s people be hungry at that same time that one billion people are obese? Who influences what food you eat and the price you pay for it? This course will answer these and many other questions by examining the global politics of food and the power dynamics between key actors such as countries, global corporations, international government organizations, nongovernmental organizations, communities, and individuals. Alternative models of food policies will also be explored. **[Skill: T]** Prerequisite: PS130, SY130, or PS234G-SS.

**PS340 CONSTITUTIONAL LAW (4).** An examination of the history, politics, and substantive decisions of the U.S. Supreme Court, with particular emphasis on individual rights, judicial selection and the values of the justices, and the allocation of authority between the federal government, states, and individual citizens. **Prerequisite:** PS130 or PS231G-SS.

**PS344 POLITICAL PROBLEMS (4).** A critical examination of the causes, consequences, and policy implications of current problems in domestic and international politics. Topics include protective democracy, stratification, the politics of energy and the environment, and the regulation of corporations. **[Skill: W]** Prerequisite: PS130, SY130, or PS234G-SS.

**PS348G-SS THE POLITICAL ECONOMY OF GLOBALIZATION (4).** This course will focus on foundational concepts in political economy and globalization. Special emphasis will be placed on the differential experience of globalization for individuals living in more developed countries and less developed ones. **[Skill: W]** Prerequisite: PS130, SY130, or PS234G-SS.

**PS350 TOPICS IN POLITICAL SCIENCE (4).** This course develops knowledge of international politics with respect to a specific context. It explores in detail the politics of a region, the politics of an issue or issue area, or a specific theory in the discipline of international politics. Topics vary and may include, but are not limited to, the Middle East, US foreign policy issues, Human Rights, and the Politics of Women. **[Skill: O]** Prerequisite: Junior or senior standing.
**PS495 SENIOR RESEARCH SEMINAR (4).** This course is designed to be the capstone course for political science and criminal justice majors. Students will apply their research and writing skills by engaging in a focused research project. The end product will be a high quality research paper. Students will gain valuable experience by presenting the paper at a research conference. [Skill: W] Prerequisite: Junior or senior standing.

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**Psychology**

Faculty: Jennifer Burger, Vicky DeSensi, Mary Rose Zink

Psychology is the scientific study of the brain and behavior. Psychology majors examine human behavior, experiences, and the functioning of the mind in relation to heredity, development, personality, and social functions. Students majoring in psychology complete requirements for a Bachelor of Arts (A.B.) degree.

The psychology major is designed to give students the academic foundation for success in graduate study and for applied areas of psychology such as social work, counseling, education, business and human services.

**Careers in Psychology**

Human service, not-for-profit organizations and business professions offer the most entry occupations for students with an undergraduate major in psychology.

- Psychology graduates often work with licensed clinicians to serve the needs of individuals, groups, and families.
- Businesses, non-profit private and public agencies also recruit psychology majors. Marketing, consumer behavior, human resources, sales, and development are examples of areas that hire psychology graduates.
- Graduate school training is required for certain careers in psychology including clinical psychology, counseling psychology, educational psychology, and research psychology. Students who intend to pursue graduate studies should plan internships and research participation as parts of their academic program.

**PSYCHOLOGY MAJOR:** A total of 48 hours with grades of "C-" or better is required.
### Required courses:

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<tr>
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<tbody>
<tr>
<td>PY130</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PY334</td>
<td>Psychology of Personality</td>
<td>4</td>
</tr>
<tr>
<td>PY336</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
<tr>
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<td>4</td>
</tr>
<tr>
<td>SS380</td>
<td>Research I with Descriptive Statistics</td>
<td>4</td>
</tr>
<tr>
<td>SS381</td>
<td>Research II with Inferential Statistics</td>
<td>4</td>
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</table>

#### Required:

4 hours from the following.

- **PY231** Developmental Psychology (4)
- **ED230** Human Development and Learning Theory (4)

### Required courses:

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#### Required:

4 hours from the following.

- **PY231** Developmental Psychology (4)
- **ED230** Human Development and Learning Theory (4)

### Required courses:

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4 hours from the following.

- **PY231** Developmental Psychology (4)
- **ED230** Human Development and Learning Theory (4)

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<tr>
<td>SS381</td>
<td>Research II with Inferential Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Required:

12 hours from the following.

- **PY331** Health Psychology (4)
- **PY350** Topics in Psychology (4)
- **PY356** Intimate Relationships (4)
- **PY358** Human Sexuality (4)
- **CJ336** Victimology (4)
- **CJ435** Forensic Psychology (4)
- **MK334** Multicultural Marketing (4)
- **MK337** Consumer Marketing (4)
- **RP450-1** Topics: Dreams and World Mythology (4)
- **SW341** Psychosocial Intervention with Individuals (4)
- **SW343** Psychosocial Intervention with Groups (4)

### PSYCHOLOGY MINOR:

A total of 28 hours with grades of "C-" or better is required.

#### Required courses:

<table>
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<tr>
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<td>SS380</td>
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<td>4</td>
</tr>
</tbody>
</table>

#### Required courses:

12 hours from the following.

- **PY231** Developmental Psychology (4)
- **OR**
- **ED230** Human Development and Learning Theory (4)
- **PY334** Psychology of Personality (4)
- **PY336** Social Psychology (4)
- **PY433** Abnormal Psychology (4)
**Required:** 8 hours from the following.

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<td>(4)</td>
</tr>
<tr>
<td>PY350</td>
<td>Topics in Psychology</td>
<td>(4)</td>
</tr>
<tr>
<td>OR</td>
<td>PY350G-SS</td>
<td></td>
</tr>
<tr>
<td>PY352</td>
<td>Cognitive Psychology</td>
<td>(4)</td>
</tr>
<tr>
<td>PY356</td>
<td>Intimate Relationships</td>
<td>(4)</td>
</tr>
<tr>
<td>PY358</td>
<td>Human Sexuality</td>
<td>(4)</td>
</tr>
<tr>
<td>PY430</td>
<td>Motivation and Emotion</td>
<td>(4)</td>
</tr>
<tr>
<td>PY435</td>
<td>Neuroscience</td>
<td>(4)</td>
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</tbody>
</table>

**PSYCHOLOGY**

**PY130 INTRODUCTION TO PSYCHOLOGY (4).** The study of human behavior including biological bases of psychology, human development, motivation, emotion, personality, learning, perception, social processes, psychological disorders, and general application of psychological principles to psychological research. [Skills: I,T]

**PY231 DEVELOPMENTAL PSYCHOLOGY (4).** This course introduces the study of developmental growth and behavior throughout the life span. Frameworks for understanding physical, cognitive, psychosocial, and moral development will be addressed. Major concepts, terms, and theories in developmental psychology will be presented and evaluated. [Skill: T] Prerequisite: PY130

**PY331 HEALTH PSYCHOLOGY (4)** This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease. Prerequisite: PY130.

**PY334 PSYCHOLOGY OF PERSONALITY (4).** This course will explore the science of personality from various perspectives including traits, biological, psychoanalytic, humanistic, social, cognitive/behavioral approaches. Major concepts, terms, and key figures in each domain will be presented and evaluated. The course will also focus on personality assessment, cultural variation of personality, and the ways in which personality can relate to healthy/unhealthy adaptation. Prerequisite: PY130.

**PY336 SOCIAL PSYCHOLOGY (4).** In this course, we will explore topics that are related to the influence of other people on individuals’ thoughts, emotions, and behaviors. We will discuss such issues as the
factors that affect the way that we perceive ourselves and others; how people influence others; what causes us to like, love, help, or hurt others; and how social psychology helps to understand questions about law, business, and health. [Skill: T] Prerequisite: PY130.

**PY350 TOPICS IN PSYCHOLOGY (4).** The exploration of area of psychology in greater depth than existing courses. Potential topics include: psychology of women, sport psychology, cross-cultural psychology, psychology of leadership, media psychology, psychology of stigma, advanced social psychology, industrial/organizational psychology, counseling psychology, clinical psychology, school psychology, and others. Prerequisite: CJ130, PS130, PY130, SW130, or SY130.

**PY352 COGNITIVE PSYCHOLOGY (4).** This course introduces the study of human cognition, a broad term referring to the many types of high-level mental activities of which the brain/mind is capable. Course topics include an introduction to cognitive psychology, research methods in cognitive psychology, visual perception, attention, long-term memory, working memory, executive processes, problem-solving, and language. Major concepts, terms, and theories in cognitive psychology will be presented and evaluated. Prerequisites: PY130.

**PY356 THE PSYCHOLOGY OF INTIMATE RELATIONSHIPS (4).** This course will encourage students to think critically about the components of healthy relationships, including romantic relationships, as well as relationships among family members and friends. Prerequisite: PY130.

**PY358 HUMAN SEXUALITY (4).** An exploration of psychological factors in human sexuality including developmental, biological, and social perspectives. Such topics as sexual orientation, gender identity and roles, sexual relationships, sexual dysfunction, power and violence, and commercialization will be covered. [Skill: T] Prerequisite: Junior or senior standing. One introductory social science course is recommended.

**PY430 MOTIVATION AND EMOTION (4).** In this course, we will examine theories and research of human motivation and emotion. We will discuss topics such as physiological needs, intrinsic and extrinsic motivation, emotions and moods. Prerequisite: PY130.
PY433 ABNORMAL PSYCHOLOGY (4). This course covers major issues in abnormal psychology, the classification and diagnosis of mental disorders based on the Diagnostic and Statistical Manual (DSM IV-TR) of the American Psychiatric Association, frameworks for understanding maladaptive behavior, the history of psychopathology, its epidemiology, and a variety of treatment models. **Prerequisite:** PY130.

PY435 NEUROSCIENCE (4). Introduction to the neuronal and behavioral foundations of neuroscience/psychobiology including neuroanatomy, neurophysiology, neuropharmacology, and behavioral ecology. The course will be overview the physiological underpinnings of psychology, attitudes and behaviors, and discuss the newest research in psychological, psychiatric, and medical fields. In addition, biochemical, neurophysiological, psychological, and behavioral effects of drugs will be a key focus. **[Skill: T]** Prerequisites: PY130 and junior or senior standing.

PY496 CAPSTONE SEMINAR IN PSYCHOLOGY (4). Examines critical issues that impact psychology, in a seminar setting. The issue will be determined each semester by instructor and may include topics such as issues in abnormal, social, industrial or organizational, personality, developmental, biological, or other areas. Special emphasis on the role of the individual in directing and influencing social change, fostering the rights of individuals, and embracing & acting on the values of making a difference. **[Skills: O,W]** Prerequisite: Junior or senior standing.

Religion and Philosophy
Faculty: Stephen Potthoff, Ron B. Rembert

Studying religion at Wilmington College offers the opportunity to explore not only the Quaker tradition informing the history and mission of the College since its founding, but also the broader Christian tradition and other major religions of the world. Whether in courses on the Bible or the historical Jesus, on dreams or comparative religions, students are invited to engage with the mystery of the sacred, and the ethical and philosophical questions that have occupied human beings since the dawn of history.

Philosophy is the love of wisdom. Wisdom emerges from clear, logical, and creative thought, and an earnest attempt to understand
reality, knowledge, ethical responsibility, and other concerns in our everyday lives. Philosophy attempts to integrate all human thought and experience into a meaningful whole.

Study in Religion and Philosophy can lead to careers in the ministry, but most important, the breadth of knowledge, the critical thought skills, and the holistic thinking required in this major are valued in business, law, and other professions.

**RELIGION AND PHILOSOPHY MAJOR:** A total of 32 hours is required.

**Required course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RP130</td>
<td>Introduction to the Bible</td>
<td>4</td>
</tr>
<tr>
<td>RP140</td>
<td>Introduction to Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>RP239</td>
<td>Values and Ethics</td>
<td>4</td>
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**Required:** 16 hours from the following.

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<tbody>
<tr>
<td>RP236</td>
<td>Introduction to Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td>RP330G-HU</td>
<td>Comparative Religions</td>
<td>4</td>
</tr>
<tr>
<td>RP332</td>
<td>Mediation</td>
<td>4</td>
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<tr>
<td>RP333</td>
<td>Exploring Christianity</td>
<td>4</td>
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<tr>
<td>RP334</td>
<td>Great Philosophers</td>
<td>4</td>
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<tr>
<td>RP335G-HU</td>
<td>East-West Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>RP339G-HU</td>
<td>Non-Violence and Social Change</td>
<td>4</td>
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**Required:** 4 hours from the following.

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<tr>
<td>RP450</td>
<td>Topics in Religion</td>
<td>4</td>
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<tr>
<td>RP451</td>
<td>Topics in Philosophy</td>
<td>4</td>
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<tr>
<td>RP495</td>
<td>Senior Project</td>
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**RELIGION AND PHILOSOPHY MINOR:** A total of 20 hours is required.

**Required:**

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<td>4</td>
</tr>
<tr>
<td>RP239</td>
<td>Values and Ethics</td>
<td>4</td>
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**Required:** 8 hours from the following.

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RELIGION AND PHILOSOPHY

RP130 INTRODUCTION TO THE BIBLE (4). A survey of the major historical events and faith issues in the Old and New Testaments of the Bible in their literary, historical, archaeological, and cultural dimensions. Emphasis falls slightly on the Old Testament in the fall term, the New Testament in the spring term. [Skill: T]

RP140 INTRODUCTION TO PHILOSOPHY (4). Introduction to the problems of philosophy and the nature of philosophical thinking. Based on readings from classical and modern philosophers used to promote critical thinking. [Skill: T]

RP231 INTRODUCTION TO QUAKERS (4). An introductory study of the faith and practice of the Religious Society of Friends (Quakers) with more emphasis on current Friends' experience than the history of this religious community. [Skill: T]

RP233 INTRODUCTION TO PEACE AND CONFLICT STUDIES (4). An introduction to the field of Peace Studies, exploring topics from various disciplinary and cultural perspectives. Examination of theory and practice included. [Skill: T]

RP236 INTRODUCTION TO CRITICAL THINKING (4). Introduction to the attitudes and skills of critical thinking. Emphasis on the identification and analysis of informal fallacies and some features of formal logic. [Skill: T]

RP239 VALUES AND ETHICS (4). A survey of major ethical theories and contemporary moral issues (possible topics include abortion, war and pacifism, sexual ethics, environmental ethics) emphasizing the human experience of moral decision-making in a changing world of competing values. Includes a Service component. [Skill: T]

RP330G-HU COMPARATIVE RELIGIONS (4). Introduces methodological approaches to the study of world religions, focusing on religions of Native peoples, Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. Through consideration of sacred texts, myth, and ritual, students will explore both the unique aspects
and common beliefs and practices that tie these world religions together. [Skill: T] Prerequisite: RP130, RP140, or RP233.

RP332 MEDIATION (4). Study of the theory and practice of mediation. Opportunity to learn from practitioners of mediation on campus and in the local community. [Skill: T] Prerequisite: RP130, RP140, or RP233.

RP333 EXPLORING CHRISTIANITY (4). A survey of the development of Christianity from its origins in the life and teachings of Jesus through the fourth century C.E. Through journaling about and discussion of readings from the New Testament and beyond, students will explore such topics as the many faces of Jesus, Gnostic Christianity, development of the canon, apocalyptic literature, attitudes toward sexuality and marriage, women's roles, and martyrdom. [Skills: T,W] Prerequisite: RP130, RP140, or RP233.

RP334 GREAT PHILOSOPHERS (4). A study of the life and work of a great philosopher or philosophers in the Eastern or Western tradition. This course provides an opportunity to inquire in-depth, using primary sources as the focus. [Skills: T,W] Prerequisite: RP130, RP140, or RP233.

RP335G-HU EAST-WEST PHILOSOPHY (4). A comparison of sources from the Western tradition with selected works from the Buddhist, Confucian and Islamic sources. [Skill: T] Prerequisite: RP130, RP140, or RP233.

RP339G-HU NONVIOLENCE AND SOCIAL CHANGE (4). A study of the philosophical and religious perspectives guiding practitioners of non-violence seeking social change, for example, Martin Luther King, Jr., John Woolman, Shirin Ebadi, Thich Nhat Hanh and Mahatma Gandhi. [Skills: T,W] Prerequisite: RP130, RP140, or RP233.

RP450 TOPICS IN RELIGION (4). A reflection of current interests and concerns of students and faculty in the field of religion. Topics include, but are not limited to: Dreams and World Mythology, and Jesus and Early Christianity. May be repeated when topics vary. [Skill: W] Prerequisite: RP130, RP140, or RP233.

RP451 TOPICS IN PHILOSOPHY (4). Topics in philosophy, ancient or contemporaray, of special interest to students and faculty.
The topic varies from semester to semester, enabling students to retake this course under a different topic. [Skill: T] Prerequisite: RP130, RP140, or RP233.

Social Sciences
Faculty: Mary Ellen Batiuk, Jennifer Burger, Vicky DeSensi, Tim Hawk, Marlaina Leppert-Wahl, Paul Moke, Cathy Pitzer, Michael Snarr, Mary Rose Zink

SS380 RESEARCH I WITH DESCRIPTIVE STATISTICS (4). An introduction to the methods and techniques used in quantitative social science research. Statistical manipulation of computer-generated databases is stressed. No previous computer, research, or statistical background is required. Laboratory. [Skill: I] Prerequisite: MT106 or MT107.

SS381 RESEARCH II WITH INFERENTIAL STATISTICS (4). Continues the study of the methods used in qualitative and quantitative social science research. Statistical manipulation of computer-generated databases is stressed. Laboratory. [Skills: I,O] Prerequisite: SS380.

SS496 CAPSTONE SEMINAR IN CRIMINAL JUSTICE, PSYCHOLOGY, AND SOCIAL WORK (4). This course examines critical issues that impact psychology, social work and criminal justice in a seminar setting. The issue will be determined each semester and may include such topics as race, human rights, immigration, sexism, economic justice, and other topics that impact fairness and equality. Special emphasis on the role of the individual in directing and influencing social change, fostering the rights of individuals and embracing and acting on the values of making a difference. [Skills: O,W] Prerequisite: Senior standing or permission of instructor.

Sociology
Faculty: Mary Ellen Batiuk, Tim Hawk, Cathy Pitzer
Sociology is the study of how groups interact within society. A sociology minor can provide students with a sophisticated understanding of social theory and problems as well as advanced skills in conducting research. The minor can prepare students for professions in education, human services, private industry, nonprofit
organizations, and government. The minor is a logical addition for social work, criminal justice and psychology majors.

**SOCIOLOGY MINOR:** A total of 20 hours is required.

**Required courses:**

- **SY130** Introduction to Sociology (4)

**Required:** 4 hours from the following.

- **SY230** Sociology of Crime and Deviance (4)
- **SY234** Marriage and the Family (4)
- **SY237** Social Problems and Social Policy (4)

**Required:** 12 hours from the following.

- **SS380** Research I with Descriptive Statistics (4)
- **SY330** Social Inequalities (4)
- **SY333G-SS** Environmental Sociology and Communication (4)
- **SY335** Rural Sociology (4)
- **SY340** Society and Business (4)
- **SY350** Topics in Sociology (4)
- **PY336** Social Psychology (4)

**SOCIOLOGY**

**SY130 INTRODUCTION TO SOCIOLOGY (4).** The study of society with special emphasis on critical thinking in sociological analysis. Topics covered include theory, methodology, culture, socialization, social institutions, deviance, race and ethnicity, gender, stratification, aging, marriage and family, and social change. [Skill: T]

**SY230 THE SOCIOLOGY OF CRIME AND DEVIANCE (4).** A survey of crime and delinquency from the perspective of sociology. Emphasis is on explanations of criminal behavior, models of deviant behavior, and societal reactions to all forms of deviance. [Skill: T]

**SY234 MARRIAGE AND THE FAMILY (4).** An overview of the family in America and globally, including marital and parent-child relations. [Skill: O]

**SY237 SOCIAL PROBLEMS AND SOCIAL POLICY (4).** This class represents an overview of the causes, consequences, history and potential policy solutions of modern social problems such as poverty and wealth; racial and ethnic inequality; gender inequality; aging and inequality, crime, violence, and criminal justice; sexuality; alcohol and other drugs; physical and mental health; economy and politics; work
and the workplace; family life; and education. Special emphasis will be placed on examining the history of local, state and federal policies that aid in ameliorating the impact of these problems on vulnerable population groups. [Skills: T,W]

SY330 SOCIAL INEQUALITIES (4). Explores the major theoretical explanations and consequences of social inequalities based upon race, ethnicity, gender, sexual orientation, and social class. [Skill: W]

SY333G-SS ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION (4). This course examines society's relationship with the environment. Students will gain a better understanding of the inherent social nature of many contemporary environmental problems, including population change, food production systems, global climate change and natural resource depletion, and how communities have mobilized to address these issues. A significant portion of the course will focus on the development of an environmental ethic. [Skill: T]

SY335 RURAL SOCIOLOGY (4). This course is designed to examine key dimensions of rural society throughout the United States and the world. What does it mean to be rural? Are rural people different from those who live in other areas? What are the trends that are affecting rural areas, both globally and in this country? What are some of the problems that people in rural areas must confront? Are rural areas likely to grow or to decline? This course will provide the information and analytical tools to understand rural society in a sociological context. [Skill: W]

SY340 SOCIETY AND BUSINESS (4). Critically examines the interrelationships among current and historical social, economic and demographic trends, both in the U.S. and globally. Areas of study include workplace inequalities, work/family trends, problems of the working poor, and economic decline and revitalization of the Midwest. [Skills: T,W]

SY350 TOPICS IN SOCIOLOGY (4). Advanced topics in sociology or social thought. Topics vary. May be repeated when topics differ. [Skill: T]
Social Work
Faculty: Timothy W. Hawk

The Social Work major is designed to prepare students for beginning social work practice and/or for graduate professional education. The student who satisfactorily completes our undergraduate curriculum in social work will be eligible to apply for licensure as a “Licensed Social Worker” in the State of Ohio.

The Social Work curriculum is based on the premise that a social worker needs a broad base of knowledge in the liberal arts, to include the study of human development and behavior and an understanding of social and cultural systems. Integrated into the content are concerns for social justice, racial, ethnic and cultural diversity, and women’s issues. The curriculum is, therefore, interdisciplinary in nature.

An integral part of the Social Work Program is an educationally planned, professionally supervised field placement, which provides students the opportunity for experiential learning at an appropriate social work setting. Field work provides invaluable experience and preparation for employment in entry-level social work practice.

Social Work majors are strongly urged to also complete a psychology major or minor to better prepare them for the licensing exam and to improve their preparation should they later decide to enroll in graduate school.

SOCIAL WORK MAJOR: A total of 48 hours is required.

Required courses:
- PY130 Introduction to Psychology (4)
- PY496 Senior Research Seminar (4) OR
- SS496 Capstone Seminar in Criminal Justice, Psychology, and Social Work (4)
- SS380 Research I with Descriptive Statistics (4)
- SW130 Introduction to Social Welfare and Social Work (4)
- SW331 Theories of Counseling and Social Work (4)
- SW341 Psychosocial Intervention with Individuals (4)
- SW343 Psychosocial Intervention with Groups (4)
- SW495 Field Placement (8)
- SY130 Introduction to Sociology (4)
- SY237 Social Problems and Social Policy (4)

Required: 4 hours from the following.
- PY231 Developmental Psychology (4)
SW130 INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK (4). An overview of the history, purposes, and functions of social welfare systems and programs, and an introduction to the social work profession. An examination of the knowledge, values, and skills necessary for social work practice, and the variety of problems, practice settings, and diverse client populations served by social workers.

SW331 THEORIES OF COUNSELING AND SOCIAL WORK (4). An examination of a wide-variety of contemporary bio-psycho-social theories of psychosocial intervention, including current applications, which are commonly used in the fields of social work, counseling, psychology, and criminal justice. Theories examined include: psychodynamic models, humanistic/existential theories, behavioral and cognitive approaches, systems and ecological theories, and social change models.

SW341 PSYCHOSOCIAL INTERVENTION WITH INDIVIDUALS (4). An examination of the knowledge, values, and skills commonly used in direct practice with individuals by social workers and similar professionals in the fields of counseling, psychology, and criminal justice. Emphasis is on both understanding the dynamics of the professional helping process and on the development of specific skills, such as: interviewing, ethical decision-making, assessment, contracting, and case documentation. Prerequisites: CJ130, PY130, SW130 or SY130, and junior or senior standing.

SW343 PSYCHOSOCIAL INTERVENTION WITH GROUPS (4). An examination of the knowledge, values, and skills used by social workers and similar professionals when working with groups. Course content includes: the dynamics of small groups, ethical issues, types of groups, methods of intervention, and individual skills necessary for leading and working with groups. Prerequisites: CJ130, PY130, SW130 or SY130, and junior or senior standing.

SW495 FIELD PLACEMENT (1-8). Experiential learning through application of the social work knowledge, values, and skills learned in
the classroom to a professionally supervised placement at an appropriate setting providing social work services. The field experience is planned and coordinated in collaboration with the student's advisor, the social work field coordinator, and an agency representative. Students need to be in contact with the social work field coordinator at least one semester prior to the placement in order to begin planning for the placement. **Social Work majors only.** Prerequisites: SW341 and junior or senior standing or permission of Social Work Field Coordinator.

**Spanish**
Faculty: Jeffrey P. Stahley

The United States is the fifth largest Spanish-speaking country in the world. Now more than ever Spanish is in tremendous demand by employers from a variety of disciplines across the United States. Fields such as business, government, banking, criminal justice, law, education, agriculture, social work, religion, and political science among many others are in need of Spanish speakers. Taking Spanish during your four years at Wilmington College will not only make you more marketable when you graduate but will assist in your personal growth.

The focus of the major and minor is spoken Spanish, as that is the skill most in demand by employers. However, the other linguistic skills (reading, writing, and listening comprehension) will also be practiced and will be commensurate with speaking skills.

Students who have taken high school Spanish and native Spanish speakers will be evaluated for Spanish language proficiency and placed in the appropriate level course for their ability at the time they initially register for a Spanish course. Credit hours for Spanish courses that are prerequisites to the initial course taken by the student may be obtained by passing a proficiency examination for each course (see page 19). Proficiency examinations for these courses may only be taken prior to the end of the term in which the student receives credit for the higher numbered course.

**SPANISH MAJOR:** A total of 32 hours is required.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP130G-HU</td>
<td>Elementary Spanish I</td>
<td>(4)</td>
</tr>
</tbody>
</table>
SP131G-HU  Elementary Spanish II  (4)
SP190      Study Abroad in Mexico
           (can be substituted for classes listed above)  (1-8)

**Required:** Choose one from the following.

- SP230G-HU  Leones y Tigres y Osos…Oh my!  (2)
- SP232G-HU  The Cartoon Network  (2)

**Required:** Choose one from the following.

- SP235G-HU  Who Am I This Time? Role-Plays in Spanish  (2)
- SP237G-HU  Sexo, Drogas y Rock y Roll: El mundo contempora’neo  (2)

**Required:** 20 hours including 16 upper division from the following.

- SP230G-HU  Leones y Tigres y Osos…Oh my!*  (2)
- SP232G-HU  The Cartoon Network*  (2)
- SP235G-HU  Who Am I This Time? Role-Plays in Spanish*  (2)
- SP237G-HU  Sexo, Drogas y Rock y Roll: El mundo contempora’neo*  (2)
- SP285      Cultures and Languages Across the Curriculum Module (CLAC)  (1-2)
- SP330G-HU  Spanish Conversation and Composition  (4)
           (may be repeated 3 times for 12 hours total)
- SP335G-HU  Introduction to Hispanic Arts  (4)
- SP340G-HU  The Culture of Latin America  (4)
- SP385      Cultures and Languages Across the Curriculum Module (CLAC)  (1-2)
- SP390      Study Abroad in Mexico
           (can be substituted for classes listed above)  (1-8)
- SP430G-HU  Masterpieces of Spanish-American Literature  (4)
- SP433G-HU  Masterpieces of Spanish Literature  (4)

*count here if not taken above

**SPANISH MINOR:** A total of 24 hours is required.

**Required Courses:**

- SP130G-HU  Elementary Spanish I  (4)
- SP131G-HU  Elementary Spanish II  (4)
- SP190      Study Abroad in Mexico
           (can be substituted for classes listed above)  (1-8)

**Required:** Choose one from the following.

- SP230G-HU  Leones y Tigres y Osos…Oh my!  (2)
- SP232G-HU  The Cartoon Network  (2)
Required: Choose one from the following.

- **SP235G-HU**: Who Am I This Time? Role-Plays in Spanish (2)
- **SP237G-HU**: Sexo, Drogas y Rock y Roll: El mundo contemporáneo (2)

Required: 12 hours from the following.

- **SP330G-HU**: Spanish Conversation and Composition (may be repeated 3 times for 12 hours total) (4)
- **SP335G-HU**: Introduction to Hispanic Arts (4)
- **SP340G-HU**: The Culture of Latin America (4)
- **SP385**: Cultures and Languages Across the Curriculum Module (CLAC) (1-2)
- **SP390**: Study Abroad in Mexico (can be substituted for classes listed above) (1-8)
- **SP430G-HU**: Masterpieces of Spanish-American Literature (4)
- **SP433G-HU**: Masterpieces of Spanish Literature (4)

**SPANISH**

**SP130G-HU ELEMENTARY SPANISH I (4).** A study of the essentials of Spanish grammar; written and conversational exercises. Designed to help students understand, speak, read, and write Spanish. Emphasis is on speaking the language. [Skill: T]

**SP131G-HU ELEMENTARY SPANISH II (4).** A continuation of SPN111, designed to give the student intensive practice in oral-aural skills and further study of the structure of the Spanish language. [Skill: T] Prerequisite: SP130G-HU.

**SP190 STUDY ABROAD IN MEXICO (1-8).** Designed for students who have had three semesters of college-level Spanish or fewer. The focus of this course will be spoken Spanish; however, reading and writing skills will be practiced at a commensurate level. Grammar topics may include: basic vocabulary, pronunciation, definite and indefinite articles, present and past tense conjugations, reflexive verbs, direct and indirect object pronouns, commands, the present and past subjunctive. Cultural topics will cover El Mariachi, the Aztec calendar, the Day of the Dead among others. Exact content will depend on where the students place in this course. Students may earn up to 12 lower division credits. Note that SP190 credit can be earned in any semester through the partnership between Se Habla...La Paz Spanish Language School of La Paz, Baja California Sur, Mexico, and Wilmington
College. Application and financial arrangements must be made through Se Habla...La Paz. For further information, go to [http://www.sehablalapaz.com/](http://www.sehablalapaz.com/) and click on the icon for *Earn credit through Wilmington College*!

**SP230G-HU LEONES Y TIGRES Y OSOS…OH MY! (2).** The Wizard of Oz, Hansel and Gretel, The Emperor's New Clothes as well as legends and folklore from around the Hispanic world will be the focus of this course. These stories have been edited and shortened making it easier for non Spanish speaking students to understand. Classroom discussion (in Spanish) is key to this course so students may develop conversational skills and strategies. The grammar that will be stressed includes: present tense, preterite and imperfect, object pronouns, the use of se, verbs like gustar and the present subjunctive. Conducted in Spanish. **[Skill: T]** *Prerequisite: SP131G-HU or placement.*

**SP232G-HU THE CARTOON NETWORK (2).** Comic strips are a great way to learn a foreign language. In this class students will translate, primarily from Spanish to English, popular comic strips like Calvin and Hobbes, Dilbert, Zits and the popular Argentinean comic strip Mafalda, among others. Students will also create their own comic strips with the help of simple web sites. The course will introduce students to many idiomatic expressions and everyday vocabulary as well as develop their conversational skills. The grammar that will be stressed includes: present tense, preterite and imperfect, object pronouns, the use of se, verbs like gustar and the present subjunctive. **[Skill: T]** *Prerequisite: SP131G-HU or placement.*

**SP235G-HU WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH (2).** I hear and I forget. I see and I remember. I do and I understand. This is the idea behind role-play in a classroom setting. Role-play means putting yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. So, in one class you might be an atheist who encounters an evangelist. In another you might be a rock star back stage deciding what groupies get invited back to your hotel room to party with you. Whatever the situation, this course is all about using your imagination to develop conversational skills and strategies. Grammar that will be covered in this class includes: the present and past subjunctive, all uses of se, the passive voice, future and conditional tenses, all perfect tenses. **[Skill: T]** *Prerequisite: SP131G-HU or placement.*
SP237G-HU SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEQ (2). In this class students will have the opportunity to discuss current events in the Hispanic world. Topics may include, but are not limited to, politics, religion, show business, music, Hispanics in the United States, the drug trade, basically anything you find in any Spanish language newspaper or magazine. Developing conversational skills and strategies is a vital component to this class. The grammar that will be covered includes: the present and past subjunctive, all uses of se, the passive voice, future and conditional tenses, all perfect tenses. Conducted in Spanish. [Skill: T] Prerequisite: SP131G-HU or placement.

SP285 CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC) (1-2). CLAC courses allow Spanish students to "piggyback" courses they are already registered for in other disciplines by doing research in Spanish to complete an end-of-the-year project in the other discipline. Students will work with Spanish faculty to design and complete a project for any course that supports the CLAC option. Students must register both for a course offering the CLAC option and for the CLAC module. Students assessed at the intermediate level of language competency may register for a SP285 module; students with advanced skills may register for a SP385 module. Prerequisite: SP230G-HU, SP232G-HU, SP235G-HU or SP237G-HU.

SP330G-HU SPANISH CONVERSATION AND COMPOSITION I (4). Engenders and integrates all of the language strategies to produce conversation and composition in Spanish. Daily group conversations, pair work and oral presentations are conducted in Spanish on a variety of topics, controversies and current issues germane to the Spanish speaking world. Frequent writing on the same subjects reinforces language skills. Problematic grammar (ser/estar, preterite/imperfect, the subjunctive, among others) will be reviewed throughout the semester. [Skill: T] Prerequisites: any two 200-level Spanish classes.

SP335G-HU INTRODUCTION TO HISPANIC ARTS (4). An introduction to reading and/or interpreting complex works of art from the Hispanic world, including film, art, prose, poetry, drama, and the essay. Attention is given to helping students analyze these works from an aesthetic, cultural, social, and political perspective while intending to develop a more sophisticated level of oral and written expression in Spanish. Complex areas of Spanish grammar will be reviewed as needed. [Skill: T] Prerequisite: SP330G-HU.
SP340G-HU THE CULTURE OF LATIN AMERICA (4). An advanced course that provides an introduction to the culture of Latin America while continuing to enhance students’ Spanish skills. The course will encompass Latin American society from pre-Colombian civilization to the contemporary era. Along the way, the diverse voices that make up Latin American culture will be explored. Particular attention will be given to the dynamic between change and tradition in society. Themes for this course include, but are not limited to: social class, ethnicity, family, religion, machismo, and the military. [Skill: T] Prerequisite: SP330G-HU.

SP385 CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC) (1-2). see SP285. Prerequisite: Any 300- or 400-level Spanish class.

SP390 STUDY ABROAD IN MEXICO (1-8). Designed for students who have had four semesters or more of college-level Spanish. The focus of this course will be spoken Spanish; however, reading and writing skills will be practiced at a commensurate level. The course provides further study of the basic grammar points in SPN190 as well as more in-depth study of the subjunctive and more advanced grammatical concepts. Cultural topics include: The Mexican Revolution, the Mexican oil industry, the production of chocolate and tequila among others. Exact content will depend on where students place in this course. Students may earn up to six upper division credits. Note that SP390 credit can be earned in any semester through the partnership between Se Habla...La Paz Spanish Language School of La Paz, Baja California Sur, Mexico, and Wilmington College. Application and financial arrangements must be made through Se Habla...La Paz. For further information, go to http://www.sehablalapaz.com/ and click on the icon for Earn credit through Wilmington College!

SP430G-HU MASTERPIECES OF SPANISH-AMERICAN LITERATURE (4). Study of major writers and selected masterpieces of Spanish-American literature. Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations. [Skill: T] Prerequisite: SP330G-HU.

SP433G-HU MASTERPIECES OF SPANISH LITERATURE (4). Study of major writers and selected masterpieces of Spanish literature.
Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations. **Skill:** T  **Prerequisite:** SP330G-HU.

**Sport Sciences**
Faculty: Erika Goodwin, Larry Howard, Kim Isaac, Daniel Kelly, Bill Newland, Terry Rupert, Linda Tecklenburg, Jennifer Walker

**Athletic Training**

Athletic Training is a four-year program of study based on a solid foundation in the liberal arts with emphasis in the professional study of Sports Medicine. Practical job experience is provided by combining academic preparation with supervised clinical experiences. The program of study leads to a baccalaureate degree (B.S.) in Athletic Training. The Athletic Training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students completing the degree program are eligible for the Board of Certification (BOC) examination to become a Certified Athletic Trainer (ATC). Students are also eligible for the Ohio Licensing exam upon earning ATC credentials.

Due to the highly individualized nature of this major, the established ratios of clinical instructors to students, and the competitive secondary admission policy, all athletic training students are considered pre-professional during their first two semesters. After satisfactory completion of the pre-professional requirements, students are admitted to the professional phase of the curriculum. This includes advanced courses and clinical education. Application materials for admission to the Professional Program must be received by the 13th week of each fall and spring semester. Students may apply for admission to the professional program two times. Students who are not admitted after their second application should request a change of major through the Office of Academic Affairs.

The competitive admission criteria include:
1. Completion of AT130, AT135, and AT140 with a grade of "B" or better.
2. Cumulative grade point average of 2.75 or better.
3. Current First Aid and CPR certification.
4. Satisfactory physical examination.
5. Hepatitis B vaccine.
8. Athletic Training faculty evaluations.
9. Successful interview with selection committee.
10. Completion of practicum clinical hours.
11. Active membership in Sports Medicine Leadership Council (SMLC).

**Transfer Student Policy**

Transfer students will be evaluated on a case by case basis to determine the date of eligibility to apply to the Athletic Training Education Professional Program. Transfer students must complete at least one semester at Wilmington College in pre-professional status, and must complete all requirements for application listed below. Application may be made at the end of any term in which the requirements are met. Students previously enrolled in an Athletic Training program at another college will be able to challenge first year level competencies and proficiencies only. Students must spend a minimum of two years at Wilmington College in the professional program. Transfer students generally require three years of study on our campus to satisfy all requirements.

**Technical Standards for Athletic Training**

Technical standards are the essential requirements of the program that all students must master in order to successfully complete the educational program. In appropriate circumstances, corrective devices and reasonable accommodations may be utilized to satisfy technical standards. Students must:

- Read patient charts, instructions related to the use of all equipment and supplies, and instrument panels, and print outs generated by various pieces of equipment (e.g., isokinetic therapy equipment).
- Be able to discriminate colors in order to detect the presence of various bodily fluids, differentiate various topical applications, and ascertain the presence of biological abnormalities according to visual cues (e.g., erythema or redness).
- Be able to read, write, and communicate in the English language in order to facilitate effective communication with patients (athletes), physicians, allied health staff, peers, and others charged with patient and health care functions.
• Hear and understand the normal speaking voice and discern audible instrument alert signals and timing devices.
• Demonstrate sufficient manual dexterity, strength, and stamina to perform such required tasks as: performing emergency management (e.g., rescue breathing, CPR, etc.) and first aid techniques (e.g., splinting, transportation, wound care); apply supportive devices (e.g., taping, wrapping, bracing, equipment fitting); access joint/extremity motion, strength, and stability; utilize therapeutic modalities (e.g., ultrasound and electrical stimulation devices); and perform passive and active mobility/strength restoring techniques on patients.
• Transverse about the campus grounds and at affiliated site settings, and be able to render assistance to patients (athletes) who are acutely disabled on an athletic field or court.
• Problem solution and react effectively in emergency and other stressful situations. The student must be able to recognize trauma settings and then take appropriate steps to render care using their intellectual abilities in these stressful situations.

Additional information about the program policies and procedures is available in the Athletic Training Student Handbook.

ATHLETIC TRAINING MAJOR: A total of 68 hours is required. Required courses:

- AT130 Introduction to Athletic Training (4)
- AT135 Emergency Care (2)
- AT140 Athletic Training Skills (2)
- AT230 Therapeutic Modalities (2)
- AT235 Principles of Therapeutic Exercise and Rehabilitation (2)
- AT285 Clinical Practicum I (2)
- AT286 Clinical Practicum II (2)
- AT340 Kinesiology (4)
- AT345 Evaluation and Rehabilitation of Lower Extremity Injuries (4)
- AT347 Evaluation and Rehabilitation of Upper Extremity Injuries (4)
- AT349 Evaluation and Rehabilitation of Head, Neck, and Spine Injuries (4)
- AT355 Physiology of Exercise (4)
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<tr>
<td>AT360</td>
<td>General Medical Conditions</td>
<td>(4)</td>
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<tr>
<td>AT365</td>
<td>Pharmacology</td>
<td>(2)</td>
</tr>
<tr>
<td>AT370</td>
<td>Psychosocial Intervention and Referral</td>
<td>(2)</td>
</tr>
<tr>
<td>AT385</td>
<td>Clinical Practicum III</td>
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<tr>
<td>AT386</td>
<td>Clinical Practicum IV</td>
<td>(2)</td>
</tr>
<tr>
<td>AT430</td>
<td>Organization and Administration of Athletic Training Programs</td>
<td>(4)</td>
</tr>
<tr>
<td>AT481</td>
<td>Research in Athletic Training I</td>
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<tr>
<td>AT485</td>
<td>Clinical Practicum V</td>
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<td>AT486</td>
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<td>BI131G-NS</td>
<td>Human Nutrition</td>
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</tr>
<tr>
<td>HS344</td>
<td>Human Anatomy</td>
<td>(4)</td>
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**Academic Requirements for Athletic Training**

1. Upon acceptance into the Athletic Training Professional Program students must maintain a 2.75 cumulative GPA.
2. If a student's grades fall below the required GPA, s/he is no longer eligible for clinical education assignments (work in the athletic training room, with teams, etc.), and is placed on suspension. Students on suspension may continue taking courses in the program for one semester.
3. Students must maintain a 2.75 cumulative GPA after being reinstated from suspension due to poor grades or be dismissed from the Athletic Training major.
4. Students must earn the grade of "C-" or better in all required athletic training courses except AT130, AT135, and AT140 in which "B" or better is required.
5. Students in the Athletic Training major must understand and meet the technical standards for the profession as set forth in the Athletic Training Student Handbook.

**Sport Management**

Sport Management is a four-year program of study designed to prepare students for employment in wellness, sport, and sports-related enterprises. Students enrolled in the major focus on business skills such as financial management, marketing, and legal questions associated with the field as well as a solid foundation of philosophy, principles, and objectives of the sport and wellness industry.

The major offers two areas of concentration and requires an internship experience. The internship experience serves to complement the classroom learning and provide valuable on-the-job experience.
Only one concentration may be chosen by those selecting a major in Sport Management.

**SPORT MANAGEMENT MAJOR WITH ADMINISTRATION CONCENTRATION:** A total of 56 hours.

**Required courses:**

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<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>AC230</td>
<td>Principles of Accounting I</td>
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<tr>
<td>MA339</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>SM230</td>
<td>Introduction to Wellness and Sport Management</td>
<td>4</td>
</tr>
<tr>
<td>SM233</td>
<td>Sport Finance and Economics</td>
<td>4</td>
</tr>
<tr>
<td>SM235</td>
<td>Sport Marketing and Communication</td>
<td>4</td>
</tr>
<tr>
<td>SM333</td>
<td>Moral and Ethical Reasoning in Sport</td>
<td>2</td>
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<td>SM334</td>
<td>Governance of Sport and Athletics</td>
<td>2</td>
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<tr>
<td>SM385</td>
<td>Strategic Sport Management Practicum</td>
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<tr>
<td>SM430</td>
<td>Facility &amp; Event Management</td>
<td>4</td>
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<tr>
<td>SM440</td>
<td>Leadership in Wellness and Sport</td>
<td>4</td>
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<td>SM443</td>
<td>Legal Aspects of Sport</td>
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<td>SM470</td>
<td>Sport Management Internship</td>
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**Required:** 12 hours from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EC130</td>
<td>Principles of Economics I: Microeconomics</td>
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<tr>
<td>EC131</td>
<td>Principles of Economics II: Macroeconomics</td>
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<tr>
<td>MA330</td>
<td>Business Law</td>
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<td>Entrepreneurship</td>
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<tr>
<td>MA336</td>
<td>Human Resources Management</td>
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<tr>
<td>MK230</td>
<td>Introduction to Marketing</td>
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</tr>
<tr>
<td>MK334</td>
<td>Multicultural Marketing</td>
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<tr>
<td>MK336</td>
<td>Retail Management</td>
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<tr>
<td>MK337</td>
<td>Consumer Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MK369</td>
<td>Business to Business Marketing and Sales</td>
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</tbody>
</table>

**SPORT MANAGEMENT MAJOR WITH WELLNESS CONCENTRATION:** A total of 47 hours is required.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AT130</td>
<td>Introduction to Athletic Training</td>
<td>4</td>
</tr>
<tr>
<td>AT340</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>AT355</td>
<td>Physiology of Exercise</td>
<td>4</td>
</tr>
<tr>
<td>BI131G-NS</td>
<td>Human Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>HS344</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>MA230</td>
<td>Introduction to Management and Organizations</td>
<td>4</td>
</tr>
</tbody>
</table>
Coaching Minor
The coaching minor offers a program of study designed to prepare students for a variety of coaching positions. Internships are available. The coaching minor meets Ohio Department of Education standards for a Pupil Activity Supervisor permit. This certification is needed to direct, supervise, or coach a pupil activity program in Ohio.

**COACHING MINOR:** a total of 21 hours is required.

**Required courses:**

- **HP230** Principles of Coaching (4)
- **HP250** Coaching of Sport Topics (2)
- **SM130** First Aid and CPR (1)
- **SM230** Introduction to Wellness and Sport Management (4)
- **SM333** Moral and Ethical Reasoning in Sport (2)
- **SM443** Legal Aspects of Sport (4)
- **SM470** Sport Management Internship (4)
- **SM330** Biomechanics (2)
- **SM336** Strength and Fitness Programming (2)

**Required:** 8 hours from the following.

- **AT340** Kinesiology* (4)
- **AT355** Physiology of Exercise* (4)
- **SM330** Biomechanics (2)
- **SM336** Strength and Fitness Programming (2)
- **SM430** Facility and Event Management (4)
- **SM440** Leadership in Wellness and Sport (4)
- **SM443** Legal Aspects of Sport (4)

*prerequisites required

**ATHLETIC TRAINING**

**AT130 INTRODUCTION TO ATHLETIC TRAINING (4).** This is a basic introduction course into the many disciplines of Athletic Training. Prevention, treatment, and rehabilitation of athletic injuries, as well as the diverse role of Certified Athletic Trainers (ATCs) and the concept of the Sports Medicine team will be the focus of the course. Philosophical questions, historical information and foundation topics
within the profession will be addressed. **Prerequisite: Athletic Training or Sports Management/Wellness major.**

**AT135 EMERGENCY CARE (2).** Instruction and practice in advanced first aid, CPR techniques, AED instruction, and oxygen administration for the paramedical professional. Students must meet professional rescuer standards as established by national certification agencies such as the American Red Cross and the American Heart Association. Fee: $50.00. **Prerequisite: Athletic Training majors only.**

**AT140 ATHLETIC TRAINING SKILLS (2).** A clinical course dealing with skill development in the areas of prevention, treatment and management of athletic injuries. Students will become competent in the following clinical skills: upper and lower extremity supportive taping and wrapping, fitting of protective equipment and braces, application and construction of protective pads, splinting and immobilization devices and the use of body assessment tools. Fee: $50.00. **Prerequisite: Athletic Training majors only.**

**AT230 THERAPEUTIC MODALITIES (2).** A study of the function and role of therapeutic modalities in the treatment of athletic injuries. Students will learn about the phases of healing and the physiological effects of therapeutic modalities on the body. They will also learn how to evaluate the status of an injury and select the appropriate modality for treatment. Application of course material is reinforced through laboratory experiences. **Prerequisite: AT130 and Athletic Training majors only.**

**AT235 PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION (2).** A study of the knowledge and skills required to design and implement exercise, reconditioning and rehabilitation programs for athletes and athletic injuries. Students will learn about the basic principles of rehabilitation of common athletic injuries. They will learn specific rehabilitation techniques that will increase range of motion, increase strength and return functional ability. Students will be able to evaluate the status of an injury and develop the appropriate rehabilitation. **Prerequisites: AT130 and Athletic Training majors only.**

**AT285 CLINICAL PRACTICUM I (2).** Students develop and refine introductory clinical skill competencies and proficiencies in a variety of classroom and clinical settings. Introductory skills such as taping, wrapping, emergency care, basic evaluation skills, and nutrition will be
taught. Fee: $50.00. Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.

**AT286 CLINICAL PRACTICUM II (2).** Students develop and refine introductory clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Introductory skills of rehabilitation, modalities, equipment fitting, splinting and body assessment are taught. Fee: $50.00. Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.

**AT340 KINESIOLOGY (4).** A study of location and action of major muscles. Emphasis is on learning to describe the organic skeletal and neuromuscular structure of the human body; identifying how these systems adapt to skillful movement, physical activity and fitness and analyzing their contributions to motor performance using and analyzing data gathered from various sources. Students will learn specific anatomical structures related to the musculoskeletal system as well as the origin, insertion action and inervation of the muscles of the body. Students learn to properly grade and test the major muscles manually and analyze the range of motion. They will also learn about the biomechanics of body motion, planes of movement and about the different levers associated with body movement. Prerequisite: HS344.

**AT345 EVALUATION AND REHABILITATION OF LOWER EXTREMITY INJURIES (4).** A study of knowledge and skills required to evaluate, treat and rehabilitate ankle, knee, and hip injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the lower extremity. They will be able to treat and rehabilitate injuries from acute to return to play status. [Skill: O] Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.

**AT347 EVALUATION AND REHABILITATION OF UPPER EXTREMITY INJURIES (4).** A study of knowledge and skills required to evaluate, treat and rehabilitate the shoulder, elbow, hand and wrist injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the upper extremity. They will be able to treat and rehabilitate injuries from acute to return to play status. [Skill: O] Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.
AT349 EVALUATION AND REHABILITATION OF HEAD, NECK, AND SPINE INJURIES (4). A study of the knowledge and skills required to evaluate treat and rehabilitate head, neck, and lumbar spine injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the head, neck and lumbar spine. They will be able to treat and rehabilitate injuries from acute to return to play status. **[Skills: I,W]**

*Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.*

AT355 PHYSIOLOGY OF EXERCISE (4). A study of how the bodies' structures and functions are altered when exposed to acute and chronic bouts of exercise. How human performance is affected by environmental factors, nutrition, and dietary supplements is emphasized. The measurement of physiological parameters, the effects of various kinds of training, application of nutritional principles for athletes, the effects of learning on performance, positive health behaviors, and the effect of age and sex on physiological response and adaptation are included. **Prerequisite: HS344.**

AT360 GENERAL MEDICAL CONDITIONS (4). A study of the knowledge and skills required to recognize, refer, and treat, as appropriate, internal injuries, general medical conditions, and disabilities of athletes and others involved in physical activity. Students will learn about common medical conditions and disabilities that they may encounter with with athletes of all ages. They will also learn about internal injuries to organs that may occur during physical activity. **Prerequisite: AT130, HS344 and accepted into the professional phase of Athletic Training program.**

AT365 PHARMACOLOGY FOR ATHLETIC TRAINING (2). The study of prescription and over the counter drugs, including their composition, uses, methods of administration and effects on the body. Students will Identify the effects on health and sport performance of various medications and ergogenic substances. They will also gain an understanding of rules and regulations governing the use and of each. The course focuses on both legal and illegal substances. **Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.**

AT370 PSYCHOSOCIAL INTERVENTION AND REFERRAL (2). This course will teach students the skills and knowledge that an entry level athletic trainer must possess to recognize, intervene, and
refer athletes under their care who may be experiencing a variety of psychosocial problems. Specific problems addressed will include, but are not limited to: eating disorders, anxiety and depression, substance abuse, and response to injury. Students will be able to describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals. Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.

AT385 CLINICAL PRACTICUM III (2). Students develop and refine intermediate clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn prevention, evaluation, treatment and rehabilitation techniques for the lower extremity. Fee $50.00. [Skill: T] Prerequisites: AT130, AT285, AT286, and admission to Athletic Training Professional Program.

AT386 CLINICAL PRACTICUM IV (2). Students develop and refine intermediate clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn prevention, evaluation, treatment and rehabilitation techniques for the upper extremity. [Skill: T] Fee $50.00. Prerequisites: AT130, AT285, AT286, and admission to Athletic Training Professional Program.

AT430 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS (4). A study of the knowledge and skills required to organize and administrate an athletic training program. Students will learn about various administrative topics such as development of policies and procedures, budgeting, insurance, third party reimbursement, drug testing and personnel management. Students will also learn about common purchasing and bid procedures for supplies. Prerequisites: AT130 and admission to Athletic Training Professional Program.

AT481 RESEARCH IN ATHLETIC TRAINING I (4). This course is the capstone course for athletic training majors. Each student will design and implement an independent research project. Students will use survey research as part of their investigations. As a writing intensive course, students will produce two major documents – a research proposal and a final thesis paper as well as completing weekly
writing assignments. Other areas explored are areas and types of research in athletic training, reviewing literature and critiquing research articles, research design, common measures in athletic training, statistical decision making, ethical considerations in research and writing for publication and presentation. The construction and analysis of measurement instruments and corresponding techniques utilized within the athletic training profession will also be discussed. [Skills: I,W] Prerequisites: AT130 and admission to Athletic Training Professional Program.

AT482 RESEARCH IN ATHLETIC TRAINING II (2). This course will survey disseminating athletic training research findings and its importance. It will focus on manuscript structure and preparation and how to present an abstract in slide, poster and thematic settings. Students will disseminate the findings of their senior athletic training thesis at state, regional and national athletic training conferences. Prerequisite: AT481.

AT485 CLINICAL PRACTICUM V (2). Students develop and refine advanced clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn how to prevent, evaluate, treat and rehabilitate head, neck and spine injuries. Fee $50.00. [Skill: T] Prerequisites: AT130, AT285, AT286, AT385, AT386 and admission to Athletic Training Professional Program.

AT486 CLINICAL PRACTICUM VI (2). Students develop and refine advanced clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn about the recognition and management of general medical conditions. The application of principles of pharmacology will also be taught. Fee $50.00. [Skill: T] Prerequisites: AT385, AT386 and admission to Athletic Training Professional Program.

HEALTH AND PHYSICAL EDUCATION

HP100 PERSONAL WELLNESS (2). Personal Wellness is a course in which students select to fulfill their General Education Wellness requirement. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness.
behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness.

**HP150 PHYSICAL ACTIVITY TOPICS (1).** This topics course will have a designated sport topic for the semester. Students will engage in learning the skills, techniques and rules for participation in the designated sport activity.

**HP230 PRINCIPLES OF COACHING (4).** A study of functions, techniques and methods of coaching interscholastic athletic teams. Coaching theories will be explored as well as the rules, standards and guidelines governing the profession of coaching. [Skill: T]

**HP250 COACHING OF SPORT TOPICS (2).** This course is designed to provide prospective athletic coaches with knowledge and skill introduction regarding specific sports. Emphasis is placed on organizational/management skills, appropriate skill development drills, techniques, tactics, and theories specific to the specified sports. The specific sport topics will designated prior to each semester. Each course will cover approximately two sport activities, i.e. football, basketball. *Prerequisite: HP230.*

**SPORT MANAGEMENT**

**SM130 FIRST AID AND CPR (1).** An investigation of the immediate assistance administered in the case of injury or sudden illness before the arrival of trained medical personnel. Includes national certification in first aid and child and adult CPR. Fee $50.00.

**SM230 INTRODUCTION TO WELLNESS AND SPORT MANAGEMENT (4).** This course identifies necessary competencies for Sport and Wellness managers.

**SM233 SPORT FINANCE AND ECONOMICS (4).** An analysis of financial and economic concepts applied to sport environments. Sport enterprises will be viewed as economic systems which must respond to changes in supply, demand, and market trends. Fundraising for various constituencies will also be explored. *Prerequisite: SM230.*

**SM235 SPORT MARKETING AND COMMUNICATIONS (4).** An introduction to the exciting field of sports marketing and communications and its role in society. The subject includes: marketing through sport sponsorships, endorsements, naming rights, licensing,
sport media and communications, marketing communications and management, marketing of sports segmentation, distribution product decisions, pricing, promotion and emerging issues in sports marketing. **Skill:** Prerequisite: SM230.

**SM330 BIOMECHANICS (2).** This course introduces students to the concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport, and physical activities. **Prerequisite:** HS344.

**SM333 MORAL AND ETHICAL REASONING IN SPORT (2).** This course will provide philosophic theory that has proven effective in the ethical and moral development of athletes. Strategies will be presented to aid the students in the development of a consistent value system based on justice, responsibility, and beneficence. **Prerequisite:** SM230.

**SM334 GOVERNANCE OF SPORT AND ATHLETICS (2).** An analysis of the governing organizations of sport at the recreational, secondary, intercollegiate, professional, international, sport specific, and Olympic levels. In addition, sport specific governing bodies will be examined. **Prerequisite:** SM230.

**SM336 STRENGTH AND FITNESS PROGRAMMING FOR SPORT (2).** This course is an overview of the current principles of strength and fitness training for athletic populations. A range of topics from the physiology of strength training, the muscles required for various strength and endurance exercises, basic principles of strength and endurance development, strength and endurance training program variables, proper lifting and exercising techniques and safety procedures will be discussed. **Prerequisites:** SM230 and junior or senior standing.

**SM385 STRATEGIC SPORT MANAGEMENT PRACTICUM (4).** Students develop and refine intermediate sport management skill competencies and proficiencies in a variety of formal classroom and experiential settings. Students are called upon to probe, question, and evaluate all aspects of their assigned preceptor’s external and internal situation. Taught through extensive hands-on learning, students grapple with sizing up their preceptors standing in the marketplace and its ability to go head-to-head with rivals, learn the difference between winning strategies and mediocre ones, and become more skilled in spotting ways to improve the preceptors operational strategy. Students
are assigned to commit 160 hours to their respective preceptors. 
*Prerequisite: Junior or senior standing.*

**SM430 FACILITY AND EVENT MANAGEMENT (4).** Provides the requisite knowledge to become an event and facility manager. Preparation for becoming an effective manager of the unique environment specific to the athletic arena. Student will also be required to perform field experience in event management. *Prerequisite: SM230.*

**SM440 LEADERSHIP IN WELLNESS AND SPORT (4).** Leadership principles for directing programs and facilities in sport and wellness. Students learn to create safe learning environments for diverse populations. Understand the principles of effective leadership involved in leading diverse populations. *[Skills: O,T] Prerequisites: SM230 and junior or senior standing.*

**SM443 LEGAL ASPECTS OF SPORT (4).** An analysis of the legal process within the sport enterprise. Preparation for dealing with the legal ramifications of the sporting world. *[Skills: I,W] Prerequisites: SM230 and junior or senior standing.*

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**Theatre**

Faculty: J. Wynn Alexander, Lois A. Hock

The Theatre Department prepares students for competency in all areas of theatre acting and directing, design and technical theatre, theatre history, and dramatic literature in order that students can acquire a strong foundation for further training in professional theatre. The theatre curriculum offers students an opportunity to undertake intensive study in an important field of the creative arts while pursuing a liberal arts education.

Students from any area of study are encouraged to participate in the frequent productions which are a part of the general program of aesthetic and cultural development offered to the entire student body.

**THEATRE MAJOR:** A total of 44 hours with grades of "C-" or better is required.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH130</td>
<td>Introduction to Theatre</td>
<td>4</td>
</tr>
<tr>
<td>TH140</td>
<td>Stage Makeup</td>
<td>2</td>
</tr>
<tr>
<td>TH231G-FA</td>
<td>Theatre for Social Change</td>
<td>4</td>
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</table>
TH235  Stagecraft  (4)
TH240  Acting  (4)
TH243  Theatrical Concept  (2)
TH340  Directing I  (4)
TH342G-FA  Theatre History  (4)

Required: 8 hours from the following.
EN331  Shakespeare  (4)
TH330G-FA  Dramatic Literature I  (4)
TH331G-FA  Dramatic Literature II  (4)

Required: 8 hours, including 6 hours at 300- or 400-level, from the following.
TH185  Applied Theatre Practicum  (1)
TH250  Topics in Theatre  (2)
TH335  Lighting Design  (4)
TH336  Scene Design  (4)
TH350  Advanced Topics in Theatre  (4)
TH385  Applied Theatre Practicum  (1)
TH441  Directing II  (4)
TH495  Capstone Project  (4)

THEATRE MINOR: A total of 24 hours with grades of "C-" or better is required.

Required courses:
TH130  Introduction to Theatre  (4)
TH235  Stagecraft  (4)
TH240  Acting  (4)

Required: 12 hours from the following.
EN331  Shakespeare  (4)
TH330G-FA  Dramatic Literature I  (4)
TH331G-FA  Dramatic Literature II  (4)
TH335  Lighting Design  (4)
TH336  Scene Design  (4)
TH340  Directing I  (4)
TH342 G-FA  Theatre History  (4)
TH350  Advanced Topics in Theatre  (4)
TH385  Applied Theatre Practicum  (1)
TH441  Directing II  (4)
TH495  Capstone Project  (4)

THEATRE

TH130 INTRODUCTION TO THEATRE (4). A survey of theatre for the general student. Includes an examination of the origins of
theatre, directing, acting, forms of drama, structure and texture of drama, physical theatres, theatre history, and theatrical styles. Provides the student an opportunity to be exposed to many aspects of theatrical production. [Skills: O,T]

TH140 STAGE MAKEUP (2). The techniques and special applications of make-up for the stage. Methods and application of the essentials in stage makeup including: corrective, age. animal, character, creative, racial/ethnic and special effects. [Skill: T]

TH185 APPLIED THEATRE (1). A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre (TH 185 or 385) may be taken in the 124 semester hours required for graduation. Prerequisite: Freshman or sophomore standing.

TH231G-FA THEATRE FOR SOCIAL CHANGE (4). Framed by critical investigations of the relationship between theatre/art, ideology, and social change/justice, this participatory course will explore theories on, and creative processes for, devising and employing various theatre forms with the intension of affecting personal, political, institutional, social, and/or community change. [Skill: T]

TH235 STAGECRAFT (4). Theoretical and practical work in the fundamentals of technical theatre production. Content includes, but is not limited to, set construction, scene painting, properties, theatrical rigging and lighting, and basic design processes and realization. The use of quantitative skills and problem solving in interpreting representations will be stressed. Laboratory. [Skill: Q]

TH240 ACTING (4). Exposes the actor to freedom found through expressiveness, the discipline of the actor in acting theories, and the relationship between freedom and discipline. Introduces movement and vocal training as well as stage terminology and technique. [Skill: O]

TH243 THEATRICAL CONCEPT: DEVELOPING THE ARTISTIC VISION (2). The techniques for the interpreting and staging of drama by the producer, director and designers. Content includes the concepts of interpretation, theme, style, play analysis and design inspiration. Students will focus on “what is the source of the impulse to create theatre, what resources lead to that impulse and how
to communicate to a team of artists to achieve the artistic vision. [Skill: W] Prerequisites: EN101 and TH130.

TH250 TOPICS IN THEATRE (2). Explores a particular aspect of theatre, selected that semester. A variety of subjects will be covered including scene painting, stage combat, stage management.

TH330G-FA DRAMATIC LITERATURE I (4). Traces the history and development of two phases of dramatic literature. Phase I: modern drama—a study of drama beginning with Ibsen, with attention paid to social and philosophical significances as well as technique. Phase II: modern American drama—a study of American drama in its historical, cultural and social reform perspective with special emphasis on the development of the American theatre as an art. [Skills T,W] Prerequisite: EN101.

TH331G-FA DRAMATIC LITERATURE II (4). An overview of dramatic and contemporary theatre from 1960 to the present. Offers a survey of the development of global theatre from pre-World War I to the million dollar spectacular musicals of the present day, as well as a study of dramatic literature beginning with the "Happenings of the 1960s" to the present day social/historical comment theatre. [Skills: T,W] Prerequisite: EN101.

TH335 LIGHTING DESIGN (4). Explores the basic theories of lighting for the stage through lecture, projects, and demonstration. [Skill: Q] Prerequisites: TH130 or TH235.

TH336 SCENE DESIGN (4). Includes mechanical drawing, model-making, watercolor technique, period decoration, script analysis, and scene painting techniques. [Skill: Q] Prerequisites: TH130 or TH235.

TH340 DIRECTING I (4). The student learns the function of a director and develops the necessary basic techniques of stage direction. Includes production problems, directing movement and action, direction for character, climax, and tempo. Includes workshop experience. [Skills: I,T] Prerequisite: TH243.

TH342G-FA THEATRE HISTORY (4). An Investigation of theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious and political form. Dramatic texts representing eras will be studied as well as evidence of historical theatre practice.
Course will focus on the origins of the theatre through Elizabethan. [Skill: W] Prerequisites: EN101 and TH130.

TH350 ADVANCED TOPICS IN THEATRE (4). Explores in depth a particular aspect of theatre, selected that semester. A variety of subjects may be covered including Advanced Acting Methods, Period Styles, Advance Scenic or Lighting Design or Theatre Production Workshop. Prerequisite: TH130 or based on topic.

TH385 APPLIED THEATRE (1). A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre (TH185 or 385) may be taken in the 124 semester hours required for graduation. Prerequisite: Junior or senior standing.


TH495 CAPSTONE PROJECT (4). A senior project for the serious theatre student; this is an intense practical application of the art of directing, designing, acting, or stage managing. [Skill: I,W] Prerequisites: Junior or senior standing and program approval.

**Athletic Programs**

Wilmington College is a member of the National Collegiate Athletic Association (NCAA) Division III and the Ohio Athletic Conference.

The Athletic Department has intercollegiate programs in the following sports. Men’s sports consist of cross country, football, soccer, basketball, baseball, lacrosse, swimming, and track. Women’s sports consist of soccer, lacrosse, volleyball, basketball, softball, tennis, cross country, swimming, and track.

In addition to intercollegiate athletics, an extensive intramural program is offered. Also, informal recreation and fitness activities are available in Hermann Court, a fitness center in Pyle Center, and the adjoining Clinton County YMCA.

The mission of the Athletic Department at Wilmington College is the formation of men and women into individuals who are
intellectually, spiritually, socially, and morally mature. Toward this end, Wilmington College Athletic Department is committed:

1. To uphold the educational goals of Wilmington College as stated in the official College catalog;
2. To provide students with a value-oriented campus environment which affords them the opportunity to realize their full potential as human beings;
3. To complement the academic goals of the College by recruiting promising student athletes, demanding of them a dedication to and pride in academic achievement, and providing them the opportunity and assistance to succeed;
4. To initiate, stimulate, and improve intercollegiate athletic programs for student athletes and to promote and develop educational leadership, physical fitness, athletic excellence, and athletics participation as a recreational pursuit; and
5. To provide the College and local communities with a successful, honorable, exciting, and enjoyable athletic program which dramatically demonstrates the ideals of leadership and commitment to excellence.

**Student Life**

**Mission**

The Student Life division has two primary missions: first, to support the academic mission of the College by fostering a community atmosphere that cultivates success while offering co-curricular opportunities that complement the classroom. Second, to implement programs to create experiences that promote student involvement, personal growth and development, and integrity. We embrace the differences that make us individuals while celebrating the traditions that make us a community.

**Housing**

The residence halls and alternative housing at Wilmington College are living-learning environments that promote individual growth and development, as well as provide rich community living experiences.

The Assistant Vice President for Student Affairs for Housing oversees the entire housing operation and works with professional staff, support staff, and student staff and supervises educational programming and social activities in the halls. Graduate assistants helps supervise residential areas and work in the housing office. Resident directors are upper class students who supervise the operation of a single residence
Resident assistants are students who supervise a single unit within a residence hall. Wilmington College does not discriminate in the assignment of residential housing on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation or disability. Students who transfer to Wilmington College may be able to secure residential housing on a space available basis. The College reserves the right to assign residential housing space to all students on the basis of the type of space available.

All full-time regular students are required to live in the residence halls and participate in the College meal plan. Exemptions to these requirements may be granted by the Assistant Vice President for Student Affairs for the following reasons:

1. Student will commute from the home of his/her parents/guardians, which is within 30 miles of the city of Wilmington.
2. Student is legally married.
3. Student will be 23 years of age by the first day of classes Fall Semester.
4. Student is a member of a fraternity or sorority and will be living in that fraternity's/sorority's designated house.
5. Student will be studying abroad.
6. Student will graduate in December of the academic year.

New student room assignments are made in the order that completed housing applications are received, unless special housing arrangements are requested.

All returning students who request on-campus housing must pay a non-refundable room reservation deposit and be registered for fall classes by the deadline (this day is announced and publicized in the Spring semester). This room reservation deposit will be the final step in securing on-campus housing and will confirm fall semester room assignments. Students who do not pay the deposit by the deadline will not be guaranteed preferred housing assignments. Failure to pay the deposit or register on time results in the student's placement in an available space. These students may have no choice in their placement.

Rooms are furnished with essential furniture, such as beds, mattresses, bureaus, closets, desks, and desk chairs. Other furnishings are supplied by the student, as space permits. Lofts and room dividers are not permitted. Each resident is responsible for his or her room and agrees to accept responsibility for any damage to the room and furniture by signing a housing agreement.

For more information about rules, regulations, services, and facilities pertaining to the residence halls and alternative housing, please refer to the Student Handbook.
Campus Safety

The mission of the Campus Safety Department is to provide for the safety of the members of the college community and the security of all its facilities. This is accomplished by 24-hour patrol protection, follow-up investigation, crime prevention activities, parking enforcement, and fire and other safety-related assistance.

Student Activities

Student activities at Wilmington College cover a wide range of interests from sports to Greek organizations. Clubs are often associated with academic areas, such as the Aggies Club with agriculture.

Students are encouraged to participate in theatre productions, vocal and instrumental music groups, and intramural and intercollegiate athletics. Hermann Court athletic facilities and the Fitness Center in Pyle Center are available to all students. There are facilities for racquetball, swimming, weight-training, walking/jogging, etc. There is a fitness trail and nature trail in the Arboretum.

Students have their own governance structure, the Student Government Association (SGA), and their own program planning group, the Activities Programming Board (APB). The APB has a substantial budget with which to plan activities for all students. These include social events, films, speakers, discussion groups, off-campus tours, cultural and sporting events, and many other programs of interest to students. Students also publish a newspaper, yearbook, and literary magazine.

Each year the College produces the Student Handbook which has more information on the wide variety of student activities available at Wilmington College. The Student Handbook is made available on-line at the Wilmington College website. Printed copies may be requested by students by contacting the Vice President for Student Affairs’ office.

Religious Opportunities

As a Quaker institution, the College encourages active pursuit of spiritual and moral development. To that end, the College offers a wide range of opportunities to engage in various religious and spiritual activities. Campus opportunities for Bible study and fellowship include Catholic Campus Ministry, Athletes in Action, Builders OnThe Rock Bible Study, Chi Alpha, College Young Adult Friends, and Quaker Leader Scholars. Students are welcome to start new organizations on campus, as needed, under the direction of the Campus Minister. The Campus Ministry Board is comprised of representatives from these
organizations and coordinates efforts to plan campus religious programs.

Other opportunities to become involved in the religious and spiritual life of the campus include participation in the weekly midweek All College Worship, Religious Emphasis Week, Campus Friends Meeting for worship on Sundays, and Catholic Mass on Holy Days. Students are also encouraged to attend a community church of their choice. Throughout the year opportunities for prayer and worship are organized. Students are also encouraged to attend a community church of their choice.

**Academic Support Services**

**Office of Academic Records**

**Records Policy**

Wilmington College discloses information in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as articulated in the regulations published in the June 17, 1976 Federal Register.

These regulations elevate to the status of law what has long been general policy at Wilmington College, namely, that the information in student records is privileged information and is not to be disclosed without prior written consent of the student. These regulations also give the student the legal right to have inaccuracies in the records corrected. The student has the right to a hearing in the event of a disagreement as to the accuracy of the records (see "Challenge Hearings Policy"). A record must be maintained of all disclosures of these files to parties other than the student and designated College personnel. All incoming students will be given the option to sign a FERPA rights waiver for persons they so designate.

Students have access to student files upon request and may request photocopies of information therein, providing there are no financial holds on their accounts. One photocopy may be obtained free of charge and a $1.00 charge per page is assessed for each additional copy. Confidential letters of evaluation and recommendation placed in a student’s record prior to January 1, 1975, are not available to students; but all such letters written after that date are available, unless the student has signed a waiver.

The following exceptions to the policy of "prior consent of the student" should be noted:

In accordance with Paragraph 36 of Part 99 of the Privacy Rights of Parents and Students under the General Education Provisions Act of
1974, Wilmington College officials will disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other persons. Upon entering the College, students may elect to allow parents and/or guardians to see their academic records. Any subsequent changes may be pursued at the Office of Academic Affairs.

Under the provisions of Paragraph 34 of said Part 99, the College reserves the right to disclose information from any of the education records of a student, without his/her consent, to any school in which the student seeks or intends to enroll. A photocopy of such information is available to the student (or parent of a dependent student) upon request. When a student is enrolled simultaneously at Wilmington College and some other institution, e.g., one of the colleges with which the College has a cross-registration agreement, information in the education records of the student at the two or more institutions involved may be shared by the officials of these institutions with one another without prior consent of the student.

Types of Records On File

The following records are kept on students.

The Permanent Academic Record (transcript) includes all Wilmington College and transfer credits which have been earned toward a degree and dates of attendance at Wilmington College, together with catalog designations and descriptive titles for all courses completed. The Permanent Academic Record also contains information about teaching certification/licensure, if applicable, and degree(s) earned and date(s). It also contains a statement of status at the time of departure. The "Academic File" contains transcripts from other schools, petitions for waiver of academic requirements, major declarations, transient student and study abroad requests, and similar academic materials.

The Permanent Academic Record and the Academic File are maintained by the Registrar. Non-permanent records are destroyed five years after graduation or date of last attendance. These are accessible to faculty advisors, area coordinator or designee, instructors of courses in which a student is enrolled, and members of the College administration and staff. These people are granted access because their work and legitimate education interests require access to this educational record. Access by any other person is granted upon written consent of the student.

Student Personal File contains such items as the admission application, high school transcript, letters of probation/academic
difficulty, and dismissal. This file is maintained in the Vice President for Academic Affairs Office. Regulations regarding access to the file are the same as for the Academic File. Materials with a short-term value are cleared from the files after a student graduates or has not been in attendance for twelve months, except when the student is on an approved leave of absence. Student FERPA waivers are also available in this file.

After a student graduates or has discontinued studies at Wilmington College for a number of years, the Student Personal File is cleaned and merged with the Academic File. Access to the file is then gained only upon authorization from the Registrar.

**Student Health Record** includes the medical history and immunization record submitted during the admission process, record of all treatment and contacts at the College Clinic during the student’s enrollment, and record of medical insurance that has been used.

This confidential file is maintained by the professional staff at the clinic, and only they and the Vice President for Student Affairs have access to this information. After a student has graduated or has not been enrolled for seven years, the Student Health Record is destroyed.

**The Student Financial Aid File** is maintained by the Student One Stop Center. Students who have applied for financial aid or receive a scholarship will have an aid file. The file may contain the Free Application for Federal Student Aid (FAFSA), processed loan applications, institutional aid application, award letters, and supplemental documentation. Those requesting to see their financial aid file should schedule an appointment with the Director, Student One Stop Center.

Access to the financial aid file and computerized data on the application is restricted to the Student One Stop Center, except for other school officials who have a "legitimate educational interest." The release of information to a school official must benefit the individual student. Recruiting and fund-raising are not defined as an “educational interest.”

Students who would like to give an organization or person access to their financial aid file must first sign a release form available in the Student One Stop Center. The student must specify on the form the type of information to be given out as well as the purpose of the release.

**The Faculty Advisor File** includes working notes and papers of the faculty advisor concerning the student’s educational progress. If a student changes advisors, this file is forwarded to the new advisor. When the student graduates or discontinues enrollment at Wilmington
College, this file is sent to the Vice President for Academic Affairs Office. Only the faculty advisor has access to this file.

**Student Life Office Files** contain information about students who live in Wilmington College residence halls or alternative housing, commuters, and students involved in the judicial process. Access to these files is the responsibility of the Vice President for Student Affairs and is governed by the policy statements above. Materials with short-term value are cleared from the files after a student graduates or has not been in attendance for 12 months, except when the student is on an approved leave of absence.

The following applies to all the above mentioned records. Requests in compliance with a lawful subpoena or judicial order will be fulfilled upon the condition that a reasonable attempt to notify the student is made in advance of the compliance of the subpoena unless specifically prohibited by the subpoena or judicial order.

**Directory Information Policy**

Students’ names, local mailbox numbers, home and campus addresses, phone numbers, photos and email addresses are published electronically on the college's website. Wilmington College does not supply commercial organizations with student directory information, but reminds students that this information is available unless explicitly suppressed.

A student has the right to refuse to permit the disclosure of any or all the categories of personally identifiable information when specifically requested or for publication in the student directory and website, Dean’s List, or Commencement program. The Housing Office sends out a form at the end of each semester in which a student can request the exclusion of personal information from the directory and website. If a student requests exclusion, this request is honored. Such a request cannot be made retroactively.

The following information is released with discretion to select persons without a student’s prior consent:
- Student’s name, date of birth, permanent (or home) and local addresses, telephone numbers, date of enrollment, previous school attended, current academic classification, enrollment status, major field of study or emphasis, date(s) of graduation, degree(s) awarded, teaching certificates/licensures received, academic honors and awards, participation in officially recognized activities and sports, weight and height (of members of athletic teams), and other similar information.
- The names of students excelling academically are published regularly in the Dean’s List or Academic Merit List and Green Key List.
Students’ names, home city, state, and academic honors received are published as part of the Commencement program.

**Challenge Hearings Policy**

A student has the right to challenge at a hearing the content of his/her educational records and to secure correction of inaccurate or misleading entries. A student may insert into his/her records a written explanation, but may challenge a course grade only on the grounds that it was inaccurately recorded. The Rights to Privacy Act does not entitle a student to challenge a grade on the grounds that it was lower than the faculty member ought to have awarded; a student may seek redress in such a case from the Academic Standards and Appeals Committee.

A student has the right to file complaints regarding violations or alleged violations of rights according to that person under the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920 or phone 1-800-872-5327.

**Student Resource Center**

The Student Resource Center offers interdisciplinary learning assistance through a variety of services to help students become more efficient and effective learners. All services, except credit courses, are free to Wilmington College students.

The services are:

1. Peer Tutoring - student-to-student support in most courses.
2. The Writing Center - drop-in or appointment service for help with writing papers.
3. Math Center - drop-in or appointment service for help with math or math-related courses.
4. On-line modules and workshops on learning strategies such as time management, note taking, active reading, and taking tests.
5. Supplemental Instruction - group study sessions that integrate learning strategies with course content.
6. Support for students with special learning needs.
7. CLEP Testing.

**Disability Services**

The office of Disability Services, a component of the Student Resource Center, provides advocacy and consultation services to students with disabilities and their faculty to ensure that a disability will not be a barrier to equal opportunity or access to educational programs and services. Documentation verifying disabilities is also
reviewed by Disability Services, and formal recommendations for appropriate academic adjustments and other accommodations for students are made. Students may disclose a disability and receive accommodations at any point in their college career.

**Career Services**

The Career Services Office helps students and alumni of Wilmington College develop the skills necessary to manage their life-work planning through career education and career counseling services. While all of the services offered are geared towards the ultimate objective of helping students finding their place in the world and obtain meaningful employment, the primary goal of the office is to teach students and alumni the skills they need to independently handle their life-career planning. The office does not find students/alumni jobs, but teaches them how to actively and effectively manage their personal career development.

**Services**

- Career counseling (Personal assessment, goal setting, career planning, graduate school)
- Career development workshops
- Resume and cover letter reviews
  - In person reviews during drop-ins.
  - Resume/cover letter drop off on door of office. Reviews available for pick up in 2 business days.
- Facilitated opportunities for students to connect with potential employers such as career events and on-campus recruiting
- Internship advising and administration
- Graduate school resources
- Job/internship listings through WHOLElink:
  https://wilmingtoncollege-csm.symplicity.com/students/

Please visit the website http://www2.wilmington.edu/career-services for current internship policy, on-line resources, schedule of workshops, and on-line calendar to schedule individual appointments. Specific internship documents, internship postings and campus employment, job and internship postings can be found through WHOLElink: https://wilmingtoncollege-csm.symplicity.com/students.

**Community Service and Service-Learning Program**

The Center for Service & Civic Engagement (CSCE) was established in the fall of 2007 to further enhance the wide variety of service opportunities on and off campus available to students, faculty
and staff. The Service-Learning program was founded in the fall of 1993 to promote ways for main campus students to perform meaningful service to their communities and to society, while engaging in reflection and/or study that relates to their academic discipline. The purpose of the Center for Service and Civic Engagement is:

1. To promote and coordinate community service and civic engagement activities for Wilmington College students, faculty, and staff.
2. To assist selected community social service agencies with the development and enhancement of volunteer and service-learning opportunities.
3. To promote and assist faculty in the integration of service into the curriculum.
4. To develop student, faculty, and staff incentives for service involvement.
5. To promote, recruit and select participants, design and facilitate the Community Service Scholarship Program and the Midwest Campus Compact Citizen Scholars Program (M3C).

Volunteers serve in a variety of agencies including Cape May Retirement Community and The Clinton County Homeless Shelter. Service projects include: Adopt-A-Highway, Habitat for Humanity, the Athenian Tutoring Program, Clinton County Youth Council, Adopt-A-Grandparent, E.T.C. (Educational Theatre Company), Sugartree Ministries, Clinton County United Way, College Club, Wilmington Area Humane Society and Ohio Reads.

To become involved in volunteer activities, contact the Center for Service and Civic Engagement.

Library Services

Watson Library supports the college mission by providing individual and collaborative learning spaces, research consulting services, and resource collections for students, faculty, and staff. The library provides an on-site library collection of over 135,000 items including current reference sources, circulating books, media materials, and government documents. The library maintains thousands of subscriptions to magazines and journals as well as major state and national newspapers in print and online formats. Library personnel provide on-site, telephone, and e-mail assistance for selecting, locating, evaluating, and utilizing library materials.

Through membership in OPAL (Ohio Private Academic Libraries) and OhioLINK (the statewide academic library system), the library provides convenient delivery service from a base of 45 million
titles, access to numerous periodical, research, and media databases at any time from any Internet connection, and permission to visit and borrow directly from any OhioLINK academic library. Students and faculty at the Wilmington and Blue Ash instructional locations receive regular deliveries of requested books, journal articles and other materials. Wilmington students at the Cincinnati State Community College campus receive items through the library there and online.

Watson Library Special Collections include the College Archives, which preserves the history of Wilmington College, and several Quaker Collections, which include research materials representing Quaker history, culture, literature, philosophy, and thought among 7000+ volumes. The Quaker Rare Collection contains the historical records of the Wilmington Yearly Meeting and Ohio Valley Yearly Meeting.

Media Services provides audio visual services and support for instructional development and media-based presentations in the classroom. This area offers listening and viewing equipment and facilities for individuals and small groups, curriculum resources, and production assistance.

The Office of Information Technology

The Information Technology Department at Wilmington College is committed to providing its faculty, staff, and students with an integrated, broadly accessible technology infrastructure, making information available when it is needed, where it is needed, and to whom it is needed. Information Technology strives to ensure a reliable network infrastructure, a dependable computing environment, essential help-desk services, and comprehensive information delivery.

Students have access to the Internet using a wireless connection from their laptops and other portable devices. Wireless adapters will be provided at no cost for students with desktop computers. Wireless connectivity is available in every building on campus, and outdoor connectivity is available on a large portion of the main campus. The department also operates multiple computer labs throughout the campus.

Access to college computer resources revolves around a College computer account. Registered students and employees have accounts automatically created for them, ready to use upon their arrival at Wilmington College. The account includes access to college resources as well as Internet resources. Each account comes with a home directory for convenient storage of personal files and email. In addition, student accounts are provided with 300 pages of printing free of charge per semester. Additional pages may be purchased; however,
most students are able to accommodate their printing needs within the allocation.

Central administrative processing is handled with a database developed by Jenzabar, Inc. for academic and business-related information processing. Faculty and staff access the system to corporately maintain information associated with the academic progress of students and business accounting for the institution. Student access to personal academic and financial information is part of the WCportal and wc@home resources as well as online registration and online applications for prospective students.

The Office of Multicultural Affairs

The Office of Multicultural Affairs provides advisement and counseling services for students of color. Retention and graduation of students of color is a primary focus of this office. Multicultural programs are designed, implemented, and co-sponsored by this office, i.e., Martin Luther King Birthday Celebration, African-American History Month and Women's History Month. The director presents classroom seminars on various multicultural topics. The director serves as co-advisor of the Black Student Initiative (BSI) organization and participates as an active member of the Campus Life Committee. This office assists in providing a comfortable and safe campus environment for students of color. All students are welcome to stop by and discuss concerns related to race, gender, and participation in joint campus/community activities.
Faculty
Edward G. Agran, (1993), Professor of History
B.A., University of California, Los Angeles; M.A., University of Colorado; Ph.D., University of Wisconsin.

J. Wynn Alexander, (1986), Professor of Theatre
B.A., Hendrix College, Arkansas; M.F.A., Southern Illinois University.

Monte R. Anderson, (1985), Professor of Agriculture
B.S., M.S., Southern Illinois University; Ph.D., The Ohio State University.

Mary Ellen Batiuk, (1983), Professor of Sociology
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Lisa Bauer (2003), Associate Professor of Education
B.A., B.S., Miami University; M.Ed., Xavier University; Ed.D., University of Cincinnati.

Michele Beery, (1997), Professor of Education
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James Boland, (1985), Professor of Education
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Lee A. Bowman, (2006), Assistant Professor of Religion & Philosophy, Cataloger/Reference Librarian
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Jennifer A. Burger, (2014), Assistant Professor of Psychology
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Douglas J. Burks, (1980), Professor of Biology
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Donald G. Chafin, (1976), Professor of Agriculture
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Kendra A. Cipollini, (2004), Associate Professor of Biology
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Diane E. Clouse, (2014), Assistant Professor of Education
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Alfred R. Conklin, (1976), Professor of Chemistry and Agriculture
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Victoria DeSensi, (2010), Assistant Professor of Psychology
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Charles Dick, (2007), Associate Professor of Accounting
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James A. FitzSimmons, (1996), Professor of Mathematics
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Michael J. Goldcamp, (2003), Associate Professor of Chemistry
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Erika A. Goodwin, (1995), Professor of Athletic Training, Vice President for Academic Affairs and Dean of Faculty; B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University, N.A.T.A.

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Elizabeth Haskins, (1978), Assistant Professor of Music A.B., Wilmington College; M.M., Miami University.

Tim Hawk, (1990), Assistant Professor of Social Work and Sociology B.A., Wright State University; M.S.S.W., University of Louisville.

Elizabeth L. Haynes, (2013), Assistant Professor of Mathematics B.S., Morehead State University; M.S., Western Kentucky University; Ph.D., Southern Illinois University.

Mir-Esmail Hejazifar, (1985), Professor of Physics B.S., University of Tabriz, Iran; M.S., University of Teheran, Iran; Ph.D., University of Michigan.


Larry Howard, (1988), Professor of Athletic Training, Director of Athletic Training Education Program B.S., Wilmington College; M.A., University of South Florida: N.A.T.A.

Terry Inlow, (1975), Assistant Professor of Art B.F.A., Alfred University; M.F.A., University of Cincinnati.
Kim Isaac, (2008), Assistant Professor of Athletic Training
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Daniel G. Kelly, III, (2013), Associate Professor of Sport Management, Director of Sport Management
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Iris Kelsen, (1988), Assistant Professor of Accounting, Vice President for External Programs
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Russell W. Kincaid, (2005), Associate Professor of Mathematics
B.S., Denison University; Ph.D., North Carolina State University.

William A. Kincaid, (1969), Professor of Mathematics
B.S., Youngstown State University; M.N.S., University of Oklahoma; Ed.D., University of Cincinnati.

Patti Kinsinger, (1990), Assistant Professor of Art, Reference Librarian
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Marlaina Leppert-Wahl, (2008), Assistant Professor of Political Science

Gary W. Louis, (2002), Associate Professor of Education
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Bernard F. Matt, (1990), Professor of Religion and Philosophy and English
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James I. McNelis III, (2001), Professor of English
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Dore C. Meinholtz, (1991), Professor of Chemistry
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B.S., Wilmington College; M.B.A., Thomas More College; Ph.D., Walden University.

Paul Moke, (1982), Professor of Criminal Justice and Political Science
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Jean K. Mulhern, (2005), Assistant Professor of Education, Director of Watson Library
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Steven A. Stovall, (2002), Associate Professor of Management; Stolle Chair
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Harold Thirey, (1977), Assistant Professor of Agriculture
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   B.S., Bowling Green State University; M.B.A., University of Denver; M.S., Ph.D., Colorado State University.

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Douglas Woodmansee, (1991), Professor of Biology
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   B.A., M.B.A., Fairleigh Dickinson University.

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Brad Mitchell, (2011) Vice President for Business and Finance
   B.C., University of Windsor; MBA, Cornell University.

Terry A. Rupert, (1996), Vice President for Athletic Administration, Director of Athletics
   B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D., University of Southern Mississippi.

Sigrid B. Solomon, (2007), Vice President for Students Affairs and Dean of Students
   B.S., Cornell University; M.Ed., East Carolina University.

Matt L. Wahrhaftig, (2011), Interim Vice President for Advancement
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Leslie Nichols, (2008), Assistant to the President
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Academic Affairs
Office of Academic Affairs

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Mark Denniston, (1991), Green Chip Coordinator
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Tara L. Rhinehart, (2014), Administrative Assistant
- B.A., M.P.A., Morehead State University.

Jennifer Riddle, (2013), Equine Center Manager and Equestrian Team Coach
- A.A.S., Columbus State Community College; A.A.S., Midway College; B.A., Morehead State University.

Rhonda Burton, (1982), Administrative Assistant.


**Support Staff**

Becky Haines, (1973), Theatre Technical Support/Secretary for Fine Arts
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Office of Academic Records

Administration
Karen M. Garman, (1972), Registrar and Assistant Dean for Academic Affairs
   B.S., Wright State University.

   A.B., Wilmington College.

Support Staff
Ruth Clark, (2007), Records Specialist I.
   B.S., Ohio Northern University.

   B.A., Olivet Nazarene University.

Academic Resource Center

Administration
Judy Harvey, (1990), Coordinator of Writing Center, Assistant Professor of English
   B.A., M.A., Georgia State University.

LeighAnn Oettinger, (2004), Academic Services Director
   B.S., M.A., Ph.D., Ohio University.

Support Staff
Carol Mercer, (1986), Tutor Coordinator

Career Services
Tammy Fraser, (2013), Director of Career Services
   B.A., Mount Holyoke College; M.A., Marist College.

Harcum Art Gallery

Administration
Harland Shunk, (1988), Director of Harcum Art Gallery, Professor of Art
   B.F.A., Western Kentucky University; M.F.A., Pratt Institute.
Library

Administration
Jean K. Mulhern, (2005), Director of Watson Library
B.A., Heidelberg College; M.L.S., Kent State University; Ph.D.,
University of Dayton.

Lee A. Bowman, (2006), Cataloger/Reference Librarian
B.A., Cumberland College; M.A., University of Wisconsin.

Mary Beth Corcoran, (2010), Manager, Media Center.

Patti Kinsinger, (1990), Reference Librarian
B.S., Pennsylvania State University; M.L.S., Kent State
University.

Support Staff
Kathy Hatfield, (1992), Manager, Technical Services.

Joni Streber, (2007), Manager of Public Services
A.S., Southern State Community College; B.S., Wilberforce
University.

Peace Resource Center

Administration
Eric Guindon, (2013), Coordinator, Peace Resource Center
B.A., Heidelberg University.

Quaker Heritage Center

Administration
Ruth M. Brindle, (2003), Curator, Quaker Heritage Center
A.B., Wilmington College; M.A., University of South Carolina.

Advancement

Administration
Matt L. Wahrhaftig, (2011), Interim Vice President for Advancement
B.S., Wilmington College.

Amie Denkenberger, (2012), Director of Leadership Giving
B.A., Fairmont State University; M.Ed., Wilmington College.
Linda Duran-O'Malley, (2000), Graphic Designer
   B.F.A., Wright State University.

Sharon A. Lewis, (2010), Institutional Grant Writer and Director of Planned Giving
   B.S., Wright State University; M.P.A., Arizona State University.

Kathy L. Milam, (2002), Director of Alumni and Parent Relations
   A.A., Urbana University.

Ameer Rasheed, (2012), Sports Information Director
   B.S., Wilmington College.

Randall F. Sarvis, (1995), Director of Public Relations
   B.S., Bowling Green State University.

Tammy Shadley-Hutton, (1997), Advancement Research Director
   A.B., Wilmington College; M.S., University of Cincinnati.

Steve M. Spirk, (1985), Director of Athletic Development
   A.B., Wilmington College.

Gary Stover III (2014), Website Manager
   A.B., Wilmington College; M.B.A., Xavier University.

Support Staff
Mary F. Burnell, (1998), Public Relations Assistant and Copy Center Coordinator.

Beverly Carpenter, (1987), Secretary II, Advancement.

Michelle Montgomery, (2010), Administrative Secretary.

Shari Rolston, (2008), Administrative Secretary.

Athletics Administration
Terry Rupert, (1996), Vice President for Athletic Administration, Director of Athletics
   B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D., University of Southern Mississippi.
Judy Doyle, (1985), Athletic Business Manager.

Elizabeth A. Floyd, (2007), Senior Woman Administrator/Head Women's Softball Coach/Head Volleyball Coach  
B.S., University of Rio Grande.

Brian Dykhuizen, (2012), Head Athletic Trainer  
B.S., University of Cincinnati; M.S., Iowa State University.

**Support Staff**
Carl Coatney, (1998), Athletics Equipment Manager.

**Coaches**
Bryce Bozman (2013), Assistant Football Coach  
B.A., Troy University; M.S., American Military University.

James "Trip" Breen, (1998), Aquatics Director and Head Coach Men's and Women's Swimming  
B.S. Wright State University.

Ronald E. Combs, (1998), Head Coach Men’s Track and Field, Head Coach Men and Women’s Cross Country, Intramural Director  
A.B. Wilmington College.

Gregory Forest, (2013), Assistant Football Coach  
B.A., Ohio Northern University.

Andrew Fries, (2013), Assistant Football Coach  
B.A., Otterbein College; M.A., Otterbein University.

Stacey Hairston, (2013), Head Football Coach  
B.A., Ohio Northern University.

Kenneth C. Hunt, (2003), Head Coach Men’s Basketball  
B.S., The Ohio State University.

Allan King, Jr., (2013), Assistant Women’s Basketball Coach, Assistant Softball Coach  
B.A., Bluffton University; M.A., Heidelberg University.
Leon "Bud" E. Lewis III, (1976), Head Coach Men's Soccer
B.S., Bowling Green State University; M.A., The Ohio State University.

Domenic Marzano, (2012), Head Coach Men’s Lacrosse
B.A., Wheeling Jesuit University.

Jerome R. Scheve, (1997), Head Coach Women's Basketball
B.S., University of Dayton; M.B.A., University of Cincinnati; C.P.A.

Steve M. Spirk, (1985), Head Coach Women's Soccer, Director of Athletic Development
A.B., Wilmington College.

Paula Stewart, (2013), Assistant Swim Coach, Quaker Fit Director
A.B., Wilmington College.

Matthew Sylvester, (2013), Assistant Men’s Basketball Coach
B.A., The Ohio State University.

Brett Yenger, (2012), Head Coach Women’s Lacrosse
B.A., University of Albany.

**Business and Finance**
**Business Office**
**Administration**
Brad Mitchell, (2011) Vice President for Business and Finance
B.C., University of Windsor; MBA, Cornell University.

Darci Allen, (2013) Staff Accountant
B.S., Wright State University.

A.B., Wilmington College; C.P.M.

Mark Goshorn, (2013), Controller
B.S. Arizona State; Accounting.
Susan K. Taylor, (2000), Budget Director
A.A.S., Southern State; A.B., Wilmington College.

**Support Staff**

Denise Shaffer Kuntz, (2005), Administrative Secretary.

**Information Technology**

**Administration**
Daniel P. Wittekind, (2011), Associate Vice President of IT
B.S.B.A., University of Cincinnati; M.B.A., Xavier University.

Donna Painter, (2001), Director of Enterprise Systems
A.A.B., Northwest Technical College; B.A., University of Findlay.

James Attinger, (2013), Customer Service Coordinator
A.B., Wilmington College.

Michael W. Boyle, (1992), Associate Director of IT, Network Administrator.

B.S. Western Governors University.


B.S., Franklin University; A.A.S., Sinclair Community College.

Heath Whittamore, (2008), Network Technician
A.B., Wilmington College.

**Human Resources**

**Administration**

**Support Staff**
Teresa L. Curry, (1999), Payroll and Benefits Coordinator.
Kenna J. Edwards, (1997), Switchboard Operator/Human Resources Clerk
A.B., Wilmington College.

Denise Shaffer Kuntz, (2005), Administrative Secretary.

**Physical Plant**

**Administration**
Terry L. Johnson, (1977), Director of the Physical Plant
B.S., Wilmington College.

**Support Staff**
Dana Andrews, (1995), Head Groundskeeper
B.S., Wright State.


Jon D. Callan, (1989), Electrician
B.A., Cedarville College.


Tim Fox, (2011), Plumbing Assistant.

Bob Metcalf, (1988), Carpenter
B.S., Wilmington College.


Michael Pyle, (2012), Assistant Groundskeeper.

Dave Rupp, (1985), Carpenter.

**Enrollment Management**

**Office of Admission**
Dennis M. Kelly, (2013), Interim Vice President for Enrollment Management
B.A., M.B.A., Fairleigh Dickinson University.
A.B., Wilmington College; M.A., University of Phoenix.

Brandi Fornshell, (2014), Admissions Counselor
B.S., Wilmington College.

Danny Harp, (2013), Admissions Counselor
B.S., Johnson University.

Adam Lohrey, (2010), Assistant Director of Admission, Agriculture Studies Recruiter
B.S., The Ohio State University.

Carissa Macella, (2011), Admission Counselor
A.B., Wilmington College.

Charles "Chip" Murdock, (2000), Associate Director of Admission and Director of Multicultural Student Recruiting
B.A., Oral Roberts University; M.M., Miami University.

Support Staff
Christonia Fouch, (2013), Administrative Assistant
A.S., Southern State Community College; A.B., Wilmington College.

Sandy Pierson, (2013), Receptionist.

Kristin Zeller, (2012), Admission Specialist
B.S., College of Mt. St. Joseph.

Student One Stop Center
Administration
Cheryl A. Louallen, (1991), Director of Financial Aid/Director of Student One Stop Center
A.B., Wilmington College.

Donna Barton, (1986), Assistant Director of Financial Aid/Student Loan Coordinator
A.B., Wilmington College.

Tammi Carpenter, (2006), Financial Aid Advisor
A.B., Wilmington College.
Stacey Conley, (2014), Student Account Resolution Coordinator
A.B., Wilmington College.

Lorie Watts, (1993), Associate Director of Student One Stop
Center/Student Accounts Manager
B.S., Ohio University.

Support Staff

Rebecca Davidson, (2011), Student One Stop Center Representative
A.A., Southern State Community College.

Sonia Thompson, (2013), Student Financial Services Representative
B.S., Morehead State University.

Debbie Triance, (2013), Student One Stop Center Representative.

President’s Office
Administration
James M. Reynolds, (2007), President of Wilmington College
B.A., Drake University; M.A., DePauw University; Ph.D., Illinois
State University.

Leslie Nichols, (2008), Assistant to the President
B.A., The Ohio State University.

Student Life
Administration
Sigrid B. Solomon, (2007), Vice President for Student Affairs and
Dean of Students
B.S., Cornell University; M.Ed., East Carolina University.

Michael Allbright, (2010), Assistant Dean of Students for Housing and
Residence Life
A.B., Wilmington College; M.Ed., Wright State University.

Mary Lynn Barber, (2010), Director of Counseling Services
B.A., Edgecliff College; M.A., University of Cincinnati.
John Deignan, (2014), Interim Coordinator, *Grow Food, Grow Hope* Program
A.A.S., Hudson Valley Community College; B.A., St. Michael’s College; M.S., Green Mountain College.

Jena Frommeyer, (2012), Office Manager, Housing and Residence Life
A.B., Wilmington College; M.Ed., Western Governors University.

Bennyce E. Hamilton, (2012), Director of Multicultural Affairs
B.S., Kentucky State University; M.Ed., Ed.D., University of Cincinnati.

Daniel J. Kasztelan, (2008), Campus Minister
B.A., John Hopkins University; M.Min., Earlham School of Religion.

D. Suzanne Conditt Kasztelan, (2014), Assistant to the Vice President.

Denise Kleinhenz, (2012), Staff Nurse
R.N., B.S.N., Wright State University.

Bud Lewis, (1975), Director of Greek Life and Wellness Programs; Men’s Soccer Coach
B.S., Bowling Green State University; M.A., Ohio State University.

Ken Lydy, (1998), Associate Vice President for Student Affairs
A.B., Wilmington College; M.Ed., Wright State University.

Tara Lydy, (1998), Director, Center for Service and Civic Engagement and New Student Orientation
A.B., Wilmington College; M.Ed., Wright State University.

Jill Young, (2010), Director of Health Services
R.N., B.S.N., Wright State University.

**Campus Safety**
Charles N. “Chuck” Duerré, (2013), Director, Campus Safety
A.A., Cincinnati State University; A.B., Wilmington College.

Matt Bradshaw, (2014), Safety Officer
A.B., Wilmington College.
Sam Garner (2013), Safety Officer.

Jeff Henry, (2013), Safety Officer.

Nina Scott, (2014), Safety Officer.

Horace Young, Jr., (2014), Safety Officer.

**Mail Room**

**Emeriti**


Margaret Dailey (1954-1988). Associate Professor Emeritus of HPERA B.S., Wilmington College; M.A., The Ohio State University.


Lewis R. Marcuson (1957-2002) . . . . . . . . . Professor Emeritus of English B.A., Antioch College; M.F.A., Yale University; Ph.D., University of Denver.

Edward B. Minnick (1976-1986) . . . . . . Associate Professor Emeritus of B.S., M.S., Indiana State University. Industrial Education

Beth Neman, (1980-2003) . . . . . . . . . . . . . Professor Emeritus of English B.A., University of Michigan; M.A., University of Cincinnati; Ph.D., Miami University.

John F. Plinke (1977-1993) . . . . . . . . . . . Professor Emeritus of HPE B.S., Bowling Green State University; M.A., Kent State University; P.E.D., Indiana University.


Donald E. Troike (1977-2013) . . . . . . . . . Professor of Biology B.S. Capital University; Ph.D., The Ohio State University.
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Henry G. Williams 1927-1928
Beverly O. Skinner 1928-1931
Walter Collins 1932-1940
S. Arthur Watson 1940-1947
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+*W. Brooke Morgan 1959-1960
James M. Read 1960-1969
+*W. Brooke Morgan 1969-1970
Robert E. Hinshaw 1971-1975
Robert E. Lucas 1975-1982

251
Neil Thorburn 1982-1995
Daniel A. DiBiasio 1995-2011
James M. Reynolds 2012-
+*Acting President
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