

**WILMINGTON COLLEGE**

**2025-2026  
Undergraduate Catalog**

**Main Campus**

**Wilmington College  
1870 Quaker Way  
Wilmington, Ohio 45177  
(937) 382-6661  
[www.wilmington.edu](http://www.wilmington.edu)**

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

**Volume CXI**

**This catalog contains regulations in effect as of April 2023, and information for students matriculating in August 2023, January 2024, and May 2024. 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/4 Semester Hour Documents/MAIN COURSE INVENTORY FOR 2023-2024](#).**

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# General Information

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## 2025-2026 Undergraduate Calendar

## 2025-2026 WC- Undergraduate Calendar

Approved/Updated 11/11/2024

### Fall Semester 2025

Thursday – Sunday, August 14-17	Fall Orientation
Thursday, August 14, 8:30 a.m.	Residence Halls Open to New Students
Sunday, August 17, 10:00 a.m.	Residence Halls Open to All Students
<b>Monday, August 18</b>	<b>Classes Begin – Full Semester and Abbreviated Session I</b>
<b>Tuesday, August 19</b>	<b>Last Day of Drop/Add Period for Abbreviated Session I</b>
<b>Friday, August 22</b>	<b>Last Day of Drop/Add Period for Full-Semester</b>
Monday, September 1	Labor Day Holiday
<b>Tuesday, September 16</b>	<b>Last Day to Withdraw from Abbreviated Session I Classes</b>
September 27	Homecoming
TBA	Westheimer Peace Symposium, Classes in Session
<b>Monday, October 6</b>	<b>Last Day of Classes Abbreviated Session I</b>
Tuesday, October 7 - NO CLASSES	In Service-Professor Development Day – Academic Outreach in schools and FallFest, (Classes in session for Prison Education Program)
<b>Friday, October 10<sup>th</sup> 9a.m.</b>	<b>Abbreviated Session I Grades Due</b>
Monday October 13	Fall Break
<b>Tuesday, October 14</b>	<b>First Day of Abbreviated Session II</b>
<b>Wednesday October 15</b>	<b>Last Day of Drop/Add Period for Abbreviated Session II</b>
<b>Tuesday, October 21</b>	<b>Last Day to Withdraw from Full Semester Classes</b>
<b>Thursday, November 13</b>	<b>Last Day to Withdraw from Abbreviated Session II Classes</b>
Wed. – Friday, November 26-28	Thanksgiving Holiday
<b>Wednesday, December 3</b>	<b>Last Day of Classes – Full Semester and Session II</b>
Thursday, December 4	Study Day – (Classes in session for Prison Education Program)
Friday, Monday -Tues. <b>December 5, 8-9</b>	<b>Final Exams</b> for Full Semester and Session II classes
Wed., December 10, 9:30 p.m.	Residence Halls Close
<b>Friday, December 12, 9:00 a.m.</b>	<b>Final Full Semester and Session II Grades Due</b>

### Spring Semester 2026

Sunday, January 11	Spring Orientation
Sunday, January 11, 10:00 a.m.	Residence Halls Open to All Students
<b>Monday, January 12</b>	<b>Classes Begin – Full Semester and Abbreviated Session I</b>
<b>Tuesday, January 13</b>	<b>Last Day of Drop/Add Period for Abbreviated Session I</b>
<b>Friday, January 16</b>	<b>Last Day of Drop/Add Period for Full Semester</b>
Monday, January 19	MLK Holiday
<b>Tuesday, February 10</b>	<b>Last Day to Withdraw from Abbreviated Session I Classes</b>
<b>Monday, March 2</b>	<b>Last Day of Abbreviated Session I Classes</b>
Tuesday, March 3	In Service Day, No classes - (Classes in session for Prison Education Program)
<b>Friday, March 6, 9:00 a.m.</b>	<b>Abbreviated Session I Grades Due</b>
Monday – Friday, March 9-13	Spring Break
<b>Monday, March 16</b>	<b>First Day of Abbreviated Session II</b>
<b>Tuesday, March 17</b>	<b>Last Day of Drop/Add Period for Abbreviated Session II</b>
<b>Wednesday, March 25</b>	<b>Last Day to Withdraw from Full Semester Classes</b>
Friday, April 3	Good Friday Holiday
<b>Thursday, April 16</b>	<b>Last Day to Withdraw from Abbreviated Session II Classes</b>
<b>Friday, May 1</b>	<b>Last Day of Classes – Full Semester and Session II</b>
Mon. - Thurs. <b>May 4-7</b>	<b>Final Exams</b> for Full Semester and Session II classes
Thursday, May 7, 9:30 p.m.	Residence Halls Close for Students Not Graduating
Friday, May 8	Baccalaureate
Saturday, May 9	Commencement
Saturday, May 9, 5:00 p.m.	Residence Halls Close for Graduates
<b>Tuesday, May 12 at 9:00 a.m.</b>	<b>Session II and Full-Term Final Grades due</b>

Prison Education Program Only – Fall 2025 Adjusted Calendar

Tuesday, November 11	Veteran's Day, No Classes at PEP Locations
Thursday, December 4	Classes in Session at PEP Locations
<b>Last Day of Classes</b>	Tuesday, Dec. 9 – No separate Exam Period at PEP Locations
	Exams will be held during the last class meeting.

Prison Education Program Only – Adjusted Spring 2026 Calendar

Monday, February 16	President's Day, No Classes at PEP Locations
Tuesday, March 3	Classes in session for Prison Education Program
Thursday, May 7	No separate Exam Period at PEP Locations
	Exams held during the last class meeting.

**Summer School 2026**

**Maymester (4-Week Term with Pre-Assignments)**

**Tuesday, May 12**

**Tuesday, May 12**

Monday, May 25

**Tuesday, May 26**

Classes Thursday, June 4 (Non-lab); Friday, June 5 (Lab)

Tuesday, June 9, 9:00 a.m.

**Classes Begin**

**Last Day of the Drop/Add Period**

Memorial Day Holiday

**Last Day to Withdrawn from**

**Last Day of Classes/Exams**

Final Grades Due to Academic Records

**Summer Term (8-Week Term)**

**Monday, June 8**

**Friday, June 12**

Friday, June 19

Friday, July 3

**Thursday, July 9**

**Thursday, July 30**

Tuesday, August 4, 9:00 a.m.

**Classes Begin**

**Last Day of Drop/Add Period**

Juneteenth Holiday

Independence Day Holiday Observed

**Last Day to Withdraw from Classes**

**Last Day of Classes/Exams**

Final Grades Due to Academic Records

**Summer Term (11-Week Term)**

**Monday, May 18**

**Friday, May 22**

Monday, May 25

Friday, June 19

**Tuesday, June 30**

Friday, July 3

**Thursday, July 30**

Tuesday, August 4, 9:00 a.m.

**Field Experiences Begin**

**Last Day of Drop/Add Period**

Memorial Day Holiday

Juneteenth Holiday

**Last Day to Withdraw from Classes**

Independence Day Holiday Observed

**Last Day of Classes**

Final Grades Due to Academic Records



# 2025-2026 Undergraduate Tuition and Fees

## Tuition:

### Undergraduate Residential Students (Domestic & International)

	2025 - 2026 Annual	2025 - 2026 Semester	2025 - 2026 Summer
Full-Time (12-18 hours)	\$31,654	\$15,827	
Part-Time Per Credit Hour (1-11 hours)	\$1,030	\$1,030	
Overload Per Credit Hour (Over 18 hours)	\$880	\$880	
Summer Maymester & Summer Term (Per Credit Hour)			\$659
Summer Internships (Per Credit Hour)			\$180

### Commuter Students

	2025 - 2026 Annual	2025 - 2026 Semester	2025 - 2026 Summer
Full-Time (12-18 hours)	\$31,654	\$15,827	
Part-Time Per Credit Hour (1-11 hours)	\$1,030	\$1,030	
Overload Per Credit Hour (Over 18 hours)	\$880	\$880	
Summer Maymester & Summer Term (Per Credit Hour)			\$659
Summer Internships (Per Credit Hour)			\$180

### Prison Education Program Students

	2025 - 2026 Annual	2025 - 2026 Semester	2025 - 2026 Summer
Full-Time (12-18 hours)	\$31,654	\$15,827	
Part-Time Per Credit Hour (1-11 hours)	\$1,030	\$1,030	

### Online Students (Domestic & International)

	2025 - 2026 Annual
Per Credit Hour	\$350

### Master of Organizational Leadership

	2025 - 2026 Annual
Per Credit Hour <sup>1</sup>	\$625

## Master of Science in Occupational Therapy

2025 – 2026 Annual

# Room

## Undergraduate Students

- All rates per occupant
- Housing deposit of \$100 per student annually; deposit not prorated for semester or summer occupancy
- Summer billed at 1/6 of annual rate

	2025 – 2026 Annual	2025 – 2026 Semester	2025 – 2026 Summer
Standard Double	\$6,140	\$3,070	
Standard Double, w/AC	\$6,500	\$3,250	
Designated Single	\$7,210	\$3,605	
Designated Single, w/AC	\$7,570	\$3,785	
Apartment Room	\$10,502	\$5,251	
Weekly – Single Occupancy Apartment (Summer Only)			\$464
Weekly – Shared Apartment (Summer Only)			\$206

# Board

- All meal plans available for purchase by any student
- MSOT student rates locked based upon date of cohort entry
- <https://aviserves.com/Wilmington/meal-plans-and-dining.html>

	2025 – 2026 Annual	2025 – 2026 Semester
Carte Blanche (Unlimited Meals & 25 Quaker Bucks)	\$6,140	\$3,070
160 Block Plan (160 Meals & 85 Quaker Bucks)	\$6,140	\$3,070
Quaker Limited (35 Meals & 50 Quaker Bucks)	\$798	\$399
Quaker Preferred (50 Meals & 100 Quaker Bucks)	\$1,226	\$613

# Academic Fees

## Undergraduate Courses

Undergraduate Course	Fee	Description
AG132 Crop and Animal I	\$25	Course Fee
AG133 Crop and Animal II	\$25	Course Fee

AG201G World Food	\$20	Materials & Supplies
AG240 Intro Food Sci Lab	\$20	Materials & Supplies
AG250-1 Topics in AG: Veterinary	\$10	Equipment & Supplies
AG340 Meat & Food Animal Sci	\$25	Equipment & Supplies
AG343 Dairy Science	\$25	Raw Material Fee
AG344 Sheep Science	\$25	Raw Material Fee
AG346 Beef Science	\$300	Course Fee
AG350C4 Practical Plants	\$25	Course Fee
AG350C5 AG Mechanics & Lab Mgmt	\$25	Course Fee
AG364 World Food	\$30	Course Fee
AG437 Forage Prod. & Mgmt	\$30	Supply Fee
AG485-1 Soil Judging	\$150	Course Fee
BI100/100G	\$25	Nat Sci Course Fee
BI131 Human Nutrition	\$25	Nat Sci Course Fee
BI203 Human Biology	\$25	Nat Sci Course Fee
BI230 Biological Sciences I	\$25	Nat Sci Course Fee
BI231 Biological Sciences II	\$25	Nat Sci Course Fee
ES101G Environmental Science	\$25	Nat Sci Course Fee
CA230 Basic Photography	\$140	Course Fee
CA332 Found of Digital Design	\$140	Course Fee
CA336 Broadcast Media	\$140	Course Fee
CA337 Digital Photo/Video	\$140	Course Fee

<b>Undergraduate Course</b>	<b>Fee</b>	<b>Description</b>
CH101G Chem & the Environment	\$20	Chem Course Fee
CH230 Principles of Chem I	\$20	Chem Course Fee
CH231 Principles of Chem II	\$20	Chem Course Fee
PH100 Basics of Phys Sci	\$20	Chem Course Fee
ED130 Found of Educ	\$65	Course Fee
ED132 Reflective Pract Peaceful School	\$65	Course Fee
ED495 Student Teaching	\$365	\$300 testing fee, \$65 fingerprint fee
EQ102 Recreation Horseback Riding	\$450	Course Fee
EQ240 Equine Health Mgmt	\$75	Course Fee
EQ342 Adv Horse Judging	\$100	Course Fee
EQ344 Equine Production	\$50	Course Fee
EQ285/485 Eq Pract: Eng Equit/West Asmt	\$500/\$300	\$500 first team, \$300 second team
ID120 First Year Experience	\$10	Book Fee

MU131/331 Priv Lessons: Piano	\$300	Private Lessons
MU132/332 Priv Lessons: Voice	\$300	Private Lessons
MU133/333 Priv Lessons: Guitar	\$300	Private Lessons
MU134/334 Topics in Private Lessons	\$300	Private Lessons
PS175 Mock Trial Seminar	\$45	Case Materials
PS237G Political Sim Pract	\$100	Course Fee
SM130 First Aid & CPR	\$75	First Aid
TR290 Study Abroad	\$150	Course Fee
TR291-1 Political Advocacy Practicum	\$300	Lobby Trip
XS363 Strength & Fitness	\$10	Supplies/Equipment
XS365 Exercise Testing & Prescription	\$15	Supplies/Equipment
XS367 Ignition Speed Systems Cert	\$35	Ignition Speed Cert.

## Student Services Fees

### Campus Services

- The "Student Services Fee" includes Technology, Health, Wilmington Advantage, Recreation, and the SGA Activity Fee
- The Vice President for Enrollment Management may administratively waive the Student Services Fee on a case-by-case basis

	2025 – 2026 Annual	2025 – 2026 Semester
Student Services Fees (All Residential & Full-time Commuter & All Student Athletes per NCAA)	\$1,450	\$725
Student Services Fees (All Other Categories @50% of Annual Fee)	\$725	\$362
Parking Permit (Includes Tag)	\$100	\$50
Parking Tag Replacement (Per Instance)	\$25	
Replacement Student ID (Per Instance)	\$20	
Returned Check Charge (Per Instance)	\$25	

### Academic Services

- The Experiential Learning Credit Fee = (50% of Credit Hour Rate) x (# of Credit Hours Awarded) – (Experiential Learning Credit)

	2025 – 2026 Annual
Graduation Fee (Assessed Final Semester)	\$200
Experiential Learning Review Fee	\$395
Experiential Learning Credit Fee	Calculated per credit hour awarded
Proficiency Examination (Per Exam)	\$150
C.L.E.P. (Per Exam)	\$25

### Academic Records

	2025 – 2026 Annual
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Enrollment Deposit	\$200
Register, Late fee	\$50
Replacement Diploma	\$35
E-transcript	\$10
Paper Transcript – Pickup	\$12.50
Paper Transcript – mailed USPS	\$12.50
Paper Transcript Mailed USPS International	\$15
Paper Transcript Mailed FEDEX–Overnight Domestic	\$45
Paper Transcript Mailed FEDEX Overnight International	\$65

## Equine Center

	2025 - 2026 Annual	2025 - 2026 Semester	2025 – 2026 Winter Break
Horse Boarding (Per Horse)	\$4,000	\$2,000	\$500
Private Lessons (Per Lesson)	\$225		

## Wilmington College Mission Statement

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

To fulfill that mission, Wilmington College provides a high quality undergraduate and graduate educational environment shaped by the traditions of the liberal arts, career preparation and the distinctive practices 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, respect for all persons 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, also known as testimonies, which include integrity, service, stewardship, equality, peace and social justice and respect for all persons. These historic testimonies motivate those who learn and work at the 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 college that melds the liberal arts and career preparation in order to graduate liberally educated professionals.

To move towards this vision, Wilmington will:

- integrate career preparation with the traditions and foundational skills of the liberal arts;
- challenge students to live the historic Quaker testimonies of integrity, service, peace and social justice, stewardship, and respect for all persons and to practice them in their communities and workplaces;
- promote every student's participation in hands-on experiences including internships, community service and international study programs;
- create a caring campus community that embraces civility, respect and trust; and
- demonstrate a commitment to this vision by placing the needs of students at the center of 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 drawn from the College's founding faith– the Religious Society 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.

*Integrity* – This value has been described as the value from which all other values emanate and has importance in this ordered list of values. Integrity as defined by the College community as the fundamental requirement to be fair, honest and ethical in all dealings on campus and requires each of us to assume responsibility for our actions.

*Community* – This value is defined on campus as the desire to create in partnership a learning and working environment that supports and encourages a shared sense of purpose about the importance and value of broad participation, active engagement, open sharing of information, shared responsibility for decision making, and a culture that emphasizes continuous improvement and growth.

*Diversity* – This value is purposeful in guiding our willingness to recruit, retain and graduate a student body that reflects the global communities that the College serves and seeks to foster our understanding and appreciation of different people, cultures and ideas.

*Excellence* – This value requires the College to support and encourage a commitment to the highest standards in all areas of the College's mission.

*Peace and Social Justice* – This value comes directly from our Quaker heritage and asks all members of the community to seek non-violent resolution of conflict and just treatment of the world's resources, both human and physical.

*Respect for All Persons* – This value is fundamental to the development of a peaceful and just community that values the dignity and worth of all persons.

*Service and Civic Engagement* – This value seeks to foster all members of the campus community to serve others and to accept individual responsibility for being an engaged and 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 April 24, 2015.*

## Statement of Accreditation

Wilmington College is accredited by The Higher Learning Commission ([www.hlcommission.org](http://www.hlcommission.org), 230 South LaSalle St., Suite 7-500, Chicago, IL 60604- 1411, [info@hlcommission.org](mailto:info@hlcommission.org) or 800.621.7440).

Wilmington College is authorized by the Ohio Department of Higher Education. This authorization continues through December 31, 2024. A copy of the State of Ohio Certificate of Authorization may be reviewed in the Office of Academic Affairs. Please see the following website to file a student complaint:

<https://www.ohiohighered.org/students/complaints>.

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.

### Sport Management Program

The sport management degree program at Wilmington College has received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, Colorado, USA.

COSMA awarded WC's sport management program the maximum seven-year accreditation through February 2027. The entity is a specialized accrediting body whose designated purpose is to promote and recognize excellence in sport management education worldwide at colleges and universities.

### **Teacher Education Program**

Wilmington College of Ohio Teacher Education Program, which is designed to prepare teachers in the liberal arts tradition, is granted Accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through December 2025. A copy of the latest accreditation letter can be reviewed in the Office of Academic Affairs.

## **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 Box 1187  
1870 Quaker Way  
Wilmington College  
Wilmington, Ohio 45177  
Telephone: (937) 481-2282

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 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.
4. NC-SARA Student Complaints Procedure  
Wilmington College operates under the approval of "NC-SARA", National Council for State Authorization Reciprocity Agreements <https://www.nc-sara.org/> . As required by the NC-SARA student complaint process, a student must first attempt to resolve their complaint at the institutional level. For complaints not resolved within the institution, a student may file an appeal in one of the following ways (dependent on their state residence):



1. For Out-of-State students from SARA member states <https://www.nc-sara.org/sara-states-institutions> not residing in Ohio.
2. For non-Ohio residents located in SARA member states with complaints not resolved at the institutional level, they may file a SARA complaint utilizing the Ohio Department of Higher Education's SARA Portal Agency <https://www.ohiohighered.org/students/complaints> .

## 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.

## Main Campus

Clinton County is a rural county, halfway between Cincinnati and Columbus. It offers the quiet serenity of its immediate environment coupled with urban excitement and cultural opportunities less than an hour's drive either north to Columbus or south to Cincinnati.

The city of Wilmington, the county seat, has a population of 12,000. It is home to numerous small industries, a public library, an historical society and museum, a five-screen movie theatre, numerous churches, and the usual business establishments associated with a thriving rural community.

The College is located less than half a mile east of the center of town. The College also owns, maintains, and utilizes a farm adjacent to campus to enhance and support the agriculture program and other related departments.

The main campus features 80 contiguous acres as the central location for most academic, residential, administrative and athletic facilities and another 1,248 acres of farmland associated with the College's academic program in agriculture. The main campus includes 12 academic buildings, eight residential facilities and seven other buildings for administration, student life, maintenance and other uses.

## Admissions

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### 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 or the Branch campus), 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 the branch campus. 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 Requirements and Application Procedure for Freshmen

To qualify for admission, a student must be a graduate of an accredited secondary school 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, recommendations from guidance counselors, ACT and SAT results (optional), extracurricular activities, interviews with college admission staff, and other relevant factors. Admission to Wilmington College is based on academic performance as well as social conduct and personal reputation. The College reserves the right to deny admission, withdraw an offer of acceptance or cancel enrollment should knowledge of any social misconduct be learned during the admission process or once a student has enrolled at the College. 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 (optional). When presenting multiple test results, the higher set of scores will always be considered.
- Official college transcripts from each college attended if college work such as College Credit Plus (CCP) or Dual-Enrollment Option has been achieved.
- In some cases, a student’s standardized test scores, personal statement and letters of recommendation may be required upon request

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 to both 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
- Official high school transcript if applicant has completed less than 12 semester hours of college coursework and/or has not earned an Associate or Bachelor’s degree

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.

## Education Area Transfer Credit Policy

1. For students transferring into the licensure program, no more than fifty percent of the required Education Area coursework will be accepted in transfer. Non-degree seeking students must submit transcript of prior coursework to the Education Program for review.
2. Transfer credit for required licensure coursework and/or field practica must be completed within the last five years from a regionally accredited institution with CAEP or another approved educator preparation accreditation.
3. Transfer credit for field practica will not be awarded beyond ED285 Field Practicum II.
4. All required internships for non-licensure degrees (Education Studies) must be completed in residency.

5. Not more than one methods course may be accepted in transfer.

## Associates of Arts and Science and Ohio Transfer Module General Education Waiver

Students, who have been admitted to Wilmington College and have earned an Associates of Arts or an Associates of Science from a regionally accredited institution, will have fulfilled general education requirements at Wilmington College.

Students, who have been admitted to Wilmington College and have completed the Ohio Transfer Module at a regionally accredited institution, will have fulfilled general education requirements at Wilmington College. OTM Completion must be indicated on a student's official transcript from the institution.

## 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 (for freshman) or the last college attended (for transfers).

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 Admission Meeting

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 scheduling via the website at [Wilmington.edu](http://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 one branch of Wilmington College to another 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 at [Wilmington.edu](http://Wilmington.edu)) 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

Former Wilmington College students who have not been enrolled for five consecutive calendar years are eligible to apply for "Fresh Start". This policy allows the student to start a new GPA when they re-enroll and return to Academic Good Standing. Students must request this option when they apply to be readmitted. This one-time opportunity provides the student a chance to overcome poor past performance. In exchange, students who return under Fresh Start and fail to remain in Academic Good Standing are dismissed. Students returning under Fresh Start are not eligible for academic probation or suspension.

Under Fresh Start, 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 include dated materials that no longer fulfill requirements. Previous coursework earned with a D or D+ will not fulfill requirements. Fresh Start participants are eligible for academic honors upon completion of degree requirements.

## Financial Aid Eligibility Under Fresh Start

While readmission under Fresh Start places a student in Academic Good Standing, it does not erase a student's academic history for the purpose of eligibility for financial aid under the standards of Satisfactory Academic Progress. However, students may regain eligibility for financial aid (federal, state, and institutional funding) once the minimum standards of Satisfactory Academic Progress for financial aid have been met. Students are strongly encouraged to consult with the Director of the One Stop Center to determine the conditions 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 97 semester hours credit is transferable from 4-year institutions.
8. 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 either Foreign Credentials Service of America or World Education Services (WES). 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 32 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:

Subject Area	AP Exam	Score Needed	WC Credit Hours	Equivalent WC Course(s)
Art	Art History	3	4	AR330G

Subject Area	AP Exam	Score Needed	WC Credit Hours	Equivalent WC Course(s)
	Art History	4,5	8	AR330G AR331G
	2-D Design	3,4,5	4	AR195
	3-D Design	3,4,5	4	AR162
	Studio Art; Drawing	3,4,5	4	AR130
Business	Microeconomics	3,4,5	4	EC130
	Macroeconomics	3,4,5	4	EC131
	Statistics	3,4,5	4	EC334
English	Language and Composition	3	4	EN100
	Language and Composition	4,5	4	EN101
	Literature and Composition	4,5	4	EN232
History	American History	4,5	8	HI130, HI131
	European History	3,4,5	4	HI195
	World History	3,4,5	8	HI160G, HI161G
Geography	Human Geography	3,4,5	4	GE195
Languages	Spanish Language	3	4	SP130G
	Spanish Language	4	8	SP130G SP131G
	Spanish Language	5	12	SP130G SP131G SP230G SP232G
Math	Calculus: AB	4,5	4	MT140
	Calculus: BC	4,5	8	MT140, MT141
Music	Music Theory	3,4,5 (in all sections)	4	MU230
Natural Sciences	Biology	3,4,5	4	BI195
	Chemistry	3,4,5	4	CH195
	Environmental Science	3,4,5	4	BI195
	Physics B	4,5	4, 4	PH230, PH231
	Physics C Mechanic	4,5	4	PH195
	Physics C Electricity & Magnetism	4,5	4	PH195
Social & Political St.	Government & Politics US	3,4,5	4	PS130
	Government & Politics Comparative	3,4,5	4	PS195
Social Sciences	Psychology	4,5	4	PY130

## Advanced Placement Honors

AP Honors	WC Credit Hours	Equivalent WC Courses	
Capstone Diploma	12	4 hours – EN101	Credit for freshman English
or		4 hours – *****W	Credit for one writing intensive
Seminar & Research Certificate			(W course)

		4 hours – ***195 topic specific	Credit for one course (based on research topic)
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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 ID395 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, Chief Academic Officer/Dean of Faculty 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, Chief Academic Officer/Dean of Faculty.
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:
  - In all disciplines with the exception of Spanish, 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 taking Spanish courses where placement is determined using CAPE's Spanish Placement Test must complete lower-level proficiencies prior to beginning a second year of study in Spanish.



- A student may not audit a class prior to taking a proficiency examination in that 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, 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 32 minimum hour requirement for graduation nor for the residency requirement.
  4. Students must:
    - **In all disciplines with the exception of Spanish 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. A student taking Spanish courses must complete lower-level proficiencies prior to beginning a second year of study in Spanish.**
    - 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, Chief Academic Officer/Dean of Faculty.
    - Obtain and complete the Proficiency Examination application from the Student One Stop Center.
    - Pay the non-refundable fee of \$150 per 4 semester hour exam: \$100 per 1 and 2 semester hour exams.
    - 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 Vice President, Chief Academic Officer/Dean of Faculty for an extension.**

## Waiver

1. 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. The Vice President, Chief Academic Officer/Dean of Faculty will review General Education requirement waiver requests.
2. Students seeking to waive coursework in the major field of study should consult with the academic area coordinator or the Vice President, Chief Academic Officer/Dean of 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 prior to 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

Wilmington College offers an online only monthly payment plan. The payment plan must be set up each semester and divides the student's semester balance into five equal payments. The payments are due on the 20th of the month July 20th – November 20th for fall semester and December 20th – April 20th for spring semester. There is a \$25 fee for late or missed payments. There is an option to have payments automatically

withdrawn each month. The payment plan must be up to date before a student is permitted to enroll for the next semester. Students who fail to complete the payment plan on time, will be unenrolled for the next semester. See the full Terms & Conditions when signing up for the monthly payment plan.

For more information contact the Student One Stop Center at 1-937-382-6661, ext. 600.

NOTE: Cincinnati State Campus students are also eligible for the monthly payment plan. 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).

## Student Collections Policy

**Responsible Official:** Bursar/ Student Accounts Manager

**Responsible Office:** WC Business Office

**Approving Official:** Chief Financial Officer

**Effective Date:** 03/14/2024

### POLICY STATEMENT

Wilmington College provides educational and related services to students for which timely payment is expected. Prompt collection of student accounts receivable ensures reduced liability and increases cash flow to the College. This policy outlines when a student account becomes delinquent and the subsequent collection procedures.

### DELINQUENT ACCOUNTS

1. A student or former student account with an outstanding balance of \$100.00 or more is considered a delinquent account. Delinquent accounts include tuition, registration and student fees, special course fees, and residence life charges unpaid by the posted due date on WILpay. Other fees may be included at the discretion of the College.
2. A student or former student having a delinquent account receivable will have a financial hold on their account. Without entering into an approved payment plan, the hold will impact future registration, and requests for official transcripts, diplomas, and certificates. Upon entering an approved payment plan, the institution shall release the requested record. Subsequent record requests shall be honored if the payment plan remains in good standing. Under any circumstances, a student or former student may inspect the records under the provisions of the federal Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232(g), 34 CFR Part 99.
3. The College has established an appeals process for current and former students with a delinquent account to appeal a hold on the account. This will allow a current or former student to request temporary authorization to register for a subsequent semester or receive an official transcript **only** if an appeal is approved and a payment plan is established.
4. In addition, the College will refer delinquent accounts receivable of \$100.00 or more to a collection agency following several written notifications to the student or former student.
5. The College must publish its delinquent accounts policy and their institutional appeals process on the College's Website.

6. The College Chief Financial Officer shall periodically review the delinquent account policy. Each campus shall develop and maintain an internal administrative process to periodically review the payment agreements and outstanding balances.

## GENERAL COLLECTION ACTIVITY DURING THE SEMESTER

1. Electronic bills are provided to students on a schedule and are often generated closer to the payment due date.
2. A late payment fee of 1.5% of the outstanding balance will be assessed each of the following months after classes start if a student has not paid in full, has not enrolled in an installment payment plan, is in arrears on their installment plan, or does not have enough financial aid to cover the balance owed. Notices informing students of outstanding balances will be sent out on a scheduled basis.
3. **Beginning 2024 Summer Semester:** Students with outstanding balances who have not engaged in an installment plan by the add/drop deadline will be unenrolled from courses for the term. A financial hold will be placed on all student accounts receivable with outstanding balances, preventing enrollment for future terms, requests for official transcripts for unpaid terms, and diplomas unless TITLE IV funds were applied.

## COLLECTION ACTIVITY ON DELINQUENT ACCOUNTS – COLLECTION AGENCIES:

When the outstanding balance on a delinquent account is **180 days old**, students who have not paid their balance in full are sent collection letters informing them that their delinquent account must be paid in full within **365 days**, or their account will be sent to a collection agency.

1. When the debt placed with a collection agency becomes **730 days old**, the account will be considered uncollectible if no payment is received from the student.
2. Holds on delinquent student accounts will be removed when the College receives payment from the collection agency.
3. Students who qualify for an appeal can petition for an appeal on their delinquent account.

## 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.

## 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)

Drop Date	Tuition Refunded	Room/Meal Plan Refunded
During Drop/Add	100%	100%
After D/A to 14 days	75%	0%

Drop Date	Tuition Refunded	Room/M Meal Plan Refunded
From 15 to 28 days	25%	0%
After 28 days	0%	0%

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	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 programs(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 Direct Loan
2. Subsidized Direct Loan
3. Direct Parent Plus Loan
4. Pell Grant
5. Iraq and Afghanistan Service Grant
6. Federal SEOG Grant
7. TEACH Program
8. Other federal, state, private, or institutional sources of aid
9. 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

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## 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 October 1st as possible) is essential.**

The FAFSA may be completed electronically on the U.S. Department of Education's website [www.studentaid.gov](http://www.studentaid.gov). A new student must be accepted as a degree seeking student to Wilmington College before a financial aid offer 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. A Financial Aid Offer notification is sent to the students' Wilmington College email account, if the student qualifies for financial aid.

The amount of aid which may be offered 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

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.**

## Satisfactory Academic Progress 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 W 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 100% drop/add period (usually the first week 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 Credit Plus (CCP), 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) and English as Second Language (ESL) courses will be considered as attempted credits and count towards athletic eligibility, 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.

- 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 Direct 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.

### 4. **Federal Financial Aid Planning**

When developing a degree plan, students should keep in mind that federal financial aid will **only cover the minimum coursework** necessary to complete a bachelor's degree. Thus, students should be careful to only enroll in courses that meet specific degree requirements. The United States Department of Education is asking colleges and universities to monitor student progress carefully to limit the time and expense needed to complete a degree. Students planning to complete a second major, a minor, or a program such as Honors, **should plan their coursework so that requirements for both are being met concurrently.**

## Satisfactory Academic Progress 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 a student not meet SAP Standards again, financial aid will be suspended. Students are encouraged to 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 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.

## **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.

## **Satisfactory Academic Progress 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 Retention and Academic Success. 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 Retention and Academic Success. 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 Office of Academic Affairs 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.

## **Satisfactory Academic Progress 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 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 Retention and Academic Success. 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

Wilmington College reserves the right to adjust a student's financial aid offer due to a change in circumstances. Circumstances may include, but are not limited to, the following:

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, Ohio National Guard Scholarships, Bureau of Vocational Rehabilitation, and others.
2. Student drops or adds course hours. 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.
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.
5. Changes made to the FAFSA data.

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

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## Degrees Offered

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

## Degree Completion Requirements for Bachelor's Degrees

Students are responsible for meeting the following graduation requirements:

1. **First Year Experience (FYE) – ID120:** First Year Experience is required for all first-time freshman, regardless of the number of college earned prior to high school graduation. Additionally, transfer students with fewer than 30 semester hours of transfer credit are required to take ID120. For students who have served in the military of who are 23 years of age as of the first day of the semester, this requirement will be waived. Students who transfer in at junior or senior status will be placed in GL320: Wilmington Global Signature during their first year of enrollment.
2. **Written Communication Skills – W Courses**
  - Students must complete two (2) courses or 8 credit hours of courses with a Writing (W) skill.
3. **Global Awareness:** 8 hours of Global (G) courses. A student may not satisfy the Global Awareness requirement by passing a CLEP, AP, IB (international baccalaureate), or proficiency exam in a language.
4. **Global Capstone–GL320: Wilmington Global Signature (4)** must be completed in the junior or senior year.
5. **Application of Degree.** Each candidate for a degree must file a written application in the Office of Academic Records. Deadlines for application are:
  - December degree candidates: September 30<sup>th</sup>
  - May degree candidates: January 21<sup>st</sup>
  - August degree candidates (planning to participate in May Commencement): January 21<sup>st</sup>
  - All other August degree candidates: March 16<sup>th</sup>

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

6. **Hours required.** The completion of 124 semester hour or credits of academic work is required for graduation.
7. **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.
8. **Residence Requirement.** Candidates for degrees are required to take 24 of their 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.
9. **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.
10. **General Education requirement.** All students must satisfactorily complete the General Education requirements listed in this catalog.
11. **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.
12. **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.
13. **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.
14. **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 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.
15. **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. 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, Chief Academic Officer/Dean of Faculty.
16. **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 of Retention and Academic Success must approve all schedules with more than 18 hours. There is an extra fee for each credit hour over 18. Students wishing to have the extra credit hour fee waived should contact the Associate Vice President of Retention and Academic Success 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, 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.

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

Wilmington College considers satisfaction of degree requirements to include successful completion of all courses that pertain to declared major(s) and minor(s), and all Wilmington College approved special program requirements, as well as all graduation requirements such as general education, residency, upper division, and total credit hours.

The United States Department of Education mandates that **financial aid only be awarded towards credit hours needed to fulfill degree requirements. This requires full-time students have a minimum of 12 credit hours per semester that fulfill degree requirements to be eligible for financial aid.** Once a student has completed the degree requirements for all Wilmington College major(s), minor(s) or special programs, additional federal financial aid may not be available. Students should plan their coursework so that minimum requirements and additional courses in an enhanced area of study are met concurrently. **Financial aid will be adjusted accordingly if a student is not enrolled in a minimum of 12 degree required credit hours per semester.**

For all questions concerning course credit and financial aid requirements contact the Student One Stop Center.

## 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 Student One Stop Center.

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 "Pass/No Pass").
3. Pass/No Pass, once designated may be reversed through the final drop date (see "Pass/No Pass").
4. Courses may be dropped after the Drop/Add period up to the date which coincides with the completion of 60% of the session. For a full semester, this designated date will occur in the 10th week of the semester.
5. A student may not drop a course after the published final drop date.
6. Courses dropped after Drop/Add appear on the official transcript with a non-punitive grade of "W".

## 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 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 professor defines that term. Individual faculty members may elect to impose consequences on students who have excused absences in excess of 10% of class meetings, e.g., more than 4 excused absences in a full-semester, three-day per week course or more than 3 absences in a full-semester, two-day per week course. The College accepts these four categories of 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.
4. When severe weather makes travel to campus dangerous.

Wilmington College recognizes the benefit of student involvement with athletics and other College activities. However, we also recognize that excessive absences can affect student learning outcomes and not all classes are amenable to alternative assignments. In some cases, it is impossible to reschedule critical learning experiences. Students should work with advisors and potential faculty members to design student course schedules that minimize absences based on their expected athletic and co-curricular activities.

Faculty members are expected to accept the College's basic definition of excused absences in their individual policies and monitor attendance, but faculty members may also choose to accept other absences as excused (entirely at the discretion of each faculty member). Students are expected to be responsible for informing faculty members about excused absences (including documentation, if required) and for arranging to make up all work missed because of absences. Students who will have to miss class to represent the College should provide schedules of these absences to the faculty member as soon in the semester as they are known. Faculty are encouraged to make a good faith effort to accommodate students with excused absences through alternative assignments when possible but are not required to do so.

Students should notify the Office of Academic Affairs if they are unable to attend classes due to surgery, extended illness, etc. Extended absences without notification 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 the College's policies, non-attendance, non-responsiveness to attempts to communicate, or a combination of these factors.

## Attendance Policy for Online Synchronous Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. Students enrolled in Online Synchronous courses must participate in scheduled online synchronous sessions as well as log in to the course(s) on Blackboard and complete any assignment(s) or other academic activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of online courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not limited to

1. Not attending scheduled online synchronous sessions.
2. Not following the instructor's participation guidelines as stated in the syllabus.
3. Not submitting required assignments.
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums.
5. Not participating in scheduled activities; or
6. Failure to communicate with the instructor on academic related matters as required. Failure to attend as defined above constitutes an absence.

Failure to attend as defined above constitutes an absence. It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, attending scheduled synchronous sessions, contributing to discussion forums, etc. as outlined above.

*Note:* In addition to including the attendance policy statement above in the online synchronous syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

## Attendance Policy for Online Asynchronous Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. All students enrolled in Online (asynchronous) courses must log in to the course(s) on Blackboard and complete any assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of online courses, “absences” shall be defined as “non-participation.” Non-participation may be defined as but is not limited to:

1. Not following the instructor’s participation guidelines as stated in the syllabus.
2. Not submitting required assignments.
3. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums.
4. Not participating in scheduled activities; or
5. Failure to communicate with the instructor on academic related matters as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, contributing to discussion forums, etc. as outlined above.

Note: In addition to including the attendance policy statement above in the online (asynchronous) syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the online syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students’ last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

## Attendance Policy for Hybrid Traditional Courses

Students enrolled in hybrid traditional courses must participate in scheduled classroom and corresponding online synchronous sessions as well as log in to the course(s) on Blackboard and complete any assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of hybrid traditional courses, “absences” shall be defined as “non-participation.” Non-participation may be defined as but is not limited to

1. Not attending scheduled physical classroom sessions and online synchronous sessions.
2. Not following the instructor’s participation guidelines as stated in the syllabus.
3. Not submitting required assignments.
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums.
5. Not participating in scheduled activities; or
6. Failure to communicate with the instructor on academic related matters as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are actively participating in the course by submitting required assignments, attending scheduled physical classroom, and corresponding synchronous sessions, contributing to discussion forums, etc. as outlined above.

*Note:* In addition to including the attendance policy statement above in the hybrid traditional syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. In order to meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

## Attendance Policy for Hybrid Flex Courses

All students enrolled in hybrid flex courses must participate in required classroom sessions, as well as log in to the course(s) on Blackboard and complete or submit any assignment(s) or other academic related activities, to be determined by the instructor.

Attendance is required for all class weeks. In the case of hybrid flex courses, "absences" shall be defined as "non-participation." Non-participation may be defined as but is not limited to:

1. Not attending required physical class sessions.
2. Not following the instructor's participation guidelines as stated in the syllabus.
3. Not submitting required assignments.
4. Not contributing meaningful discussion in required chat rooms, discussion boards, or other online forums.
5. Not participating in scheduled academic activities; or
6. Failure to communicate with the instructor as required. Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are academically engaged and participating in the course by submitting required assignments, attending scheduled classroom sessions, attending synchronous online sessions, and contributing to discussion forums, etc. as outlined above.

*Note:* In addition to including the attendance policy statement above in the hybrid flex syllabus template and in the Start Here section in Blackboard, faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus. To meet USDOE requirements with respect to weekly participation in academic related activities, substantive and regular interaction, and determining students' last date of attendance, faculty will need to record student participation or non-participation each week in Blackboard and be able to provide supporting documentation if required. These records in Blackboard will be archived for federal regulatory purposes.

## Final Examinations

The final examination schedule is issued by the 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 reschedule 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); "WF" (inadequate achievement: achievement does not meet minimum standards). An "I" (incomplete) and an "NR" (grade not reported) are used as temporary grades under certain conditions. A "W" grade could impact average hours, see Academic Good Standing Policies.

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 and must be approved by the Vice President, Chief Academic Officer/Dean of Faculty. 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 through 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 of 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 2024-2025 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. If both are Wilmington College courses, grades will appear on the permanent transcript, but only the higher grade will be used for the grade point average calculation. See Academic Records for a repeat involving a transfer course. 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 Office of Academic Affairs.

## 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:

- Seniors – 90 semester hours completed, 3.50 cumulative GPA
- Transfer students are eligible for membership in Green Key after completing a minimum of 32 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

### Full-time Students:

For students who are enrolled regularly on a full-time basis, academic progress is reviewed at the conclusion of each fall and spring semester. 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:

1. 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**
2. The student must complete EN101 or EN103H (and EN100, if required) with a grade of "C-" or better. Students earning a grade lower than "C-" (including drops after the drop/add period noted with the grade of "W" [Withdrawal]) in EN100, EN101, or EN103H will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-" in EN100, EN101, or EN103H following the second attempt (including drops after the drop/add period noted with grade of "W") are placed on academic probation and will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-: following the third attempt (including drops after the drop/add period noted with grade of "W") are subject to immediate academic suspension. **AND**
3. The student must have a minimum cumulative GPA of 1.80 at close of first semester at Wilmington College and 2.00 at close of all subsequent semesters.

*Full-time students may elect to enroll in the summer session part-time basis.* Students who elect to do so will also be reviewed at the end of the summer semester to determine academic standing.

1. Students in good academic standing whose cumulative GPA falls below a 2.0 during the summer semester will be placed on Academic Probation.
2. Students on probation who have averaged 12 hours or higher AND whose cumulative GPA is a 2.0 or higher at the end of the summer semester will return to good academic standing. Students who do not meet these criteria will remain on probation.

#### **Part-time Students:**

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:

1. The student must pass 67 percent of attempted Wilmington College credits **AND**
2. 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. **AND**
3. The student must complete EN101 or EN103H (and EN100, if required) with a grade of "C-" or better. Students earning a grade lower than "C-" (including drops after the drop/add period noted with the grade of "W" [Withdrawal]) in EN100, EN101, or EN103H will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-" in EN100, EN101, or EN103H following the second attempt (including drops after the drop/add period noted with grade of "W") are placed on academic probation and will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-: following the third attempt (including drops after the drop/add period noted with grade of "W") are subject to immediate academic suspension.

## **Academic Integrity/ Misconduct 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, Quaker Impact Award, and other Honorary societies).

#### GUIDELINES FOR HANDLING ACADEMIC OFFENSES

1. Confront the student within ten working days of knowledge of the incident when the college is in session, or within the ten days of the start of the next semester.
2. Determine if the offense is substantiated. Also, determine if the offense falls under the “plagiarism” category (defined under B.2 above) or not.
3. Document incident and consequence in writing (letter or email) and send to student. Ideally, the course syllabus should provide a statement related to academic misconduct and its consequences.
4. Submit a copy of the letter or email sent to student to Associate Vice President for Academic Affairs (AVPAA). If the offense is deemed to fall under the “plagiarism” category, then explicitly indicate this in the letter/email. The faculty member may email the student or send a letter to the student’s campus or home address. The Office of Academic Affairs will maintain a copy of this letter in the student’s file for reference should additional incidents of academic misconduct occur.

If the offense is deemed to fall under the “plagiarism” category (defined under B.2 above), then proceed to steps 8–10 below. If it is not deemed “plagiarism”, then proceed with steps 5–7 below.

5. The Associate Vice President for Academic Affairs will meet with the student and review the Academic Misconduct Policy. If the student has no prior incidence of academic misconduct, no further action will be taken.
6. If the student has committed a prior offense, the student must appear before the Academic Standards and Appeals Committee (ASA). The student may also be required to appear before the committee if the faculty member and the Associate Vice President for Academic Affairs determine the offense is serious enough to warrant additional review.
7. Any additional consequences will be determined by the ASA. Consequences could include academic probation, ineligibility for academic honors, or suspension.
8. For a first violation of the “plagiarism” type, the instructor will decide if this violation is of a minor or major type. This determination is up to the instructor’s discretion. If the plagiarism violation is “minor”, then the instructor will abstain from grading the assignment and ask the student to redo and resubmit it in their own words/work. Once resubmitted, the assignment will be graded. If a student refuses to redo the assignment or does not complete it in the allowed time, then the instructor is free to give the student a zero for the work.

If the plagiarism violation is deemed “major”, then the violation will be treated per the instructions in step 9 below.

9. For a second infraction of plagiarism, or for a “major” plagiarism violation, the student must take and pass the Plagiarism Workshop, which is an approximately 4-hour, non-credit-bearing course. For a second infraction or a major infraction, the grade for the assignment will be at the instructor’s discretion.
10. If a student does not pass the Plagiarism Workshop course within the designated time period, or has additional infractions of Academic Misconduct, then those offenses would be directed to the process outlined in steps 6 and 7 above (referral to the Academic Standards and Appeals Committee).

#### STUDENT APPEAL PROCESS

If a student wishes to appeal the charge of academic misconduct and/or the sanctions for the offense, he/she may do so in writing within five (5) school days of receipt of the letter or email from the faculty member. Students should send their appeal in writing (letter or email) to the Associate Vice President for Academic Affairs. A hearing will be set in front of the Academic Standards and Appeals Committee in as timely a manner as possible.

Students who appear before the committee on appeal may be assisted by a support person, who may be any member of the college community or a parent. Students are responsible for presenting their own case; however, the support person is permitted to speak and should assist the student in understanding the academic appeals process. Hearings will be confidential. Admission of any person to the hearing who is not a support person, or a witness shall be at the discretion of the Committee. The Committee may restrict testimony that is irrelevant or redundant.

Pertinent records, exhibits, and written statements may be accepted as evidence at the discretion of the Committee. There shall be a single verbatim record, such as an audio recording of all hearings before the Committee. The appealing student shall have access to a record of the hearing. All recordings are destroyed either after appeals are completed or after the time allotted for appeals has passed.

After the hearing, the Committee shall determine (by consensus) whether the level of academic offense and/or the sanctions should be decreased. Review of the level of academic offense and/or sanctions may not result in a more severe level of offense or sanction. The Committee may render its decision without deference to the faculty member's initial determination.

Students who are required to appear before the Academic Standards and Appeals Committee due to a second offense (or a serious first offense) may also appeal the committee's decision to the Vice President for Academic Affairs (VPAA)/Dean of the Faculty under the circumstances outlined below.

#### FINAL REVIEW

Final appeals may be made to the Vice President for Academic Affairs/Dean of the Faculty within five (5) school days of the decision of the Academic Standards and Appeals Committee. An appeal to the VPAA/Dean of the Faculty is only appropriate under at least one of the following conditions:

- The original hearing was not conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures.
- The decision was not based on substantial evidence.
- The sanction imposed was not appropriate for the violation.
- There is new evidence that was not presented at the original hearing.

#### ACADEMIC CODE OF CONDUCT

This policy is directly related to the first Testimony, which is part of the Student Code of Conduct. "I will practice personal and academic integrity." The initial responsibility for dealing with academic misconduct lies with the individual faculty member in whose classroom or course of study the offense occurs. The responsibility includes determination of the consequences for the offense. The goal is for faculty to confront cheating and plagiarism, to teach ethical behavior, and to provide an appropriate consequence based on the nature of the incident. Faculty are encouraged to explicitly address academic misconduct and its consequences in the course syllabus.

#### EXAMPLES OF ACADEMIC MISCONDUCT

A. Examination offenses include, but are not limited to, the following:

1. Taking unauthorized materials into or out of the examination room.
  2. Leaving the examination room without authorization before completing an examination.
  3. Talking in the examination room without authorization.
  4. Discussing the examination outside the examination room during the course of the examination.
  5. Attempting to observe the work of another student.
  6. Taking an examination for another person or permitting someone else to do so.
  7. Collaborating improperly by discussion, joint research, or joint effort in any way expressly prohibited by the instructor. This includes using a cell phone or other device to access information from another source or another student.
  8. Improper knowledge of contents of an examination – No student shall knowingly acquire unauthorized knowledge of an examination or any part of an examination, or solicit, offer, or give information about any part of an examination.
- B. Student work offenses include, but are not limited to, the following, which are expressly prohibited in the absence of prior written approval of the instructor or instructors involved:
1. Resubmission of work – Submitting work which has been previously submitted for credit.
  2. Plagiarism – Submitting work done wholly or partly by another, including the unattributed copying of all or parts of a published work or internet document. Using generative Artificial Intelligence (AI) sources to produce work (when not expressly permitted) is also a form of plagiarism. Some instances of plagiarism are the result of ignorance rather than dishonesty. When plagiarism is encountered, the instructor should be sure that the student knows proper procedures for attributing content.
  3. Prohibited sources – Consulting material or persons contrary to the directions of the instructor.
  4. Improper collaboration – Engaging in any discussion, joint research, or joint effort of any kind expressly prohibited by the instructor.
  5. Deception – Misrepresenting the authenticity of sources, citations, or principles in any written work.
  6. Sharing work – Students who share their work with others are responsible for how that work is used. For example, if a student shares a paper with another student to help him or her understand an assignment, and that student submits the work as their own, the author of the paper shares responsibility for the plagiarism committed by the other student.
- D. Other misconduct – Engaging in any other improper conduct as specified by the instructor.
- E. Lying – deliberately providing false information relevant to academic matters, such as misrepresenting the inability to take an examination because of illness.
- F. Disruptive or disrespectful classroom behavior – causing a disturbance in the classroom, interrupting instruction, speaking rudely or threatening students or faculty.

## 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.

## Academic Early Alert System

Staff and faculty are asked to submit referrals to the Office of Academic Affairs on students of concern. Referrals are submitted electronically through a link on the faculty portal. The purpose of this system is to facilitate early intervention with at-risk students and to improve overall student success. Referrals may be related to excessive absences, missing assignments, or poor academic performance. Students are then notified if a faculty or staff member has made a referral on their behalf. Notices may also be sent to coaches and advisors, as well as to parents if permission to contact parents has been documented on the FERPA form. All faculty are asked to submit midterm student progress reports on students who are in danger of failing a class. Students who receive these notices should discuss the situation with their professors and advisors to develop a plan to improve class performance or to withdraw from the course. Progress reports will be shared with parents of students with two or more notices at midterm.

## Academic Probation

Students who do not maintain academic good 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: Creating Your Personal Success, if not previously taken. 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. They may be ineligible for other extra-curricular activities as well (ex. Internships and study abroad).**

In order to return to academic good standing, students on probation need to earn a term GPA sufficient to raise their cumulative GPA above 2.0. However, students who fall short of reaching a cumulative 2.0 GPA in their probationary semester but achieve a term GPA of 2.0 may appeal for a second semester of probation.

## 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.

Students whose semester grade point average falls below 1.00 are subject to immediate academic suspension, with the exception of full-time students in their first semester of attendance at Wilmington College. First year and transfer students earning less than 1.80 GPA in their first semester of fulltime attendance at Wilmington College would be placed on probation [see Academic Probation above].

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 of Academic Affairs or the Office of Academic Affairs about the appeal process.

Academic suspension from Wilmington College spans one full semester 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. Readmission does not guarantee eligibility for financial aid.

## 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. Students should consult with the Vice President for Academic Affairs or the Vice President for External Programs about the appeal process.

Readmission is not possible after academic dismissal from Wilmington College except under the Fresh Start Program.

## 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, appeal a charge of academic misconduct, 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 through 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, a member of the Student Success Center team, or the Associate Vice President for Retention and Academic Success, 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, Chief Academic Officer/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 through 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 and meet with the Associate Vice President for Academic Affairs or a designated Academic Affairs staff member. 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, Chief Academic Officer/Dean of Faculty, the Associate Vice President of Academic Affairs, and the Registrar.

## 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.

If a student stops attending 1 class and does not withdraw from it, they will receive an F. If they stop attending ALL classes Academic Records will withdraw them from institution only within Drop/Add period.

## Leave of Absence

Students in academic good standing who intend to complete a Wilmington College 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, Chief Academic Officer/Dean of Faculty, the Associate Vice President for Academic Affairs, and the Registrar. 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 Associate Vice President of Academic Affairs or a designated Academic Affairs staff member. 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 campus,

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

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### Definition of Courses

#### Face to Face Courses

Wilmington College defines a Face-to-Face course as one which meets in a physical space on a regular weekly schedule. All students enrolled in a Face-to-Face course are expected to physically attend and participate in all class sessions.

#### Hybrid Flex Courses

In a Hybrid Flex course, you will have a scheduled day(s) each week where you will be required to meet in your scheduled classroom. You will also have assignments and other participation activities that must be completed and submitted electronically each week through the prescribed manner in Blackboard. Participation in the scheduled live class sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

#### Hybrid Traditional Courses

In a Hybrid Traditional course, you will have scheduled day(s) where you will be required to meet in your scheduled classroom and other day(s) you will participate at the scheduled class time by attending the class live online via the platform specified in your course syllabus. You will have assignments which must be completed each week. Participation in the scheduled live classroom and corresponding synchronous sessions is required. Weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

#### Online Asynchronous Courses

An Online Asynchronous course does not have a set meeting time. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 12:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

#### Online Synchronous Courses

An Online Synchronous course will require that you attend the live online synchronous sessions during the scheduled meeting times indicated in your course schedule and in the course syllabus. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 12:00 A.M. each Monday and ends at 11:59 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

### Minimum Technology Requirements for Students

Access to a computer with the following specifications are the **minimum technology requirements** in order to be able to perform successfully in a hybrid or online learning environment, as well as in many courses offered

face to face. Some academic programs may require additional software.

## Device Types

- Laptops, desktops running Microsoft Windows or Apple macOS are recommended as your primary device
- Tablets running Windows may be acceptable if it meets requirements below
- Google Chromebook devices are not recommended as your primary device
- Devices running Android, Apple iOS (iPhone/iPad) or other operating systems are not recommended as your primary device

Operating system	Windows OS: Windows 10 or 11 macOS: One of the three most recent versions of macOS
Computer and Processor	Windows OS: 1.6 GHz or faster, 2-core or greater. 2 GHz or greater recommended for video calls macOS: Intel processor or Apple M-series of processors (M1, M2... )
Memory	Windows OS: 4 GB RAM or greater macOS: 4 GB RAM or greater
Hard disk	Windows OS: 10 GB of available disk space or greater macOS: 10 GB of available disk space or greater
Display	Windows OS: 1280 x 768 screen resolution or greater macOS: 1280 x 800 screen resolution or greater
Network Connectivity	Wi-Fi capable
Browser	The current version of Microsoft Edge, Safari, or Chrome.
Video calls	Built in or USB Camera, speakers/headphones, and microphone.

If you do not have consistent access to a device with these specifications, please be sure to have that in place by the beginning of the semester. If you have questions regarding these minimum technology requirement specifications, please contact [helpdesk@wilmington.edu](mailto:helpdesk@wilmington.edu).

Considering the possibility of future interruptions to our face-to-face learning together, continuing, and new students should also check on the status of internet at home and be prepared to address any deficiencies.

## 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 699.

## Available Types of Courses

- I. **REGULAR. (1, 2 or 4 semester hours).** Most of the courses described in this catalog are Regular Courses. For each credit granted, the student attends 45 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, 2 or 4 semester hours).** Special Topics courses are essentially the same as the Regular Courses, but they are experimental courses. They must be approved by the Vice President, Chief

Academic Officer/Dean of Faculty and 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.

- III. **COURSE BY APPOINTMENT. (1, 2 or 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 through the Student One Stop Center, the Office of Academic Records, or the Office of Academic Affairs.
- 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, the Office of Academic Records, or the Office of Academic Affairs.

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 Academic Dean/Dean of Faculty 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, Chief Academic Officer/Dean of Faculty.

1. Course by Appointment or Independent Study are taught only by full-time faculty.
  2. Students must be in academic good 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 5:00 p.m. the first day of classes.
  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 6 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 academic good standing and sophomore or higher classification or a minimum of two semesters at Wilmington College. Students may earn lower division internship credit, which carries the number 270, for internships of at least 3 weeks in which more than 50% of the intern's time is spent observing, shadowing, and/or providing basic assistance with a project. Upper division internship credit, which carries the number 470, will be awarded for internships of at least 3 weeks where the intern is spending at least 60% of his/her time completing a significant project or independently handling a responsible task which requires knowledge or abilities considered to be a competency in the discipline of the internship. In exceptional circumstances more than six (6) credits may be approved through an Administrative Appeal. The Faculty Sponsor for each internship will determine whether the internship is worth upper or lower division credit in the discipline based on the position description provided on the contract. Internship experiences may be repeated for a total of 12 credits providing each experience is unique. All are graded on a "pass/no pass" 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 charged at the rate of \$200/credit. Also, the standard add/drop deadlines apply. Wilmington College enforces an 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, 2 or 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 although they do count toward full-time status for financial aid purposes and athletic eligibility. 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, 2 or 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 TR130/130G or TR330/330G.
- 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 through the Global Education Oregon (University of Oregon) and Visayas State University (study abroad placement program). Students must have completed 30 hours of coursework at Wilmington College, have a minimum cumulative GPA of 3.0, be in academic and financial good 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 calculated 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, academic and financial good 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 Collegiate Connection (GC3). 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 GC3 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. A maximum of 18 semester hours may be taken at consortium.

**SOCHE members include:**

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

**GC3 members include:**

Art Academy of Cincinnati	Mount Saint Joseph University
Athenaeum of Ohio	Northern Kentucky University
Cincinnati Christian University	The Christ College of Nursing and Health Sciences
Cincinnati State Technical and Community College	Thomas More College
Gateway Community and Technical College	Union Institute and University
God's Bible School and College	University of Cincinnati
Good Samaritan College of Nursing and Health Sciences	UC Clermont College
Hebrew Union College – Jewish Institute of Religion	UC Blue Ash College
Institute of Religion	Wilmington College
Miami University	Xavier University
Miami University Regionals	

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 Student One Stop Office.

- 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 of 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.

A student who plans to graduate from Wilmington College by finishing the remaining course requirements at another college or university must complete a special Transient Student application. The student will be placed on an administrative leave of absence for no more than three years. If the student has not finished the required coursework to earn a degree within three years of last attending Wilmington College, the student will be withdrawn and will no longer be permitted to finish degree requirements under the catalog used at the time of attendance. The student will be required to finish the degree requirements of the current Wilmington College catalog, which may require additional coursework.

Transient students and/or coursework are not eligible for financial aid.

- XI. **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 eleven 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.

## Articulation Agreements

Wilmington College offers a variety of programs and transfer credits through special agreements with other institutions. For information about specific programs contact the Office of Academic Affairs.

### Degree Completion Articulation Agreements

- Nursing: Mount Carmel Nursing Partnership
- Biotechnology: Cincinnati State Technical and Community College; Sinclair Community College
- Agriculture Completion P.E.S.S.: Regional Students who have completed AA or AS Agriculture degrees

### Transfer Credit Agreements

- AT Still University/Kirkville
- Chatfield College
- Cincinnati State Technical and Community College
- Sinclair Community College
- Southern State Community College
- University of Oregon (Global Education Oregon/Study Abroad)
- Visayas State University, Philippines
- Wright State University (Letter of Intent)

### Graduate Transfer Credit/Direct Admission

- Ashland University– Sport Management, MBA Graduate Program (seniors may take up to two classes while attending WC)



- Ohio Dominican University– Sport Management, MS Graduate Program (discounted rate for WC graduates)
- Shorter University–Business Administration, MBA Graduate Program/Direct Admission (WC graduate accepted into Shorter graduate school)

## General Course Policies

1. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation, veteran status, or disability in the administration of education policies, admission policies, financial aid, employment, or any other College program or activity.
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, Chief Academic Officer/Dean of Faculty.
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 offered every other year, indicated in the course inventory as "Alternate years." Other courses may be offered less frequently and are listed as "Offered irregularly."

### **How Wilmington College Students May File a Complaint with the Ohio Department of Education ("ODHE")**

ODHE Student Complaint Information

- <https://higher.ed.ohio.gov/students/current-college-students/student-complaints>

ODHE Online Complaint Form:

- <https://higher.ed.ohio.gov/students/current-college-students/student-complaints/submit-complaint>

Wilmington College's Handbooks also include options for student wishing to file complaints with the College and are available at:

- <https://handbook.wilmington.edu/>

*From the Ohio Department of Higher Education Student Complaint Information Website (Retrieved, Tuesday, Aug. 13, 2024)*

### **Student Complaint Information**

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, the Chancellor's staff will review submitted complaints and work with student complainants and institutions.

### **COMPLAINTS NOT UNDER THE CHANCELLOR'S JURISDICTION**

- Complaints filed more than two years after the incident
- Admissions decisions
- Grade disputes
- Student conduct violations
- Criminal misconduct<sup>[1]</sup>

- Violations of federal law[2]

### **How to Submit a Complaint** [to ODHE]

Please follow the steps outlined below to submit a complaint:

#### **STEP 1**

If a student has concerns related to classroom situations or administrative actions, he/she should contact the faculty or staff member(s) with whom there has been a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to STEP 2.

#### **STEP 2**

The student should file a complaint through the institution of higher education's established complaint process. Information on the process can usually be found in the institution's academic catalog, student handbook or website. If the student is unable to resolve the complaint in this manner, the student should contact the Ohio Department of Higher Education using the online complaint form. Please note that the complaint must be received within two years of the completion of the institution's complaint process.

*Wilmington College's Handbooks also include options for student wishing to file complaints with the College and are available at: <https://handbook.wilmington.edu/>*

#### **STEP 3**

After receiving a complaint through the ODHE complaint form, the Chancellor's staff will review the submitted materials. If needed, the ODHE will contact the person submitting the complaint for any required additional information or clarifications. The Ohio Department of Higher Education will then send a copy of the complaint to the institution against which the complaint has been filed and ask for a response within three weeks. After receiving the college or university's response, the Chancellor's staff will determine whether the institution's student complaint process has been followed and exhausted and what additional steps or follow-up, if any, will be taken. The Chancellor's staff will inform both parties involved in the complaint of the outcome of our review in writing. Depending on the complexity of the complaint, most follow-up contact regarding the complaint will be completed within 4 to 6 weeks.

#### **Questions?**

If you have additional questions about the complaint process, or want to clarify that your individual complaint is reviewable by the Ohio Department of Higher Education, please feel free to contact (614) 466-6000 or [odhe-complaints@highered.ohio.gov](mailto:odhe-complaints@highered.ohio.gov)

**[1]** *Complaints concerning criminal misconduct should be filed with local law enforcement.*

**[2]** *Complaints relating to violations of federal law should be filed directly with the federal agency having jurisdiction over the matter.*

# Accessibility and Disability Services

Wilmington College provides accommodations and services for student with a variety of disabilities, including chronic illnesses, psychological, physical, medical, learning, and sensory disability amongst others. If you anticipate or experience barriers based on disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to contact:

Spencer Izor, Associate Vice President of Compliance – Title IX/ADA Coordinator at [spencer.izor@wilmington.edu](mailto:spencer.izor@wilmington.edu) or 937-481-2365 or Nathan Flack, Academic Resource Manager at 937-481-2208 to learn more about the process and procedures for requesting accommodations, or by visiting College Hall Room 306a or the Robinson Communication Center, Room 103.

## **Religious Accommodations**

Wilmington College strives for an inclusive climate and welcomes students from all backgrounds, faiths, and experiences. If religious observance impedes your ability to participate fully in classroom activities or a principal holiday from your religious tradition occurs during the semester and conflicts with class meetings or activities, please make the professor aware of this immediately to determine if a reasonable accommodation is possible.

## Title IX

Wilmington College is committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The College strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct including disclosures of experiences that happened before their sexual misconduct including disclosures of experiences that happened before their time at the College. This is to ensure that all community members who have experienced sexual misconduct receive support, options, and information about their rights and resources.

Community members are not obligated to respond to this outreach, and this will not generate a report to law enforcement or to the Title IX Coordinator. Please be aware that under Title IX of the Education Amendments of 1972, any information about such misconduct that is disclosed to the Title IX Coordinator is to ensure resources and support are provided.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Health and Wellness Center at 937-481-2217 or Campus Ministries at 937-481-2239. For more information about reporting options and resources at Wilmington College and the community, please visit <https://www.wilmington.edu/current-students/title-ix>.

## 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.

## RIZE Education Consortium

RIZE Education Consortium

– A \$250 per semester fee applies once a RIZE concentration is declared. RIZE courses are open to students who have declared a RIZE concentration only.

"Courses in the following concentrations: Public Health, Logistics and Supply Chain Management, Sport Nutrition and Cybersecurity, are offered via Wilmington College's partnership with Rize, an education company seeking to prepare students for careers in the fastest-growing fields. The partnership allows students to earn Wilmington College credit toward in-demand degree programs. Courses are designed by top academics and industry leaders, vetted by Wilmington College and taught by faculty at other colleges and universities."

Utilize the link below to view the RIZE Academic Policies

[Rize Academic Policies \(notion.site\)](#)

# 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. Majors, when regulations require, can have more than 66 hours. 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 10 credit hours in each minor must be numbered in the 300s and 400s.

In addition, no more than 66 out of the 124 semester hours required for a degree may be taken from any one academic field unless additional credit hours are mandated by an outside accrediting body to fulfill licensure or certification (i.e. ODHE, CAATE, TEAC, or CAEP as examples). At least 40 hours of the 124 semester hours required for a degree must be upper-division courses, i.e., courses numbered in the 300s and 400s. Majors, when regulations require, can have more than 66 hours. 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 below. 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 B.A. except as noted)	Minors
Accounting	Accounting
Agriculture (B.S.)	Agriculture
Biology (B.S.)	Art
Business Administration	Biology
Chemistry (B.S.)	Business Administration
Communication Arts	Chemistry

Criminal Justice	Coaching
Education (B.S. if licensure is in the sciences or Career Technical–Agriscience)	Communication Arts
Education Studies	Criminal Justice
English	Data Science
Equine Business Management (B.S.)	Economics
Exercise Science (B.S.)	English
History	Equine Studies
Mathematics	Esports Management
Political Science	Exercise Science
Psychology	History
Religion & Philosophy	Mathematics
Social Work	Music
Spanish	Music and Media
Sport Management (B.S.)	Peace Studies
Theatre	Political Science
	Professional Writing
	Psychology
	Race/Gender/Ethnicity
	Religion & Philosophy
	Sociology
	Spanish
	Sustainability
	Theatre
	<b>Special Programs</b>
	Honors
	Peace Corp Prep Program

## Self-Designed Major (SDM)

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 a Self-Designed Major. SDM forms are available in the Office of Academic Affairs or the Office of Academic Records. SDMs are to be developed in consultation with a Self-Designed Major Planning team and must be submitted to the Office of Academic Affairs before the completion of 44 semester hours. Transfer students with more than 44 semester hours must complete the SDM proposal process within the first semester of enrollment. A student must have a cumulative Wilmington College GPA of 2.5 or better before an SDM can be approved.

## Online Program

Online Program

Wilmington College offers distance education undergraduate programs in Accounting and Business Administration. In-person campus students may request a seat in a distance education course if they meet the following criteria. Exceptions to this policy can be made by the Associate Vice President of Academic Affairs.

In-person students who wish to take classes offered through the Distance Education Program are subject to the following policies and process:

1. Students must obtain approval from their faculty advisor.
2. Students must have a cumulative GPA of 2.5 or higher.
3. Students are limited to 8 credits per semester through the distance education program.
4. Students must meet all prerequisite requirements for the course.

After discussing options with their academic advisor, students will request a seat in the course by initiating the Distance Education Course Approval Form available through WC Portal. The academic advisor will verify that the student meets all criteria above before approving the form. If a seat is available, the student will be registered for the course by the Office of Academic Records. Students are subject to meet all registration and withdrawal deadlines for the course.

## General Education

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### Goals for Competencies, Areas of Thought and Expression, Values and Cultures

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 Mathematics, knowledge of the world outside the United States, knowledge of the basic areas of human thought and expression, and institutional mission and values.

#### 1. **ENGLISH 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" (Withdrawal)] in EN100, EN101, or EN103H will be required to retake the course for a better grade.

Students earning lower than a "C-" in EN100, EN101, or EN103H following the second attempt\*

[including drops after the drop/add period noted with grade of "W" (Withdrawal)] are placed on academic probation and will be required to repeat the course. Students will work with the Student Success team and advisor to determine when the class(es) will be repeated.

Students earning a grade lower than "C-" following the third attempt (including drops after the drop/add period noted with grade of "W" (Withdrawal)) are subject to immediate academic suspension.

\*Withdrawals are considered attempted credits

2. **MATHEMATICS COMPETENCE:**

**MT106 (or MT102 and MT103) or higher numbered mathematics course: a minimum of 3 semester hours required.** Students are strongly encouraged to begin the math requirement during the freshman year. Placement in MT099, MT104, 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 will be required to repeat the course. Students will work with the Student Success team and advisor to determine when the class(es) will be repeated.

3. **GLOBAL AWARENESS:**

**8 hours of Global (G) courses.** A student may not satisfy the Global Awareness requirement by passing a CLEP, AP, IB (international baccalaureate), or proficiency exam in a language.

4. **BASIC AREAS OF THOUGHT AND EXPRESSION: 8 hours in each Basic Area of Thought and Expression OUTSIDE of the Major Area of Study (A., B., C., and D.), fine arts, humanities, natural science, and social science, must be completed.**

A. **Fine Arts: 8 hours of designated fine arts credits** from Art, Music, Theatre or Communication Arts unless students major resides in the Fine Arts Area or are required by major or concentration.

**AR** – Any course in Art

**CA230, 337**

**EN336**

**MU** – Any course in Music

**TH** – Any course in Theatre

B. **Humanities: 8 hours of designated humanities credits** from English, History, Religion & Philosophy or Spanish unless students major resides in the Humanities Area or are required by major or concentration.

**ED160, 161, 162, 163**

**EN150, 232, 233, 235, 239, 242, 244G, 245G, 250G, 251, 330, 331, 334, 338, 350, 430G**

**HI130, 131, 150, 160G, 161G, 170, 250G, 342, 350, 351G, 352, 353G, 381**

**ID134G**

**PC233, 332**

**RP** – Any course in Religion and Philosophy, except RP495

**SP** – Any course in Spanish, except SP285, 385

C. **Natural Science: 8 hours of designated natural science credits, with a minimum of one (1) laboratory course**, from Agriculture, Biology, Chemistry, Environmental Science, Health Sciences, Physical Science or Sport Sciences unless students major resides in the Natural or Sport Sciences Area or are required by major or concentration.

**AG130G, 133, 250**

**BI100/100G, 131, 203, 230, 231**

**CH101G, 230, 231**

**EQ240, 349**

**ES101G**

**HS344, 345**

**PH** – Any course in Physics

- D. **Social Sciences: 8 hours for designated social science credits** from Economics, Political Science, Psychology, Sociology or Social Work unless student's major resides in the Social Science Area or are required by major or concentration.

**EC**130, 131, 430G

**ED**230 and **SE**230

**PS**130, 231G, 234G, 330, 333G, 337G, 343, 348G, 350, 350G

**PY**130, 231, 331, 334, 336, 350, 350G

**SW**230

**SY**130, 230, 333G, 335, 340, 350

*\*Self-Designed Majors must propose and be approved on how they will fulfill the four Basic Areas of Thought and Expression requirement.*

## Athletic Programs

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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, wrestling and track. Women's sports consist of soccer volleyball, basketball, softball, 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 and the adjoining Quaker Recreation Center.

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

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### 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.



# Wilmington College Student Affairs - SGA Mission Statements

## Student Affairs Mission Statement

The Student Affairs 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 promotes 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.

## Student Government Association Mission Statement

The SGA Executive Board seeks to promote and defend student welfare, encourage understanding and respect for the Quaker traditions of peace, service, and inner direction, and maximize student involvement by enhancing interactions among all in the College community.

## Housing

The residence halls and preferred housing at Wilmington College are living-learning environments that promote individual growth and development, as well as provide rich community living experiences.

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 Director of Housing and Residence Life 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 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

Center for Service and Civic Engagement House  
578 Withrow Circle 24 hours,  
(937) 382-0100

Wilmington College provides security for campus students, buildings, and grounds in an effective and non-aggressive manner. For the protection of all students, the Campus Safety Office maintains written records of persons found in academic buildings after scheduled lockup times, as well as reports and, at times, photographs of incidents involving violations of law or College regulations in which a Campus Safety officer is involved or receives a report. Violations should be reported to the Campus Safety Office as well as to outside law agencies when appropriate. An outside law enforcement agency will be contacted in cases involving a need for direct confrontation of law offenders or when health or property is threatened.

Whether a Wilmington College parking permit is purchased or not, all vehicles parked on campus property must be registered with the College. Parking regulations, including non-registration of vehicles, will be enforced by Campus Safety. These regulations and their associated fines can be found in the *Student Handbook*.

## Student Involvement Opportunities

Students have a right to form, join, and participate in groups or organizations for purposes including, but not limited to, intellectual, religious, social, political, or cultural interests. The College recognizes the right of all students to engage in discussion, express thoughts and opinions, and the freedom to assemble, speak, write or publish on any subject in accordance with College policies and state and federal laws.

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## Athletics

- Intramural Athletics
  - A varied program of athletics is provided for all students, including flag football, basketball, cornhole and volleyball. Some sports are offered as co-ed activities. Tabling in Pyle Center is held in the fall/spring for intramural programs.
- Intercollegiate Athletics
  - Wilmington College is a member of the National Collegiate Athletic Association Division III. We compete as members of the Ohio Athletic Conference. Men's intercollegiate schedules are maintained in football, soccer, cross-country, basketball, baseball, track and field, swimming, and lacrosse. Students must maintain academic standards as stipulated by Wilmington College and the NCAA in order to be eligible for athletic participation. Academic eligibility is determined one week after grades are due to the Office of Academic Records each term. Women's intercollegiate schedules are maintained in volleyball, basketball, softball, swimming, track and field, soccer, lacrosse and cross-country. The women hold the same academic standards as the men. The College nickname is "Quakers" and the school's colors are green and white. Complete schedules for any College team may be obtained in the athletic office in Hermann Court or on the Wilmington College website: [www.wilmington.edu/athletics](http://www.wilmington.edu/athletics).

## Fine Arts

- Wilmington College Chorale

- The Wilmington College Chorale is an ensemble of 20 to 40 singers. The group is open to all Wilmington College students, no matter your major. Previous experience in vocal/choral music is recommended but not required (but a voice placement audition is conducted at the beginning of each semester).
- The chorale gives two main concerts each year and appears on- and off-campus for groups when asked. Students can elect to take for one hour fine arts credit or non-credit.
- Quaker Thunder Athletic Band
  - The Wilmington College Quaker Thunder Athletic Band is a high-energy and exciting instrumental music ensemble, which functions as an extension of both the Music and Athletics departments. In addition, the Quaker Thunder has the distinction of representing Wilmington College as one of the most visible and regularly performing groups on-campus. Membership is open to all Wilmington College students that play an approved instrument, regardless of academic majors/minors. Previous experience (performing in an instrumental ensemble, reading notated music, etc) is strongly encouraged; students with little or no prior experience may be required to receive individualized instruction before they are allowed to perform at public events. Students in the Quaker Thunder rehearse regularly, attend occasional sectionals, and perform at select athletic events throughout the academic year, which are made available to students in advance via schedule. The average time commitment is approximately 3 to 5 hours per week. It is expected that members will perform at scheduled events as part of their academic requirements for this course. Students may elect to register for one hour of Fine Arts credit, or for non-credit. Students will need instructor approval in order to register, and should contact Stephen M. Wadsack at: [stephen\\_wadsack@wilmington.edu](mailto:stephen_wadsack@wilmington.edu).
- Theatre Productions
  - Every year the Wilmington College Theatre Department stages three to four major productions: three during the academic year and one during the summer. Students from any area of study are invited and encouraged to audition for these plays. Audition dates are posted around campus near the beginning of each semester.
  - Cast and Crew may take Applied Theatre: THR185/385 for one credit.

## Government

### *Student Government Association (SGA)*

Pyle Center Office #4

Ext. 468

It is the responsibility of Wilmington College's SGA to serve as the representative voice of the student population; to encourage understanding and respect for the Quaker tradition of peace, service, and inner direction; to recognize and aid worthy student organizations; and to promote pride in the College. The SGA seeks to serve all the students' desires for improved student services and academic programs, as well as to promote honest and open communications among students, faculty, administrators, and staff. The SGA Steering Committee is also responsible for the allocation of the student activity fee.

All registered and enrolled students of Wilmington College main campus are members of the Student Government Association. Any member of the SGA has the right to present a concern or grievance in accordance with the SGA Bylaws (Article I, Section I). Any member of SGA has the right to appeal a decision in accordance with the SGA Bylaws (Article I, Section II).

The SGA Board meets every Tuesday afternoon at 4:15 p.m. in Thomas Lounge. On the Second and Fourth Tuesdays of each month, the Student Senate of Wilmington College will meet at 5:30 p.m. in the McCoy Room. The Student Senate is comprised of students from all academic major areas, with one representative for every 25 students in the major. The Student Senate will serve as the voice to the Steering Committee to bring forward issues, concerns, and questions from all around campus. The Steering Committee of SGA will rely on the Student Senate to provide bi-weekly reports at the weekly SGA meetings on their discussions and ideas.

## Greeks

Wilmington College currently recognizes 12 active sororities and fraternities. The sororities are Alpha Phi Kappa, Delta Omega Theta, Gamma Beta Eta Lil Sis\*, Gamma Phi Gamma, Kappa Delta\*, Sigma Gamma Rho\*, and Sigma Alpha\*. The fraternities are Delta Theta Sigma\*, Lambda Chi Alpha\*, Sigma Zeta and Tau Kappa Beta. This group of 12 Greek organizations constitutes the membership of the Greek Council. Phi Alpha Psi, Phi Alpha Psi Sweethearts, Iota Phi Theta\* are inactive Greek organizations which are recognized by the College.

*\*Denotes affiliation with a national/regional organization.*

## Honors Societies

- Sigma Tau Delta
  - (International English Honor Society) The purpose of this organization is to recognize excellence in Literature, Rhetorical Theory, Composition, Critical Theory, English Education, Linguistics, and Creative Writing. A GPA of 3.5 or better, and completion of two or more English classes beyond composition with a "B" or better are required for consideration for membership.
- Green Key
  - (Wilmington College Honor Society) The Green Key Honor Society was founded in May 1951 by Dr. Samuel Marble, 12th President of Wilmington College. The purpose of this organization is to recognize superior scholarship. Green Key reviews students annually after the fall semester. Eligibility requirements are:
    - Seniors—90 semester hours completed; 3.50 GPA
    - Transfer students are eligible for membership in Green Key after completing a minimum of 32 Wilmington College semester hours and fulfilling the above hour and GPA requirements. The GPA is calculated using 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.
- Omicron Delta Epsilon (International Economics Honor Society)
  - The purpose of this international organization is to acknowledge excellent scholarship in the field of economics and to promote interaction among Wilmington College students, faculty, and those interested in economics at other area institutions.
  - Membership is by invitation only, minimum qualification are that a student must have completed 12 semester hours in Economics with a 3.0 average and also have a 3.0 cumulative grade point average.
- Order of Omega (National Greek Honor Society)
  - The purpose of this organization is to honor Greek leaders for their service to their organization, the College, and the community. To qualify, students must be a Junior or Senior and must be nominated by their membership. All nominees are reviewed by the officers and members of the Order.
- Omicron Delta Kappa (National Leadership Honor Society)
  - This society honors juniors and seniors who are in the top 35% of their class academically and who have made significant contributions in one or more of the following areas:
    - Academics
    - Athletics
    - Campus or community service, social and religious activities, and campus government
    - Journalism, speech, and mass media
    - Creative and performing arts
  - Students are further expected to demonstrate *"exemplary character, responsible leadership and service in campus or community life, and superior scholarship."*
- Sigma Delta Pi (National Collegiate Hispanic Honor Society)
  - Sigma Delta Pi, the National Collegiate Hispanic Honor Society (La Sociedad National Honoraria Hispanica), was established on November 14, 1919, at the University of California at Berkeley. It is not only the largest foreign language honor society in existence, but it is also one of the very best as

attested to by its membership in the Association of College Honor Societies, an accrediting body which demands the maintenance of the highest standards and which has extended its recognition to only two other foreign language societies.

- The purpose of this society is to honor those who seek and attain excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish speaking peoples; to encourage College and university students to acquire a greater interest in and a deeper understanding of Hispanic culture; to foster friendly relations and mutual respect between the nations of Hispanic speech and those of English speech; and to serve its membership in ways which will contribute to the attainment of the goals and ideals of the society. In order to be a member, students must be a junior and have a minimum of 18 hours of Spanish courses, which includes Spanish culture and literature. Contact Jeff Stahley, Associate Professor of Spanish, for more information.
- Wilmington College Honors Program
  - The Honors Program at Wilmington College is designed to enrich the academic experience of qualified students with special sections of courses, interdisciplinary seminars, opportunities for leadership and civic engagement, and a senior project.
  - 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. Transfer students interested in joining the Program should contact the Director of the Honors Program..
  - Presidential and Dean's Scholarship recipients are required to complete the Program. To remain in the Program, students must maintain a 3.3 cumulative GPA, remain in good academic standing, comply with the Student Code of Conduct, and participate in the required Honors Program activities. Those who leave the program, voluntarily or involuntarily will have their scholarship reduced to the next highest level.
  - Students who complete the Honors Academic Program will receive notation on their official Wilmington College transcript and recognition at the commencement ceremony.
  - Anyone desiring further information should contact the Director of the Honors Program.

## Religion

### Worship and Prayer

The T. Canby Jones Meetinghouse is a place for worship, prayer, and encouraging one another in faith. Students, faculty, and staff gather for Weekly Worship in the Meetinghouse at the Quaker Heritage Center, on Wednesdays from 12:00 pm – 12:30 pm. Speakers and musicians are members of the campus and wider community. The Meetinghouse is available for personal reflection and/or corporate worship when not in use for other activities.

Campus Friends Meeting meets for worship every Sunday at the T. Canby Jones Meetinghouse, at 10:30 am. Many members of the Meeting are also members of the campus community, and students are always warmly welcomed. Worship at Campus Friends follows the traditional, "unprogrammed" Quaker form, where worshippers gather and center in silence, and anyone present is free to speak when moved by the Spirit of God.

Wilmington and the surrounding area host a number of churches with a variety of denominational affiliations, including Friends, Catholic, Methodist, Baptist, Church of Christ, Presbyterian, Pentecostal, Episcopal, Adventist, Non-denominational, and others. Many local congregations love to welcome College students.

More information on churches in the Wilmington area and how to reach them can be obtained from the Campus Minister at ext. 239.

### **Small Groups**

Initiated by students, staff, and faculty, a variety of small groups exist on campus aimed at nurturing and deepening the faith life of individuals and of the College community. In addition, Wilmington College has a very active volunteer program which assists students in finding places for service. Groups which meet for regular fellowship, led by Wilmington College staff, include these

### **Bible Study**

Bible study groups meet weekly for study and prayer, seeking to tie the Scriptures to daily life and concerns. Groups are led by interested members of the Wilmington College community, or sometimes by faith leaders invited to the campus. Students are always welcome to initiate new groups, and the campus minister is available to assist in planning and organization. Some groups are listed below.

### **Builders on the Rock**

Builders on the Rock Bible Study is led by pastors from Wilmington's Bible Baptist Church. Weekly meetings consist of study and prayer. All students are welcome. For more information, see the Campus Minister.

### **Catholic Campus Ministry**

Catholic Campus Ministry is co-sponsored by St. Columbkille Catholic Church, Wilmington. The group offers a variety of activities that include opportunities for ministry within the parish, some Mass on campus, and retreats. Membership is open to all students, staff, and faculty. For more information, contact Bud Lewis, ext. 341.

### **Delight Ministries**

Delight Ministries is to invite college women into Christ-centered community that fosters vulnerability and transforms stories.

### **Faith and Action**

Faith and Action is to bring God's love through service in the community as well as the world.

### **Jewish Cultural Club (JCC)**

JCC is to provide all interested students, Jewish or not, with an opportunity to interact and promote cultural awareness and reaffirmation through events and programming. Through the organization and its members, JCC hopes to foster solidarity among Jewish students and harmony among all students at Wilmington College

### **Quaker Leader Scholars (QLS)**

Recipients of the Quaker Leader Scholarship and other interested students meet regularly to develop their leadership abilities, plan service activities and deepen their spiritual life. Interested students can contact the Campus Minister for more information.

## **Special Interest Groups**

### **Aggies (Wilmington College Student Agriculture Society)**

Collegiate 4-H

Advisor: Daryl Nash

President: Justin Beckner

The purpose of college aggies and collegiate 4-H is to promote high scholastic standards, leadership, and good character among agricultural students, promote fellowship among agriculture students and with other collegiate 4-H clubs, promote agriculture and 4-H both on campus and in the Wilmington community, to cooperate with the student body, the agriculture department and other student organizations, and to coordinate activities with the Clinton County Cooperative Extension Service and surrounding counties.

## **Ag Communicators of Tomorrow**

Advisor: Kacey Kelly

President: Wyatt Morrow

The purposes of this organization shall be: To serve as a forum for discussion of current issues in the Agricultural Community To encourage, promote, and support the other student and non-student organizations on campus. To maintain its status as an independent organization To continue to develop community leadership. To provide an opportunity to develop closer ties of fellowship through a social atmosphere among students interested in communication. To provide an opportunity for interested students to explore, and gain knowledge of the field of communications. This club shall be open to all students no matter their major.

## **Agricultural Education Society**

Advisor: Javonne Mullins

President: Brynn Pope

The purpose of the Agricultural Education Society is to promote food, agricultural, and environmental sciences, to stimulate interest in the profession of agricultural education and in leadership, to acquaint the members of the organization with the program of agricultural education, provide fellowship opportunities among those who are interested in agricultural education, to cooperate with other youth agencies and organizations whose objectives are similar to those of the organization, and to develop professional competencies and improve the abilities of members to conduct activities and work with organizations encountered in their professions.

## **Agronomy Club**

Advisor: Jason Parrish

President: Morgan Thompson

The purposes of this organization shall be: To serve as a forum for discussion of current issues in the Agricultural Community. To encourage, promote, and support the other student and non-student organizations on campus. To maintain its status as an independent organization. To continue to develop community leadership. To provide an opportunity to develop closer ties of fellowship through a social atmosphere among students interested in communication. To provide an opportunity for interested students to explore, and gain knowledge of the field of communications. This club shall be open to all students no matter their major

## **Amnesty International**

Advisor: Ursula McTaggart

President: Shannon O'Boyle

Amnesty International's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights. Amnesty International is independent of any government, political ideology, or religious creed. It does not support or oppose any government or political system nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights.

## **Asian Student Association (ASA)**

Advisor: Tanya Maus

President: Kyah Chaney

ASA, the newest of our diversity affinity groups, is a pan-Asian student group that seeks to unite students of Wilmington College interested in sharing, celebrating, and learning about Asian cultures. The purpose of ASA is

to provide all interested students, with an opportunity to interact and promote cultural awareness and reaffirmation through events and programming. Through the organization and its members, ASA hopes to foster solidarity among Hispanic/Latinx students and harmony among all students at Wilmington College.

### **Black Student Initiative (BSI)**

Advisor: Chip Murdock  
President: Jaileen Smith

The primary focus of BSI is to unify students of Wilmington College from various backgrounds and ethnicities. This organization, though initiated by African American students, strives to provide a welcoming and comfortable environment where all students of varying backgrounds may express, celebrate and share their heritage. BSI sponsors a wide variety of activities and programs with the goal of increasing cultural awareness and involvement throughout the entire campus and surrounding community.

The organization, in association with the Office of Diversity and Inclusion, will also serve as a resource and connection point to discuss and address concerns pertaining to the African American student body and support all efforts to improve the recruitment and retention of under-represented students.

### **Center for Service & Civic Engagement**

578 Withrow Circle

CSCE is to engage students, faculty, and staff in responsible and challenging actions for the common good. These actions foster the development of personal values, social responsibility, and a sense of caring for others. By coordinating volunteer opportunities, service learning and philanthropic activities, the CSCE serves as a direct link between the campus and local community.

### **Collegiate Farm Bureau**

The purpose of Collegiate Farm Bureau is: to provide educational, leadership, and service opportunities for its membership; to facilitate political engagement in agricultural issues by way of advocacy experiences, roundtable discussions, lobby trips, and professional-development opportunities; and to network with other Farm Bureau members at the local, state, regional and national level.

### **Crochet Club**

Advisor: Amanda Rollins  
President: Kymberlie Kundtz

Having a crochet club on campus would provide students with a place to meet other students that share their same hobby that they may have never met before. This would also provide a learning experience to those who never would have known about crocheting or where to start on their own.

### **E-Sports**

Advisor: Jimmy Mattern  
President: Zachary Sizemore

E-Sports is a student-run organization that focuses on creating and organizing friendly esports competitions on campus. The club will meet the desires of the collective group and will grow to include competitive matches against other colleges and universities.

### **Exercise Science Student Association (ESSA)**

Advisor(s): Chris Silette  
President: Kaylee Warfield



ESSA is to enhance professional opportunities for students pursuing a career in exercise science at Wilmington College.

### **FCNL Campus Chapter**

Advisor: Michael Snarr

President: Garrett Simmons

The FCNL Wilmington College Campus Chapter will seek to uphold the values of the Friends Committee on National Legislation, a national nonpartisan Quaker organization, as expressed in their "We Seek" statements. The We Seeks are as follows: We seek a world free of war and the threat of war, We seek a society with equity and justice for all, We seek a community where every person's potential may be fulfilled, We seek an Earth restored. The values expressed in these statements shall be upheld through on campus work to influence legislative action.

### **Fly Fishing Club**

Advisor: Russ Kincaid

The purpose of Wilmington College Fly Fishing Club is to promote fly fishing as a form of outdoor recreation by bringing together students and faculty and providing an environment conducive to learning about the arts of fly fishing and to developing a conservation ethic. This club is part of Trout Unlimited's 5 Rivers College outreach program, and the club will be affiliated with MADMEN Chapter of Trout Unlimited so that the two organizations may jointly participate in conservation projects and fishing excursions.

### **Golf Club**

Advisor: Ron Combs

President: Blaise Morris

### **Indigenous Student Association (ISA)**

Advisor(s): Wendy Grab

President: Lisa Brandenburg

ISA is to provide all interested students, Native American or not, with an opportunity to interact and promote cultural awareness and reaffirmation through events and programming. Through the organization and its members, ISA hopes to foster cultural pride, solidarity, education, and understanding among all students at Wilmington College.

### **International Club**

Advisor: Randy Sarvis

President: Olive Iragena

Both international and American students are invited to become members of the International Club. Multicultural programming, including the International Speaker Series and the International Festival, as well as off-campus social activities and educational excursions, are planned throughout the academic year.

### **Ladies In Power (LIP)**

Advisor: Laura Struve

LIP is to provide all interested students with an opportunity to interact and promote the empowerment of female identifying individuals through events, projects and various programming. Through the organization and its members, Ladies In Power hopes to foster solidarity and harmony among all students at Wilmington College.

## Latinx Student Association (LSA)

Advisor: Ana Lopez

President: Nathan Sorn

LSA is a pan-Latino student group that seeks to unite students of Wilmington College interested in sharing, celebrating, and learning about Hispanic and Latino cultures. The purpose of LSA is to provide all interested students, with an opportunity to interact and promote cultural awareness and reaffirmation through events and programming. Through the organization and its members, LSA hopes to foster solidarity among Hispanic/Latinx students and harmony among all students at Wilmington College.

The organization, in association with the Office of Diversity and Inclusion, will also serve as a resource and connection point to discuss and address concerns pertaining to the Hispanic/Latinx student body and support all efforts to improve the recruitment and retention of under-represented students.

## Men of Excellence (MOE)

Advisor: Micah Mills/Chip Murdock

MOE is to be a group that serves as a resource and connection point to discuss and address various concerns pertaining to issues within the male identifying community at Wilmington College.

## Model Arab League

Advisor: Marlaina Leppert-Wahl

President: Grace Matthews

Model Arab League (MAL) offers students **hands-on learning** with the regional and international politics of the Arab World through simulated meetings of the **League of Arab States**. Participants travel and become diplomats for a weekend, representing one of the League's 22 member states. Students draft resolutions addressing **important regional and global issues**. These resolutions are debated in council sessions following rules of parliamentary procedure. Each MAL event also includes social and cultural outings.

## National Society of Leadership and Success

Advisor: Eric McLaughlin

President: Kyah Chaney

The organization has been established to create a support group that will help students achieve their goals and thus better their lives.

## Peace Corps Prep Organization

Advisor: Lindsey Mattern

President: Ashley Brown

Peace Corps Prep Organization is to serve as a connection between the Peace Corps and Wilmington College. Students who are accepted and meet the criteria outlined through this program will receive a certificate from the Peace Corps and priority consideration in their Peace Corps application, although acceptance to the Peace Corps is not guaranteed. It also helps prepare students who are interested in doing international service, like the Peace Corps, and to recognize their achievements.

## Quaker Activities Council

Advisor: Chip Murdock

Student Director: Logan Florea

The Wilmington College Quaker Activities Council (QAC) serves as the overall coordinating body for all student activities and programs. It is QAC's goal to develop and maintain quality, diversity, and regularity in all student programs and activities. As a branch of the Student Government Association, QAC works cooperatively with all SGA recognized student organizations to better plan, coordinate, and evaluate campus programming. Through this coordinated effort, QAC hopes to encourage a greater sense of unity and participation in activities throughout the campus community. Students interested in participating QAC should contact the Advisor or Student Director.

### **Residential Student Association (RSA)**

Advisor: Nick Hoover  
President: Alexa Ward

The Resident Student Association (RSA) affords leadership and involvement opportunities for all residential students. RSA serves as a voice for on-campus students about residence hall policies and issues. The group also sponsors campus-wide activities such as a Homecoming Bonfire, Goodies for Goblins, Deck the Halls, and an Easter Egg Hunt. Wilmington College is a member of the National Association of College and University Residence Halls (NACURH) and RSA participates in leadership conferences for the Central Atlantic region.

### **Student-Athlete Advisory Committee (SAAC)**

Advisor: Ron Combs  
President: Levi Hartschuh

SAAC is to build a sense of pride among the student body. This is accomplished through both sporting and social events, community service, and other SAAC sponsored occurrences. These events will promote togetherness and build a strong sense of community among the student athletes of Wilmington College. This community will enable the student-athletes' voice to be heard within their school, administration, and community. The overall duty of Wilmington College's SAAC is to promote a more positive student-athlete image on campus and in the community.

### **Students for Life**

Advisor: Gina Beck  
Advisor: Hannah Schroeder

Members of Wilmington College Students for Life work to save lives threatened by induced abortion, euthanasia, and the destruction of human embryos for research. In furtherance of these goals, members seek to promote respect for life at Wilmington College and on a local, state, and national level, to educate on life issues, to help those in need so that life is a promising choice, and to work with others who share common goals.

### **Student Leaders Executive Board (S.L.E.B)**

Advisor: Rayshawn Eastman  
President: Annie Wise

### **Tabletop Club**

Advisor: Chris Silette

The Wilmington College Tabletop club is a student-built and run organization centered on providing a community that plays tabletop-based games. Informative events, draft nights, free play, and tournaments will supply members with a unique, interactive experience. The purpose of this club is to provide members with organized events that pertain to the teaching and playing of a variety of tabletop games.

## **Veterinarians of Tomorrow (VOT)**

Advisor: Javonne Mullins

President: Alex Yaekle

VOT is to serve as a forum for discussion of current health issues in the veterinary field; to encourage, promote, and support the other student and non-student organizations on campus; to increase knowledge of veterinarian health information to the general public; to affect change in the pre-vet education process and curriculum and to make it more responsive to the needs of the students and society; to serve as a support forum for the years leading up to and throughout the application process; to maintain its status as an independent organization; to continue to develop pre-veterinary leadership; to provide an opportunity to develop closer ties of fellowship through a social atmosphere among students interested in veterinary medicine; to provide an opportunity for interested students to explore, and gain knowledge of the field of veterinary medicine.

## **WC Boxing**

Advisor: Paula Stewart

President: Jake Stein

The Boxing Club at WC (hereinafter referred to as "WC Boxing") mission is based on physical fitness, mental wellness, and community. We accomplish this by providing instructional classes for basic boxing technique and allowing for growth to competitive bouts with USA Boxing. Lastly, those involved in boxing develop a greater respect for themselves and others through team orientated training and activities, which promotes Wilmington College's core values of respect and diversity.

## **WC Line Dancing Club**

Advisor: Paula Stewart

President: Nathan Sorn

Having a line dancing club on campus will give students the opportunity to learn the line dances they've always wanted to learn.

## **WCPride**

Advisor: June Wonn

President: Castoridae Caplinger

WCPride strives to educate others and themselves, by raising awareness about sexual and gender identities, and working with other campus groups towards eliminating intolerance and prejudice. Their goal is to create an accepting environment within the Wilmington College community and be a safe place where everyone within the LGBTQIA+ community can feel comfortable and supported. They work closely with the Office of Diversity and Inclusion to advocate for the acceptance of all people through various forms of on-campus programming and support initiatives. Membership is open.

## **WC Wellness**

Advisor: Paula Stewart

President: Sarah Balliett

WC Wellness Committee is to provide the college community of students, faculty, and staff wellness programs and associated activities to educate, promote, develop, and enhance healthy life choices, behaviors, and activities.

## Wilmingtonian (Yearbook)

Advisor: Christina Murdock

President: Logan Florea

# Religious Opportunities

## Worship and Prayer

The T. Canby Jones Meetinghouse is a place for worship, prayer, and encouraging one another in faith. Students, faculty, and staff gather for Weekly Worship in the Meetinghouse at the Quaker Heritage Center, on Wednesdays from 12:00 pm – 12:30 pm. Speakers and musicians are members of the campus and wider community. The Meetinghouse is available for personal reflection and/or corporate worship when not in use for other activities.

Campus Friends Meeting meets for worship every Sunday at the T. Canby Jones Meetinghouse, at 10:30 am. Many members of the Meeting are also members of the campus community, and students are always warmly welcomed. Worship at Campus Friends follows the traditional, “unprogrammed” Quaker form, where worshippers gather and center in silence, and anyone present is free to speak when moved by the Spirit of God.

Wilmington and the surrounding area host a number of churches with a variety of denominational affiliations, including Friends, Catholic, Methodist, Baptist, Church of Christ, Presbyterian, Pentecostal, Episcopal, Adventist, Non-denominational, and others. Many local congregations love to welcome College students.

More information on churches in the Wilmington area and how to reach them can be obtained from the Campus Minister at ext. 239.

## Small Groups

Initiated by students, staff, and faculty, a variety of small groups exist on campus aimed at nurturing and deepening the faith life of individuals and of the College community. In addition, Wilmington College has a very active volunteer program which assists students in finding places for service. Groups which meet for regular fellowship, led by Wilmington College staff, include these

## Bible Study

Bible study groups meet weekly for study and prayer, seeking to tie the Scriptures to daily life and concerns. Groups are led by interested members of the Wilmington College community, or sometimes by faith leaders invited to the campus. Students are always welcome to initiate new groups, and the campus minister is available to assist in planning and organization. Some groups are listed below.

## Builders on the Rock

Builders on the Rock Bible Study is led by pastors from Wilmington's Bible Baptist Church. Weekly meetings consist of study and prayer. All students are welcome. For more information, see the Campus Minister.

## Catholic Campus Ministry

Catholic Campus Ministry is co-sponsored by St. Columbkille Catholic Church, Wilmington. The group offers a variety of activities that include opportunities for ministry within the parish, some Mass on campus, and retreats. Membership is open to all students, staff, and faculty. For more information, contact Bud Lewis, ext. 341.

## Delight Ministries

Delight Ministries is to invite college women into Christ- centered community that fosters vulnerability and transforms stories.

## **Faith and Action**

Faith and Action is to bring God's love through service in the community as well as the world.

## **Jewish Cultural Club (JCC)**

JCC is to provide all interested students, Jewish or not, with an opportunity to interact and promote cultural awareness and reaffirmation through events and programming. Through the organization and its members, JCC hopes to foster solidarity among Jewish students and harmony among all students at Wilmington College

## **Quaker Leader Scholars (QLS)**

Recipients of the Quaker Leader Scholarship and other interested students meet regularly to develop their leadership abilities, plan service activities and deepen their spiritual life. Interested students can contact the Campus Minister for more information.

# **Title IX**

Wilmington College is committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The College strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct including disclosures of experiences that happened before their sexual misconduct including disclosures of experiences that happened before their time at the College. This is to ensure that all community members who have experienced sexual misconduct receive support, options, and information about their rights and resources.

Community members are not obligated to respond to this outreach, and this will not generate a report to law enforcement or to the Title IX Coordinator. Please be aware that under Title IX of the Education Amendments of 1972, any information about such misconduct that is disclosed to the Title IX Coordinator is to ensure resources and support are provided.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Health and Wellness Center at 937-481-2217 or Campus Ministries at 937-481-2239. For more information about reporting options and resources at Wilmington College and the community, please visit <https://www.wilmington.edu/current-students/title-ix>.

# **Academic Support Services**

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## **Office of Academic Records**

### **ACADEMIC RECORDS**

Wilmington College recognizes its responsibility to protect students and former students against the improper disclosure of information. The College will comply with all applicable state and federal laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), that relate to the retention and disclosure of information about students and former students.

### **DEFINITIONS**

Attendance includes attendance in person, online, hybrid (both online and in person) or by correspondence and the period during which an individual is working for the College under a work study program.

Education records are all records, files, documents, and other materials, maintained in any medium, that contain information directly related to a student and are maintained by the College faculty, staff and/or its agents.

Education records maintained by the College include:

- Academic records;
- Financial records;
- Computer and network use records;
- Disciplinary records;
- Employment records;
- Security records; and
- Medical and counseling records.

Education records do not include the following:

- Personal notes made by professors, teachers, staff or agents, solely for his or her use that are not shared with anyone;
- Records created and maintained by the College for purposes of compliance with the Clery Act;
- Employment records of a student whose employment is not contingent on the fact that he or she is a student;
- Alumni records containing information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student; and,
- Applications for admission until an applicant has been officially accepted to and registers at the College.
- Personal notes made by professors, teachers, staff or agents, solely for his or her use that are not shared with anyone;
- Records created and maintained by the College for purposes of compliance with the Clery Act;
- Employment records of a student whose employment is not contingent on the fact that he or she is a student;
- Alumni records containing information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student; and,
- Applications for admission until an applicant has been officially accepted to and registers at the College.

Final results include the name of the alleged student perpetrator, the violation(s) committed (policies violated and essential supporting findings), and the sanction imposed (disciplinary action taken, date, and duration).

A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including College Security personnel and health and counseling staff); a person or company with whom the College has contracted (such as an attorney, auditor, financial aid processing agent, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Disciplinary Board or a grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility for the College.

Personally identifiable information is any information which can be used, by itself or in combination with other information, to identify an individual. Examples include name, address, telephone number, social security number, student identification number, photos, or fingerprints.

## **DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION IN EDUCATION RECORDS**

### With Consent

The College will not disclose personally identifiable information contained in a student's education records without prior written consent, except as authorized by applicable state or federal law. Federal law prohibits the disclosure of personally identifiable information from educational records to a third party without written consent from the student who is at least 18 years old, or written consent from their parent or guardian if the

student is a minor. New students may sign a consent form when they are admitted to the College that allows them to consent to the release of educational records of their choosing to certain individuals (e.g., parents). Students can change their consent form at any time by visiting Academic Affairs in College Hall 202.

#### Without Consent

In addition to directory information, the College will disclose personally identifiable information contained in a student's education records without prior written consent to:

- School officials with a legitimate educational interest;
- Authorized agents of the state or federal government in connection with an audit or evaluation of federally or state supported programs;
- Authorized agents in connection with financial aid for which the student has applied or which the student has received;
- Accrediting organizations in order to carry out their accrediting functions;
- To comply with a lawfully issued court order or subpoena (the College will make reasonable efforts to notify the student prior to compliance with the subpoena) ;
- To appropriate persons in relation to a health and safety emergency, as specifically determined by the College, in accordance with FERPA;
- To an alleged victim, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non-forcible sexual offense. The disclosure will be made regardless of whether the alleged perpetrator was found to have violated any College policy with respect to the alleged crime or offense;
- To third parties, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non-forcible sexual offense, only when the alleged perpetrator has been found to have violated any College policy with respect to the alleged crime or offense;
- To comply with a court order obtained under the USA Patriot Act for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student;
- To disclose to a student's parent information regarding any violation of law or of College rule or policy as to alcohol or use or possession of other drugs, if the student is under age 21 at the time of the disclosure and the College determines that such alcohol/drug use or possession constitutes a disciplinary violation; • To disclose information provided to the College under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section; and • To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M non-immigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA Patriot Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h). Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.
- To the National Student Clearinghouse to function as the College's agent in matters including but not limited to:
  - FELP loan deferment;
  - Reporting enrollment to the NSLDS and other related enrollment and degree verification services.

#### Directory Information

Directory information will be disclosed by the College without prior written consent. Students may direct the College not to disclose their directory information by notifying the Office of the Registrar in writing, within two weeks of the first day of the fall term. Requests to withhold directory information will remain in effect until rescinded in writing by the student. (Reference our online FERPA policy: second paragraph)

At Wilmington College, directory information may include the following:



- Student name;
- Home and local address and telephone numbers;
- Major fields of study and College of enrollment;
- Degrees, honors, awards, and dates received;
- Teaching certificates/licensures received;
- Class (year of study);
- Dates of attendance;
- Most recent institution previously attended;
- Previous degrees earned and granting institutions;
- Participation in officially recognized activities and sports;
- Height and weight of members of athletic teams;
- Enrollment status (enrolled, withdrawn, full or part-time);
- Date of birth;
- Student email address; and,
- Student photo.

#### Records of Disclosures

The College shall maintain within the student's education records a record for each disclosure request and each disclosure, except for the following:

- Disclosures to the student;
- Disclosures pursuant to student's written consent;
- Disclosures to school officials with a legitimate educational interest;
- Disclosures in order to comply with a lawfully issued court order or subpoena;
- Disclosures to comply with a court order obtained under the USA Patriot Act;
- Directory information.

#### Destruction of Records

Nothing in this policy requires the continued maintenance of any student record for any particular length of time. If, under the terms of this policy, an individual has requested access to a student's education record, the record will not be destroyed before the custodian has determined whether and to what extent access is permitted.

## **STUDENTS' RIGHTS WITH RESPECT TO EDUCATION RECORDS**

#### Inspection

A student has the right, upon written request, to review the materials that are contained in the student's education records, except:

- Financial information submitted by the student's parents;
- Confidential letters and recommendations associated with admission, application for employment or receipt of an honor or honorary recognition to which the student has waived the rights of inspection and review;
- Education records containing information about more than one student, in which case the College will only permit access to that part of the record pertaining to the inquiring student.

Students wishing to review their educational records, excluding the records identified above, must make a written request to the Office of Academic Affairs or the Office of Student Affairs the appropriate office will make the requested records available within forty-five (45) days of the receipt of the request. Unless the student has an outstanding financial indebtedness to the College, copies of the records can be made at the student's expense at prevailing institutional rates.

#### Amendment

Students who believe their education records contain information that is inaccurate, misleading or otherwise in

violation of their privacy or other rights may request an amendment of the records. Students wishing to amend their records should submit a request for the amendment in writing to the Office of Academic Affairs. The request should clearly identify what records the student wants to amend and the reasons supporting the amendment. Within a reasonable amount of time, the Office of Academic Affairs will notify students of the decision regarding their request. If the education record is not amended pursuant to the student's request, the Office of Academic Affairs will inform the student of the student's right to request a formal hearing.

#### Formal Hearing

A request for a formal hearing must be made in writing to the Associate Vice President for Retention and Academic Success or the Vice President Chief Student Affairs Officer and Dean of Students, who, within a reasonable period will inform the student of the time, date and place of the hearing. A student may present relevant evidence to the issues raised and may be assisted by any person of their choice.

The panel for the hearing will consist of the Associate Vice President for Retention and Academic Success and the Vice President, Chief Academic Officer/Dean of Faculty, Vice President, Chief Student Affairs Officer/Dean of Students. In the event that one of these individuals is the party alleged to be responsible for the disputed contents of the record, the President will appoint an alternate member to the panel.

The panel shall base its decision only upon the evidence presented at the hearing. Panel decisions are considered final and will consist of a written statement summarizing the evidence presented, the findings of the panel, and its decision. The written statement will be delivered to all parties concerned.

If the decision is in favor of the student, the education records will be amended according to the decision of the panel. If the panel finds against the student, the student has the right to place a statement commenting on the information in the record and that the student disagrees with the panel. The statement will be maintained as part of the student's education records and released whenever those records are disclosed. Any student who believes that the adjudication of the student's request for amendment was unfair or not in keeping with the provisions of FERPA may make a written request for the assistance of the President of the College. In addition, students who believe the College is not in compliance with FERPA may file a complaint with the:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5920  
Phone: 1-800-872-5327 108

## 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.

The office of Accessibility and Disability Services, 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 Accessibility and 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. For additional information please see: [Accessibility Disability Services](#).

## Career Services

We help our students and alumni of Wilmington College to define a unique vision for their career and life, and connect them in multidimensional, personalized ways to the resources, people, organizations, and opportunities that will enable them to make that vision a reality. These developed skills **are necessary to manage life-work planning through career education and career counseling services**. The Office of Career Services is here to help students connect between their academic work and aligns to the world of work beyond the classroom. Whether you are thinking about internships, summer jobs, on/off-campus employment, work after graduation, or graduate school, we are here to assist.

All the services offered are geared towards the ultimate objective of being career ready and helping students find their unique place in the world and obtain meaningful employment. The primary goal of the office is to teach students and alumni the career readiness competencies they need to independently handle their life-career planning. However, the office does not serve as a job placement agency for students/alumni but connects them to career/employment opportunities whether on campus or in the marketplace.

Career Services defines career readiness as the attainment and demonstration of requisite competencies that broadly prepare college students for a successful transition into the workplace.

### Career Readiness Competencies:

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

### Services:

- **Career coaching/counseling** (Variety of personal assessments, goal setting, career planning, graduate school)
- **Career development workshops**, webinars, and scheduled individual meetings in person, through Handshake or through digital meetings
  - Resume
  - Cover Letters
  - Job Applications
  - Interviewing
  - LinkedIn
  - Job Search Strategies
  - Hidden Job Market
  - Salary Negotiations
  - Culture/Fit
  - 60 Second Commercial (Elevator Speech)
  - Professionalism in the Workplace

- Portfolio Development
- Career Timeline Mapping
- 4-year Career Readiness Strategy
- Facilitated opportunities for students to connect with potential employers such as **career fairs**, and **on-campus recruiting events**
- **Internship advising and administration for academic credit**
- Graduate school resources
- Employment/internship listings are through HANDSHAKE: [app.joinhandshake.com/login](http://app.joinhandshake.com/login)  
Please visit the **Career Service webpage** <https://www.wilmington.edu/career-services/> for current internship policy, on-line resources, schedule of workshops, and on-line calendar. To schedule individual appointments schedule on HANDSHAKE on the career services website or call the office at 937-481-2299. Specific internship documents, internship postings and campus employment, job and internship postings can be found through HANDSHAKE as well.

## Community Service

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

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 listening and viewing equipment. 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. Wilmington College Cincinnati students and faculty have access to all electronic materials through OhioLink and OPAL. For hard copy items, such as books, students and

faculty can receive items through the library at Cincinnati State or any local academic library. Watson Library Special Collections include the College Archive, 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.

## 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 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 Office 365 including Microsoft OneDrive for convenient and secure storage of personal files. 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.

## Diversity and Inclusion

The Office of Diversity, Equity and Inclusion 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.

## Directory

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### Faculty

J. Wynn Alexander, (1986), Professor of Theatre  
B.A., Hendrix College, Arkansas; M.F.A., Southern Illinois University.

Erin Bales, (2021), Assistant Professor of Occupational Therapy  
A.S., Southern State Community College; B.S., The Ohio State University; O.T.D., Rocky Mountain University of Health Professions.

Matthew Bliss, (2017) Assistant Professor of Exercise Science  
B.S., Mansfield University; M.A., Kent State University; Ph.D., Kent State University.

Jane Bogan, (2016), Associate Professor of Education  
B.S., Bowling Green State University; M.Ed., Ph.D., University of Virginia.

Saskia Boggs, (2020), Assistant Professor of Psychology  
B.A., Kalamazoo College; M.S., Ph.D., The Pennsylvania State University.

Tania Burgos-Hernandez, (2021), Assistant Professor of Agriculture  
B.S., University of Puerto Rico; M.S. and Ph.D., The Ohio State University.

Mark Chrisman, (2017), Associate Professor of Chemistry  
B.S., Wilmington College; Ph.D., University of Cincinnati.

Kendra A. Cipollini, (2004), Professor of Biology  
B.S., George Washington University; Ph.D., Pennsylvania State University.

Coreen H. Cockerill, (2008), Professor of Communication Arts and Agriculture  
B.S., M.S., & Ph.D., The Ohio State University

Mallory Coleman, (2021), Assistant Professor of Occupational Therapy, Occupational Therapy Academic  
Fieldwork Coordinator B.S., Union University, O.T.D. Huntington University.

Stephen Cukovecki, (2024), Assistant Professor of Sport Management, Faculty Enrollment Representative  
B.S., Wilmington College; M.S. Arkansas State University

Brittany Damron, (2024), Assistant Professor of Biology  
B.S. & M.S., Wright State University; Ph.D., University of Sao Paulo

Victoria DeSensi, (2010), Associate Professor of Psychology  
B.A., Miami University; Ph.D., Indiana University.

Charles Dick, (2008), Associate Professor of Accounting  
B.S., M.B.A., Xavier University; M.Ed., Ed.D., University of Cincinnati.

Sarahlee Desir, (2023), Assistant Professor of Education  
B.S. & M.A., Grambling State University; Ph.D., University at Albany State University of New York

Logan Fields, (2022), Assistant Professor of Occupational Therapy  
B.S. & M.S., Shawnee State University;

Oladapo Fagbohun, (2023), Associate Professor of Biology  
B.S., Ladoke Akintola University of Technology; M.Sc., & Ph.D., Obafemi Awolowo University

James A. FitzSimmons, (1996), Professor of Mathematics  
B.S., Xavier University; M.Ed., Ph.D., The Ohio State University.

Emily Francisco, (2023), Associate Professor of Occupational Therapy,  
B.S., Ashland University; M.S., Radford University; Ph.D., Shawnee State University

Michael J. Goldcamp, (2003), Professor of Chemistry  
B.S., Ph.D., University of Cincinnati.

Wendy Grab, (2018), Assistant Professor of Social Work  
B.A., Antioch College; M.A., University of Kentucky.

Michael Hampton (2023), Assistant Professor of English  
B.A., University of Kentucky; M.F. A, Spalding University

Evan Hatter, (2023), Assistant Professor of Music, Director of Bands

Elizabeth L. Haynes-Wiget, (2013), Associate Professor of Mathematics  
B.S., Morehead State University; M.S., Western Kentucky University; Ph.D., Southern Illinois University.

Jeff Hazelden, (2021), Assistant Professor of Communication Arts  
B.S., Kent State University; M.F.A., The Ohio State University

Martha S. Hendricks, (2002), Professor of Education  
B.A., M.A., The Ohio State University, Ed.D., University of Cincinnati.

Kacey Kelly – (2023), Assistant Professor of Agriculture  
B.S., Wilmington College, M.S., The Ohio State University

Russell W. Kincaid, (2005), Professor of Mathematics and Physics  
B.S., Denison University; Ph.D., North Carolina State University.

Mary Koshar, (2020), Assistant Professor of Mathematics  
B.S., Baldwin-Wallace College; M.S., Clemson University

Janice Kreiner, (2021), Assistant Professor of Education  
B.S., M.A., Ph.D., Kent State University

Marlaina Leppert-Wahl, (2008), Associate Professor of Political Science  
B.A., M.A., University of Cincinnati; M.A., George Washington University; Ph.D., University of Cincinnati.

Simon Lucas, (2017), Assistant Professor of Marketing  
B.A., Wilmington College; M.B.A., Tiffin University.

Megan Magana, (2023), Assistant Professor Business Administration/Mathematics  
B.A., University of Western Cape; M.A., Washington Adventist University

Carly Maris, (2024), Assistant Professor of History  
B.A., M.A., Ph.D., University of California

James E. Mattern, (2021), Assistant Professor of Sport Management  
B.S., M.S., Lock Haven University of Pennsylvania; Ed.D., United States Sports Academy.

Lindsey Mattern, (2021), Assistant Professor of Biology,  
B.S., The Ohio State University; M.A., Ph.D., Indiana University.

Brianna Matzke, (2017), Associate Professor of Music  
B.M., the University of Kansas; M.M., D.M.A., The University of Cincinnati College–Conservatory of Music.

Chadwick (Chad) W. McKay, (2015), Associate Professor of Agriculture  
B.S., Wilmington College; M.S., Southern Illinois University; Ph.D., Xavier University.

Ursula C. McTaggart, (2008), Professor of English  
B.A., University of Michigan, Ann Arbor; M.A., Indiana University; Ph.D., Indiana University.

Dore C. Meinholtz, (1991), Professor of Chemistry  
B.S., Stetson University; Ph.D., Duke University.

Angela D. Mitchell, (2002), Professor of Business Administration  
B.S., Wilmington College; M.B.A., Thomas More College; Ph.D., Walden University.

Javonne Mullins, (2021), Assistant Professor of Agriculture  
B.S., The Ohio State University; M.S., Oklahoma State University; M.A., University of Cincinnati; Ph.D., University of Missouri.

Sara Myers, (2018), Assistant Professor of Economics  
B.A., Wilmington College; M.B.A., Ohio Dominican University.

Daryl Nash, (2017), Associate Professor of Agriculture (Animal Science and Production Management)  
B.S., Wilmington College; M.S., Ph.D., Pennsylvania State University.

Keith Orejel, (2017), Assistant Professor of History  
B.A., University of California, Berkeley; M.A., Ph.D., Columbia University, New York.

Jason T. Parrish, (2021), Assistant Professor of Agriculture  
B.S., Ph.D., The Ohio State University.

Stephen Potthoff, (2003), Professor of Religion and Philosophy  
B.A., Swarthmore College; M.A., Indiana University; Ph.D., University of Minnesota.

Amanda Rollins, (2018), Assistant Professor of Biology  
B.A., West Virginia University; M.S., Ph.D., Indiana University.

Marci Rovin, (2020), Assistant Professor of English  
B.A., Wheeling Jesuit University; M.A., Ph.D., Duquesne University.

Christopher Silette, (2021), Assistant Professor of Exercise Science  
B.S., Ohio Dominican University; Ph.D., University of Toledo.

Michael T. Snarr, (2000), Professor of Political Science  
B.A., Wilmington College; M.A., Ohio University; Ph.D. The Ohio State University.

Jonathan Sparks–Franklin, (2023), Assistant Professor of Religion/Philosophy

Jeffrey P. Stahley, (2002), Associate Professor of Spanish  
B.S., Lock Haven University; M.A., West Virginia University; Ph.D., Boston College.



Laura C. Struve, (2002), Professor of English  
B.A., Trinity University; M.A., Ph.D., Princeton University.

Steve P. Szeghi, (1987), Professor of Economics  
B.S., M.A., Ph.D., University of Cincinnati.

Mohsen Tabibian, (2023), Assistant Professor of Mathematics & Data Science  
B.S., Islamic Azad University; M.S., Tarbiat Modares University; M.S. & Ph.D., University of Montana

Audrey Wagstaff, (2015), Professor of Communication Arts and Social Science  
B.A., Hiram College; M.A., Ph.D., Kent State University.

Jennifer L. Walker, (2003), Associate Professor of Athletic Training  
B.S., Wilmington College; M.A., The Ohio State University; N.A.T.A.

Nicole Wilkes, (2021), Assistant Professor of Criminal Justice  
B.S., University of Wisconsin, M.A. University of North Carolina at Chapel Hill.

Marta L. Wilkinson, (2006), Professor of English  
B.A., California State University; M.A., San Francisco State University; Ph.D., University of California, Santa Barbara.

Daren Wright, (2020), Assistant Professor of Equine Business Management, Equine Program Director  
B.S., University of Findlay; M.B.A., Grand Canyon University.

Ilfa Zhulamanova, (2023), Assistant Professor of Education  
B.S. M.A., Ph.D., Kent State University

## Administration

Coreen H. Cockerill, President of Wilmington College

B.S, M.S, PhD., The Ohio State University

Leslie Nichols, (2008) Assistant to the Office of the President

B.A. The Ohio State University

Tammy Shadley-Hutton, (1997) VP Advancement and Alumni

B.A., Wilmington College; M.S., University of Cincinnati

Adam Lohrey, (2010) Interim VP Enrollment

B.S., The Ohio State University; M.A., University of Dayton

George Dimick, (2018) VP Information Technology and Operations

B.S. DeVry Institute of Technology

Terron Cruey, (2023) Human Resource Director

B.A., University of Cincinnati; M.Ed., University of Cincinnati

J Wynn Alexander, (1986) VP Academic Affairs and Dean of Faculty

B.A., Hendrix College, Arkansas; M.F.A., Southern Illinois University

John McKiernan, (2022), Chief of Staff

B.S., University of Notre Dame; M.B.A., University of Scranton; J.D. University of Notre Dame Law School.

Sigrid B. Solomon, (2007), Vice President, Chief Student Affairs Officer/Dean of Students

B.S., Cornell University; M.Ed., East Carolina University.

Sylvia Stevens, (2003), Vice President for External Programs

B.A., Pennsylvania State University; MBA, University of Missouri–Kansas City; Ph.D., Yale University.

## Office of Academic Affairs

J Wynn Alexander, (1986) VP Academic Affairs and Dean of Faculty

Coreen H. Cockerill, (2008), President of Wilmington College, Professor of Communication Arts and Agriculture

B.S., M.S., Ph.D., The Ohio State University.

Anna Adrian, (2024) Assistant to Academic Affairs

Sonja Wilkins, (2021), Assistant to Vice President, Chief Academic Officer/Dean of Faculty and Academic Affairs Office Manager

## Office of Academic Records

Pamela Baessler, (1987–1996, 1998), Assistant Registrar

B.A., Wilmington College.

Anna Burns, ( 2003) Academic Records Specialist

Sue Hutchens, (1989–1996, 2016), Registrar

B.S., University of North Dakota.

Erin E. Sheeley, (2021), Administrative Assistant

A.S., Southern State Community College, BA Wilmington College

## Harcum Art Gallery

The Harcum Art Gallery is open to the public during posted hours of operation.

## Library

Lee A. Bowman, (2006), Cataloger/Reference Librarian

B.A., Cumberland College; M.A.Th., Bethany Theological Seminary, M.A., M.A.L.I.S., University of Wisconsin.

Kathern Hatfield, (1992), Library Collections and Technical Services Manager

Elizabeth House, (2020), Head Reference & Instruction Services, Quaker Collection

B.A., Ohio Wesleyan University; M.L.I.S., Kent State University.

Kari Siders, (2024), Director of Watson Library

## Peace Resource Center, Quaker Heritage Center

Tanya Maus, (2015), Director of the Peace Resource Center

B.A., University of Texas; M.A., Ph.D., University of Chicago.

## Office of Retention and Academic Success

Tammi Carpenter, (2006), Retention Coordinator

B.A., Wilmington College.

Nate Flack, (2022), Student Resource Center Manager

B.A., American Public University System; M.A., Western Governor's University.

Amber Walters, (2017), Director of Accessibility and Disability Services

B.S., M.S., Austin Peay State University.

## Supplemental Academic Affairs Personnel

Trent Czartoski, (2020), Academic Farm Manager

B.S., Wilmington College.

Becky Haines, (1973), Technical Director and Coordinator of Fine Arts

B.A., Wilmington College.

Stephanie McConnell-Hill, (2020), Equine Center Manager, Equine Team Coach.

Bryan Wallingford, (2019), Theatre Production Specialist

B.A., Wilmington College.

## Advancement

Brittany Christman, (2022) Assistant Director of Annual Fund

B.A. , Wilmington College

Steve Cukovecki, (2015) Director of Alumni and Family Engagement  
A.S., Fairmont State University; B.S., Wilmington College, M.A., Arkansas State University.

Chelsea Cummings, (2023) Assistant Director of Advancement Services

B.S., Wilmington College

Caitlyn Day, (2024) Advancement Associate

B.A., Wilmington College

Christopher Norman, (2024) Director of Philanthropy

B.S., Ohio Dominican University

Tammy Shadley-Hutton, (1997), Vice President of Advancement Operations  
B.A., Wilmington College; M.S., University of Cincinnati.

Ellen Short, (2023), Director of Philanthropy and Donor Relations,  
B.S., Wilmington College.

## Athletics

Briana Clark, (2023) Assistant Athletic Director  
B.A., Brevard College; M.A. Arkansas State University

Michael Pagano, (2023) Director of Athletic Communications  
B.A., Muskingham University; M.A., Messiah University

Kevin Burke, (2024) Associate Head Football Coach  
B.A., Gettysburg College; M.A., State University of New York at Stony Brook

Brandon Farley, (2022) Assistant Football Coach  
B.S., Concord University; M.B.A., Heidelberg University

Kevin Griffin, (2024) Assistant Football Coach

Jeremy Harris, (2024) Assistant Football Coach  
B.A., New Mexico State University

Mark Murnyack, (2024) Assistant Football Coach/Defensive Coordinator  
B.S., Juniata College

Moss– Head Women’s Basketball Coach

Barry Craddock, (2023) Head Men’s Baseball Coach  
B.A., Wooster College; M.S., Ohio University

Daniel Moriarty, (2024) Head Men's Lacrosse Coach  
B.S., Adelphi University

Tristen Durr, (2019) Head Coach Track and Field  
B.S., Heidelberg University

Joshua Cyrus, (2023) Assistant Coach Track and Field  
B.S., Wilmington College

Braya Elsea, (2023) Assistant Volleyball Coach  
B.A., Marietta College; M.A., Marietta College

Aly Wiseman, (2022) Head Volleyball Coach  
B.S., Marietta College

Charity Shears, (2023) Assistant Women's Basketball Coach  
B.S., West Virginia State University; M.A., La Salle University

Shadrach Brausch, (2023) Strength and Conditioning Coach  
B.S., Wilmington College; M.S., Liberty University

Megan Warren, (2023) Head Softball Coach  
B.S., Defiance College; M.B.A., Defiance College

Jake Hyatt, (2024) Assistant Athletic Director Facilities and Operations  
B.S., Wilmington College; M.A., Xavier University

Chyann Martin, (2024) Cheerleading Coach  
B.S., Wilmington College; M.S., Indiana Wesleyan University

Chris Basford, (2022), Head Wrestling Coach  
B.A., University of Nebraska; B.A., West Liberty University.

Cory Bucur, (2022), Head Men's Soccer Coach  
B.A., M.A., Lake Erie College.

Ronald E. Combs, (1998), Head Coach Men's Track and Field, Head Coach Men and Women's Cross Country  
B.A., Wilmington College.

Brian Dykhuizen, (2012), Head Athletic Trainer  
B.S., University of Cincinnati; M.S., Iowa State University.

Nick Kinder, (2021), Head Women's Soccer Coach  
B.A., Wilmington College

Jazzmine McGuire, (2021), Cheerleading Coach  
A.B., Wilmington College

Micah Mills, (2015), Head Men's Basketball Coach  
B.S., Ohio Valley University; M.S., Otterbein University.

Sydney Moss, (2022), Assistant Women's Basketball Coach  
B.A., M.A., Thomas More University

Brandon Plyler, (2022), Assistant Football Coach  
B.A., Concord University; M.B.A., Heidelberg University.

Alex Trevino, (2022), Assistant Men's Basketball Coach/Intramurals

Sophie Windover, (2021), Head Coach Women's Volleyball  
B.S., Emmanuel College.

## **Business and Finance**

Lisa Zheng, (2023) Senior Accountant

B.A., Wichita State University; M.A. Wichita State University

Jacob Christman, (2023) Administrative Accounting Assistant

B.A., Wilmington College

Alison Wells, change title Sr Director of Financial Operations

Amy Robinson, (2023) Bursar

B.S., University of Phoenix

Abir Shepard, (2023) Assistant Bursar

B.A., University of Human and Social Sciences Tunisia

Sandra Briggs, (2023) Accounts Payable Lead

H.S., Troy High School

Heather Schneder, (2019), Campus Events Manager  
B.S., Wilmington College.

Alison Wells, (2021), Accountant/Accounts Payable Supervisor  
B.S., Northern Illinois University.

## **Human Resources**

Terron Cruey, (2023) Human Resource Director

B.A., University of Cincinnati; M.Ed., University of Cincinnati

Angela Imbronyev, (2023) Payroll and Benefits Coordinator

B.A., Mt St Joseph, M.A., Indiana Wesleyan University

## Information Technology

Mary Beth Corcoran, (2010), Help Desk Manager

George Dimidik, (2018), Vice President of Information Technology  
B.S. DeVry Institute of Technology.

Vinson Harcourt, (2012), Systems Analyst  
B.S. Western Governors University.

Zachary Sizemore, (2020), Systems Technician

Kristin Zeller, (2012), Assistant Director of Information Technology  
B.S., College of Mt. St. Joseph.

Clayton Snaveley, (2023) Desktop Technician

A.A., Southern State Community College

Corey Adams, (2023) Software Support Technician

## Physical Plant

Jeremy Adkins, (2023) General Maintenance Technician

April Crank, (2019) Office Manager Physical Plant

B.A., Ohio Christian University

Cameron Phelps, (2023) General Maintenance Technician

B.A., Wilmington College

Michael Pyle, (2024) General Maintenance Technician

Brik Anderson, (2015), Assistant Groundskeeper  
B.A., Wilmington College; B.S., Utah State University.

Dana Andrews, (1995), Groundskeeping Supervisor  
B. S., Wright State.

Vince Duggins, (1991), Assistant Director Physical Plant

Randy L. Gerber, (2003), Director of the Physical Plant  
B.S., The Ohio State University.

Bob Metcalf, (1988), Carpenter  
B.S., Wilmington College.

Matthew Siders, (2016), HVAC/Plumbing Assistant  
A.A.S., Southern State Community College.

Steven Smith, (2022), General Maintenance Technician

## Enrollment Management

### Office of Admission

Christonia Fouch, (2013), Enrollment Operations Specialist  
A.S., Southern State Community College; B.A., Wilmington College.

Danny Harp, (2013), Assistant Director of Admissions and Grad Recruiting  
B.S., Johnson University.

Adam Lohrey, (2010), Vice President of Admission  
B.S., The Ohio State University; M.A., University of Dayton.

Christina Murdock, (2018), Director of Enrollment Operations and Communication  
B.A., Wilmington College.

Sandy Pierson, (2013), Administrative Assistant

Timothy Seals, (2023), Senior Admission Counselor,  
B.A., Wilberforce.

Jenny Tower, (2016), Assistant Director of Admission and Agricultural Recruiting  
B.S., Wilmington College.

Brooke Cline, (2024) Admissions Counselor

B.A., Wilmington College; M.Ed., Liberty University

William Greene, (2024) Admissions Counselor

B.S., University of Cincinnati



## Public Relations

Randall F. Sarvis, (1995), Senior Director of Public Relations  
B.S., Bowling Green State University.

## Student One Stop Center

Heather Johns, (2022), Office manager House and Residence Life,

Laura Johnson, (2018), Associate Director Student One Stop  
B.S., M.S.O.L., Mount St. Joseph.

Cheryl A. Louallen, (1991), Senior Director of Financial Aid and Student One Stop Center  
B.A., Wilmington College.

Suzanne Harmon, (2024) Assistant Director of Financial Aid

B.A., Case Western Reserve University; M.A., Case Western Reserve University

Jerome Guerra, (2024), Financial Aid Counselor

B.A., St. Edwards University

Sonia Thompson, (2013), Associate Director of Student One Stop Center  
B.S., Morehead State University.

Debbie Triance, (2013), Student One Stop Center Representative.

## External Programs

Sylvia Stevens, (2003), Vice President for External Programs  
B.A., Pennsylvania State University; M.B.A., University of Missouri–Kansas City; Ph.D., Yale University.

## President's Office

Coreen Cockerill, (2008), President of Wilmington College  
B.S., M.S., PhD., The Ohio State University

Leslie Nichols, (2008) Assistant to the Office of the President  
B.A., The Ohio State University

Daniel McCamish, (2016), Director of Institutional Effectiveness  
B.A., University of North Carolina–Asheville, M.A., Wilmington College

John McKiernan, (2022), Chief of Staff  
B.S., University of Notre Dame; M.B.A., University of Scranton; J.D. University of Notre Dame Law School.

## Student Affairs

Karen Heinrich, (2022), RN  
A.S., Xavier University

Nicholas Hoover, (2018), Director of Housing & Residence Life  
B.S., Wilmington College; M. Ed., Wright State University

Je'Taysia Johns, (2020), Administrative Assistant to the Vice President of Student Affairs  
B.A., Wilmington College.

Ana Lopez, (2020), Mental Health Counselor  
B.A., Wilmington College; M.Ed., Lindsey Wilson College.

Rayshawn Eastman, (2023) Associate VP of Student Affairs  
B.A., Mt St Joseph; M.S., Miami University; M.B.A., Pittsburg State University; Ph.D., Miami University

Nancy McCormick, (2016), Campus Minister  
B.A. Wilmington College.

Kazi McDowell, (2016), Director of Counseling  
B.S., Ohio University, M. Ed., Lindsey Wilson College.

Charles "Chip" Murdock, (2000), Senior Director, Diversity and Inclusion, and Service and Civil Engagement  
B.A., Oral Roberts University; M.M., Miami University.

Kristy Nicely, (2022), Supervisor of Mail Room

Kelly Siders, (2022), Director of Health Services  
B.A. Shawnee State University.

Sigrid B. Solomon, (2007), Vice President for Student Affairs and Dean of Students/Title IX Coordinator  
B.S., Cornell University; M.Ed., East Carolina University; Ed.D., Ashland University.

Anthony P. Wetherington, (2021), College Physician  
B.S., Mount Saint Joseph; M.D., University of Cincinnati.

Isabelle Wonn, (2022), Diversity and Inclusion, Office Support Assistant

## Emeriti Faculty

Monte R. Anderson, (1985–2021), Professor Emeritus of Agriculture  
B.S., M.S., Southern Illinois University; Ph.D., The Ohio State University.

Edward G. Agran, (1993–2016), Professor Emeritus of History  
B.A., University of California, Los Angeles; M.A., University of Colorado; Ph.D., University of Wisconsin.

Steven A. Allen, (1997–2015), Associate Professor Emeritus of Accounting  
B.A., M.B.A., Ph.D., State University at New York, University of Buffalo.

Mary Ellen Batiuk, (1983–2015), Professor Emeritus of Sociology  
B.A., Marygrove College; M.A., Ph.D., Washington University.

Michele Beery, (1997–2017), Professor Emeritus of Education  
B.S., M.Ed., Miami University; Ph.D. The Ohio State University.

Douglas J. Burks, (1980–2017), Professor Emeritus of Biology  
B.A., Earlham College; Ph.D., Case Western Reserve University.

Caralee Capone, (1987–2017), Professor Emeritus of Mathematics  
B.A., Kings College, New York; M.S.A.E., Air Force Institute of Technology; M.S.A.E., University of Dayton;  
M.B.A., Wright State University; Ph.D., University of Dayton.

Donald G. Chafin, (1976–2017), Professor Emeritus of Agriculture  
B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., The Ohio State University.

Alfred R. Conklin, (1976–2017), Professor Emeritus of Chemistry and Agriculture  
A.B., Transylvania College; M.A., Miami University; Ph.D., Indiana University.

Joyce Dozier, (1991–2015), Associate Professor Emeritus of Criminal Justice  
A.A., B.A., Augusta College; M.A., Ph.D. Kent State University.

Charlotte Fairlie, (2000–2016), Associate Professor Emeritus of English  
B.A., University of Colorado; M.A., University of Kentucky.

Gloria P. Flaherty, (1985–2007), Professor Emeritus of Education  
B.A., College of Mount St. Vincent; M.Ed., Northeastern University; Ed.D., University of Cincinnati.

E. Keith Gerritz, (1971–2002), Professor Emeritus of Psychology  
B.A., University of Minnesota; Ph.D., Columbia University.

Erika A. Goodwin, (1995–2022), Professor Emeritus of Athletic Training and Sport Sciences  
B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University, N.A.T.A.

Dorothy Gurtzweiler, (1975–2018), Professor Emeritus of Communication Arts  
B.F.A., M.A., Bowling Green State University.

Elizabeth Haskins, (1978–2017), Assistant Professor Emeritus of Music  
B.A., Wilmington College; M.M., Miami University.

Mir-Esmail Hejazifar, (1985–2017), Professor Emeritus of Physics  
B.S., University of Tabriz, Iran; M.S., University of Teheran, Iran; Ph.D., University of Michigan.

Terry Inlow, (1975 – 2016), Assistant Professor Emeritus of Art  
B.F.A., Alfred University; M.F.A., University of Cincinnati.

William A. Kincaid, (1969–2019), Professor Emeritus of Mathematics  
B.S., Youngstown State University; M.N.S., University of Oklahoma; Ed.D., University of Cincinnati.

James I. McNelis III, (2001–2018), Professor Emeritus of English  
B.A., University of California at Santa Cruz; M.A., Ph.D., University of Washington, Seattle.

Terry Miller, (1999–2014), Associate Professor Emeritus of Education  
B.A., Wilmington College; M.A., University of Cincinnati; M.Ed., Antioch–New England Graduate School; Ed.D.,  
National College of Education.

Edward B. Minnick, (1976–1986), Associate Professor Emeritus of  
B.S., M.S., Indiana State University. Industrial Education

Paul Moke, (1982–2022), Professor Emeritus of Criminal Justice and Political Science  
B.A., Wilmington College; M.A., University of Chicago; J.D., The Ohio State University; Ph.D., University of Cincinnati.

Beth Neman, (1980–2003), Professor Emeritus of English  
B.A., University of Michigan; M.A., University of Cincinnati; Ph.D., Miami University.

Vinton M. Prince, (1983–2015), Professor Emeritus of History  
B.A., Guilford College; M.A., Ph.D., University of Virginia

Ronald B. Rembert, (1989–2017), Professor Emeritus of Religion and Philosophy  
B.A., Southern Methodist University; M.A.R., Yale University; Ph.D., Emory University.

Catherine Roma, (1993–2014), Professor Emeritus of Music  
B.A., M.M., University of Wisconsin; D.M.A., University of Cincinnati.

Terry A. Rupert, (1996–2022), Associate Professor Emeritus of Sport Management  
B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D., University of Southern Mississippi.

Jerome R. Scheve, (1977–2020), Associate Professor Emeritus of Accounting  
B.S., University of Dayton; M.B.A., University of Cincinnati; C.P.A.

Sharon Sims, (1978–2012), Professor Emeritus of Health and Physical Education  
B.S., Alderson–Broaddus College; M.Ed., University of Cincinnati.

D. Neil Snarr, (1965–2008), Professor Emeritus of Sociology  
B.A., B.D., Anderson College; M.A., University of Denver; T.D., Iliff Seminary; Ph.D., The Ohio State University.

Linda S. Tecklenburg, (1999–2017). Associate Professor Emeritus of Athletic Training  
B.A., Brown University; B.S., Wilmington College; M.Ed., University of Cincinnati.

Harold Thomas, (1981–1991), Associate Professor Emeritus of Economics and Administration  
B.S., B.A., University of Arizona; M.B.A., Xavier University.

Donald E. Troike, (1977–2013), Professor Emeritus of Biology  
B.S. Capital University; Ph.D., The Ohio State University.

Douglas Woodmansee, (1991–2018), Professor Emeritus of Biology  
B.A., The Ohio State University; M.S., Ph.D., Iowa State University of Science and Technology.

Mary Rose Zink, (1986–2015), Associate Professor Emeritus of Psychology  
B.A., Marquette University; M.S., University of Georgia; Ph.D., University of Dayton.

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+*Erika Goodwin	2020-2021
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Coreen Cockerill	2023-2024

# Addendum

## Syllabus Form



### Syllabus Requirement Checklist Fall 2025

Section: \_\_\_\_\_

Professor: \_\_\_\_\_

Syllabus elements to be clearly and prominently displayed	check
<b>Course Number</b> , Section, Credit Hours, Semester, and Year.	
<b>Course Location</b> (as appropriate for the type of instruction): Building, Room, Days and Times of meeting.	
<b>Professor's Name</b> , Office Location (as appropriate for the type of instruction), Phone Number, Email, and Office Hours. <b>[Different for PEP classes. Consult your site coordinator.]</b>	
Catalog <b>Course Description</b> , with any prerequisites listed.	
Course <b>Learning Outcomes</b> . These should be specific and measurable.	
<b>Textbook</b> and other required materials.	
<b>Mode of Delivery</b> : <b>face-to-face</b> , <b>online</b> , or <b>hybrid</b> . Include an explanation of what is expected from students, how they will participate, and what technology will be required.	
<b>Skills</b> statement for Writing Intensive ( <b>W</b> ) and Global ( <b>G</b> ) classes, as provided by the program director. Include how each skill will be taught, practiced, and assessed.	
Tentative <b>Weekly Schedule</b> with assignments, topics covered, and <b>Final Exam date and time</b> .	
<b>Basis for assigning grades</b> in the course. Grading policy must include criteria for earning a letter grade, and whether or not you will be issuing +/- grades.	
Statement that says, "a <b>minimum of two hours</b> of out-of-class student work is expected for each hour of in-class time". [Different for on-line classes, see Faculty Handbook]	
Instructor's penalty for <b>academic misconduct</b> and policy regarding use of <b>artificial intelligence (AI)</b> . Include the statement, "See the current Student Handbook for the college's Academic Integrity policies as they pertain to examinations, plagiarism, classroom behavior, and the process for handling academic misconduct charges."	
Instructor's <b>attendance/absence policy</b> . Include the statement, "See the current Student Handbook for the college's Attendance Policy, especially as it pertains to excused absences."	
<b>ADA statement</b> that reads, "Americans with Disabilities Act: If you have a documented disability that requires accommodations, contact the Associate VP for Compliance in College Hall, Room 306   spencer.izor@wilmington.edu   937-481-2365" <b>[Different for Prison Education Program classes. Consult your site coordinator.]</b>	
Optional: <b>College mission</b> and/or relationship of course to the mission.	
<p>Based on the 2023-24 Faculty Handbook, Section 3.6 (page 76) and Appendix 1.9 (page 130).            If you have any questions about this checklist, please contact us:            Office of Institutional Effectiveness, College Hall 200-C, daniel_mccamish@wilmington.edu, (937) 481-2280</p>	



# Degrees & Certificates

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## Accounting, Business Administration, and Economics

### 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 finance management, marketing or Cybersecurity and logistics. 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 Finance, Management, Marketing, or Cybersecurity and Logistics. 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.

## Accounting Major

### Degree Type

Major

A total of 56 hours with grades of "C-" or better is required.

## Required Courses

Common Core 32 hours

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

## Depth Requirements

24 hours (20 hours required, 4 hours elective)

## Required Courses

Item #	Title	Credits
AC330	INTERMEDIATE ACCOUNTING I	4
AC335	INTERMEDIATE ACCOUNTING II	4
AC336	TAX ACCOUNTING	4
AC430	SPECIAL SITUATIONS AND ISSUES IN CONTEMPORARY FINANCIAL REPORTING	4
AC431	AUDITING	4

## Required Electives

4 hours of electives

Item #	Title	Credits
AC340	ACCOUNTING INFORMATION SYSTEMS	2
AC342	COST MANAGEMENT	4
AC350	TOPICS IN ACCOUNTING AND FINANCE	2-4
EC233	EXCEL-ESSENTIAL SKILLS	2
MA330	BUSINESS LAW	4

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

[AC342](#): Cost Management only available at Branch Campus

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Business Administration Major with Cybersecurity Management Concentration

### Degree Type

Major

A total of 55 semester hours with grades of "C-" or better required.

### Core Courses

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

### Concentration Requirements

Item #	Title	Credits
CY330	Intro to Cybersecurity - (RIZE)	3
CY332	Cybercrime and Governance - (RIZE)	3
CY334	Modern Cybersecurity - (RIZE)	3
CY433	Cyber Forensics - (RIZE)	3
CY495	Ethical Hacking - (RIZE)	3
DT230	INTRODUCTION TO COMPUTER PROGRAMMING	4
DT320	INTRODUCTION TO DATA SCIENCE AND DATA VIZUALIZATION	4

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

<b>Total Credits</b>	<b>106</b>
<b>Includes 48 Credits of General Education</b>	

## Business Administration Major with Finance Concentration

### Degree Type

Major

A total of 56 hours with grades of "C-" or better is required.

## Required Courses

Common Core 32 hours

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

## Depth Requirements

24 hours (16 hours required, 8 hours elective)

### Required Courses

Item #	Title	Credits
EC339	MONEY AND BANKING	4
EC340	MICROECONOMIC THEORY	4
MA369	CORPORATE FINANCE	4
MA430	STOCKS, BONDS, AND INVESTMENTS	4

### Required Electives

Item #	Title	Credits
AC336	TAX ACCOUNTING	4
AC350	TOPICS IN ACCOUNTING AND FINANCE	2-4
EC233	EXCEL-ESSENTIAL SKILLS	2
EC341	MACROECONOMIC THEORY	4
EC350	TOPICS IN ECONOMICS	2-4
EC433	ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS	4
MA330	BUSINESS LAW	4

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

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Business Administration Major with Logistics & Supply Chain Management Concentration

### Degree Type

Major

A total of 56 hours with grades of "C-" or better is required.

## Required Courses

Common Core 32 hours

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

## Depth Requirements

24 hours (16 hours required, 8 hours elective: 4 hours at upper division)

### Required Courses

Item #	Title	Credits
MA330	BUSINESS LAW	4
LG336	Forecasting and Logistics – (RIZE)	3
LG338	Sourcing & Operations – (RIZE)	3
LG431	Supply Chain Management Technologies – (RIZE)	3
LG495	Logistics Capstone – (RIZE)	3

### Required Electives

Of 24 Required: (8 hours elective: 4 hours at upper division)

Item #	Title	Credits
CA234	PUBLIC SPEAKING	2
EC340	MICROECONOMIC THEORY	4
EC233	EXCEL-ESSENTIAL SKILLS	2
EN252	TOPICS IN PROFESSIONAL WRITING	4
MA336	HUMAN RESOURCES MANAGEMENT	4
MA369	CORPORATE FINANCE	4
MA495	STRATEGIC MANAGEMENT	4
MT140	CALCULUS I	4

Any course(s) in Spanish for elective – up to 8 hours

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

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of General Education</b>	

## Business Administration Major with Management Concentration

### Degree Type

Major

A total of 56 hours with grades of "C-" or better is required.

## Required Courses

Common Core 32 hours

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

## Depth Requirements

24 hours (12 hours required, 12 hours elective, including 8 hours at upper division)

### Required Courses

Item #	Title	Credits
MA330	BUSINESS LAW	4
MA369	CORPORATE FINANCE	4
MA495	STRATEGIC MANAGEMENT	4

### Required Electives

Item #	Title	Credits
CA234	PUBLIC SPEAKING	2
EC233	EXCEL-ESSENTIAL SKILLS	2
EC340	MICROECONOMIC THEORY	4
EC341	MACROECONOMIC THEORY	4
EN252	TOPICS IN PROFESSIONAL WRITING	4
MA333	ENTREPRENEURSHIP	4
MA336	HUMAN RESOURCES MANAGEMENT	4
MA350	TOPICS IN MANAGEMENT	2-4
MA430	STOCKS, BONDS, AND INVESTMENTS	4

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

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of General Education</b>	

## Business Administration Major with Marketing Concentration

### Degree Type

Major

A total of 56 hours with grades of "C-" or better is required.

## Required Courses

Common Core 32 hours

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

## Depth Requirements

24 hours (8 hours required, 16 hours elective)

### Required Courses

Item #	Title	Credits
MK331	MARKETING RESEARCH	4
MK496	MARKETING MANAGEMENT	4

### Required Electives

Item #	Title	Credits
CA364	SOCIAL MEDIA MANGEMENT	4
EC233	EXCEL-ESSENTIAL SKILLS	2
EC340	MICROECONOMIC THEORY	4
EC341	MACROECONOMIC THEORY	4
MA330	BUSINESS LAW	4
MK336	RETAIL MANAGEMENT	4
MK337	CONSUMER BEHAVIOR	4
MK350	TOPICS IN MARKETING	2-4
MK369	B2B MARKETING/SALES	4

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

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Accounting Minor

**Degree Type**

Minor

A total of 24 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
AC231	MANAGERIAL ACCOUNTING	4
AC330	INTERMEDIATE ACCOUNTING I	4
AC335	INTERMEDIATE ACCOUNTING II	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4

## Required Electives

4 hours from the following courses:

Item #	Title	Credits
AC336	TAX ACCOUNTING	4
AC340	ACCOUNTING INFORMATION SYSTEMS	2
AC342	COST MANAGEMENT	4
AC350	TOPICS IN ACCOUNTING AND FINANCE	2-4
AC430	SPECIAL SITUATIONS AND ISSUES IN CONTEMPORARY FINANCIAL REPORTING	4
AC431	AUDITING	4
EC233	EXCEL-ESSENTIAL SKILLS	2

[AC342](#): Cost Management only available at branch

Total Credits	24
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## Business Administration Minor

### Degree Type

Minor

A total of 28 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
AC230	FINANCIAL ACCOUNTING	4
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4



## Electives

12 hours from the following courses:

Item #	Title	Credits
EC233	EXCEL-ESSENTIAL SKILLS	2
EC334	BUSINESS STATISTICS I	4
EC335	BUSINESS STATISTICS II	4
EC339	MONEY AND BANKING	4
EC340	MICROECONOMIC THEORY	4
EC341	MACROECONOMIC THEORY	4
EC430G	EQUALITY, THE ENVIRONMENT, ECONOMIC GROWTH, AND SUSTAINABLE DEVELOPMENT	4
EC433	ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS	4
MA330	BUSINESS LAW	4
MA333	ENTREPRENEURSHIP	4
MA336	HUMAN RESOURCES MANAGEMENT	4
MA350	TOPICS IN MANAGEMENT	2-4
MA369	CORPORATE FINANCE	4
MA430	STOCKS, BONDS, AND INVESTMENTS	4
MA495	STRATEGIC MANAGEMENT	4
MK331	MARKETING RESEARCH	4
MK336	RETAIL MANAGEMENT	4
MK337	CONSUMER BEHAVIOR	4
MK350	TOPICS IN MARKETING	2-4
MK369	B2B MARKETING/SALES	4
MK496	MARKETING MANAGEMENT	4
	Total Credits	28

## Economics Minor

### Degree Type

Minor

A total of 24 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
EC340	MICROECONOMIC THEORY	4
EC341	MACROECONOMIC THEORY	4

## Required

8 hours from the following:

Item #	Title	Credits
EC339	MONEY AND BANKING	4
EC350	TOPICS IN ECONOMICS	2-4
EC430G	EQUALITY, THE ENVIRONMENT, ECONOMIC GROWTH, AND SUSTAINABLE DEVELOPMENT	4
EC433	ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS	4
	Total Credits	24

# Agriculture

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 concentrations** 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 **Resource Conservation and Regenerative Agriculture** concentration teaches a whole-systems approach to agriscience—from soil to supermarket. The emerging practices of agroecology, regenerative agronomy, permaculture, soil management, and conservation planning are taught and implemented on the college's 267-acre academic farm and throughout its greenhouses, high tunnels, and raised beds. This program is ideal for students interested in federal- and state- agency soil science/soil conservation careers, and meets all qualification standards as outlined by the USDA-NRCS (at least 12 semester hours in combination of soils and crops or plant science).

Transfer students from Clark State Community College, Agricultural Technical Institute – The Ohio State University, and Southern State Community College, 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, can complete this degree program by taking the 24 Resource Conservation and Regenerative Agriculture hours remaining outside of the 26-hour Agriculture core.

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.

The **Equine Business Management** major will offer core classes in both the Equine and Business areas. The foundation of coursework will be centered on communication, science, and business management as it pertains to the equine industry. Upon completing an Equine Business Management degree, students will have the knowledge and skill set to be competitive upon entering the work force or the background to continue on with specialized academic or vocational pursuits in the equine industry. Graduates of the program are prepared for

careers in equine event management, equine nutrition, farm, and ranch management, or owning an equine related business. Please note student pursuing the Equine Business Management major cannot also pursue the Equine Studies minor.

The **Equine Studies** minor curriculum is based on core Equine classes. Electives are offered areas of Agriculture, Business, and Equine. This provides students the opportunity to tailor their education and concentrate on their area of interest. Students will be offered hands-on opportunities to manage animals, integrate solutions, and explore the scope of the equine industry. The Equine Studies minor complements majors in the area of Agriculture, Business, and Biology.

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.

## Agriculture Major with Agricultural Business Concentration

### Degree Type

Major

A total of 50 hours is required.

### Required Courses

Common Core 26 hours including 4 hours from Agriculture Natural Science electives.

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG134	EXPLORING AGRICULTURE	2
AG138	COMPUTER APPLICATIONS IN AGRICULTURE I	2
AG244	AGRICULTURAL ECONOMICS	4
AG338	COMPUTER APPLICATIONS IN AGRICULTURE II	2
AG495	SEMINAR IN AGRICULTURE	4

As part of Common Core (26 hours): Select one to complete Agriculture Natural Science Requirement (except Agronomy Concentration: CH230 required. See below.)

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
	PHXXX ANY COURSE IN PHYSICS	4

## Agricultural Business Core

6 hours

Item #	Title	Credits
AG234	Intro to Ag Business	2
AG363	AGRICULTURAL FINANCE	4

## Agricultural Business Electives

10 hours (only 4 hours outside of AG will count towards required 10 hours) from the following:

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG366	AGRICULTURAL LAW	2
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4
AG470	INTERNSHIP	2
EC334	BUSINESS STATISTICS I	4
MA330	BUSINESS LAW	4
MA369	CORPORATE FINANCE	4
MA430	STOCKS, BONDS, AND INVESTMENTS	4
MK369	B2B MARKETING/SALES	4

**AG350 – 2 hour maximum**

**AG470 – 2 hour maximum**

## Agronomy Electives

4 hours from the following:

Item #	Title	Credits
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG331	SOIL FERTILITY	4
AG332	AGROECOLOGY	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG348	PLANT HEALTH	2
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG436G	GRAIN CROP PRODUCTION	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG439	SOIL CONSERVATION	2
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

## Animal Science Electives

4 hours from the following:

Item #	Title	Credits
AG340	MEAT AND FOOD ANIMAL SCIENCE	4
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG350	TOPICS IN AGRICULTURE	2
AG374	ANIMAL GENETICS	2
AG375	ANIMAL REPRODUCTION	2
AG485	AGRICULTURE PRACTICUM	1-2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

<b>Total Credits</b>	<b>98</b>
<b>Includes 48 Credits of General Education</b>	

## Agriculture Major with Agricultural Leadership and Communications Concentration

### Degree Type

Major

A total of 54 hours is required.

### Required:

Common Core 26 hours including 4 hours from Agriculture Natural Science electives.

Item #	Title	Credits
AG272	INTRODUCTION TO AGRICULTURAL LEADERSHIP AND COMMUNICATION	2
CA233	COMMUNICATION THEORY AND CONCEPT	2
	CA234 PUBLIC SPEAKING OR TR291 POLITICAL ADVOCACY PRACTICUM – AGRICULTURE FOCUS	2
	CA234 PUBLIC SPEAKING OR TR291 POLITICAL ADVOCACY PRACTICUM – AGRICULTURE FOCUS	2
CA330	COPYWRITING AND COPY EDITING	4

## Agriculture Natural Science Requirement

As part of Common Core (26 credits) the Natural Science requirement, select one to complete (4 credits).

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
	PHXXX ANY COURSE IN PHYSICS	4

## Agricultural Leadership and Communications Core

10 hours

Item #	Title	Credits
AG272	INTRODUCTION TO AGRICULTURAL LEADERSHIP AND COMMUNICATION	2
CA233	COMMUNICATION THEORY AND CONCEPT	2
	CA234 PUBLIC SPEAKING OR TR291 POLITICAL ADVOCACY PRACTICUM – AGRICULTURE FOCUS	2
CA330	COPYWRITING AND COPY EDITING	4

## Agricultural Leadership and Communications Electives

Minimum of 6 hours. Combination must include AG and CA hours

Item #	Title	Credits
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG470	INTERNSHIP	2
CA332	FOUNDATIONS OF DIGITAL DESIGN	4
CA363	PUBLIC AND MEDIA RELATIONS	4
CA470	INTERNSHIP	1–4



## Agriculture Agribusiness Electives

4 hours from the following:

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG363	AGRICULTURAL FINANCE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG366	AGRICULTURAL LAW	2
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4

**AG350 – 2 hour maximum**

## Agronomy Electives

4 hours from the following:

Item #	Title	Credits
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG331	SOIL FERTILITY	4
AG332	AGROECOLOGY	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG348	PLANT HEALTH	2
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG436G	GRAIN CROP PRODUCTION	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG439	SOIL CONSERVATION	2
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

## Animal Science Electives

4 hours from the following:

Item #	Title	Credits
AG340	MEAT AND FOOD ANIMAL SCIENCE	4
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG350	TOPICS IN AGRICULTURE	2
AG374	ANIMAL GENETICS	2
AG375	ANIMAL REPRODUCTION	2
AG485	AGRICULTURE PRACTICUM	1-2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

<b>Total Credits</b>	<b>70</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Agriculture Major with Agronomy Concentration

### Degree Type

Major

A total of 50 hours is required.

### Required Courses

Common Core 22 hours: CH230 is required under the Agronomy Core

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG134	EXPLORING AGRICULTURE	2
AG138	COMPUTER APPLICATIONS IN AGRICULTURE I	2
AG244	AGRICULTURAL ECONOMICS	4
AG338	COMPUTER APPLICATIONS IN AGRICULTURE II	2
AG495	SEMINAR IN AGRICULTURE	4

## Agronomy Core

10 hours

Item #	Title	Credits
	AG239 SOILS OF THE MIDWEST OR AG285 AGRICULTURE PRACTICUM - CROPS, HORTICULTURE, OR SOILS FOCUS (2 HOUR MAXIMUM)	2
AG330	FOUNDATIONS OF SOIL SCIENCE	4
CH230	PRINCIPLES OF CHEMISTRY I	4

**AG285 - 2 hour maximum**

## Agronomy Electives

10 hours from the following

Item #	Title	Credits
AG331	SOIL FERTILITY	4
AG332	AGROECOLOGY	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG348	PLANT HEALTH	2
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG436G	GRAIN CROP PRODUCTION	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG439	SOIL CONSERVATION	2
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 - 2 hour maximum**

**AG485 - 2 hour maximum**

## Agricultural Business Electives

4 hours from the following:

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG363	AGRICULTURAL FINANCE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG366	AGRICULTURAL LAW	2
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4

**AG350 - 2 hour maximum**

## Animal Science Electives

4 hours from the following:

Item #	Title	Credits
AG340	MEAT AND FOOD ANIMAL SCIENCE	4
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG350	TOPICS IN AGRICULTURE	2
AG374	ANIMAL GENETICS	2
AG375	ANIMAL REPRODUCTION	2
AG485	AGRICULTURE PRACTICUM	1-2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

<b>Total Credits</b>	<b>98</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Agriculture Major with Animal Science Concentration

### Degree Type

Major

A total of 50 hours is required.

### Required Courses

Common Core 26 hours including 4 hours from Agriculture Natural Science electives.

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG134	EXPLORING AGRICULTURE	2
AG138	COMPUTER APPLICATIONS IN AGRICULTURE I	2
AG244	AGRICULTURAL ECONOMICS	4
AG338	COMPUTER APPLICATIONS IN AGRICULTURE II	2
AG495	SEMINAR IN AGRICULTURE	4

As part of Common Core (26 hours) is the Natural Science requirement: select one to complete (4 hours).

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
	PHXXX ANY COURSE IN PHYSICS	4

### Animal Science Core

6 hours

Item #	Title	Credits
	AG240 INTRODUCTORY FOOD SCIENCE OR AG246 PATHWAYS IN ANIMAL SCIENCE	2
AG349	ANIMAL NUTRITION	4

### Animal Science Electives

10 hours from the following:

Item #	Title	Credits
AG340	MEAT AND FOOD ANIMAL SCIENCE	4
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG350	TOPICS IN AGRICULTURE	2
AG374	ANIMAL GENETICS	2
AG375	ANIMAL REPRODUCTION	2
AG485	AGRICULTURE PRACTICUM	1-2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

## Agricultural Business Electives

4 hours from the following:

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG363	AGRICULTURAL FINANCE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG366	AGRICULTURAL LAW	2
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4

**AG350 – 2 hour maximum**

## Agronomy Electives

4 hours from the following:

Item #	Title	Credits
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG331	SOIL FERTILITY	4
AG332	AGROECOLOGY	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG348	PLANT HEALTH	2
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG436G	GRAIN CROP PRODUCTION	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG439	SOIL CONSERVATION	2
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

<b>Total Credits</b>	<b>98</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Equine Business Management Major

### Degree Type

Major

A total of 40 hours is required.

## Required Courses

Equine Business Management Core 18 hours

Item #	Title	Credits
EQ130	INTRODUCTION TO EQUINE STUDIES	2
EQ136	INTRODUCTION TO THE HORSE INDUSTRY	2
EQ138	BASIC HORSE HANDLING I	2
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

### Required:

4 hours from the following:

Item #	Title	Credits
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

### Required:

6 hours, including 2 hours at the 300–400–level, from the following:

Item #	Title	Credits
EQ231	BEGINNING HORSE JUDGING	2
EQ253	STABLE AND FACILITIES MANAGEMENT	4
EQ339	BASIC HORSE HANDLING II	2
EQ363	EQUINE MARKETING	2
EQ372	COMPETITIVE COURSE DESIGN	2

### Required:

4 hours from the following:

Item #	Title	Credits
EC334	BUSINESS STATISTICS I	4
MA333	ENTREPRENEURSHIP	4
MA336	HUMAN RESOURCES MANAGEMENT	4
MK337	CONSUMER BEHAVIOR	4
MK369	B2B MARKETING/SALES	4

### Required:

4 hours from the following:

Item #	Title	Credits
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG363	AGRICULTURAL FINANCE	4
EQ342	ADVANCED HORSE JUDGING	2

**Required:**

4 hours, including 2 hours at the 300–400 level, from the following:

Item #	Title	Credits
EQ134	BEGINNING EQUITATION/HORSEMANSHIP	2
EQ234	INTERMEDIATE EQUITATION/HORSEMANSHIP	2
EQ334	ADVANCED EQUITATION/HORSEMANSHIP AND TEACHING	2
EQ340	EQUINE BREAKING AND TRAINING I	4
EQ441	EQUINE BREAKING AND TRAINING II	4
<b>Total Credits</b>		<b>88</b>
<b>Includes 48 Credits of General Education</b>		

## Resource Conservation & Regenerative Agriculture Concentration (RCRA)

### Degree Type

Major

A total of 50 hours is required.

### Required Courses

As part of Common Core (26 hours) is the Natural Science requirement: select one to complete (4 hours).

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG134	EXPLORING AGRICULTURE	2
AG138	COMPUTER APPLICATIONS IN AGRICULTURE I	2
AG244	AGRICULTURAL ECONOMICS	4
AG338	COMPUTER APPLICATIONS IN AGRICULTURE II	2
AG495	SEMINAR IN AGRICULTURE	4



As part of Common Core (26 hours) is the Natural Science requirement: select one to complete (4 hours).

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
	PHXXX ANY COURSE IN PHYSICS	4

### RCRA Core

12 hours

Item #	Title	Credits
AG239	SOILS OF THE MIDWEST	2
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG332	AGROECOLOGY	4
AG439	SOIL CONSERVATION	2

### RCRA Electives

4 hours from the following:

Item #	Title	Credits
AG331	SOIL FERTILITY	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG338	COMPUTER APPLICATIONS IN AGRICULTURE II	2
AG339	SOIL AND WATER CONSERVATION POLICY	2
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

## Agricultural Business Electives

4 hours from the following:

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG363	AGRICULTURAL FINANCE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG366	AGRICULTURAL LAW	2
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4

**AG350 – 2 hour maximum**

## Animal Science Electives

4 hours from the following:

Item #	Title	Credits
AG340	MEAT AND FOOD ANIMAL SCIENCE	4
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG350	TOPICS IN AGRICULTURE	2
AG374	ANIMAL GENETICS	2
AG375	ANIMAL REPRODUCTION	2
AG485	AGRICULTURE PRACTICUM	1-2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/REPRODUCTION	4
EQ495	EQUINE BUSINESS SEMINAR	4

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

<b>Total Credits</b>	<b>98</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Agriculture Minor

**Degree Type**

Minor

A total of 26 hours is required.

## Required Courses

A total of 14 hours is required.

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG134	EXPLORING AGRICULTURE	2
AG244	AGRICULTURAL ECONOMICS	4

## Required

4 hours from the following

Item #	Title	Credits
AG333	OPERATIONS MANAGEMENT	2
AG350	TOPICS IN AGRICULTURE	2
AG361	COMMODITY MARKETING	4
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG363	AGRICULTURAL FINANCE	4
AG365	SALESMANSHIP IN AGRICULTURE	4
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
AG460	AGRICULTURAL POLICY	2
AG462	FARM MANAGEMENT	4

**AG350 – 2 hour maximum**

## Required

4 hours from the following

Item #	Title	Credits
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG334	WEED MANAGEMENT	4
AG335	ORGANIC FARMING	4
AG350	TOPICS IN AGRICULTURE	2
AG364G	WORLD FOOD	4
AG436G	GRAIN CROP PRODUCTION	4
AG437	FORAGE PRODUCTION AND MANAGEMENT	4
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

## Required

4 hours from the following

Item #	Title	Credits
AG343	DAIRY SCIENCE	4
AG344	SHEEP SCIENCE	4
AG345	SWINE SCIENCE	4
AG346	BEEF SCIENCE	4
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG350	TOPICS IN AGRICULTURE	2
AG485	AGRICULTURE PRACTICUM	1-2

**AG350 – 2 hour maximum**

**AG485 – 2 hour maximum**

Total Credits	26
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## Equine Studies Minor

### Degree Type

Minor

A total of 24 hours is required.

## Required Courses

Item #	Title	Credits
EQ130	INTRODUCTION TO EQUINE STUDIES	2
EQ136	INTRODUCTION TO THE HORSE INDUSTRY	2
EQ138	BASIC HORSE HANDLING I	2
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ363	EQUINE MARKETING	2

### Required:

4 hours from the following:

Item #	Title	Credits
EQ134	BEGINNING EQUITATION/HORSEMANSHIP	2
EQ231	BEGINNING HORSE JUDGING	2
EQ234	INTERMEDIATE EQUITATION/HORSEMANSHIP	2
EQ253	STABLE AND FACILITIES MANAGEMENT	4
MA230	INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS	4
MK230	INTRODUCTION TO MARKETING	4

**Required:**

8 hours from the following:

Item #	Title	Credits
AG347	ANIMAL HEALTH	2
AG349	ANIMAL NUTRITION	4
AG363	AGRICULTURAL FINANCE	4
EC334	BUSINESS STATISTICS I	4
EQ334	ADVANCED EQUITATION/HORSEMANSHIP AND TEACHING	2
EQ339	BASIC HORSE HANDLING II	2
EQ340	EQUINE BREAKING AND TRAINING I	4
EQ342	ADVANCED HORSE JUDGING	2
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
EQ372	COMPETITIVE COURSE DESIGN	2
EQ435	EQUINE EVENT MANAGEMENT	2
EQ441	EQUINE BREAKING AND TRAINING II	4
MA333	ENTREPRENEURSHIP	4
MA336	HUMAN RESOURCES MANAGEMENT	4
MK337	CONSUMER BEHAVIOR	4
MK369	B2B MARKETING/SALES	4
	Total Credits	24

**Sustainability Minor****Degree Type**

Minor

A total of 24 hours is required.

**Required Courses**

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
AG330	FOUNDATIONS OF SOIL SCIENCE	4

**Required:**

4 hours from the following:

Item #	Title	Credits
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4

**Required:**

12 hours, including 8 hours at the 300- or 400- level, from the following:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
AG332	AGROECOLOGY	4
AG350	TOPICS IN AGRICULTURE	2
AG460	AGRICULTURAL POLICY	2
AG470	INTERNSHIP	2
EN233	LITERATURE OF RURAL LIFE AND THE ENVIRONMENT	4
PS337G	GLOBAL POLITICS OF FOOD	4
PS341	ENVIRONMENTAL LAW AND POLICY	2
PS348G	THE POLITICAL ECONOMY OF GLOBALIZATION	4
SY333G	ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION	4
SY335	RURAL SOCIOLOGY	4
TR330/330G	STUDY/SERVICE TRIP	1-4
	Total Credits	24

# Applied Social Science

The Applied Social Science major at Wilmington College offers students the opportunity to pursue careers in public health, government, non profits, international studies, law, etc. Students majoring in Applied Social Sciences study human interactions within society, governmental policy, research methods and more specific areas depending on the concentration they choose.

In keeping with the College mission, the Social Science major encourages students to examine problems in society and apply human-centered approaches to resolving them at the local, national and international context. Although the Applied Social 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, Agriculture and 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.

## Applied Social Science Major with Food Policy and Agriculture Advocacy Concentration

### Degree Type

Major

A total of 36 hours with grades of "C-" or better required.

### Required Courses

#### Common Core Courses

12 hours

Item #	Title	Credits
SY130	INTRODUCTION TO SOCIOLOGY	4
PS343	PUBLIC POLICY AND ADVOCACY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4

#### Required

16 hours from the following:

Item #	Title	Credits
AG272	INTRODUCTION TO AGRICULTURAL LEADERSHIP AND COMMUNICATION	2
AG460	AGRICULTURAL POLICY	2
PS130	AMERICAN POLITICS	4
PS337G	GLOBAL POLITICS OF FOOD	4
PS341	ENVIRONMENTAL LAW AND POLICY	2
TR291	POLITICAL ADVOCACY PRACTICUM	2

## Required

8 hours from the following (4 hours must be upper division):

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
AG132	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG234	Intro to Ag Business	2
AG240	INTRODUCTORY FOOD SCIENCE	2
AG330	FOUNDATIONS OF SOIL SCIENCE	4
AG335	ORGANIC FARMING	4
AG350	TOPICS IN AGRICULTURE	2
<b>Total Credits</b>		<b>84</b>
<b>Includes 48 Credits of General Education</b>		

## Applied Social Science Major with a Political Science Concentration

### Degree Type

Major

A total of 36 hours with grades of "C-" or better required.

## Required Courses

Common Core – 12 hours

Item #	Title	Credits
SY130	INTRODUCTION TO SOCIOLOGY	4
PS343	PUBLIC POLICY AND ADVOCACY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4

## Required

12 hours

Item #	Title	Credits
PS130	AMERICAN POLITICS	4
PS234G	GLOBAL POLITICS	4
SS481	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II	4



## Required

12 hours from the following (10 hours must be upper division):

Item #	Title	Credits
PS231G	HUMAN RIGHTS AND THE JUDICIAL PROCESS	4
PS237G	POLITICAL SIMULATION PRACTICUM	2
PS333G	CASE STUDIES IN NONVIOLENCE AND RECONCILIATION	4
PS337G	GLOBAL POLITICS OF FOOD	4
PS340	CONSTITUTIONAL LAW	4
PS341	ENVIRONMENTAL LAW AND POLICY	2
PS348G	THE POLITICAL ECONOMY OF GLOBALIZATION	4
PS350/350G	TOPICS IN POLITICAL SCIENCE	4
TR291	POLITICAL ADVOCACY PRACTICUM	2
<b>Total Credits</b>		<b>84</b>
<b>Includes 48 Credits of General Education</b>		

## Applied Social Science Major with a Public Health Concentration

### Degree Type

Major

A total of 45 hours with grades of "C-" or better required.

## Required Courses

Common Core – 12 hours

Item #	Title	Credits
SY130	INTRODUCTION TO SOCIOLOGY	4
PS343	PUBLIC POLICY AND ADVOCACY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4

## Required

29 hours

Item #	Title	Credits
MT131	INTRODUCTION TO STATISTICS	4
PU130	INTRODUCTION TO PUBLIC HEALTH	4
PU332	GLOBAL HEALTH	4
PU334	Epidemiology –(RIZE)	3
PU338	Health Economics –(RIZE)	3
PU336	Health Services –(RIZE)	3
PU470	INTERNSHIP IN PUBLIC HEALTH	4
PU495	CAPSTONE IN PUBLIC HEALTH	4

## Required

4 hours from the following:

Item #	Title	Credits
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI349	PARASITOLOGY	4
CA363	PUBLIC AND MEDIA RELATIONS	4
CJ333	CRIME PREVENTION	4
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY331	HEALTH PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
SW230	INTRODUCTION TO ADDICTIONS COUNSELING	4
SS481	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II	4
<b>Total Credits</b>		<b>93</b>
<b>Includes 48 Credits of General Education</b>		

## Political Science Minor

### Degree Type

Minor

A total of 20 hours with grades of "C-" or better required.

## Required Courses

Item #	Title	Credits
PS130	AMERICAN POLITICS	4
PS231G	HUMAN RIGHTS AND THE JUDICIAL PROCESS	4
PS234G	GLOBAL POLITICS	4
PS330	THE PHILOSOPHICAL FOUNDATIONS OF WESTERN POLITICAL THOUGHT	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4
Total Credits		20

# Art

Students learn through practical experience how to use the tools, mediums, and techniques of artists. The minor introduces students to the practice of visual arts and prepares them for further art study. Students are encouraged to develop personal statements within their work while they produce projects that range from creating paintings to ceramics.

Students will be introduced to the techniques, ideas, and vocabularies of producing a finished piece of artwork. Studio classes are intended to develop personal skills and artistic expression. Student will demonstrate and create, through original ideas, artwork in both two- and three-dimensional media. Art minors will also examine the history of techniques, styles, and artists associated with a particular movement.

## Art Minor

### Degree Type

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

12 hours from the following:

Item #	Title	Credits
AR130	DESIGN	4
AR162	DRAWING	4
AR240	PAINTING	4
AR251	ARTISTS IN FILM	4

## Required

12 hours from the following:

Item #	Title	Credits
AR330G	ANCIENT ART CULTURES	4
AR331G	MODERN ART CULTURES	4
AR332	CERAMICS	4
AR337	PRINTMAKING	4
	Total Credits	24

# Biology

The Biology Program is designed to prepare students for careers in biology– related fields while simultaneously developing within the student an appreciation for the complexity, grandeur, and inherent value of biological systems. All of the concentrations seek to build students' understanding of and ability to utilize five core concepts: evolution; structure and function; information flow, exchange, and storage; pathways and transformations of energy and matter; and systems biology. In addition, students develop the following core competencies: ability to apply the process of science; ability to find, read, analyze, and interpret scientific literature; ability to use quantitative reasoning; ability to tap into the interdisciplinary nature of science; ability to communicate with other biologists and disciplines; and ability to understand the relationship between science and society.

Students gain a comprehensive and thorough overview of all areas of biology in the Biological Sciences I and II survey courses. The student may then specialize by taking those upper–level biology courses that most interest the student and that will provide the best preparation for a future career and life. Students finish their study of biology with a capstone research experience. The major is intended for students who wish to pursue careers such as academics, research, laboratory or field technician, medicine, veterinary medicine, and environmental management.

The curriculum offers multiple options for students; a Bachelor of Science major in Biology with available concentrations in Life Science, Health Science, or Environmental Science, or a minor in Biology. A concentration in Biotechnology is available in cooperation with several regional institutions and a transfer program in Nursing is available in cooperation with Mount Carmel College in Nursing. **Only one concentration may be chosen by those selecting a major in Biology.**

## Biology Major with Biotechnology Concentration

### Degree Type

Major

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 partner regional institutions. Program details will vary based on which biotechnology program the student has completed. The student must consult with the Office of Academic Records or the Office of Academic Affairs for further information and precise graduation requirements.

**Required:** Proficiency Exam during first semester and last semester in the major.

**Total Credits**  
**Includes 48 Credits of General Education**

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## Biology Major with Environmental Science Concentration

### Degree Type

Major

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 25 hours.

Item #	Title	Credits
BI130	FIRST YEAR SEMINAR IN BIOLOGY	1
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
BI493	BIOLOGY RESEARCH EXPERIENCE	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
MT131	INTRODUCTION TO STATISTICS	4

## Concentration Requirements

28 hours

Required course:

Item #	Title	Credits
ES332	ECOLOGY AND CONSERVATION BIOLOGY	4

## Required

8 hours of the following:

Item #	Title	Credits
BI330	ANIMAL DIVERSITY	4
BI333	PLANT BIOLOGY	4
ES330/330G	TOPICS IN FIELD BIOLOGY	4

## Required

16 hours from the following:

Item #	Title	Credits
BI330	ANIMAL DIVERSITY	4
BI333	PLANT BIOLOGY	4
BI336	EVOLUTION	4
BI338	VERTEBRATE ANATOMY	4
BI340	ANIMAL PHYSIOLOGY	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI347	ANIMAL BEHAVIOR	4
BI349	PARASITOLOGY	4
BI350/350G	ADVANCED TOPICS IN BIOLOGY	4
BI434	MOLECULAR BIOLOGY	4
BI494	BIOLOGY RESEARCH PRACTICUM	2-4
ES330/330G	TOPICS IN FIELD BIOLOGY	4

**Required:** Proficiency Exam during first semester and last semester in the major.

Repeatable when topics vary; may be taken if not chosen above.

## Biology Major with Health Science Concentration

### Degree Type

Major

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 25 hours.

Item #	Title	Credits
BI130	FIRST YEAR SEMINAR IN BIOLOGY	1
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
BI493	BIOLOGY RESEARCH EXPERIENCE	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
MT131	INTRODUCTION TO STATISTICS	4

### Concentration Requirements

28 hours

#### Required:

Item #	Title	Credits
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4

#### Required

20 hours from the following:

Item #	Title	Credits
BI336	EVOLUTION	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI346	GENETICS	4
BI347	ANIMAL BEHAVIOR	4
BI349	PARASITOLOGY	4
BI350/350G	ADVANCED TOPICS IN BIOLOGY	4
BI431	PRINCIPLES OF BIOCHEMISTRY	4
BI434	MOLECULAR BIOLOGY	4
BI494	BIOLOGY RESEARCH PRACTICUM	2-4
ES330/330G	TOPICS IN FIELD BIOLOGY	4

**Required:** Proficiency Exam during first semester and last semester in the major.

Repeatable when topics vary; may be taken if not chosen above.

## Biology Major with Life Science Concentration

### Degree Type

Major

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 25 hours.

Item #	Title	Credits
BI130	FIRST YEAR SEMINAR IN BIOLOGY	1
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
BI493	BIOLOGY RESEARCH EXPERIENCE	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
MT131	INTRODUCTION TO STATISTICS	4

### Concentration Requirements

Required

28 hours from the following:

Item #	Title	Credits
BI330	ANIMAL DIVERSITY	4
BI333	PLANT BIOLOGY	4
BI336	EVOLUTION	4
BI338	VERTEBRATE ANATOMY	4
BI340	ANIMAL PHYSIOLOGY	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI346	GENETICS	4
BI347	ANIMAL BEHAVIOR	4
BI349	PARASITOLOGY	4
BI350/350G	ADVANCED TOPICS IN BIOLOGY	4
BI431	PRINCIPLES OF BIOCHEMISTRY	4
BI434	MOLECULAR BIOLOGY	4
BI494	BIOLOGY RESEARCH PRACTICUM	2-4
ES332	ECOLOGY AND CONSERVATION BIOLOGY	4
ES330/330G	TOPICS IN FIELD BIOLOGY	4

**Required:** Proficiency Exam during first semester and the last semester in the major.

## Mount Carmel College of Nursing Partnership Program

### Degree Type

Major

A total of 53 hours with grades of "C" or better is required in all courses with a minimum overall GPA of 3.00.

### Required Courses

Item #	Title	Credits
ID120	FIRST YEAR EXPERIENCE	1
BI131	HUMAN NUTRITION	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
EN101	WRITING II	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
PY130	INTRODUCTION TO PSYCHOLOGY	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
RP239	VALUES AND ETHICS	4
RP240G	COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM	2
RP241G	COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS	2
SY130	INTRODUCTION TO SOCIOLOGY	4

### Required course

One of the following:

Item #	Title	Credits
EC334	BUSINESS STATISTICS I	4
MT131	INTRODUCTION TO STATISTICS	4
<b>Total Credits</b>		<b>101</b>
<b>Includes 48 Credits of General Education</b>		

## Biology Minor

### Degree Type

Minor

A total of 25 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

Item #	Title	Credits
BI130	FIRST YEAR SEMINAR IN BIOLOGY	1
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
MT131	INTRODUCTION TO STATISTICS	4



## Required

12 hours from the following:

Item #	Title	Credits
BI330	ANIMAL DIVERSITY	4
BI333	PLANT BIOLOGY	4
BI336	EVOLUTION	4
BI338	VERTEBRATE ANATOMY	4
BI340	ANIMAL PHYSIOLOGY	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI346	GENETICS	4
BI347	ANIMAL BEHAVIOR	4
BI349	PARASITOLOGY	4
BI350/350G	ADVANCED TOPICS IN BIOLOGY	4
BI434	MOLECULAR BIOLOGY	4
ES330/330G	TOPICS IN FIELD BIOLOGY	4
ES332	ECOLOGY AND CONSERVATION BIOLOGY	4

**Required:** Proficiency Exam during first semester and last semester in the major.

Total Credits	25
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# Chemistry

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

### Degree Type

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

Item #	Title	Credits
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	1-2
MT140	CALCULUS I	4
MT141	CALCULUS II	4
PH230	FUNDAMENTALS OF PHYSICS I	4
PH231	FUNDAMENTALS OF PHYSICS II	4
<b>Total Credits</b>		<b>102</b>
<b>Includes 48 Credits of General Education</b>		

## Chemistry Minor

### Degree Type

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

Item #	Title	Credits
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:

Item #	Title	Credits
BI431	PRINCIPLES OF BIOCHEMISTRY	4
CH334	QUANTITATIVE ANALYSIS	4
CH335	INSTRUMENTAL ANALYSIS	4
CH435	INORGANIC CHEMISTRY	4
Total Credits		24

# Communication Arts

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
- Digital Media Production

**ORGANIZATIONAL COMMUNICATIONS** – 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.

**DIGITAL MEDIA PRODUCTION** – 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.

## Communication Arts Major with Digital Media Production Concentration

### Degree Type

Major

A total of 46 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 28 hours

Item #	Title	Credits
AR130	DESIGN	4
CA131	MASS MEDIA IN A GLOBAL SOCIETY	4
CA230	BASIC PHOTOGRAPHY	4
CA233	COMMUNICATION THEORY AND CONCEPT	2
CA234	PUBLIC SPEAKING	2
CA332	FOUNDATIONS OF DIGITAL DESIGN	4
CA364	SOCIAL MEDIA MANAGEMENT	4
CA495	SENIOR STUDIO	2
	CA470 INTERNSHIP OR CA185/385 MEDIA PRACTICUM	2

## Required Courses

10 hours from the following:

Item #	Title	Credits
CA241	BASIC WEB DESIGN	2
CA336	BROADCAST MEDIA	4
CA337	ADVANCED PHOTOGRAPHY	4

## Required

8 hours from the following:

Item #	Title	Credits
CA350	TOPICS IN COMMUNICATION ARTS	2-4
CA363	PUBLIC AND MEDIA RELATIONS	4
CA365	ADVANCED DIGITAL JOURNALISM	2
SM430	FACILITY AND EVENT MANAGEMENT	4
TH335	LIGHTING DESIGN	4
TH336	SCENE DESIGN	4
TH350	ADVANCED TOPICS IN THEATRE	4
<b>Total Credits</b>		<b>94</b>
<b>Includes 48 Credits of General Education</b>		

## Organizational Communication

### Degree Type

Major

A total of 46 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 28 hours

Item #	Title	Credits
AR130	DESIGN	4
CA131	MASS MEDIA IN A GLOBAL SOCIETY	4
CA230	BASIC PHOTOGRAPHY	4
CA233	COMMUNICATION THEORY AND CONCEPT	2
CA234	PUBLIC SPEAKING	2
CA332	FOUNDATIONS OF DIGITAL DESIGN	4
CA364	SOCIAL MEDIA MANAGEMENT	4
CA495	SENIOR STUDIO	2
	CA470 INTERNSHIP OR CA185/385 MEDIA PRACTICUM	2

## Required Courses

14 hours

Item #	Title	Credits
EN131	WRITING III: ADVANCED WRITING AND PRACTICE	4
CA330	COPYWRITING AND COPY EDITING	4
CA363	PUBLIC AND MEDIA RELATIONS	4
CA365	ADVANCED DIGITAL JOURNALISM	2

## Required

4 hours from the following:

Item #	Title	Credits
CA336	BROADCAST MEDIA	4
CA337	ADVANCED PHOTOGRAPHY	4
CA350	TOPICS IN COMMUNICATION ARTS	2-4
CJ339	CRIMINAL LAW I: SUBSTANTIVE CRIMINAL LAW	4
PC332	The Peacebuilder's Toolkit	4
SM430	FACILITY AND EVENT MANAGEMENT	4
SY333G	ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION	4
TH350	ADVANCED TOPICS IN THEATRE	4

<b>Total Credits</b>	<b>94</b>
<b>Includes 48 Credits of General Education</b>	

## Communication Arts Minor

### Degree Type

Minor

A total of 24 hours is required.

## Required Courses

20 hours

Item #	Title	Credits
CA131	MASS MEDIA IN A GLOBAL SOCIETY	4
CA230	BASIC PHOTOGRAPHY	4
CA233	COMMUNICATION THEORY AND CONCEPT	2
CA234	PUBLIC SPEAKING	2
CA332	FOUNDATIONS OF DIGITAL DESIGN	4
CA364	SOCIAL MEDIA MANAGEMENT	4

## Required

4 hours from the following:

Item #	Title	Credits
CA330	COPYWRITING AND COPY EDITING	4
CA336	BROADCAST MEDIA	4
CA337	ADVANCED PHOTOGRAPHY	4
CA350	TOPICS IN COMMUNICATION ARTS	2-4
CA363	PUBLIC AND MEDIA RELATIONS	4
	Total Credits	24

# Criminal Justice

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

### Degree Type

Major

A total of 44 semester hours with grades of "C-" or better required.

### Core Courses

Item #	Title	Credits
CJ130	INTRODUCTION TO CRIMINAL JUSTICE	4
CJ231	JUVENILE JUSTICE	4
CJ234	POLICING	4
CJ331	CORRECTIONS	4
CJ342	AMERICAN COURTS	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4
	SS481 ADVANCED RESEARCH SEMINAR OR SS498 APPLIED SOCIAL JUSTICE CAPSTONE	4
SY230	THE SOCIOLOGY AND CRIMINOLOGY OF DEVIANCE	4



## Required

12 hours form the following: 6 hours must be upper division

Item #	Title	Credits
CJ201G	INTERNATIONAL CRIMINAL JUSTICE	4
CJ333	CRIME PREVENTION	4
CJ336	VICTIMOLOGY	4
CJ339	CRIMINAL LAW I: SUBSTANTIVE CRIMINAL LAW	4
CJ341	CRIMINAL LAW II: PROCEDURAL CRIMINAL LAW	4
CJ344	WOMEN and CRIME	4
CJ345	RACE and CRIME	4
CJ347	DRUGS and CRIME	4
CJ350	TOPICS IN CRIMINAL JUSTICE	4
CJ435	FORENSIC PSYCHOLOGY	4
CJ470	Internship	4
PS231G	HUMAN RIGHTS AND THE JUDICIAL PROCESS	4
PS340	CONSTITUTIONAL LAW	4
PS343	PUBLIC POLICY AND ADVOCACY	4
PY433	ABNORMAL PSYCHOLOGY	4
<b>Total Credits</b>		<b>92</b>
<b>Includes 48 Credits of General Education</b>		

## Criminal Justice Minor

### Degree Type

Minor

A total of 28 semester hours with grades of "C-" or better required.

## Required Courses

Item #	Title	Credits
CJ130	INTRODUCTION TO CRIMINAL JUSTICE	4
CJ231	JUVENILE JUSTICE	4
CJ234	POLICING	4
CJ331	CORRECTIONS	4
CJ342	AMERICAN COURTS	4
SY230	THE SOCIOLOGY AND CRIMINOLOGY OF DEVIANCE	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4
Total Credits		28

# Education

Wilmington College Teacher Education Program, which is designed to prepare teachers in the liberal arts tradition, is granted Accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through December 2025. 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, the needs of exceptional learners, and public policy and educational advocacy. Teacher education candidates are expected to possess and convey high expectations to all students they teach. Teacher education candidates will gain the ability to teach diverse student populations and develop an understanding of the particular culture and community in which they teach. They will become professional educators equipped to create positive learning environments that encourage active student engagement and self-motivation. They will become reflective practitioners who are able to collaborate with a variety of stakeholders in establishing P-12 learning communities.

In addition to Education coursework required for each major, teacher education candidates must complete requirements set forth by the Ohio Department of Education including earning passing scores on the Ohio Assessment for Educators (OAE) tests required for their respective licensure area(s). You may find a complete list of required OAE tests by licensure area by accessing <http://education.ohio.gov/Topics/Teaching/Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations> and clicking "Educator Licensure Testing Requirements".

Teacher education candidates who satisfy all other degree requirements within their major without successfully completing student teaching cannot be recommended by Wilmington College for an Ohio teaching license. The Wilmington College Teacher Education Program cannot issue teaching licenses; it can only recommend qualified teacher education candidates to the Ohio Department of Education for one of the following 4-Year Resident Educator licenses. Candidates who have successfully completed the corresponding Education major and passed all required OAE tests will be recommended.

We encourage you to apply for your teaching license as soon as possible after you graduate. Ohio Department of Education periodically changes requirements for licensure and if you are in the system with a current license, you will often be "grandfathered" into the new requirements without having to do extra work. However, if you do not get a license and the requirements change, we are bound by the state to follow the new requirements on any license application, whether or not the applicant for licensure met the requirements that were set at the time they graduated. Those new requirements could require additional coursework, different licensure exams, etc. which would have to be completed before a licensure application could be approved.

**Primary Education License** – Pre-Kindergarten through Grade 5

**Primary Education Intervention Specialist License** – Pre-Kindergarten through Grade 5, General and Special Education (dual license)

**Middle Childhood License** – Grades 4 through 9

Candidates must select two teaching fields, 20 semester hours each, from the following:

- a. Language Arts,
- b. Mathematics,
- c. Social Studies,
- d. Science.

**Adolescence to Young Adult License** – Grades 7 through 12

Candidates must complete one of the following majors relating to their desired teaching field:

- a. Integrated Language Arts,
- b. Integrated Mathematics,
- c. Integrated Social Studies,

- d. Life Sciences,
- e. Life Sciences with Chemistry

**K-12 Intervention Specialist License** – Candidates must select from either a Mild/Moderate or Moderate/Intensive concentration.

**Career-Technical License in Agriscience** – Grades 4 through 12  
Candidates must complete an Agriculture major.

## Applying for a New 4-Year Resident Educator License

In your first or second semester in the Education Program at Wilmington College, you will set up an OH ID account through the state of Ohio in order to apply for a Pre-Service teaching permit. You will be given instructions and walked through the process to set up your account. Once you have completed the tasks for the permit, you can submit the application for it. This must be complete prior to going into the classrooms for any reason ( observation, assignment completion, field practice or student teaching). Without this permit on record, you will not be able to complete any field requirements. The permit is good for 3 years so you will need to renew it prior to student teaching – be sure to watch your expiration date so you have this done in a timely fashion.

After you graduate from Wilmington College, you will use that same OH ID account to apply for the 2-year Resident Educator license. This will allow you to teach full-time in your own classroom while completing the Resident Educator program during your first two years of teaching. Once you have met those requirements you will be able to apply for a 5-year Professional Teaching License through the district in which you are teaching.

## Admission to the Teacher Education Program (For Licensure Majors Only)

Education majors who wish to become teacher education candidates for licensure must be admitted to the Teacher Education Program by the end of their fourth semester at Wilmington College. Education majors who transfer to Wilmington College with 60 or more hours must be admitted to the Teacher Education Program by the end of their second semester at Wilmington College. Candidates who have not been admitted to the Teacher Education program on time may pursue an Education Studies major or choose another major apart from Education.

All candidates must:

1. Complete ED130 and ED230 with a grade of B- or better. If a student has transferred in either a Human Development OR Educational Psychology course from another institution with a B- or higher score, the student will need to complete the ED231 Human Development and Learning Connections course to complete the remaining content from our ED230 course.
2. Earn a cumulative grade point average of at least 2.70.
3. Satisfactory completion of field experience in a school setting pre-approved by the Education Area during ED130.
4. Completion of the questionnaire required by the Ohio Department of Education regarding license eligibility and sign the ODE Office of Professional Conduct's good moral character statement of assurance.
5. Completion of BCI and FBI fingerprint report indicating "employable" (completed during ED130 or ED132).
6. Completion of teaching field as listed below:

### **Primary Education, Primary Education Intervention Specialist, and K-12 Intervention Specialist, majors must:**

Complete EN101 or EN103H, MT102, a humanities course, and a science course from the required general education curriculum with a grade of "C" or better. In addition, these courses must be completed with an average of at least 2.75.

**Middle Childhood** majors must:

Complete one course from each of the two selected content areas (English, Math, History, or Science) with a grade of “C” or better. In addition, these courses must be completed with an average of at least 2.75.

**Adolescence to Young Adult, and Career–Technical** majors must:

Complete two courses from the selected content major/concentration with a grade of “C” or better. In addition, these courses must be completed with an average of at least 2.75.

## Denial of Admission to the Teacher Education Program

Students denied admission to the Wilmington College Teacher Education Program may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to the Teacher Education Program once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

## Warning Flag System

Both prior to a student’s admission to (including Education Studies majors) and after a candidate’s admission to the Teacher Education Program, Education Area faculty, Wilmington College site supervisors, site school administrators, and cooperating teachers retain the right to issue a warning flag to a student or teacher candidate who engages in behavior that would jeopardize the student’s or teacher candidate’s ability to successfully fulfill the responsibilities of a professional educator. The behavior(s) necessitating a warning flag may be academic in nature or indicate the student or teacher candidate does not possess the dispositions the Wilmington College Education Area has identified as being essential for effective educators. These dispositions and related behaviors necessitating a warning flag are listed below. Please note that examples of warning flag behaviors listed do not constitute an exhaustive list and Education Area faculty, site supervisors, site school administrators, and cooperating teachers may address any other behaviors they deem related to a listed professional disposition. Documentation of each warning flag, and subsequent remediation plans and faculty decisions, will become part of a student’s/teacher candidate’s permanent file.

***NOTE:*** A total of three warning flags will result in a student’s or teacher candidate’s permanent removal from the Teacher Education Program.

Professional Disposition	Examples of Warning Flag Behaviors
Responsible and ethical professional behavior	<ul style="list-style-type: none"> <li>• A pattern of poor attendance in class and/or field experience</li> <li>• Repeated late assignments or failure to submit required work</li> <li>• Academic dishonesty or violations of the Wilmington College Student Code of Conduct</li> <li>• Unprofessional conduct at school sites documented by cooperating teachers or site supervisors</li> <li>• Violating student confidentiality/FERPA</li> <li>• Cumulative GPA below 2.75</li> </ul>
Professional dress and demeanor in school settings	<ul style="list-style-type: none"> <li>• Inappropriate clothing worn to field experience site</li> <li>• Inappropriate interactions or relationships with administrators, staff, students, or families</li> <li>• Befriending P–12 students via social media</li> </ul>
Respect for cultural diversity	<ul style="list-style-type: none"> <li>• Ethnic, racial, or religious slurs voiced in class or in a field setting</li> <li>• Inequitable treatment of students who are culturally or linguistically diverse</li> </ul>

Professional Disposition	Examples of Warning Flag Behaviors
	<ul style="list-style-type: none"> <li>Negative attitude demonstrated toward students whose backgrounds or abilities may be different than the teacher candidate's</li> </ul>
Belief that all students can learn	<ul style="list-style-type: none"> <li>Negative attitude about student potential demonstrated in the field or voiced to site supervisor or cooperating teacher or voiced in seminar</li> </ul>
Appreciation of the vital role of families in facilitating student learning outcomes	<ul style="list-style-type: none"> <li>Negative interaction with parents or guardians of student in a field placement setting</li> </ul>
Willingness to implement new instructional methods/technology	<ul style="list-style-type: none"> <li>Lack of response or negative response to repeated suggestions from faculty, site supervisors or cooperating teachers for improving instructional practice</li> </ul>
Interest in professional growth	<ul style="list-style-type: none"> <li>Negative attitude toward learning or professional development displayed in class or in a field setting</li> </ul>
Willingness to positively impact student learning outcomes, teaching, and school improvement	<ul style="list-style-type: none"> <li>Lack of initiative observed by faculty, site supervisors, or cooperating teachers</li> </ul>

The following steps occur in the warning flag system.

***NOTE:*** Students or teacher candidates will automatically be placed on program probation for one semester when a warning flag is issued. Those placed on program probation are encouraged to work closely with their academic advisors and Student Resource Center to develop strategies for improving overall academic and professional performance.

1. The Education Area faculty member, site supervisor, site school administrator, or cooperating teacher notifies the Wilmington College Field Director, Education Area Coordinator, and Education Area Support Coordinator of the behavior(s) constituting a warning flag(s) in writing with supporting evidence as necessary.
2. A face-to-face meeting is scheduled with the student or teacher candidate, Education Area Coordinator, Field Director, and concerned party(ies) who submitted documentation of the behavior(s) in question in order to address the issues and/or concerns constituting the warning flag(s).
3. During this meeting, the Education Area Coordinator and Field Director will specifically review warning flag documentation with the student or teacher candidate.
4. The student or teacher candidate presents a written remediation plan and timeline that s/he feels will sufficiently address Education Area concerns.
5. The student's or teacher education candidate's proposed remediation plan is presented to Education Area faculty who will reach consensus as to whether or not they will accept the remediation plan, suggest revisions to the remediation plan, or (in the event of an unemployable offense as contained in Ohio Revised Code) permanently remove the candidate from the Teacher Education Program. The Education Area Coordinator then notifies the student or teacher candidate of this decision in writing.
6. If Education Area faculty accept the student's or teacher candidate's remediation plan, s/he is placed on program probation for one semester. During the probationary semester the area coordinator (or assigned designee) will check-in with the student/teacher candidate regularly regarding progress with the remediation plan steps. At the conclusion of the probationary semester, Education Area faculty review the student's or teacher candidate's remediation plan and reach consensus as to whether or not to allow the student or teacher candidate to continue pursuing teacher licensure or to permanently remove the candidate from the Teacher Education Program.
7. If permanently removed from the Teacher Education Program, the student or teacher candidate will no longer be permitted to enroll in any Education Area coursework, internship, or field practicum course.

## Admission to Student Teaching

Student teaching represents the culmination of the teacher education candidate's educational preparation and is open only to those who have demonstrated the competencies, attitudes, and dispositions characteristic of competent, caring P-12 practitioners. Requirements for admission to student teaching include the following:

1. An overall GPA of 2.75
2. Teaching field GPA of 2.75
3. Completion of all upper-division Education coursework with a grade of "C" or better.
4. Successful completion of all Field Practicum courses, with at least one in a pre-determined urban setting or approved urban alternative.
5. Completion of at least two-thirds of teaching field/concentration courses.
6. A 2.75 average in ED285, ED385 and ED485.
7. Achieve a passing score for the OAE professional content test(s) required for Ohio licensure by deadline in semester prior to student teaching.
8. Submit a student teaching application to the Education Area during semester prior to student teaching by the specified application deadline in order to student teach the following fall or spring semester.
9. Respond to the following Ohio Department of Education questions regarding licensure eligibility:
  - a. Have you ever been convicted of, found guilty of, pled guilty to or pled no contest to any misdemeanor other than a traffic offense?
  - b. Have you ever been convicted of, found guilty of, pled guilty to or pled no contest to any felony?
  - c. Have you ever had a criminal conviction sealed or expunged?
  - d. Have you ever had ANY professional certificate, license, permit, or an application for the same, revoked, suspended, limited, or denied?
  - e. Have you ever surrendered ANY certificate, license, or permit, other than a driver's license?
10. Sign the ODE Office of Professional Conduct's good moral character statement of assurance.
11. Submit a BCI and FBI fingerprint report indicating "employable," obtained via the Educational Service Center within the last 3 months.
12. Evidence of physical and emotional fitness for student teaching
13. Recommendation by the Education faculty

## Denial of Admission to Student Teaching

Teacher candidates denied admission to student teaching may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to Student Teach once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

## Adolescence to Young Adult and Career Technical Major

### Degree Type

### Major

A total of 52 hours is required. The Education major is completed at the same time as the content area major. Courses must be completed with a grade of "C" or better, except ED130 and ED230 which must be completed with a B- or better. This major leads to a license to teach a specific content area in grades 7-12.

## Required Courses

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED133	TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS	1
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	4
ED285	FIELD PRACTICUM II	1
ED341	READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY IN CONTENT AREAS	4
ED349	SECONDARY GENERAL METHODS	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED368	CLASSROOM AND BEHAVIOR MANAGEMENT	4
ED385	FIELD PRACTICUM III	1
ED485	FIELD PRACTICUM IV	1
ED495	STUDENT TEACHING	16
SE230	INTRODUCTION TO EXCEPTIONALITIES	4

## Required

4 hours based on selected content discipline.

Item #	Title	Credits
	AG253 FOUNDATIONS OF AGRICULTURAL EDUCATION AND AG354 METHODS OF TEACHING AGRICULTURE EDUCATION	4

**OR** choose one of the following

Item #	Title	Credits
ED352	TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE	4
ED354	TEACHING MATHEMATICS 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

### Recommendation for Licensure

Licensure majors must successfully complete all degree requirements, including admission to the Teacher Education Program/teacher education candidacy and student teaching, as well as meet academic and field requirements prescribed by the Ohio Department of Education and the laws of the State of Ohio. In addition, teacher education candidates must achieve passing scores for all OAE tests required for their respective licensure area(s).

<b>Total Credits</b>	<b>100</b>
<b>Includes 48 Credits of General Education</b>	

## Education Studies Major (Non-Licensure)

### Degree Type

Major

A minimum of 52 hours is required. Courses must be completed with a grade of "C" or better.

## Required Courses

28 credit hours of core courses:

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	4
ED270	INTERNSHIP	1-8
ED331	FOUNDATIONS OF LITERACY	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED470	INTERNSHIP	1-8
SE230	INTRODUCTION TO EXCEPTIONALITIES	4

## Choose from one of the following concentrations:

### Diverse Learning - Concentration

Required: 24 credit hour

Item #	Title	Credits
ED160	BEGINNING AMERICAN SIGN LANGUAGE I	2
ED161	BEGINNING AMERICAN SIGN LANGUAGE II	2
ED162	AMERICAN SIGN LANGUAGE III	2
ED163	AMERICAN SIGN LANGUAGE IV	2
SE332	THE LAW AND DIFFERENTIATED INSTRUCTION	4
SE334	TECHNOLOGY IN SPECIAL EDUCATION: MEETING THE NEEDS OF STUDENTS WITH MILD TO MODERATE LEARNING NEEDS	2
SE343	BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4
SE364	COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE/INTENSIVE DISABILITIES	2

### Teaching and Learning - Concentration

Required: 20 credit hours

Item #	Title	Credits
ED160	BEGINNING AMERICAN SIGN LANGUAGE I	2
ED161	BEGINNING AMERICAN SIGN LANGUAGE II	2
ED243	PRIMARY EDUCATION PHILOSOPHY AND PRACTICES	4
ED347	MIDDLE CHILDHOOD PHILOSOPHY AND GENERAL TEACHING METHODS	4
ED349	SECONDARY GENERAL METHODS	4
ED368	CLASSROOM AND BEHAVIOR MANAGEMENT	4



Choose 4 credit hours from the following Teaching and Learning Electives:

Item #	Title	Credits
ED162	AMERICAN SIGN LANGUAGE III	2
ED163	AMERICAN SIGN LANGUAGE IV	2
ED352	TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE	4
ED354	TEACHING MATHEMATICS 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
ED373	MATHEMATICAL METHODS FOR PRIMARY EDUCATION	4
ED374	SOCIAL STUDIES, ENGLISH, LANGUAGE ARTS METHODS FOR PRIMARY EDUCATION	4
ED375	SCIENCE METHODS FOR PRIMARY EDUCATION	4
SE356	METHODS AND MATERIALS FOR STUDENTS WITH MODERATE OR INTENSE LEARNING NEEDS	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4

## Community Education - Concentration

Required: 16 credit hours

Item #	Title	Credits
AG253	FOUNDATIONS OF AGRICULTURAL EDUCATION	2
AG354	METHODS OF TEACHING AGRICULTURAL EDUCATION	2
AG362	AGRICULTURAL LEADERSHIP THEORY/PRACTICE	4
AG373	PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES	4
CA233	COMMUNICATION THEORY AND CONCEPT	2
CA234	PUBLIC SPEAKING	2

Choose 8\* credit hours from the following Community Education electives:

Item #	Title	Credits
CA131	MASS MEDIA IN A GLOBAL SOCIETY	4
CA363	PUBLIC AND MEDIA RELATIONS	4
CA364	SOCIAL MEDIA MANAGEMENT	4
ED133	TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS	1
ED160	BEGINNING AMERICAN SIGN LANGUAGE I	2
ED161	BEGINNING AMERICAN SIGN LANGUAGE II	2
ED233	INTEGRATED FINE ARTS FOR YOUNG CHILDREN	2
ED356	TEACHING SCIENCE IN MIDDLE CHILDHOOD AND ADOLESCENCE	4
ED375	SCIENCE METHODS FOR PRIMARY EDUCATION	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4

\* A minimum of 4 hours at the 300-level or 400-level.

## K-12 Intervention Specialist Major

### Degree Type

Major

A total of 78–80 hours is required. Courses must be completed with a grade of “C” or better, with the exception of ED130 and ED230 which must be completed with a B– or better. This major leads to a license to teach special education in grades K–12.

## Required Core Courses

48 hours

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED133	TECHNOLOGY INTEGRATION IN K–12 CLASSROOMS	1
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	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 IN CONTENT AREAS	4
ED343	READING CORE III: READING ASSESSMENT IN THE K–12 CLASSROOM	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED385	FIELD PRACTICUM III	1
ED485	FIELD PRACTICUM IV	1
ED495	STUDENT TEACHING	16
SE230	INTRODUCTION TO EXCEPTIONALITIES	4

## Required

4 hours based on content area concentration.

Item #	Title	Credits
	ED352 TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE OR ED354 TEACHING MATH IN MIDDLE CHILDHOOD AND ADOLESCENCE	4

## Required

One of the Intervention Specialist areas listed below (26 hours).

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

Item #	Title	Credits
SE232	TRANSITION SERVICES IN SPECIAL EDUCATION	4
SE332	THE LAW AND DIFFERENTIATED INSTRUCTION	4
SE334	TECHNOLOGY IN SPECIAL EDUCATION: MEETING THE NEEDS OF STUDENTS WITH MILD TO MODERATE LEARNING NEEDS	2
SE343	BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS	4
SE356	METHODS AND MATERIALS FOR STUDENTS WITH MODERATE OR INTENSE LEARNING NEEDS	4
SE358	ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4

### Required courses for Moderate/Intensive Intervention Specialist:

Item #	Title	Credits
SE232	TRANSITION SERVICES IN SPECIAL EDUCATION	4
SE332	THE LAW AND DIFFERENTIATED INSTRUCTION	4
SE343	BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS	4
SE356	METHODS AND MATERIALS FOR STUDENTS WITH MODERATE OR INTENSE LEARNING NEEDS	4
SE358	ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4
SE364	COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE/INTENSIVE DISABILITIES	2

**Students seeking licensure in both specialty areas must take all required courses for Mild/Moderate Intervention Specialist plus the following course from the Moderate/Intensive Intervention Specialist area:**

Item #	Title	Credits
SE364	COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE/INTENSIVE DISABILITIES	2
<b>Total Credits</b>		<b>126–128</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>		

## Middle Childhood Education Major

### Degree Type

Major

A total of 64 hours is required. Candidate must complete the required education coursework plus 20 hours of approved coursework in each of the two content areas, ( Mathematics, English, Science, Social Studies). Courses must be completed with a grade of "C" or better, except for ED130 and ED230 which must be completed with a B- or better. This leads to a license to teach 2 content areas in grades 4–9.

## Required Courses

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED133	TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS	1
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	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 IN CONTENT AREAS	4
ED343	READING CORE III: READING ASSESSMENT IN THE K-12 CLASSROOM	4
ED347	MIDDLE CHILDHOOD PHILOSOPHY AND GENERAL TEACHING METHODS	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED368	CLASSROOM AND BEHAVIOR MANAGEMENT	4
ED385	FIELD PRACTICUM III	1
ED485	FIELD PRACTICUM IV	1
ED495	STUDENT TEACHING	16
SE230	INTRODUCTION TO EXCEPTIONALITIES	4

## Required

8 hours from the following based on selected teaching fields.

Item #	Title	Credits
ED356	TEACHING SCIENCE IN MIDDLE CHILDHOOD AND ADOLESCENCE	4
ED358	TEACHING SOCIAL STUDIES IN MIDDLE CHILDHOOD AND ADOLESCENCE	4

## Recommendation for Licensure

Licensure majors must successfully complete all degree requirements, including admission to the Teacher Education Program/teacher education candidacy and student teaching, as well as meet academic and field requirements prescribed by the Ohio Department of Education and the laws of the State of Ohio. In addition, teacher education candidates must achieve passing scores for all OAE tests required for their respective licensure area(s).

<b>Total Credits</b>	<b>112</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Primary Education/Intervention Specialist Major

### Degree Type

Major

This is a dual licensure major, and coursework includes both general education as well as special education preparation. A total of 92 hours is required. Courses must be completed with a grade of "C" or better, except for ED130 and ED230 which must be completed with a B- or better. This major leads to a license to teach general education and special education in grades PreK-5.

## Required Courses

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED133	TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS	1
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	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	PRIMARY EDUCATION PHILOSOPHY AND PRACTICES	4
ED285	FIELD PRACTICUM II	1
ED341	READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY IN CONTENT AREAS	4
ED343	READING CORE III: READING ASSESSMENT IN THE K-12 CLASSROOM	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED373	MATHEMATICAL METHODS FOR PRIMARY EDUCATION	4
ED374	SOCIAL STUDIES, ENGLISH, LANGUAGE ARTS METHODS FOR PRIMARY EDUCATION	4
ED375	SCIENCE METHODS FOR PRIMARY EDUCATION	4
ED385	FIELD PRACTICUM III	1
ED485	FIELD PRACTICUM IV	1
ED495	STUDENT TEACHING	16
SE230	INTRODUCTION TO EXCEPTIONALITIES	4
SE332	THE LAW AND DIFFERENTIATED INSTRUCTION	4
SE343	BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS	4
SE358	ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS	4
SE361	COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION	4
SE373	MATH AND SCIENCE INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES	4
SE374	SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES	4

### Recommendation for Licensure

Licensure majors must successfully complete all degree requirements, including admission to the Teacher Education Program/teacher education candidacy and student teaching, as well as meet academic and field requirements prescribed by the Ohio Department of Education and the laws of the State of Ohio. In addition, teacher education candidates must achieve passing scores for all OAE tests required for their respective licensure area(s).

<b>Total Credits</b>	<b>140</b>
<b>Includes 48 Credits of General Education</b>	

## Primary Education Major

### Degree Type

Major

A total of 72 hours is required. Courses must be completed with a grade of "C" or better, with the exception of ED130 and ED230 which must be completed with a B- or better. This major leads to a license to teach general education in grades PreK–5.

### Required Courses

Item #	Title	Credits
ED130	FOUNDATIONS OF EDUCATION	4
ED133	TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS	1
ED230	HUMAN DEVELOPMENT AND LEARNING THEORY	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	PRIMARY EDUCATION PHILOSOPHY AND PRACTICES	4
ED285	FIELD PRACTICUM II	1
ED341	READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY IN CONTENT AREAS	4
ED343	READING CORE III: READING ASSESSMENT IN THE K-12 CLASSROOM	4
ED360	SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES	4
ED368	CLASSROOM AND BEHAVIOR MANAGEMENT	4
ED373	MATHEMATICAL METHODS FOR PRIMARY EDUCATION	4
ED374	SOCIAL STUDIES, ENGLISH, LANGUAGE ARTS METHODS FOR PRIMARY EDUCATION	4
ED375	SCIENCE METHODS FOR PRIMARY EDUCATION	4
ED385	FIELD PRACTICUM III	1
ED485	FIELD PRACTICUM IV	1
ED495	STUDENT TEACHING	16
SE230	INTRODUCTION TO EXCEPTIONALITIES	4

### Recommendation for Licensure

Licensure majors must successfully complete all degree requirements, including admission to the Teacher Education Program/teacher education candidacy and student teaching, as well as meet academic and field requirements prescribed by the Ohio Department of Education and the laws of the State of Ohio. In addition, teacher education candidates must achieve passing scores for all OAE tests required for their respective licensure area(s).

<b>Total Credits</b>	<b>120</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

# English

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

### Degree Type

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

Item #	Title	Credits
EN134	INTRODUCTION TO ENGLISH LITERATURE	1
EN239	DISCOVERING LITERATURE	4
EN242	AMERICAN LITERATURE SURVEY	4
EN244G	BRITISH LITERATURE: FROM CASTLES TO COLONIES	4
EN245G	BRITISH LITERATURE: RULE BRITANNIA TO COOL BRITANNIA	4
EN331	SHAKESPEARE	4
EN430G	STUDIES IN WORLD LITERATURE	4
EN495	SENIOR SEMINAR	4

## Required

12 additional hours, including 8 hours of upper division.

Item #	Title	Credits
EN131	WRITING III: ADVANCED WRITING AND PRACTICE	4
EN150	TOPICS IN LITERATURE	2
EN232	VARIETIES OF LITERATURE	4
EN233	LITERATURE OF RURAL LIFE AND THE ENVIRONMENT	4
EN235	LITERATURE FOR CHILDREN AND YOUNG ADULTS	4
EN250G	TOPICS IN GLOBAL LITERATURE	4
EN251/251G	TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY	4
EN252	TOPICS IN PROFESSIONAL WRITING	4
EN330	MAJOR AUTHORS OR MOVEMENTS	4
EN334	LITERARY STUDIES	4
EN338	NEW AMERICAN STORIES	4
EN350	ADVANCED TOPICS IN LITERATURE	2
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
TH330G	DRAMATIC LITERATURE I	4
TH331G	DRAMATIC LITERATURE II	4
EN336	CREATIVE WRITING	4
<b>Total Credits</b>		<b>89</b>
<b>Includes 48 Credits of General Education</b>		

## English Minor

### Degree Type

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. Please note students pursuing the English minor cannot also pursue the Professional Writing minor.



20 hours from the following:

Item #	Title	Credits
EN131	WRITING III: ADVANCED WRITING AND PRACTICE	4
EN134	INTRODUCTION TO ENGLISH LITERATURE	1
EN150	TOPICS IN LITERATURE	2
EN232	VARIETIES OF LITERATURE	4
EN233	LITERATURE OF RURAL LIFE AND THE ENVIRONMENT	4
EN235	LITERATURE FOR CHILDREN AND YOUNG ADULTS	4
EN239	DISCOVERING LITERATURE	4
EN242	AMERICAN LITERATURE SURVEY	4
EN244G	BRITISH LITERATURE: FROM CASTLES TO COLONIES	4
EN245G	BRITISH LITERATURE: RULE BRITANNIA TO COOL BRITANNIA	4
EN250G	TOPICS IN GLOBAL LITERATURE	4
EN251/251G	TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY	4
EN252	TOPICS IN PROFESSIONAL WRITING	4
EN330	MAJOR AUTHORS OR MOVEMENTS	4
EN331	SHAKESPEARE	4
EN334	LITERARY STUDIES	4
EN338	NEW AMERICAN STORIES	4
EN350	ADVANCED TOPICS IN LITERATURE	2
EN430G	STUDIES IN WORLD LITERATURE	4
EN495	SENIOR SEMINAR	4
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
TH330G	DRAMATIC LITERATURE I	4
TH331G	DRAMATIC LITERATURE II	4
	Total Credits	20

## Professional Writing Minor

### Degree Type

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. Please note students pursuing the Professional Writing minor cannot also pursue the English minor.

## Required Courses

12 hours

Item #	Title	Credits
EN131	WRITING III: ADVANCED WRITING AND PRACTICE	4
EN252	TOPICS IN PROFESSIONAL WRITING	4
CA330	COPYWRITING AND COPY EDITING	4

## Required

8 hours – at least 6 hours must be upper-division

Item #	Title	Credits
AG272	INTRODUCTION TO AGRICULTURAL LEADERSHIP AND COMMUNICATION	2
	ANY ENGLISH 200, 300, OR 400 LEVEL CLASS (EN236: CREATIVE WRITING STRONGLY SUGGESTED)	2-4
	EN270/470 INTERNSHIP	1-4

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

Total Credits	20
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# Exercise Science

The Exercise Science program is designed to prepare students for entry-level positions in various health and fitness occupations or for graduate education in exercise science or other such pre-professional, health-related disciplines as athletic training, physical therapy, physician assistance or medicine. Students must complete one of three concentration areas: Allied Health (preferred track for students planning on a career in Physical Therapy, Occupational Therapy, Chiropractic Medicine, Nutrition, or other medical /clinical related field), Sport Performance (preferred track for students who plan on earning certification in Personal Training and/or Strength & Conditioning), or Pre-Athletic Training (AT). The Pre-AT concentration may be completed at either a traditional (4-year) or accelerated (3-year) pace. The student must have a minimal entrance Math placement of MT106/107 and an English placement of EN101 for consideration to the accelerated Pre-AT program.

The major requires a field experience that serves to complement the classroom learning and provide valuable on-the-job experience. The field experience is designed to allow students to gain professional experience in the fitness or allied health industry. The field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of Exercise Science. Students continuing to graduate education in a health-related discipline may utilize these field experience hours toward program required clinical observations.

## Exercise Science - Allied Health Concentration

### Degree Type

Major

A total of 56 hours.

### Required

Common Core 36 hours

Item #	Title	Credits
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
SM130	FIRST AID AND CPR	1
XS130	INTRODUCTION TO EXERCISE SCIENCE	2
XS232	EXERCISE SCIENCE SEMINAR: PROFESSIONAL ORGANIZATIONS AND DEVELOPMENT	1
XS355	PHYSIOLOGY OF EXERCISE	4
XS365	EXERCISE TESTING AND PRESCRIPTION	4
XS285	FIELD EXPERIENCE IN EXERCISE SCIENCE	2
XS485	FIELD EXPERIENCE IN EXERCISE SCIENCE	2-6
XS496	SENIOR EXERCISE SCIENCE THESIS	4

## Required

10 hours from the following.

Item #	Title	Credits
XS231	MEDICAL TERMINOLOGY	4
XS340	KINESIOLOGY	4
XS332	EXERCISE SCIENCE SEMINAR: ETHICS	1
XS432	EXERCISE SCIENCE SEMINAR: PROFESSIONAL BEST PRACTICES	1

## Required

10 hours from the following: [*\*Some courses have required prerequisites*]

Item #	Title	Credits
AT130	INTRODUCTION TO ATHLETIC TRAINING	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
HP100	PERSONAL WELLNESS	2
HP230	PRINCIPLES OF COACHING	4
MT131	INTRODUCTION TO STATISTICS	4
PH230	FUNDAMENTALS OF PHYSICS I	4
PH231	FUNDAMENTALS OF PHYSICS II	4
PY130	INTRODUCTION TO PSYCHOLOGY	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
PU334	Epidemiology –(RIZE)	3
SM230	INTRODUCTION TO SPORT MANAGEMENT	4
SM333	MORAL AND ETHICAL REASONING IN SPORT	2
SM440	LEADERSHIP IN SPORT	4
SY130	INTRODUCTION TO SOCIOLOGY	4
XS135	EMERGENCY CARE	4
XS331	EXERCISE AND SPORT NUTRITION	4
XS342	PRINCIPLES OF PHYSICAL TRAINING	2
XS344	Food Economics – (RIZE)	3
XS356	Lifecycle Nutrition I – (RIZE)	3
XS357	Lifecycle Nutrition II –(RIZE)	3
XS360	BIOMECHANICS	2
XS362	Medical Nutrition Therapy– (RIZE)	3
XS363	STRENGTH AND FITNESS PROGRAMMING	2
XS431	ADVANCED NUTRITION	4
XS440	PRINCIPLES OF ATHLETIC TRAINING/DRUG ABUSE & POLICY MAKING	2

Recommended prerequisites for Physical Therapy – [BI230](#), [BI231](#), [CH230](#), [CH231](#), [PH230](#), [PH231](#), [PY130](#), [XS231](#)

Recommended prerequisites for Occupational Therapy – [MT131](#), [PY130](#), [PY231](#), [PY433](#), [XS231](#)

Recommended prerequisites for Athletic Training – [CH230](#), [HP100](#), [MT131](#), [PH230](#), [XS231](#)

Recommended for Personal Training or Strength & Conditioning Certification – [HP230](#), [PY130](#), [XS331](#), [XS360](#), [XS363](#)

The Exercise Science curriculum is also for students who plan on a career in Medicine, Chiropractic, Physician Assistant, Cardiovascular/Respiratory Therapy, Nursing, and Dietetics.

Students will work with their advisor to develop a plan that best suits the student's needs. Additional courses may be needed or lesser may be taken depending on specific Graduate/Professional school requirements.

**Total Credits**

**104**

## Exercise Science - Sports Nutrition Concentration

### Degree Type

Major

A total of 56 hours. Grades of "C-" or better required.

### Required

Common Core 36 hours

Item #	Title	Credits
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
SM130	FIRST AID AND CPR	1
XS130	INTRODUCTION TO EXERCISE SCIENCE	2
XS232	EXERCISE SCIENCE SEMINAR: PROFESSIONAL ORGANIZATIONS AND DEVELOPMENT	1
XS285	FIELD EXPERIENCE IN EXERCISE SCIENCE	2
XS355	PHYSIOLOGY OF EXERCISE	4
XS365	EXERCISE TESTING AND PRESCRIPTION	4
XS485	FIELD EXPERIENCE IN EXERCISE SCIENCE	2-6
XS496	SENIOR EXERCISE SCIENCE THESIS	4

### Required

14 hours from the following.

Item #	Title	Credits
PU334	Epidemiology -(RIZE)	3
XS331	EXERCISE AND SPORT NUTRITION	4
XS431	ADVANCED NUTRITION	4
XS357	Lifecycle Nutrition II -(RIZE)	3

*\* Some courses have required prerequisites.*

## Required

6 hours from the following:

Item #	Title	Credits
AG240	INTRODUCTORY FOOD SCIENCE	2
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
BI343	MICROBIOLOGY AND IMMUNOLOGY	4
BI431	PRINCIPLES OF BIOCHEMISTRY	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
HP100	PERSONAL WELLNESS	2
HP230	PRINCIPLES OF COACHING	4
MT131	INTRODUCTION TO STATISTICS	4
PY130	INTRODUCTION TO PSYCHOLOGY	4
SY130	INTRODUCTION TO SOCIOLOGY	4
SM230	INTRODUCTION TO SPORT MANAGEMENT	4
SM333	MORAL AND ETHICAL REASONING IN SPORT	2
SM440	LEADERSHIP IN SPORT	4
XS231	MEDICAL TERMINOLOGY	4
XS360	BIOMECHANICS	2
XS362	Medical Nutrition Therapy- (RIZE)	3
XS363	STRENGTH AND FITNESS PROGRAMMING	2
XS340	KINESIOLOGY	4
XS342	PRINCIPLES OF PHYSICAL TRAINING	2
XS344	Food Economics - (RIZE)	3
XS356	Lifecycle Nutrition I - (RIZE)	3
XS440	PRINCIPLES OF ATHLETIC TRAINING/DRUG ABUSE & POLICY MAKING	2

*\* Some courses have required prerequisites.*

Students working towards for Nutrition Graduate Programs may need CH230 [Principles of Chemistry I], CH231 [Principles of Chemistry II], XS356 [Lifecycle Nutrition I], XS344 [Food Economics], and XS362 [Medical Nutrition Therapy] as prerequisites for Graduate Programs in Nutrition & Dietetics.

*Students will work with their advisor to develop a plan that best suits the student's needs. Additional courses may need to be taken depending on specific Graduate/Professional school requirements.*

<b>Total Credits</b>	<b>104</b>
<b>Includes 48 Credits of General Education</b>	

## Exercise Science Major

### Degree Type

Major

A total of 56 hours. Grades of "C-" or better required.

## Required

Common Core 36 hours

Item #	Title	Credits
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
SM130	FIRST AID AND CPR	1
XS130	INTRODUCTION TO EXERCISE SCIENCE	2
XS232	EXERCISE SCIENCE SEMINAR: PROFESSIONAL ORGANIZATIONS AND DEVELOPMENT	1
XS285	FIELD EXPERIENCE IN EXERCISE SCIENCE	2
XS355	PHYSIOLOGY OF EXERCISE	4
XS365	EXERCISE TESTING AND PRESCRIPTION	4
XS485	FIELD EXPERIENCE IN EXERCISE SCIENCE	2-6
XS496	SENIOR EXERCISE SCIENCE THESIS	4



## Required

10 hours from the following.

Item #	Title	Credits
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
HP100	PERSONAL WELLNESS	2
HP230	PRINCIPLES OF COACHING	4
MT131	INTRODUCTION TO STATISTICS	4
PH230	FUNDAMENTALS OF PHYSICS I	4
PH231	FUNDAMENTALS OF PHYSICS II	4
PY130	INTRODUCTION TO PSYCHOLOGY	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
SM230	INTRODUCTION TO SPORT MANAGEMENT	4
SM333	MORAL AND ETHICAL REASONING IN SPORT	2
SM440	LEADERSHIP IN SPORT	4
SY130	INTRODUCTION TO SOCIOLOGY	4
XS231	MEDICAL TERMINOLOGY	4
XS331	EXERCISE AND SPORT NUTRITION	4
XS342	PRINCIPLES OF PHYSICAL TRAINING	2
XS360	BIOMECHANICS	2
XS363	STRENGTH AND FITNESS PROGRAMMING	2
XS440	PRINCIPLES OF ATHLETIC TRAINING/DRUG ABUSE & POLICY MAKING	2

Recommended prerequisites for Physical Therapy – [BI230](#), [BI231](#), [CH230](#), [CH231](#), [PH230](#), [PH231](#), [PY130](#), [XS231](#)

Recommended prerequisites for Occupational Therapy – [MT131](#), [PY130](#), [PY231](#), [PY433](#), [XS231](#)

Recommended prerequisites for Athletic Training – [CH230](#), [HP100](#), [MT131](#), [PH230](#), [XS231](#)

Recommended for Personal Training or Strength & Conditioning Certification – [HP230](#), [PY130](#), [XS331](#), [XS360](#), [XS363](#)

The Exercise Science curriculum is also for students who plan on a career in Medicine, Chiropractic, Physician Assistant, Cardiovascular/Respiratory Therapy, Nursing, and Dietetics.

Students will work with their advisor to develop a plan that best suits the student's needs. Additional courses may be needed or lesser may be taken depending on specific Graduate/Professional school requirements.

<b>Total Credits</b>	<b>98</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Exercise Science Minor

### Degree Type

Minor

A total of 24 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
BI203	HUMAN BIOLOGY	4
HS344	ANATOMY & PHYSIOLOGY I	4
XS130	INTRODUCTION TO EXERCISE SCIENCE	2
XS355	PHYSIOLOGY OF EXERCISE	4
XS365	EXERCISE TESTING AND PRESCRIPTION	4

## Required

6 hours from the following:

Item #	Title	Credits
BI131	HUMAN NUTRITION	4
XS331	EXERCISE AND SPORT NUTRITION	4
XS340	KINESIOLOGY	4
XS360	BIOMECHANICS	2
XS363	STRENGTH AND FITNESS PROGRAMMING	2
	Total Credits	24

# History

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

### Degree Type

Major

A minimum of 44 hours is required.

## Required Courses

### Required Core

24 hours

Item #	Title	Credits
HI130	AMERICAN HISTORY I: BEFORE 1865	4
HI131	AMERICAN HISTORY II: AFTER 1865	4
HI160G	WORLD CIVILIZATIONS I	4
HI161G	WORLD CIVILIZATIONS II	4
HI381	HISTORICAL RESEARCH METHODS	4
HI495	SENIOR SEMINAR	4

### Required

20 hours from the following courses (including 16 upper division hours):

Item #	Title	Credits
HI170	THE HISTORY OF OHIO	4
HI350	TOPICS IN UNITED STATES HISTORY	4
HI351G	TOPICS IN WORLD HISTORY	4
HI353G	Turning points in History	4
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
<b>Total Credits</b>		<b>92</b>
<b>Includes 48 Credits of General Education</b>		

## History Minor

### Degree Type

Minor

A minimum of 24 hours.

## Required

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

Item #	Title	Credits
HI130	AMERICAN HISTORY I: BEFORE 1865	4
HI131	AMERICAN HISTORY II: AFTER 1865	4
HI160G	WORLD CIVILIZATIONS I	4
HI161G	WORLD CIVILIZATIONS II	4
HI170	THE HISTORY OF OHIO	4
HI350	TOPICS IN UNITED STATES HISTORY	4
HI351G	TOPICS IN WORLD HISTORY	4
HI353G	Turning points in History	4
HI381	HISTORICAL RESEARCH METHODS	4
HI495	SENIOR SEMINAR	4
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
	Total Credits	24

# Honors

## Academic Honors Track

### Degree Type Program

The Honors Program at Wilmington College is designed to enrich the academic experience of qualified students with special sections of courses, interdisciplinary seminars, opportunities for leadership and civic engagement, and a senior project.

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. Transfer students interested in joining the Program should contact the Director of the Honors Program.

Presidential and Dean's Scholarship recipients are required to complete the Program. To remain in the Program, students must maintain a 3.3 cumulative GPA, remain in good academic standing, comply with the Student Code of Conduct, and participate in the required Honors Program activities. Those who leave the program, voluntarily or involuntarily will have their scholarship reduced to the next highest level.

Students who complete the Honors Academic Program will receive notation on their official Wilmington College transcript and recognition at the commencement ceremony.

Anyone desiring further information should contact the [Director of the Honors Program](#).

**ACADEMIC HONORS TRACK:** A total of 16 hours is required.

## Core Courses

5 hours

Item #	Title	Credits
GL131GH	THE INDIVIDUAL IN A GLOBAL SOCIETY	4
HO231	Conflict Mediation	1

## Required Courses

11 hours

Item #	Title	Credits
HO230	HONORS SEMINAR	1
EN103H	GREAT DEBATES	4
GL320H	WILMINGTON GLOBAL SIGNATURE (HONORS)	4

## Required

24 clock hours of Volunteer Service  
24 clock hours of Civic Engagement  
Senior Capstone Project

Total Credits	16
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## Peace Corps Prep Program

### Degree Type

## 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 who wish to apply to participate are encouraged to apply early during their time at Wilmington College. Those who apply after 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.

## Requirements

### Minimum of 12 credits in Global Awareness Courses

Minimum of 12 credits (from any discipline) that develop expertise in one of the following Peace Corps Work Sectors:

- Education, Environment, Youth in Development, Health, Agriculture, or Community Economic Development

Minimum of 50 hours of service related to that same work sector, which may include participation in experiential learning:

- Education Practica/Student Teaching
- Study/Service Trip
- Domestic or International Internship

### Optional for Latin America or West Africa Peace Corps Placement:

Minimum of 8 credits in Spanish

## Additional Requirements

Participation in the Peace Corps' Prep-related student club

For application, specific course information or other questions, students should meet with the Peace Corps Prep Coordinator or contact the Peace Resource Center.

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Total Credits

74

# Interdisciplinary

## Race/Gender/Ethnicity Minor

### Degree Type

Minor

A total of 24 hours is required.

### Required Courses

Item #	Title	Credits
ID134G	INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES	4
EN251/251G	TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY	4
	HI350 TOPICS IN AMERICAN HISTORY OR HI351G TOPICS IN WORLD HISTORY	4

[HI350](#) or [HI351G](#): All topics approved for minor. May be repeated and used below if topics vary.

### Required

4 hours of Lower Division courses approved for Race, Gender and Ethnicity Minor

### Required

8 hours of Upper Division courses approved for the Race, Gender and Ethnicity minor

All courses approved for the Race, Gender and Ethnicity minor are designated with an "R" on the course schedule.

Total Credits	24
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# Mathematics

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

### Degree Type

Major

A total of 44 hours of mathematics courses and 8 additional hours of natural science are required.

## Required

Common Core – 16 hours

Item #	Title	Credits
MT140	CALCULUS I	4
MT141	CALCULUS II	4
MT233	DISCRETE MATHEMATICS	4
MT330	LINEAR ALGEBRA	4

## Required

Item #	Title	Credits
MT332	CALCULUS III	4



## Required

8 hours of Natural Science courses from the General Education list of Natural Science courses.

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG250	TOPICS IN AGRICULTURE	2
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
PH100	BASICS OF PHYSICAL SCIENCE	4
PH101G	BASICS OF EARTH SCIENCE	4
PH230	FUNDAMENTALS OF PHYSICS I	4
PH231	FUNDAMENTALS OF PHYSICS II	4

## Required

16 hours of the following courses

Item #	Title	Credits
MT328	MODERN GEOMETRIES	4
MT335	ABSTRACT ALGEBRA	4
MT338	HISTORY OF MATHEMATICS	4
MT341	APPLIED MATHEMATICS	4
MT358	CALCULUS BASED PROBABILITY AND STATISTICS	4
MT359	DIFFERENTIAL EQUATIONS WITH NUMERICAL METHODS	4
<b>Total Credits</b>		<b>92</b>
<b>Includes 48 Credits of General Education</b>		

## Mathematics Major with Data Science Concentration

### Degree Type

Major

A total of 48 hours is required.

## Required

Common Core 16 Hours

Item #	Title	Credits
MT140	CALCULUS I	4
MT141	CALCULUS II	4
MT233	DISCRETE MATHEMATICS	4
MT330	LINEAR ALGEBRA	4

## Required

16 hours

Item #	Title	Credits
DT230	INTRODUCTION TO COMPUTER PROGRAMMING	4
DT320	INTRODUCTION TO DATA SCIENCE AND DATA VIZUALIZATION	4
DT330	METHODS IN DATA SCIENCE	4
DT480	RESEARCH PROJECT IN DATA SCIENCE	4

## Required

8 hours of Natural Science courses from the General Education list of Natural Science courses.

Item #	Title	Credits
AG130G	FUNDAMENTALS OF HORTICULTURE	4
AG133	PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II	4
AG250	TOPICS IN AGRICULTURE	2
BI100/100G	TOPICS IN BIOLOGY	4
BI131	HUMAN NUTRITION	4
BI203	HUMAN BIOLOGY	4
BI230	BIOLOGICAL SCIENCES I	4
BI231	BIOLOGICAL SCIENCES II	4
CH101G	CHEMISTRY AND THE ENVIRONMENT	4
CH230	PRINCIPLES OF CHEMISTRY I	4
CH231	PRINCIPLES OF CHEMISTRY II	4
EQ240	EQUINE HEALTH MANAGEMENT	4
EQ349	PRINCIPLES AND STUDY OF EQUINE PRODUCTION/ REPRODUCTION	4
ES101G	ENVIRONMENTAL SCIENCE	4
HS344	ANATOMY & PHYSIOLOGY I	4
HS345	ANATOMY & PHYSIOLOGY II	4
PH100	BASICS OF PHYSICAL SCIENCE	4
PH101G	BASICS OF EARTH SCIENCE	4
PH230	FUNDAMENTALS OF PHYSICS I	4
PH231	FUNDAMENTALS OF PHYSICS II	4

## Required

8 hours from the following courses.

Item #	Title	Credits
MT332	CALCULUS III	4
MT328	MODERN GEOMETRIES	4
MT335	ABSTRACT ALGEBRA	4
MT338	HISTORY OF MATHEMATICS	4
MT341	APPLIED MATHEMATICS	4
MT358	CALCULUS BASED PROBABILITY AND STATISTICS	4
MT359	DIFFERENTIAL EQUATIONS WITH NUMERICAL METHODS	4
<b>Total Credits</b>		<b>166</b>
<b>Includes 48 Credits of General Education</b>		

## Data Science and Analytics Minor

### Degree Type

Minor

The Data Science and Analytics courses offered through the Mathematics Department at Wilmington College are intended to meet a variety of needs. Some students will wish to major in Mathematics with a concentration in Data Science as they look forward to a career in that field. Other students will want to incorporate some study of Data Science as a supplement to their major by adding a Data Science and Analytics minor to their degree of study at Wilmington. The data science courses can be used as part of a Mathematics Major with a Concentration in Data Analytics or to receive a Minor in Data Science and Analytics.

## Required

A total of 20 hours are required.

Item #	Title	Credits
MT131	INTRODUCTION TO STATISTICS	4
DT230	INTRODUCTION TO COMPUTER PROGRAMMING	4
DT320	INTRODUCTION TO DATA SCIENCE AND DATA VIZUALIZATION	4
DT330	METHODS IN DATA SCIENCE	4
DT480	RESEARCH PROJECT IN DATA SCIENCE	4
Total Credits		20

## Mathematics Minor

### Degree Type

Minor

A total of 20 hours is required.

## Required

12 hours

Item #	Title	Credits
MT140	CALCULUS I	4
MT141	CALCULUS II	4
MT330	LINEAR ALGEBRA	4

## Required

8 hours from the following courses

Item #	Title	Credits
MT328	MODERN GEOMETRIES	4
MT332	CALCULUS III	4
MT335	ABSTRACT ALGEBRA	4
MT338	HISTORY OF MATHEMATICS	4
MT341	APPLIED MATHEMATICS	4
MT358	CALCULUS BASED PROBABILITY AND STATISTICS	4
MT359	DIFFERENTIAL EQUATIONS WITH NUMERICAL METHODS	4
DT320	INTRODUCTION TO DATA SCIENCE AND DATA VIZUALIZATION	4
DT330	METHODS IN DATA SCIENCE	4
DT480	RESEARCH PROJECT IN DATA SCIENCE	4
	Total Credits	20

# Music

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 adds 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. Please note student pursuing the Music Minor cannot also pursue the Music and Media minor.

The Music and Media minor combines classes covering music theory and history, media, and communications, with training in music and media technology and computer skills. The minor prepares students for further exploration of the intersection between creativity and communication in today's marketplace and enables students to apply both critical thinking and creative skills to the complex realm of music and media. Please note students pursuing the Music and Media Minor cannot also pursue the Music minor.

## Music Minor

### Degree Type

Minor

A total of 24 hours is required.

### Required Core Courses

Item #	Title	Credits
MU130	MUSIC IN HUMAN SOCIETY	4
MU140	BEGINNING PIANO CLASS	2
MU230	MUSIC THEORY	4
MU346	INTERMEDIATE PIANO	2
MU350/350G	TOPICS IN MUSIC	4

### Required

4 hours, including 2 hours at the 300-level, from the following:

Item #	Title	Credits
	MU143/343 WILMINGTON COLLEGE CHORALE	1
	MU148/348 INSTRUMENTAL ENSEMBLE	1
	MU149/349 QUAKER THUNDER PEP BAND	1

### Required

4 hours of electives from the following:

Item #	Title	Credits
	MU332/333/334 PRIVATE LESSONS	1-4
MU343	WILMINGTON COLLEGE CHORALE	1
MU349	QUAKER THUNDER PEP BAND	1
MU350/350G	TOPICS IN MUSIC	4
MU348	INSTRUMENTAL ENSEMBLE	1
MU356	SURVEY OF MUSIC TECHNOLOGY	4

May be taken additional semesters for elective credit: [MU343](#), [MU349](#), [MU348](#)

Topics class must be a different topic from that taken under Required Core Courses to receive elective credit: [MU350/350G](#)

Total Credits	24
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## Music and Media Minor

### Degree Type

Minor

A total of 26 hours is required.

### Required Courses

18 credits.

Item #	Title	Credits
MU130	MUSIC IN HUMAN SOCIETY	4
MU230	MUSIC THEORY	4
CA131	MASS MEDIA IN A GLOBAL SOCIETY	4
CA233	COMMUNICATION THEORY AND CONCEPT	2
MU356	SURVEY OF MUSIC TECHNOLOGY	4

### Electives

8 credits from the following:

Item #	Title	Credits
CA336	BROADCAST MEDIA	4
CA350	TOPICS IN COMMUNICATION ARTS	2-4
CA363	PUBLIC AND MEDIA RELATIONS	4
CA364	SOCIAL MEDIA MANGEMENT	4
	MU332/333/334 PRIVATE LESSONS	2-4
MU343	WILMINGTON COLLEGE CHORALE	1
MU348	INSTRUMENTAL ENSEMBLE	1
MU349	QUAKER THUNDER PEP BAND	1
MU350/350G	TOPICS IN MUSIC	4
	Total Credits	26

# Psychology

Psychology is the scientific study of the brain and behavior. Psychology majors learn about human behavior, experiences, and the functioning of the mind in relation to biological, cognitive, developmental, social, personality, and abnormal aspects. Students majoring in psychology complete requirements for a Bachelor of Arts (B.A.) degree.

The psychology major is designed to give students the academic foundation for success in graduate study and for employment in 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 degree 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 graduates. Marketing, 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 experimental psychology. Students who intend to pursue graduate studies should plan internships and research participation as parts of their academic plan.

## Psychology Major

### Degree Type

Major

A total of 44 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
PY130	INTRODUCTION TO PSYCHOLOGY	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY233	CAREERS IN PSYCHOLOGY	2
PY235	ETHICAL AND SOCIAL RESPONSIBILITY IN PSYCHOLOGY	2
PY336	SOCIAL PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
PY496	CAPSTONE IN PSYCHOLOGY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4

## Required

16 hours from the following:

Item #	Title	Credits
CJ435	FORENSIC PSYCHOLOGY	4
MT131	INTRODUCTION TO STATISTICS	4
PY331	HEALTH PSYCHOLOGY	4
PY334	PERSONALITY PSYCHOLOGY	4
PY342	POSITIVE PSYCHOLOGY	4
PY350/350G	TOPICS IN PSYCHOLOGY	4
SS481	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II	4
SW230	INTRODUCTION TO ADDICTIONS COUNSELING	4
SW330G	PERSPECTIVES ON SUBSTANCE USE	4
SW335	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4
SW345G	TRAUMA, RECOVERY AND RESILIENCE	4
<b>Total Credits</b>		<b>92</b>
<b>Includes 48 Credits of General Education</b>		

## Psychology Minor

### Degree Type

Minor

A total of 28 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
PY130	INTRODUCTION TO PSYCHOLOGY	4
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY336	SOCIAL PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4

## Required

8 hours from the following:

Item #	Title	Credits
PY233	CAREERS IN PSYCHOLOGY	2
PY235	ETHICAL AND SOCIAL RESPONSIBILITY IN PSYCHOLOGY	2
PY331	HEALTH PSYCHOLOGY	4
PY334	PERSONALITY PSYCHOLOGY	4
PY342	POSITIVE PSYCHOLOGY	4
PY350/350G	TOPICS IN PSYCHOLOGY	4
SS481	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II	4
<b>Total Credits</b>		<b>28</b>



# Religion, Philosophy, and Peace Studies

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

### Degree Type

Major

A total of 32 hours with grades of "C–" or better required.

### Required Core Courses

Item #	Title	Credits
RP132G	MYSTERIES AND MIRACLES OF THE OLD TESTAMENT: BIBLE 2 I	
RP133G	FROM THE GOSPELS TO REVELATION: BIBLE II	2
RP140	THE BIG IDEAS: INTRODUCTION TO PHILOSOPHY	4
RP240G	COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM	2
RP241G	COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS	2

### Required

4 hours from the following:

Item #	Title	Credits
PC233	Building A BETTER WORLD: INTRODUCTION TO PEACE STUDIES	4
RP231	INTRODUCTION TO QUAKERS	4
RP239	VALUES AND ETHICS	4

## Religion and Philosophy Concentration

16 Credit hours of Core and 16 credit hours of upper-level RP/PC courses

## Ecological Ethics Concentration

16 Credit hours of Core and the following:

Item #	Title	Credits
PS337G	GLOBAL POLITICS OF FOOD	4
RP450	TOPICS IN RELIGION/PHILOSOPHY	4
	RP470 INTERNSHIP OR RP495 SENIOR PROJECT	4

## Peace and Nonviolence Concentration

16 credit hours of Core and the following:

Item #	Title	Credits
PC332	The Peacebuilder's Toolkit	4
	PC470 INTERNSHIP OR RP495 SENIOR PROJECT	4
PS333G	CASE STUDIES IN NONVIOLENCE AND RECONCILIATION	4
RP450	TOPICS IN RELIGION/PHILOSOPHY	4
	<b>Total Credits</b>	<b>80</b>
	<b>Includes 48 Credits of <a href="#">General Education</a></b>	

## Peace Studies Minor

### Degree Type

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

Item #	Title	Credits
PC233	Building A BETTER WORLD: INTRODUCTION TO PEACE STUDIES	4
PC332	The Peacebuilder's Toolkit	4

### Required

4 hours from the following:

Item #	Title	Credits
RP231	INTRODUCTION TO QUAKERS	4
RP239	VALUES AND ETHICS	4
RP240G	COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM	2
RP241G	COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS	2

### Required

4 hours from the following:

Item #	Title	Credits
PS333G	CASE STUDIES IN NONVIOLENCE AND RECONCILIATION	4
RP450	TOPICS IN RELIGION/PHILOSOPHY	4

### Required

4 hours from the following:

Item #	Title	Credits
PC470	Internship	4
RP495	SENIOR PROJECT	4
	<b>Total Credits</b>	<b>20</b>

## Religion and Philosophy Minor

### Degree Type

Minor

A total of 20 hours with grades of "C–" or better required.

### Required

Item #	Title	Credits
RP132G	MYSTERIES AND MIRACLES OF THE OLD TESTAMENT: BIBLE 2 I	
RP133G	FROM THE GOSPELS TO REVELATION: BIBLE II	2
RP140	THE BIG IDEAS: INTRODUCTION TO PHILOSOPHY	4

### Required

12 credit hours of upper division RP/PC courses

Total Credits	20
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# Social Work

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

### Degree Type

Major

A total of 48 hours with grades of "C-" or better required.

## Required Courses

Item #	Title	Credits
PY130	INTRODUCTION TO PSYCHOLOGY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4
SW130	INTRODUCTION TO SOCIAL WORK	4
SW333	DIRECT PRACTICE WITH DIVERSE CLIENTS AND COMMUNITIES	4
SW335	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4
SW341	General Practice with Individuals	4
SW365	MACRO PRACTICE: PROMOTING POLICY AND COMMUNITY CHANGE	4
	SW495 Capstone: Social Work Field Placement	8
SY130	INTRODUCTION TO SOCIOLOGY	4

## Required

4 hours from the following:

Item #	Title	Credits
PY231	DEVELOPMENTAL PSYCHOLOGY	4
PY336	SOCIAL PSYCHOLOGY	4
PY433	ABNORMAL PSYCHOLOGY	4
SW230	INTRODUCTION TO ADDICTIONS COUNSELING	4
SW330G	PERSPECTIVES ON SUBSTANCE USE	4
SW345G	TRAUMA, RECOVERY AND RESILIENCE	4
PS343	PUBLIC POLICY AND ADVOCACY	4

Total Credits  
Includes 48 Credits of General Education

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# Sociology

## Sociology Minor

### Degree Type

Minor

A total of 20 hours with grades of "C-" or better required.

### Required Course

Item #	Title	Credits
SY130	INTRODUCTION TO SOCIOLOGY	4

### Required

4 hours from the following:

Item #	Title	Credits
SW230	INTRODUCTION TO ADDICTIONS COUNSELING	4
SW365	MACRO PRACTICE: PROMOTING POLICY AND COMMUNITY CHANGE	4
SY230	THE SOCIOLOGY AND CRIMINOLOGY OF DEVIANCE	4

### Required

12 hours from the following:

Item #	Title	Credits
PY336	SOCIAL PSYCHOLOGY	4
SS380	RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I	4
SW330G	PERSPECTIVES ON SUBSTANCE USE	4
SW333	DIRECT PRACTICE WITH DIVERSE CLIENTS AND COMMUNITIES	4
SW335	HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT	4
SY333G	ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION	4
SY335	RURAL SOCIOLOGY	4
SY340	SOCIETY AND BUSINESS	4
SY350	TOPICS IN SOCIOLOGY	4
	Total Credits	20

# Spanish

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 placement using CAPE's Spanish Placement Test which will determine the appropriate course level for registration. For those placing at an advanced level, credit for the lower-level courses may be earned by successfully completing Wilmington College's Spanish proficiency exams which must be taken prior to beginning a second year of study in Spanish (see "Proficiency Examinations"). Students may elect to substitute higher level Spanish courses for some or all of the lower-level courses they are not required to take due to Spanish placement. The total hour requirements, 32 for the major and 24 for the minor, remain the same.**

## Spanish Major

### Degree Type

Major

A total of 32 hours is required.

## Required Courses

Item #	Title	Credits
SP130G	ELEMENTARY SPANISH I	4
SP131G	ELEMENTARY SPANISH II	4

## Required

2 hours from the following:

Item #	Title	Credits
SP230G	LEONES Y TIGRES Y OSOS...OH MY!	2
SP232G	THE CARTOON NETWORK	2

## Required

2 hours from the following:

Item #	Title	Credits
SP235G	WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH	2
SP237G	SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO	2

## Required

20 hours including 16 upper division from the following:

Item #	Title	Credits
SP230G	LEONES Y TIGRES Y OSOS...OH MY!	2
SP232G	THE CARTOON NETWORK	2
SP235G	WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH	2
SP237G	SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO	2
SP285	CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC)	1-2
SP330G	SPANISH CONVERSATION AND COMPOSITION I	4
SP335G	INTRODUCTION TO HISPANIC ARTS	4
SP340G	THE CULTURE OF LATIN AMERICA	4
SP343G	SALSA Y SABOR: POPULAR MUSIC IN SPANISH	2
SP385	CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC)	1-2
SP430G	MASTERPIECES OF SPANISH-AMERICAN LITERATURE	4
SP433G	MASTERPIECES OF SPANISH LITERATURE	4
<b>Total Credits</b>		<b>80</b>
<b>Includes 48 Credits of General Education</b>		

## Spanish Minor

### Degree Type

Minor

A total of 24 hours is required.

## Required

8 hours from the following:

Item #	Title	Credits
SP130G	ELEMENTARY SPANISH I	4
SP131G	ELEMENTARY SPANISH II	4

## Required

2 hours from the following:

Item #	Title	Credits
SP230G	LEONES Y TIGRES Y OSOS...OH MY!	2
SP232G	THE CARTOON NETWORK	2

## Required

2 hours from the following:

Item #	Title	Credits
SP235G	WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH	2
SP237G	SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO	2



## Required

12 hours from the following:

Item #	Title	Credits
SP330G	SPANISH CONVERSATION AND COMPOSITION I	4
SP335G	INTRODUCTION TO HISPANIC ARTS	4
SP340G	THE CULTURE OF LATIN AMERICA	4
SP343G	SALSA Y SABOR: POPULAR MUSIC IN SPANISH	2
SP385	CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC)	1-2
SP430G	MASTERPIECES OF SPANISH-AMERICAN LITERATURE	4
SP433G	MASTERPIECES OF SPANISH LITERATURE	4
	Total Credits	24

# 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 requires an internship experience that serves to complement the classroom learning and provide valuable on-the-job experience. The internship is designed to allow students to gain professional experience in sport industry. The field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management.

Off-site positions in professional sports, intercollegiate sports, health and fitness clubs, arenas and stadiums, sport marketing and management firms, and other sport entities should be used to fulfill this requirement. Students are required to complete satisfactory work under the direct supervision of a qualified professional. The internship is directed and evaluated by a faculty member with supervision of an on-site professional.

## Mission of the Sport Management Major

The mission of the Wilmington College Sport Management program is to provide students with a practical learning environment, rich in educational and hands-on experiences, focused on developing wide-ranging leadership and technical skills that are relevant to the diverse careers in the sport management industry.

## 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 helps prepare the student to meet 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.

## Sport Management Major

### Degree Type

Major

A total of 56 hours with grades of "C-" or better required.

## Required Courses

Item #	Title	Credits
AC235	FINANCIAL ACCOUNTING FOR MANAGERS	2
EC130	PRINCIPLES OF ECONOMICS I: MICROECONOMICS	4
EC131	PRINCIPLES OF ECONOMICS II: MACROECONOMICS	4
SM230	INTRODUCTION TO SPORT MANAGEMENT	4
SM233	SPORT FINANCE AND SALES	4
SM235	SPORT MARKETING	2
SM237	DIGITAL SPORT MEDIA AND COMMUNICATIONS	4
SM240	INTRODUCTION TO ESPORTS MANAGEMENT	2
SM333	MORAL AND ETHICAL REASONING IN SPORT	2
SM385	STRATEGIC SPORT MANAGEMENT PRACTICUM	4
SM430	FACILITY AND EVENT MANAGEMENT	4
SM440	LEADERSHIP IN SPORT	4
SM445	LEGAL ASPECTS AND GOVERNANCE OF SPORT	4

## Internship or Field Experience Requirement

A total of 12 credit hours of SM470 or placement in SM495 Capstone Field Experience is required. SM470 Internship may be taken for 1–6 credit hours and the course may be repeated up to 4 times, not exceeding 12 total credit hours. SM495 Capstone Field Experience is a fully immersive experience and may not be taken along with other coursework during the placement semester without prior approval.

Item #	Title	Credits
	SM470 SPORT MANAGEMENT INTERNSHIP OR SM495 CAPSTONE FIELD EXPERIENCE	12
	<b>Total Credits</b>	<b>104</b>
	<b>Includes 48 Credits of General Education</b>	

## Coaching Minor

### Degree Type

Minor

A total of 25 hours with grades of "C–" or better required.

## Required Courses

Item #	Title	Credits
HP230	PRINCIPLES OF COACHING	4
HP250	COACHING OF SPORT TOPICS	2
SM130	FIRST AID AND CPR	1
SM230	INTRODUCTION TO SPORT MANAGEMENT	4
SM333	MORAL AND ETHICAL REASONING IN SPORT	2
XS342	PRINCIPLES OF PHYSICAL TRAINING	2
XS363	STRENGTH AND FITNESS PROGRAMMING	2

## Required

8 hours from the following:

Item #	Title	Credits
PY350/350G	TOPICS IN PSYCHOLOGY	4
SM430	FACILITY AND EVENT MANAGEMENT	4
SM440	LEADERSHIP IN SPORT	4
SM445	LEGAL ASPECTS AND GOVERNANCE OF SPORT	4
XS331	EXERCISE AND SPORT NUTRITION	4
XS355	PHYSIOLOGY OF EXERCISE	4
	<b>Total Credits</b>	<b>21</b>

## Esports Management Minor

### Degree Type

Minor

A total of 22 hours with grades of "C–" or better required.

## Required

Item #	Title	Credits
ET233	Contemporary Issues in Esports	4
ET430	The Esports Industry	4
ET495	Esports Seminar	2
SM235	SPORT MARKETING	2
SM237	DIGITAL SPORT MEDIA AND COMMUNICATIONS	4
SM240	INTRODUCTION TO ESPORTS MANAGEMENT	2
SM430	FACILITY AND EVENT MANAGEMENT	4
	Total Credits	22

# Theatre

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

### Degree Type

Major

A total of 38 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
TH130	INTRODUCTION TO THEATRE	4
TH140	STAGE MAKEUP	2
TH235	STAGECRAFT	4
TH240	ACTING	4
TH340	DIRECTING I	4
TH342G	THEATRE HISTORY	4

### Required

8 hours from the following:

Item #	Title	Credits
EN331	SHAKESPEARE	4
TH330G	DRAMATIC LITERATURE I	4
TH331G	DRAMATIC LITERATURE II	4

### Required

8 hours, including 4 hours at 300- or 400-level, from the following:

Item #	Title	Credits
TH185	APPLIED THEATRE	1
TH231G	THEATRE FOR SOCIAL CHANGE	4
TH250	TOPICS IN THEATRE	2
TH335	LIGHTING DESIGN	4
TH336	SCENE DESIGN	4
TH350	ADVANCED TOPICS IN THEATRE	4
TH385	APPLIED THEATRE	1
TH441	DIRECTING II	4
TH495	CAPSTONE PROJECT	4
<b>Total Credits</b>		<b>86</b>
<b>Includes 48 Credits of <a href="#">General Education</a></b>		

## Theatre Minor

### Degree Type

Minor

A total of 24 hours with grades of "C-" or better is required.

## Required Courses

Item #	Title	Credits
TH130	INTRODUCTION TO THEATRE	4
TH235	STAGECRAFT	4
TH240	ACTING	4

## Required

12 hours from the following:

Item #	Title	Credits
EN331	SHAKESPEARE	4
TH330G	DRAMATIC LITERATURE I	4
TH331G	DRAMATIC LITERATURE II	4
TH335	LIGHTING DESIGN	4
TH336	SCENE DESIGN	4
TH340	DIRECTING I	4
TH342G	THEATRE HISTORY	4
TH350	ADVANCED TOPICS IN THEATRE	4
TH385	APPLIED THEATRE	1
TH441	DIRECTING II	4
TH495	CAPSTONE PROJECT	4
	Total Credits	24

# Courses

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## Accounting

### **AC230 : FINANCIAL ACCOUNTING**

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.

**Credits** 4

**Prerequisites**

[MT104](#) or math placement into [MT106](#) or higher

### **AC231 : MANAGERIAL ACCOUNTING**

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.

**Credits** 4

**Prerequisite Courses**

[AC230: FINANCIAL ACCOUNTING](#)

### **AC235 : FINANCIAL ACCOUNTING FOR MANAGERS**

Covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of economic events on enterprises. Accounting information is examined from the perspective of effective management decision making. This is an overview of financial statement analysis.

**Credits** 2

**Prerequisites**

[MT106](#) or math placement into [MT107](#) or higher

### **AC330 : INTERMEDIATE ACCOUNTING I**

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.

**Credits** 4

**Fee**

\$118.00

**Prerequisite Courses**

[AC231: MANAGERIAL ACCOUNTING](#)

### **AC335 : INTERMEDIATE ACCOUNTING II**

A continuation of [AC330](#). Includes an in-depth study of accounting for income taxes, pensions and other benefits, shareholders equity and financial statement analysis and the accounting procedures for business combinations and consolidated entities.

**Credits** 4

**Prerequisite Courses**

[AC330: INTERMEDIATE ACCOUNTING I](#)

### **AC336 : TAX ACCOUNTING**

A study of personal and corporate income tax accounting, determining gross income, deductions, credits, tax rates, and capital gains.

**Credits** 4

**Prerequisite Courses**

[AC231: MANAGERIAL ACCOUNTING](#)

**AC340 : ACCOUNTING INFORMATION SYSTEMS**

An overview of accounting information systems as it pertains to processing and interpretation of accounting information. Special attention will be given to areas of IT that are covered under the BEC section of the CPA test. Application of an accounting software package will be utilized.

**Credits 2**

**Prerequisite Courses**

[AC230: FINANCIAL ACCOUNTING](#)

**AC342 : COST MANAGEMENT**

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. (\*\*only offered at Cincinnati branch campus\*\*)

**Credits 4**

**Prerequisite Courses**

[AC231: MANAGERIAL ACCOUNTING](#)

**AC350 : TOPICS IN ACCOUNTING AND FINANCE**

An in-depth examination of a topic in Accounting. May be repeated when topics vary.

**Credits 2**

-4

**AC430 : SPECIAL SITUATIONS AND ISSUES IN CONTEMPORARY FINANCIAL REPORTING**

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.

**Credits 4**

**Fee**

\$117.35

**Prerequisite Courses**

[AC330: INTERMEDIATE ACCOUNTING I](#)

**AC431 : AUDITING**

A study of the audit objectives and procedures of the professional auditor, in accordance with generally accepted auditing standards; techniques for audit decision internal control, audit evidence, statistical sampling, computerized systems, auditing standards, professional ethics, and legal responsibility.

**Credits 4**

**Prerequisites**

[AC335](#) and senior standing



# Accounting, Business Administration, and Economics

## **LG336 : Forecasting and Logistics - (RIZE)**

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions.

**Credits 3**

### **Prerequisites**

[EC335](#), ([MT140](#) is suggested)

## **LG338 : Sourcing & Operations - (RIZE)**

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions.

**Credits 3**

### **Prerequisites**

[EC335](#), ([MT140](#) is suggested)

## **LG431 : Supply Chain Management Technologies - (RIZE)**

This course covers the major relevant supply technologies and systems. In this course, you'll survey the systems that enable the supply chain in best-in-class organizations. Understanding how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus of this course. By the end of the course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain efficient and effective.

**Credits 3**

## **LG495 : Logistics Capstone - (RIZE)**

This course – built in collaboration with corporate advisors – is the culmination of your work as a student of supply chain management. In this course, you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their products to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals.

**Credits 3**

# Agriculture

## **AG130G : FUNDAMENTALS OF HORTICULTURE**

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.

**Credits 4**

**Type**

Laboratory

## **AG132 : PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION I**

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.

**Credits 4**

**Fee**

25.00

**Type**

Laboratory

## **AG133 : PRINCIPLES OF CROP AND ANIMAL SCIENCE PRODUCTION II**

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.

**Credits 4**

**Fee**

25.00

**Type**

Laboratory

## **AG134 : EXPLORING AGRICULTURE**

This course will serve as a foundation to ensure all agriculture students, regardless of concentration, will have a consistent level of proficiency across all agricultural disciplines. Specific areas introduced are the diversity of opportunities within agriculture, the challenges facing the food, agricultural, and natural resource system, agricultural terminology, and the relationships between different areas of agriculture, including agricultural business, agricultural communications, agronomy, and animal science.

**Credits 2**

## **AG138 : COMPUTER APPLICATIONS IN AGRICULTURE I**

Introduces the student interested in agriculture to a variety of computer technologies which will assist in a successful career in agriculture. An emphasis in Microsoft Office application will be integrated as it pertains to running an agricultural business.

**Credits 2**

## **AG234 : Intro to Ag Business**

Students will be introduced to the business of Agriculture through an overview of economic and sustainable development. Students can expect an exploration of economic principles , farm management, agriculture marketing, agriculture finance and a focus of future trends in agriculture business.

**Credits 2**

**AG239 : SOILS OF THE MIDWEST**

Course examines the foundational principles of soil science and how these principles and practices impact the understanding of soil science and the application to successful crop production. Special emphasis on soils of the Midwest region.

**Credits 2**

**AG240 : INTRODUCTORY FOOD SCIENCE**

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.

**Credits 2**

**Fee**

\$20.00

**AG244 : AGRICULTURAL ECONOMICS**

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.

**Credits 4**

**Prerequisites**

[MT106](#), OR [MT102](#) AND [MT103](#), OR higher numbered mathematics course: a minimum of 3 semester hours required.

**AG246 : PATHWAYS IN ANIMAL SCIENCE**

Keeping animals in a strong, healthy condition to be companion animals and/or productive farm animals is the goal of veterinarian medicine. This serves as an introductory course in maintaining animal health in both large and small animals. Course will also provide information regarding the process of working toward gaining admission to a veterinary school, and in preparing for a successful career in the field of Animal Science.

**Credits 2**

**AG253 : FOUNDATIONS OF AGRICULTURAL EDUCATION**

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.

**Credits 2**

**AG272 : INTRODUCTION TO AGRICULTURAL LEADERSHIP AND COMMUNICATION**

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.

**Credits 2**

**AG285 : AGRICULTURE PRACTICUM**

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.

**Credits** 1

-2

**Notes**

Taught Pass/No Pass.

**AG330 : FOUNDATIONS OF SOIL SCIENCE**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[AG 132](#) , [CH230](#)

**AG331 : SOIL FERTILITY**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

[AG330: FOUNDATIONS OF SOIL SCIENCE](#)

**AG332 : AGROECOLOGY**

An introduction to the theory and practice of agroecology. Resource management will be studied from horticultural, agronomic, economic, and environmental perspectives. Course will include a combination of lecture, field studies, and field trips that seek to connect agroecological concepts with applied practices in regenerative agriculture.

**Credits** 4

**Prerequisites**

[AG132](#) or [AG133](#) and Junior/Senior standing

**AG333 : OPERATIONS MANAGEMENT**

Operations management typically includes instruction in principals of general management, equipment management, labor relations, skilled trades including but not limited to supervision, system analysis, productivity analysis, cost control, implementing strategic planning and scheduling processes. Major areas of management including operations management require human resources capable of applying mental and physical skills with applied science to the agricultural industry. People skills with creativity, rational analysis and knowledge of technology are all required for successful Operations Management.

**Credits** 2

**Prerequisites**

[AG244](#) and Junior or Senior standing

**AG334 : WEED MANAGEMENT**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#)

**AG335 : ORGANIC FARMING**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#) and Junior or Senior standing

**AG338 : COMPUTER APPLICATIONS IN AGRICULTURE II**

This course is designed to build upon applications that were introduced in Computer Applications in Agriculture I. Excel skills are perfected to be applicable in agricultural business settings. Web page development and use of integrated farm management software are included as specific skills needed to run an agricultural business.

**Credits** 2

**Prerequisites**

[AG138](#) and Junior or Senior standing

**AG339 : SOIL AND WATER CONSERVATION POLICY**

Historical analysis of soil and water conservation policies and programs, as outlined in the Conservation Title of the U.S. Farm Bill. Course will examine policy initiatives, implementation strategies, and evaluative and/or administrative processes. Students will explore and discuss various approaches to resource management including the use of incentives and disincentives, top-down regulatory approaches, and private-public partnerships.

**Credits** 2

**Prerequisite Courses**

[AG239: SOILS OF THE MIDWEST](#)

**AG340 : MEAT AND FOOD ANIMAL SCIENCE**

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.

**Credits** 4

**Fee**

\$25.00

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#) and [AG240](#)

**AG343 : DAIRY SCIENCE**

The production phase of the dairy industry including selection, feeding, breeding, herd health, and management practices important to quality milk production will be covered.

**Credits** 4

**Fee**

\$25.00

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#)

**AG344 : SHEEP SCIENCE**

This course covers concepts of selection, reproduction, nutrition, and the herd health management involved in a successful sheep enterprise.

**Credits** 4

**Fee**

\$25.00

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#)

**AG345 : SWINE SCIENCE**

This course is designed as a production course with topics including selection of breeding stock, reproduction, feeding, and management of a swine enterprise.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#)

**AG346 : BEEF SCIENCE**

This course includes the basic and recent concepts of selection, reproduction, nutrition, and herd health management involved in a successful beef enterprise.

**Credits** 4

**Fee**

\$300.00

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#)

**AG347 : ANIMAL HEALTH**

This course will concentrate on defining the normal healthy animal, the environment needed to maximize inherent health, and gain knowledge of the commonsense management practices involved.

**Credits** 2

**Fee**

\$30.00

**Prerequisites**

Jr/Sr Standing

**AG348 : PLANT HEALTH**

Production of important field crops of the world with greatest emphasis on U.S. and Midwestern field crops; crop production changes and adjustments, crop distribution over U.S., and crop groups and classifications, special agronomic problems, crop enemies, crop ecology, fertilizer and liming practices, tillage, crop improvement through breeding.

**Credits 2**

**Prerequisites**

[AG132](#) or [AG133](#), Junior or Senior Standing

**AG349 : ANIMAL NUTRITION**

The fundamentals of animal nutrition and feedstuffs including principles of digestion, absorption, assimilation, and utilization of nutrients, balancing rations, and identification of feedstuffs.

**Credits 4**

**Type**

Laboratory

**Prerequisites**

[AG132](#) or [AG133](#) and junior or senior standing

**AG350 : TOPICS IN AGRICULTURE**

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.

**Credits 2**

**Fee**

25.00

**Prerequisites**

[AG132](#) or [AG133](#) and junior or senior standing

**AG354 : METHODS OF TEACHING AGRICULTURAL EDUCATION**

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.

**Credits 2**

**Prerequisites**

[AG253](#) and admission into the Teacher Education Program

**AG361 : COMMODITY MARKETING**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [AG244](#)

**AG362 : AGRICULTURAL LEADERSHIP THEORY/PRACTICE**

This course provides an interdisciplinary perspective on the nature of organizing in modern society and the variety of organizational forms that provide contexts in which leadership matters within agriculture. Students will consider the structural forms and underlying purposes served by organizations in multiple sectors of society, including corporations, farms, non-profit, and society. Differences and similarities among types of organizations will be considered through a variety of metaphorical lens that facilitate our understanding and interpretation of that students encounter in their professional lives. Different leadership theories will be presented that students will encounter in their future professional settings.

**Credits 4**

**Skill**

W

**Prerequisites**

[AG132](#) or [AG133](#) and [EN101](#) or [EN103H](#)

**AG363 : AGRICULTURAL FINANCE**

This course is a study of techniques and principles of finance applied to agricultural and personal investment decisions. Credit analysis of agribusiness firms using financial statements, firm growth, capital budgeting, and tax considerations. Focus on the analysis of the capital structure of agriculture and sources of capital. Topics include financial intermediation, financial intermediaries, preparation and interpretation of financial statements and cash flows. Students develop skills for business financial planning for local, regional, statewide and, national agribusinesses.

**Credits 4**

**Prerequisite Courses**

[AG244: AGRICULTURAL ECONOMICS](#)

**AG364G : WORLD FOOD**

Analysis of problems involved in meeting current and prospective world needs of food and fiber production. Course work will have an emphasis on business organization, credit, diversity, education, marketing, and production. Students will experience World Food through multiple perspectives including culinary arts, economics, geography, and policy. There are practical exercises in cross-cultural negotiation technique, import-export of agricultural goods, and international trade.

**Credits 4**

**Fee**

30.00

**Skill**

W

**Prerequisites**

EN101 or EN103H, Junior or Senior Standing

**AG365 : SALESMANSHIP IN AGRICULTURE**

This course will provide insight into the sales function within agriculture business. Selling strategies and approaches, why and how people buy, prospective, territory management and customer relations are all topics to be discussed. The topics of self-presentation, communication, and interpersonal skills that are necessary in developing leadership qualities within the agricultural sector will be explored.

**Credits 4**

**AG366 : AGRICULTURAL LAW**

This course will provide an overview of common-law principles and statutory law to agency relationship, land tenure, farm tenancy, farm labor, farm management, taxation and estate planning.

**Credits 2**

**Prerequisites**

[AG132](#) or [AG133](#) and [AG244](#), Junior or Senior Standing



**AG367 : PRACTICAL PLANTS**

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.

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.

**Credits 2**

**Fee**

20.00

**Prerequisites**

[AG132](#) or [AG133](#) and junior or senior standing

**AG368 : Agricultural Mechanics and Lab Management**

This course is designed to teach students information on the principles and techniques for planning, organizing, and supervising instructional activities in agricultural mechanization. Topics include laboratory safety, inventory control, equipment selection, skill/curriculum development, and assessment methods. Additional focus will be on developing skills related to mechanized agricultural systems and developing competencies regarding agricultural science expectations.

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.

**Credits 2**

**Fee**

20.00

**Prerequisites**

[AG132](#) or [AG133](#) and junior or senior standing

**AG373 : PERCEPTIONS OF AGRICULTURAL AND COMMUNITY ISSUES**

This course is designed to educate students about current revolving issues in the agricultural, food, and natural resource sciences and to expose student to a variety of methods used to critically evaluate contentious issues and effectively communicate, inform, and influence decisions made about these issues. In addition, this course explores the impacts agricultural issues have on the agricultural industry and society.

**Credits 4**

**AG374 : ANIMAL GENETICS**

Emphasizes genetic improvement of livestock. Quantitative and molecular genetic principles are studied and applied to livestock production. Current and emerging genetic and reproduction technologies, including genomics, genetic engineering, cloning, embryo transfer, and artificial insemination are discussed.

**Credits 2**

**Fee**

\$20.00

**Prerequisites**

[AG132](#) or [AG133](#), Junior or Senior Standing

**AG375 : ANIMAL REPRODUCTION**

Emphasizes reproductive anatomy & physiology of livestock. Anatomical structures involved and hormonal control of reproduction, pregnancy, parturition, and lactation are studied and applied to livestock production. Current and emerging reproductive and genetic technologies, including artificial insemination, cloning, estrous synchronization, estrus and pregnancy detection, multiple ovulation embryo transfer, semen sexing, genetic engineering, and genomic engineering, and genomic selection, are discussed.

**Credits 2**

**Prerequisites**

[AG132](#) or [AG133](#), Junior or Senior Standing

**AG436G : GRAIN CROP PRODUCTION**

The course covers in-depth production practices of major commercial grain. Areas of focus include the principles of classification, varieties used, production practices, harvesting, marketing and seed production.

**Credits 4**

**Prerequisites**

[AG132](#) or [AG133](#) and Junior/Senior standing

**AG437 : FORAGE PRODUCTION AND MANAGEMENT**

The course covers in-depth production practices of major forage crops. Areas of focus include the principles of classification, varieties used, production practices, harvesting, marketing and seed production. Laboratory work includes forage seed and plant identification.

**Credits 4**

**Fee**

\$30.00

**Prerequisites**

[AG132](#) or [AG133](#) and Junior/Senior standing

**AG439 : SOIL CONSERVATION**

This course will examine advanced concepts in soil conservation, including factors that influence soil erosion, soil-loss prediction models and methods of measurement, and practices in erosion control. Students will explore conservation cropping systems, tillage methods, structural systems, and vegetation establishment. Course will include a review of soil survey and land-use planning tools.

**Credits 2**

**Prerequisite Courses**

[AG239: SOILS OF THE MIDWEST](#)

**AG460 : AGRICULTURAL POLICY**

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.

**Credits 2**

**Prerequisites**

Junior or senior standing

**AG462 : FARM MANAGEMENT**

This course focuses on business practices and economic theory applied to production agriculture. Topics include problem identification, enterprise, and whole farm/firm budgeting. Production economic principles applied to production decisions, investment in land, capital improvements. Machinery and labor relations are topics of discussion.

**Credits 4**

**Prerequisite Courses**

[AG244: AGRICULTURAL ECONOMICS](#)

**AG470 : INTERNSHIP**

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.

**Credits 2**

**AG480 : RESEARCH PARTICIPATION**

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 taken four times for credit.

**Credits 1**

-2

**Prerequisites**

Junior or senior standing or instructor permission

**AG485 : AGRICULTURE PRACTICUM**

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.

**Credits 1**

-2

**Fee**

Soil Judging fee: \$150.00

**Prerequisites**

Junior or senior standing

**Notes**

Taught Pass/No Pass.

**AG495 : SEMINAR IN AGRICULTURE**

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.

**Credits 4**

**Prerequisites**

[AG132](#) or [AG133](#) and [AG244](#), Seniors only in final semester only

# Applied Social Science

## **PS130 : AMERICAN POLITICS**

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.

**Credits 4**

## **PS175 : MOCK TRIAL SEMINAR**

Participation on the Wilmington College Mock Trial team gives students a chance to develop real-world lawyer and witness skills in the courtroom. With a focus on oral advocacy, critical thinking, and legal analysis, students will have the opportunity to travel to area competitions as they take a legal case from start to finish. May be taken a total of 4 times for credit.

**Credits 4**

**Fee**

\$45.00

## **PS231G : HUMAN RIGHTS AND THE JUDICIAL PROCESS**

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.

**Credits 4**

**Prerequisites**

[PS130](#), [SY130](#), or [PS234G](#)

## **PS234G : GLOBAL POLITICS**

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.

**Credits 4**

## **PS237G : POLITICAL SIMULATION PRACTICUM**

Students will travel to actively participate in a simulated international political forum such as the Ohio Valley Regional Model Arab League. They will serve as delegates representing governments or as chairpersons on councils, on political, economic, environmental, and social affairs, among others. Students will learn about the issues, positions, and diplomatic strategies of governments represented at the simulation through classroom learning and individual research efforts. In addition, students will learn how to negotiate and build teams. Students will gain an understanding of intergovernmental cooperation and parliamentary procedures and develop public speaking in a political setting. May be taken two times for credit.

**Credits 2**

**Fee**

\$100.00

**PS330 : THE PHILOSOPHICAL FOUNDATIONS OF WESTERN POLITICAL THOUGHT**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [PS130](#), [SY130](#), or [PS234G](#)

**PS333G : CASE STUDIES IN NONVIOLENCE AND RECONCILIATION**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**PS337G : GLOBAL POLITICS OF FOOD**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**PS340 : CONSTITUTIONAL LAW**

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.

**Credits 4**

**Prerequisites**

[PS130](#) or [PS231G](#)

**PS341 : ENVIRONMENTAL LAW AND POLICY**

An in-depth look into the factors and events that stimulated the environmental movement and laid the foundation for today's eco-consciousness. This course will examine the management of natural resources at national, regional, state, and local levels. Students will explore the differences between preservation and conservation philosophies. They will also investigate policies that govern both point- and non-point source pollution, air, soil, and water quality, and how these policies aim to balance economic growth and stewardship.

**Credits 2**

**Prerequisite Courses**

[PS130: AMERICAN POLITICS](#)

**PS343 : PUBLIC POLICY AND ADVOCACY**

This course serves to introduce the study of public policy in the United States. It will examine the role of government in the policy process, the structure and process of policymaking, and the evaluation of policies. Cases studies will focus on several current issues, e.g., the budget, welfare, and defense policy. Students will have an opportunity to apply their knowledge through a lobbying visit to our state's capital in Columbus.

**Credits 4**

**Prerequisites**

So/JR/SR standing.

**PS348G : THE POLITICAL ECONOMY OF GLOBALIZATION**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [PS130](#), [SY130](#), or [PS234G](#)

**PS350/350G : TOPICS IN POLITICAL SCIENCE**

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. May be taken two times for credit.

**Credits 4**

**Prerequisites**

Junior or senior standing

**PS495 : SENIOR RESEARCH SEMINAR**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), Junior or senior standing

**PU130 : INTRODUCTION TO PUBLIC HEALTH**

Public Health is a multi-disciplinary field aimed at reducing preventable morbidity, premature mortality, and promoting a higher quality of life among populations. This course is designed to introduce the basic tenets, applications, and foci of public health. It will provide an overview of the core areas, current events, and issues in the field of public health within the United States and global contexts.

**Credits 4**

**PU332 : GLOBAL HEALTH**

This course will provide a broad overview of global patterns of disease, challenges to providing healthcare, and conditions of major public health importance, as well as patterns of global mortality and morbidity. The course will examine issues relating to social, cultural, economic, political, and environmental determinants of health, as well as the inequalities and inequities in the global disease burden. Throughout the course, students will be encouraged to critically evaluate determinants of health and population-based interventions, as well as social and institutional responses to these challenges structured through communities, national health systems, and other agencies.

**Credits 4**

**Prerequisite Courses**

[PU130: INTRODUCTION TO PUBLIC HEALTH](#)

**PU334 : Epidemiology -(RIZE)**

Epidemiology is the branch of medicine that deals with the incidence, distribution, and control of a disease. In this course, you will learn and apply key concepts of epidemiology to multiple domains of public health. By the end of this course, you'll be able to use epidemiology to better understand, characterize, and promote health at a population level.

**Credits 3**

**Prerequisite Courses**

[PU130: INTRODUCTION TO PUBLIC HEALTH](#)

[MT131: INTRODUCTION TO STATISTICS](#)

**PU336 : Health Services -(RIZE)**

Health Services – the means by which healthcare is provided – is a critical concept in Public Health that impacts all of us. This course will introduce you to the modern history of healthcare in high, middle, and low-income countries and explore the evolution of health services. Students will evaluate the strengths and weaknesses of particular systems and policies and examine their ideal version of a health service in context of current events.

**Credits 3**

**Prerequisite Courses**

[PU130: INTRODUCTION TO PUBLIC HEALTH](#)

**PU338 : Health Economics -(RIZE)**

The field of public health is driven by economics as much as it is by epidemiology. This course will teach you about health economics, which is the application of economic principles and techniques of analysis to health care in support of the public good. By the end of this course, you will learn how to analyze the effectiveness of health policy outcomes through an economic lens, and how to use available resources to improve the quality of healthcare. This online class has optional live sessions.

**Credits 3**

**Prerequisite Courses**

[PU130: INTRODUCTION TO PUBLIC HEALTH](#)

**PU470 : INTERNSHIP IN PUBLIC HEALTH**

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 Public Health, apply knowledge gained in the classroom, and make useful contacts in a professional field. Each experience is unique to the student and must be supervised by a qualified supervisor.

**Credits 4**

**Prerequisite Courses**

[PU130: INTRODUCTION TO PUBLIC HEALTH](#)

**Prerequisites**

Jr/Sr standing.

**PU495 : CAPSTONE IN PUBLIC HEALTH**

The purpose of this course is to provide a culminating curricular experience for students in the public health program. Applications and advanced discussions within the core areas of public health will be the focus of this course, including social and behavioral aspects of health, public health policy, biostatistics, epidemiology, and research methods and surveillance. Additionally, topics related to career preparation will also be covered in this course.

**Credits 4**

**Prerequisite Courses**

**PU130: INTRODUCTION TO PUBLIC HEALTH**

**Prerequisites**

Jr/Sr standing. Only students majoring in Applied Social Sciences with a concentration in Public Health.



# Art

## **AR130 : DESIGN**

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.

**Credits 4**

## **AR162 : DRAWING**

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.

**Credits 4**

## **AR240 : PAINTING**

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.

**Credits 4**

## **AR251 : ARTISTS IN FILM**

Students will utilize video as a course of study to examine the lives of artists. With modern adaptations of biographical movies that use artistic license, the class will examine the history, movements and events that shaped the art world. Attention will be placed on research, writing and discussion as students analyze and interpret recent film surveys. May be repeated when topics vary.

**Credits 4**

**Skill**

**W**

**Prerequisites**

[EN101](#) or [EN103H](#)

## **AR330G : ANCIENT ART CULTURES**

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.

**Credits 4**

**Prerequisites**

Sophomore, junior or senior standing

## **AR331G : MODERN ART CULTURES**

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.

**Credits 4**

**Prerequisites**

Sophomore, junior or senior standing

**AR332 : CERAMICS**

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.

**Credits 4**

**Prerequisites**

[AR130](#) or [AR162](#)

**AR337 : PRINTMAKING**

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.

**Credits 4**

**Prerequisites**

[AR130](#) or [AR162](#)

# Biology

## **BI100/100G : TOPICS IN BIOLOGY**

A study of some of the areas of biology most relevant to today's students, such as ecology, sustainability, genetics, or evolution. (Intended for general education.) May be repeated when topics vary. May be designated as global when topic is appropriate.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **BI130 : FIRST YEAR SEMINAR IN BIOLOGY**

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 course of study 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.

**Credits** 1

## **BI131 : HUMAN NUTRITION**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **BI203 : HUMAN BIOLOGY**

A survey of how the human body functions. The course will start with molecules and work up to organ systems and the body as a whole. Practical aspects of human biology will be discussed including nutrition, the effects of exercise on the body, reproduction, and disease prevention.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **BI230 : BIOLOGICAL SCIENCES I**

The relationship between cellular, organelle and molecular structure to the basic activities that all living things undertake. 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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**BI231 : BIOLOGICAL SCIENCES II**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**BI330 : ANIMAL DIVERSITY**

An overview of the biological diversity of animals and protozoa. Learn general principles of evolution, ecology, classification, systematics, and animal body plans. Understand the biology of all groups of animals, including the basic characteristics of each group and the evolutionary relationships among group members. Examine the current global status of animal diversity.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#)

**BI333 : PLANT BIOLOGY**

Structure, function, taxonomy, and ecology of plants. Topics include photosynthesis, reproduction, hormones, nutrition, water relations, evolution, and identification.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#)

**BI336 : EVOLUTION**

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.

**Credits** 4

**Skill**

W

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#). [EN101](#) or [EN103H](#)

**BI338 : VERTEBRATE ANATOMY**

Study of 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.

**Credits** 4

**Skill**

W

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#). [EN101](#) or [EN103H](#)

**BI340 : ANIMAL PHYSIOLOGY**

A comparative study of physiologic systems in all animals, emphasizing vertebrate species.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

BI230 AND BI231

**BI343 : MICROBIOLOGY AND IMMUNOLOGY**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI230](#) AND [BI231](#)

**BI346 : GENETICS**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

BI230, BI231 and CH231

**BI346 : BIOINFORMATICS and COMPUTATIONAL BIOLOGY**

The course covers the computerized analysis of genetic information from a biological perspective. The students will be introduced to the principles and practices used in computational analysis of DNA and protein sequences, large-scale DNA and protein datasets, statistical analysis of sequence alignments and microarray, molecular docking, molecular simulations, network pharmacology, proteomics, and next-generation sequencing datasets. Lectures will focus on assumptions, limitations, and strategies of bioinformatics algorithms and statistics. Laboratory time uses computers to address biological questions. The laboratory component will be taught in the computer lab and will feature a mix of didactic and hands-on instruction, including assignments with use of appropriate computer language. Laboratory. Prerequisites: MT131 or BI434

**Credits 4**

**Type**

Laboratory

**Prerequisites**

BI230, BI231 and CH231

**BI347 : ANIMAL BEHAVIOR**

This course will help you understand the remarkable behaviors of animals from an evolutionary perspective. We will explore how scientists study animal behavior and evaluate the scientific rigor of animal behavior studies. We will draw on examples from across the animal kingdom to illustrate the complex mechanisms underlying behavioral adaptations, with a focus on how behavior is shaped by the evolutionary forces of natural and sexual selection. Topics include the acquisition of resources, enemy avoidance, mate choice, communication, and parental care and social behavior. We will also examine the roles of genes, the environments, and learning in regulating behavioral diversity, as well as in the domestication process.

**Credits 4**

**Type**

Laboratory

**Prerequisite Courses**

BI231: BIOLOGICAL SCIENCES II

**BI349 : PARASITOLOGY**

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.

**Credits 4**

**Skill**

W

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#). [EN101](#) or [EN103H](#)

**BI350/350G : ADVANCED TOPICS IN BIOLOGY**

The advanced study of some of the areas of biology not offered as regular courses in the biology curriculum. May be repeated when topics vary. May be designated as global when topic is appropriate. May include a laboratory.

**Credits 4**

**Prerequisites**

[BI230](#) and [BI231](#)

**BI352 : BIOETHICS**

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.

**Credits** 4

**Skill**

W

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#)

**BI380 : RESEARCH PARTICIPATION**

Student participation in a research project that is either part of a faculty member's ongoing research or of the student's own design. May be taken four times for credit.

**Credits** 2

**Prerequisites**

permission of instructor

**Notes**

Taught Pass/No Pass.

**BI431 : PRINCIPLES OF BIOCHEMISTRY**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [CH330](#)

**BI434 : MOLECULAR BIOLOGY**

Basic concepts of the central dogma will be studied. Gene expression in eukaryotes, regulation at the transcriptional and post-transcriptional levels will also be emphasized. The laboratory will focus on basic molecular techniques such as nucleic acid isolation, gel electrophoresis, cloning techniques, Southern and Western techniques, and PCR techniques.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI230](#), [BI231](#) and [CH231](#)

**BI436 : BIOINFORMATICS and COMPUTATIONAL BIOLOGY**

The course covers the computerized analysis of genetic information from a biological perspective. The students will be introduced to the principles and practices used in computational analysis of DNA and protein sequences, large-scale DNA and protein datasets, statistical analysis of sequence alignments and microarray, molecular docking, molecular simulations, network pharmacology, proteomics, and next-generation sequencing datasets. Lectures will focus on assumptions, limitations, and strategies of bioinformatics algorithms and statistics. Laboratory time uses computers to address biological questions. The laboratory component will be taught in the computer lab and will feature a mix of didactic and hands-on instruction, including assignments with use of appropriate computer language. Laboratory. Prerequisites: MT131, BI346 or BI434

**Credits 4**

**Type**

Laboratory

**Prerequisites**

[BI230](#), [BI231](#) and [CH231](#)

**BI493 : BIOLOGY RESEARCH EXPERIENCE**

Students find, read, interpret, and analyze primary scientific literature in the context of a research project. Students will design and conduct one or more small scale experiments related to the research question and present the results and conclusions in oral and written professional presentation formats.

**Credits 4**

**Skill**

W

**Type**

Laboratory

**Prerequisites**

[BI230](#) and [BI231](#); [EN101](#) or [EN103H](#); Senior standing.

**BI494 : BIOLOGY RESEARCH PRACTICUM**

Students conduct an independent research project under the supervision of a faculty member. The project is usually an extension of a research project initiated in [BI493](#), Biology Research Experience. Students study appropriate background literature, design, and conduct experiments, analyze data and present data and conclusions in one or more professional presentation formats.

**Credits 2**

-4

**Prerequisites**

[BI493](#) and permission of instructor



# Chemistry

## **CH101G : CHEMISTRY AND THE ENVIRONMENT**

Chemical principles are explained with applications to environmental concerns. (Intended for general education.)

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **CH230 : PRINCIPLES OF CHEMISTRY I**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **CH231 : PRINCIPLES OF CHEMISTRY II**

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.

**Credits** 4

**Fee**

\$20.00

**Prerequisite Courses**

[CH230: PRINCIPLES OF CHEMISTRY I](#)

## **CH280 : RESEARCH PARTICIPATION**

A research course for students with lower levels of chemistry background. May be repeated for a total of four hours.

**Credits** 1

-2

**Prerequisite Courses**

[CH230: PRINCIPLES OF CHEMISTRY I](#)

## **CH330 : ORGANIC CHEMISTRY I**

An introduction to molecular structure, functional groups, nomenclature and properties of organic compounds, and reactivity of alkanes, alkenes, alkynes, and alcohols. Associated topics include reaction mechanisms, stereochemistry and chirality, and methods of spectroscopic characterization. Laboratory includes techniques in the synthesis and purification (recrystallization, extraction, chromatography) of organic compounds and an introduction to applied spectroscopy (UV-vis, FTIR, NMR, MS).

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

[CH231: PRINCIPLES OF CHEMISTRY II](#)

[CH230: PRINCIPLES OF CHEMISTRY I](#)

### **CH331 : ORGANIC CHEMISTRY II**

A continuation of CH330, Organic Chemistry I. The study of the structure, nomenclature, properties, and reactivity of ethers, epoxides, arenes, ketones, aldehydes, amines, carboxylic acids and derivatives, etc. Associated topics include reaction mechanisms, conjugated pi systems, aromaticity, molecular orbitals, polymers, an introduction to biomolecules/biochemistry, and methods of spectroscopic characterization. The laboratory includes techniques in the synthesis and purification of organic compounds, characterization by spectroscopy (FTIR, NMR, MS), and basics of peptide synthesis.

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.

**Credits 4**

**Type**

Laboratory

**Prerequisite Courses**

[CH230: PRINCIPLES OF CHEMISTRY I](#)

[CH231: PRINCIPLES OF CHEMISTRY II](#)

[CH330: ORGANIC CHEMISTRY I](#)

### **CH334 : QUANTITATIVE ANALYSIS**

Gravimetric, volumetric, and some instrumental analysis as practiced in industry, agriculture, and the life sciences. Equivalent of two labs per week.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [CH231](#)

### **CH335 : INSTRUMENTAL ANALYSIS**

An emphasis on spectroscopic, chromatographic, and other instrumental methods of analysis. Equivalent of two labs per week.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [CH231](#)

### **CH380 : RESEARCH PARTICIPATION**

An undergraduate research option for advanced students. May be taken for a maximum of four hours.

**Credits 1**

-2

**Prerequisites**

Completed a minimum of 12 hours of 200-level or above Chemistry courses, permission of instructor

### **CH430 : PHYSICAL CHEMISTRY I**

Thermodynamics as applied to chemical and biochemical systems is covered. Reaction rates and kinetics are also covered.

**Credits 4**

**Type**

Laboratory

**Prerequisites**

[CH231](#) and [MT140](#)

**CH431 : PHYSICAL CHEMISTRY II**

A continuation of [CH430](#) with an emphasis on quantum mechanics, bonding theory.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[CH430](#) and [MT141](#)

**CH435 : INORGANIC CHEMISTRY**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

[CH231: PRINCIPLES OF CHEMISTRY II](#)

**CH495 : CAPSTONE RESEARCH PARTICIPATION**

Limited to chemistry majors. Students must complete at least two consecutive semesters. May be repeated for a total of four hours.

**Credits** 1

-2

**Prerequisites**

Junior or Senior Standing and 20 hours of chemistry at 230-level or above

# Communication Arts

## **CA131 : MASS MEDIA IN A GLOBAL SOCIETY**

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 Mass Media in a Global Society.

**Credits 4**

## **CA185 : MEDIA PRACTICUM**

A practical involvement with student media, including The Witness campus newspaper, The Quake radio station, and WCTV video broadcasting. Through this practicum, students can develop a variety of skills in applied communication and media production, from entry-level to advanced. One (1) hour of credit is equivalent to 40 hours of work in a semester. No more than 6 hours of Media Practicum may be taken in the 124 semester hours required for graduation.

**Credits 1**

-4

## **CA230 : BASIC PHOTOGRAPHY**

An introduction to photographic theory and practice with an emphasis on digital photography. Topics include fundamental principles in photographic exposure, file management, and basic correction techniques. Students produce original images using the required digital camera and participate in critical feedback sessions. Assignments are designed to evolve and students are asked to bring new work to class on a regular basis for review. Requires a digital SLR or mirrorless camera with full manual controls.

**Credits 4**

### **Fee**

140.00 Non Comm Arts/AG Comm & Music/Media minors

## **CA233 : COMMUNICATION THEORY AND CONCEPT**

This course provides an introduction to creative thinking techniques such as idea generating, brainstorming, message mapping, and lateral thinking. Group logistics are taught in various applications including problem solving, interviewing, and project management. Students will also explore the major theoretical underpinnings of communication art and design.

**Credits 2**

## **CA234 : PUBLIC SPEAKING**

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.

**Credits 2**

## **CA241 : BASIC WEB DESIGN**

In this course, students will learn best practices in web design and web media management. Topics include web content planning, digital asset collection and management, web site wire framing, layout, and design. Students will also practice critical thinking through class interactions, projects, and online postings. May be repeated when topics vary.

**Credits 2**

**CA330 : COPYWRITING AND COPY EDITING**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#)

**CA332 : FOUNDATIONS OF DIGITAL DESIGN**

This is a study of digital design and desktop publishing intended for a variety of communication-centered disciplines. Includes practice in digital illustration, photo manipulation and photo editing using a variety of contemporary software applications. Students will also learn advanced techniques in typography, layout and design intended for both print and electronic media. This course combines application with the discussion of design theory, problem-solving approaches, idea generation, and project execution and logistics.

**Credits 4**

**Fee**

140.00 Non Comm Arts/AG Comm & Music/Media minors

**Prerequisites**

Junior or Senior standing and [CA233](#)

**CA336 : BROADCAST MEDIA**

This course examines video and audio techniques used in broadcast media. Students learn procedures from all stages of moving image production using the required digital camera and Adobe Premiere. Specific applications in composition, time, montage, and sound will be explored through a series of exercises. Assignments are designed to evolve and students are asked to bring new work to class on a regular basis for review.

**Credits 4**

**Fee**

140.00 Non Comm Arts/AG Comm & Music/Media minors

**Prerequisites**

Junior or Senior standing and [CA230](#) and a digital SLR or mirrorless camera with full manual controls

**CA337 : ADVANCED PHOTOGRAPHY**

This course provides a comprehensive working knowledge of the digital photography workflow. Students apply skills gained in [CA230](#) and learn procedures in studio lighting, color management, and post-production. Topics of study include commercial, photojournalism, social documentary, and sports photography. Assignments are designed to evolve and students are asked to bring new work to class on a regular basis for review.

**Credits 4**

**Fee**

140.00 Non Comm Arts/AG Comm & Music/Media minors

**Prerequisites**

Junior or Senior standing and [CA230](#) and a digital SLR or mirrorless camera with full manual controls

**CA350 : TOPICS IN COMMUNICATION ARTS**

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.

**Credits 2**

-4

**Prerequisites**

Junior or Senior standing and [CA233](#)

**CA363 : PUBLIC AND MEDIA RELATIONS**

This course explores strategic communication processes intended to build relationships between organizations and their publics. Students will learn about the theoretical underpinnings of public and media relations, in addition to the principles, strategies, and best practices common within the field. Skills taught include active listening, relationship building, interviewing, negotiating, making public presentations, and event planning.

**Credits 4**

**Prerequisite Courses**

CA233: COMMUNICATION THEORY AND CONCEPT

**CA364 : SOCIAL MEDIA MANAGEMENT**

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.

**Credits 4**

**Prerequisite Courses**

CA233: COMMUNICATION THEORY AND CONCEPT

**CA365 : ADVANCED DIGITAL JOURNALISM**

This course provides an in-depth exploration of modern digital journalism. Students will explore journalistic methods of writing for the web, headline writing, blogging, and developing copy for social media. The topic of media convergence is covered in order to advance students' understanding of the role of video, audio, and graphics in contemporary journalistic applications.

**Credits 2**

**Prerequisites**

Junior or Senior standing and [CA233](#)

**CA385 : MEDIA PRACTICUM**

A practical involvement with student media, including The Witness campus newspaper, The Quake radio station, and WCTV video broadcasting. Through this practicum, students can develop a variety of skills in applied communication and media production, from entry-level to advanced. One (1) hour of credit is equivalent to 40 hours of work in a semester. No more than 6 hours of Media Practicum may be taken in the 124 semester hours required for graduation.

**Credits 1**

-4

**Prerequisites**

Junior or Senior Standing

**CA470 : INTERNSHIP**

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.

**Credits 1**

-4

**Prerequisites**

Instructor permission

**Notes**

Taught Pass/No Pass.

**CA495 : SENIOR STUDIO**

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.

**Credits** 2

**Prerequisites**

Communication Arts major and senior standing

**Notes**

Taught Pass/No Pass.

# Criminal Justice

## **CJ130 : INTRODUCTION TO CRIMINAL JUSTICE**

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.

**Credits 4**

## **CJ201G : INTERNATIONAL CRIMINAL JUSTICE**

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.

**Credits 4**

## **CJ231 : JUVENILE JUSTICE**

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.

**Credits 4**

### **Prerequisites**

[CJ130](#) recommended

## **CJ234 : POLICING**

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.

**Credits 4**

### **Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

## **CJ331 : CORRECTIONS**

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.

**Credits 4**

### **Skill**

[W](#)

### **Prerequisites**

[CJ130](#) and [CJ231](#) are recommended, [EN101](#) or [EN103H](#)

## **CJ333 : CRIME PREVENTION**

This course is designed to provide an exploration of various forms of crime prevention. Relevant theory and research related to environmental design, neighborhood watch, community policing, school crime prevention, and other situational prevention measures will be explored. The course aims to provide a foundation for understanding the theoretical objectives of various crime prevention efforts and emerging crime prevention strategies, as well as the effectiveness of these strategies.

**Credits 4**

### **Prerequisites**

[CJ130](#)



**CJ336 : VICTIMOLOGY**

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.

**Credits 4**

**Prerequisites**

[CJ130](#) and [CJ234](#)

**CJ339 : CRIMINAL LAW I: SUBSTANTIVE CRIMINAL LAW**

This course provides a general overview of classification and analysis of selected areas of the substantive law of crimes, including basic principles of criminal law, general assumptions, and elements of crime, against persons and property, and defenses. The particular emphasis of this course is the intersection of the common law and statutory law (drawn from various states and the federal system). Topics addressed include criminal liability, actus reus, mens rea, defenses, inchoate crimes, crimes against persons, crimes against property, crimes against public order, and crimes against the state.

**Credits 4**

**Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

**CJ341 : CRIMINAL LAW II: PROCEDURAL CRIMINAL LAW**

Examines the general principles, theories, and laws of criminal procedure, including concepts of due process, arrest, search and seizure, wiretapping, lineups, and other recent developments. This course will focus on federal constitutional criminal procedure with some time dedicated to exploring differences in procedure among the states.

**Credits 4**

**Prerequisites**

[CJ130](#), [CJ234](#) or [PS231G](#)

**CJ342 : AMERICAN COURTS**

This course provides a general overview of the United States judicial system, including recent innovations and future trends. The particular emphasis of this course is the process of criminal adjudication from arrest through final appeal. Topics addressed include: the organization of federal and state courts, the courtroom work group, the trial-level adjunction process, sentencing, appeals, and the juvenile court system.

**Credits 4**

**Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

**CJ344 : WOMEN and CRIME**

This course is designed to provide students with a systematic introduction to the study of gender in criminal justice as well as the nature and extent of female criminality and victimization. Theories of offending and victimization will be covered, as well as the needs of female victims and offenders. Experiences of women working in the criminal justice system will also be discussed in the course.

**Credits 4**

**Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

**CJ345 : RACE and CRIME**

This course will explore the relationship between the American Criminal Justice System and racial minorities. This course will study the dynamics and intersection of racial discrimination and disparities in the U.S. and how it affects the criminal justice system. research has consistently found disparities across the phases of the criminal justice system, including arrest, prosecution, sentencing, wrongful convictions, incarceration of racial minorities, and capital punishment.

**Credits 4**

**Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

**CJ347 : DRUGS and CRIME**

This course is designed to provide an exploration of the relationship between drugs and crime, including historical trends, issues pertinent to specific types of substance abuse, social and economic costs, and policy responses. Additionally, the course will cover the criminal justice system's efforts to respond to drug-related issues.

**Credits 4**

**Prerequisite Courses**

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

**CJ350 : TOPICS IN CRIMINAL JUSTICE**

Exploration of areas of special interest in criminal justice. Potential topics include organized crime, computer crime, criminal evidence, legal issues in corrections, death penalty, and women in the criminal justice system and others.

**Credits 4**

**CJ435 : FORENSIC PSYCHOLOGY**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**CJ470 : Internship**

**Credits 4**

**CJ498 : Criminal Justice Capstone**

This course will provide a contemporary analysis of applied issues in criminal justice. The course is designed to provide criminal justice majors with a capstone experience emphasizing integration of knowledge and skills acquired in previous courses, particularly focusing on ethics, institutions, policies, and practices of the criminal justice system. Students will reflect on how criminal justice course work, experiences, and research will influence their professional activities and how they will serve their communities. Topics related to professional development will also be covered in this course. Prerequisites: Junior or Senior standing or permission of instructor.

**Credits 4**

**Skill**

[W](#)

**Prerequisites**

[EN101](#) or [EN103H](#), Junior or Senior standing or permission of instructor

# Cybersecurity Management

## **CY330 : Intro to Cybersecurity - (RIZE)**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attaches and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the internet safer. This online class has optional live sessions.

**Credits** 3

### **Prerequisites**

[MA230](#), [MK230](#), [EC130](#)

## **CY331 : Network and System Security**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber attaches and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the internet safer. This online class has optional live sessions.

**Credits** 3

### **Prerequisite Courses**

[MA230: INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS](#)

[EC130: PRINCIPLES OF ECONOMICS I: MICROECONOMICS](#)

### **Prerequisites**

[CY330](#),

## **CY332 : Cybercrime and Governance - (RIZE)**

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. This online class has optional live sessions.

**Credits** 3

### **Prerequisite Courses**

[CY331: Network and System Security](#)

### **Prerequisites**

[MA230](#), [MK230](#), [EC130](#)

## **CY334 : Modern Cybersecurity - (RIZE)**

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. This online class has optional live sessions.

**Credits** 3

### **Prerequisites**

[MA230](#), [MK230](#), [EC130](#)

**CY433 : Cyber Forensics - (RIZE)**

When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country. This online class has optional live sessions.

**Credits 3**

**Prerequisites**

[CY330](#)

**CY495 : Ethical Hacking - (RIZE)**

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where they are asked to ethically hack a real system. This online class has optional live sessions.

**Credits 3**

**Prerequisites**

[CY330](#), [CY433](#)

**RZ3XX : Intro to Cybersecurity**

**Credits 3**

# Data Science

## **DT230 : INTRODUCTION TO COMPUTER PROGRAMMING**

For students interested in algorithmic problem solving in a variety of settings. No experience is required. Students will learn to solve problems using a variety of coding styles while becoming familiar with the Python Standard Library and its essential third-party packages. The focus is on building skills that students can transfer to other settings, including data science and analytics.

**Credits 4**

## **DT320 : INTRODUCTION TO DATA SCIENCE AND DATA VIZUALIZATION**

A survey of major data science tools and concepts. Students will learn the process of acquiring, cleaning, managing, and analyzing data sets to produce insights and make data-driven decisions. They will also gain experience with narrative building and visual storytelling using data.

**Credits 4**

### **Prerequisites**

[DT230](#), [MT131](#) or [EC334](#) and [EC335](#)

## **DT330 : METHODS IN DATA SCIENCE**

A deep dive into specific tools and methods used in Data Science and Analytics. Topics will vary to match student needs and faculty expertise, and may include Statistical Regression, GIS systems, Linear and Nonlinear Optimization, Convolutional Neural Networks, Econometrics, and Business Analytics.

**Credits 4**

### **Prerequisites**

[DT320](#)

## **DT340 : Machine Learning**

Machine Learning (DT340)

This course introduces the fundamental concepts and techniques in machine learning, including supervised and unsupervised learning, classification, regression, clustering, and dimensionality reduction. Students will gain hands-on experience with machine learning algorithms using Python and industry-standard libraries. The course emphasizes real-world applications and the ethical implications of AI and machine learning

**Credits 4**

### **Prerequisite Courses**

[DT330: METHODS IN DATA SCIENCE](#)

### **Prerequisites**

[DT330](#)

## **DT480 : RESEARCH PROJECT IN DATA SCIENCE**

Seminar-style research project applying Data Science and Analytics to a problem in another discipline. Students will work under the supervision of a Data Science faculty member, with support from a discipline-specific advisor, to produce a deliverable product such as a research manuscript, case study, web page, etc.

**Credits 4**

### **Prerequisites**

[DT330](#)

# Economics

## **EC130 : PRINCIPLES OF ECONOMICS I: MICROECONOMICS**

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.

**Credits 4**

### **Prerequisites**

[MT104](#) or math placement into [MT106](#) or higher

## **EC131 : PRINCIPLES OF ECONOMICS II: MACROECONOMICS**

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.

**Credits 4**

### **Prerequisites**

[MT104](#) or math placement into [MT106](#) or higher

## **EC233 : EXCEL-ESSENTIAL SKILLS**

This course is focused on developing the fundamental to intermediate level Excel skills desired by employers. Topics covered include creating and designing professional spreadsheets, using formulas, formatting, lookups and data tables, functions, importing/exporting data, pivot tables, and data analysis tools.

**Credits 2**

## **EC334 : BUSINESS STATISTICS I**

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.

**Credits 4**

### **Prerequisites**

Completion of the mathematics competence requirement of General Education

## **EC335 : BUSINESS STATISTICS II**

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.

**Credits 4**

### **Prerequisite Courses**

[EC334: BUSINESS STATISTICS I](#)

## **EC339 : MONEY AND BANKING**

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.

**Credits 4**

### **Prerequisite Courses**

[EC131: PRINCIPLES OF ECONOMICS II: MACROECONOMICS](#)

## **EC340 : MICROECONOMIC THEORY**

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.

**Credits 4**

### **Prerequisite Courses**

[EC130: PRINCIPLES OF ECONOMICS I: MICROECONOMICS](#)

**EC341 : MACROECONOMIC THEORY**

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.

**Credits 4**

**Prerequisite Courses**

[EC131: PRINCIPLES OF ECONOMICS II: MACROECONOMICS](#)

**EC350 : TOPICS IN ECONOMICS**

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.

**Credits 2**

-4

**EC430 : Equality, the Environment, Economic Growth and Sustainable Dev**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**EC430G : EQUALITY, THE ENVIRONMENT, ECONOMIC GROWTH, AND SUSTAINABLE DEVELOPMENT**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**EC433 : ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS**

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.

**Credits 4**

**Prerequisites**

[EC130](#) and [EC131](#) and junior or senior standing

# Education

## **ED130 : FOUNDATIONS OF EDUCATION**

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 that includes observations, field trips, guest speakers, and reflections. Successful completion with a grade of "B-" or better is required.

**Credits** 4

**Fee**

\$65.00

**Type**

Laboratory

## **ED132 : REFLECTIVE PRACTITIONERS FOR PEACEFUL SCHOOLS**

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.

**Credits** 1

**Fee**

\$65.00

**Prerequisites**

[ED130](#) in transfer, permission of instructor

## **ED133 : TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS**

This is a required course for licensure seeking teacher candidates. It is focused on technology integration in teaching and learning. The content coverage reflects the International Society for Technology in Education (ISTE) standards for educators. Topics include the Internet, productivity software applications, multimedia and educational software applications, social and ethical issues related to technology, and integration of technology in lesson planning appropriate to particular instructional objectives and strategies.

**Credits** 1

## **ED160 : BEGINNING AMERICAN SIGN LANGUAGE I**

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.

**Credits** 2

## **ED161 : BEGINNING AMERICAN SIGN LANGUAGE II**

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.

**Credits** 2

**Prerequisite Courses**

[ED160: BEGINNING AMERICAN SIGN LANGUAGE I](#)



**ED162 : AMERICAN SIGN LANGUAGE III**

This is the third in a series of introductory courses in American Sign Language (ASL) emphasizing basic signs used with English context. Classwork will stress everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about our environment, deaf culture, and continued instruction in ASL grammar with an emphasis on developing question and answering skills. Students learn pragmatic strategies to help maintain a conversation. In addition, a variety of interactive activities will enable students to rehearse and apply skills they have learned.

**Credits 2**

**Prerequisite Courses**

[ED160: BEGINNING AMERICAN SIGN LANGUAGE I](#)

[ED161: BEGINNING AMERICAN SIGN LANGUAGE II](#)

**ED163 : AMERICAN SIGN LANGUAGE IV**

This 2-semester-hour course is the fourth in a series of introductory courses in American Sign Language (ASL) emphasizing basic signs used with English context. Classroom work will stress everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about our environment, deaf culture and continued instruction in ASL grammar with an emphasis on develop question and answering skills. Students learn conversation strategies to help maintain a conversation. Interactive activities will allow students to rehearse what they have learned.

**Credits 2**

**Prerequisites**

[ED160](#), [ED161](#) and [ED162](#) or ED198-3

**ED230 : HUMAN DEVELOPMENT AND LEARNING THEORY**

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 area of the Learning Sciences is taught. Successful completion with a grade of "B-" or better is required.

**Credits 4**

**Prerequisites**

[EN100](#) or placement in [EN101](#)

**ED231 : HUMAN DEVELOPMENT AND LEARNING CONNECTIONS**

This course is for transfer students who have already completed either a 3-hour Human Development or a 3-hour Educational Psychology with a B- or higher and need 1 more credit hour to meet WC's 4-hour [ED230](#) Human Development and Learning requirement and attain adequate content. This course will address the content remaining from [ED230](#) Human Development and Learning to ensure student understanding of this critical content needed for successful progress in the education majors at Wilmington College. This course must be completed with a B- or higher to be considered for admission to the licensure program.

**Credits 1**

**Prerequisites**

Human Development OR Educational Psychology course with B- or higher in transfer, permission of instructor

**ED233 : INTEGRATED FINE ARTS FOR YOUNG CHILDREN**

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.

**Credits 2**

**Prerequisites**

[ED230](#) recommended

**ED235 : BASIC MOVEMENT AND MOTOR FOR YOUNG CHILDREN**

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.

**Credits 2**

**Prerequisites**

[ED230](#) recommended

**ED240 : READING CORE I: PHONEMICS, PHONICS, AND LANGUAGE ACQUISITION**

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading.

**Credits 4**

**ED243 : PRIMARY EDUCATION PHILOSOPHY AND PRACTICES**

This course explores the historical, philosophical, and social foundations of P-5 education as they relate to best practice. Culturally responsive program design and implementation, physically and psycho-socially safe and healthy learning environments, standards-based learning and teaching, research updates, the critical role of adult/child relationships, and collaborative partnerships with families and other professionals define the template applied to a variety of P-5 theories and model programs. The course also examines career options, social and policy issues, ethics, and child advocacy to help P-5 students become independent, self-regulated learners.

**Credits 4**

**ED270 : INTERNSHIP**

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.

**Credits 1**

-8

**Prerequisites**

Instructor permission

**Notes**

Taught Pass/No Pass.

**ED285 : FIELD PRACTICUM II**

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 lessons in their licensure area. They will also practice positive discipline and collaborate with colleagues. Interview with Education faculty required.

**Credits 1**

**Fee**

\$150.00

**Prerequisites**

Admission to the Teacher Education Program

**ED331 : FOUNDATIONS OF LITERACY**

This course provides students with an overview of literacy instruction by engaging students in reading about current issues, research, theory, policy, and practice in literacy instruction from PreK–12. Students will learn about the principles of literacy instruction including the components of literacy, the reading and writing processes, reading programs, methods of instruction, standards and assessments, discipline-specific literacy, diversity, and information literacy.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#) and Admission to the Diverse Learner or Teaching and Learning concentration of Education Studies Program

**ED341 : READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY IN CONTENT AREAS**

This course introduces candidates to the knowledge and skills necessary to support reading comprehension development in the content areas for PK–12 students. Students will study the relationship between word recognition and language comprehension, with a special focus on the roles of vocabulary and writing in facilitating comprehension. 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 reader understanding where it is appropriate. Candidates will also use formats as prewriting for composing lesson plans to meet state requirements. This course should be taken with a field practicum

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [ED230](#) or [ED240](#) and admission to the Teacher Education Program

**ED343 : READING CORE III: READING ASSESSMENT IN THE K-12 CLASSROOM**

This course will address the use of formal and informal assessment procedures used to design and evaluate robust reading instruction and intervention for children in preschool through high school. The foci of the course include the knowledge and skills needed to choose & give appropriate reading assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design and understanding struggling readers including those with reading disabilities. Instruction will be delivered within a context of an ecological, collaborative problem-solving model. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model aimed at the design of robust reading instruction. An emphasis will be placed on creating Multi-tiered Systems of Supports (MTSS) to support all students.

**Credits 4**

**Prerequisite Courses**

[ED230: HUMAN DEVELOPMENT AND LEARNING THEORY](#)

[ED240: READING CORE I: PHONEMICS, PHONICS, AND LANGUAGE ACQUISITION](#)

[ED341: READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY IN CONTENT AREAS](#)

**Prerequisites**

[ED341](#) and admission to Teacher Education Program

**ED347 : MIDDLE CHILDHOOD PHILOSOPHY AND GENERAL TEACHING METHODS**

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 application in the P-12 classroom 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 is stressed. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class. 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.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program or Applicable Education Studies Concentration

**ED349 : SECONDARY GENERAL METHODS**

This course emphasizes the connections between theories learned in college classrooms and their implementation in P-12 classrooms with the purpose of developing reflective practitioners. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class. 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.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program or Applicable Education Studies Concentration

**ED352 : TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE**

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.

**Credits 4**

**Prerequisites**

Admission to Teacher Education Program

**ED354 : TEACHING MATHEMATICS IN MIDDLE CHILDHOOD AND ADOLESCENCE**

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.

**Credits 4**

**Prerequisites**

Admission to Teacher Education Program

**ED356 : TEACHING SCIENCE IN MIDDLE CHILDHOOD AND ADOLESCENCE**

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.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED358 : TEACHING SOCIAL STUDIES IN MIDDLE CHILDHOOD AND ADOLESCENCE**

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 an 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.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED360 : SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES**

This course offers an introduction to exceptionality in diverse school settings. Specifically offered is an overview of the history, current legislation pertaining to inclusion, parents as partners in the education process, diagnostic and prescriptive teaching, classroom differentiation, and an understanding of all kinds of diversity of learners and best school practice within today's classroom. Collaboration with an understanding of resources available for support including community, state, and federal agencies will be addressed.

**Credits 4**

**Prerequisites**

[SE230](#) and Admission to the Teacher Education Program or Applicable Education Studies Concentration

**ED368 : CLASSROOM AND BEHAVIOR MANAGEMENT**

This course will provide opportunities for students to deepen their understanding on the following topics related to behavior and classroom management: Positive behavior intervention and supports (PBIS); social-emotional development; classroom systems for establishing the foundation for positive behavior; classroom systems for responding to unwanted behavior; classroom data collection systems; effective instructional strategies and how to implement them with fidelity; matching curriculum to student needs and data; and the impact of trauma, toxic stress, and other environmental variables on learning behavior. Evidence-based, practical strategies for use in P-12 general education classrooms will be emphasized.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED373 : MATHEMATICAL METHODS FOR PRIMARY EDUCATION**

This course offers a balance of curricular and instructional approaches that include mathematical concepts, processes, and skills and how to facilitate learning for students in grades P-5. 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. Students will apply specific P-5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to mathematics. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED374 : SOCIAL STUDIES, ENGLISH, LANGUAGE ARTS METHODS FOR PRIMARY EDUCATION**

This course offers 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 as they relate to Language Arts and Social Studies. 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. Students will apply specific P-5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to social studies and English/language arts. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED375 : SCIENCE METHODS FOR PRIMARY EDUCATION**

This course offers a balance of curricular and instructional approaches that include science concepts, processes, and skills and how to facilitate learning for students in grades P–5. Content includes explorations of life sciences, physical science, and Earth and space sciences. 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. Students will apply specific P–5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to science. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning.

**Credits 4**

**Prerequisites**

Admission to the Teacher Education Program

**ED385 : FIELD PRACTICUM III**

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 lessons 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.

**Credits 1**

**Prerequisites**

[ED285](#) and Admission to the Teacher Education Program

**ED470 : INTERNSHIP**

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.

**Credits 1**

–8

**Prerequisites**

Instructor permission

**Notes**

Taught Pass/No Pass.

**ED485 : FIELD PRACTICUM IV**

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 lessons 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 and passing the appropriate Ohio Assessment for Educators (OAE) professional content test(s) required for Ohio licensure are a prerequisite for student teaching.

**Credits 1**

**Prerequisites**

[ED385](#) and Admission to the Teacher Education Program

**ED495 : STUDENT TEACHING**

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 (EdTPA), in which planning, teaching, and assessment are described and analyzed. The project is nationally scored; failure to submit the EdTPA will result in a failing grade for the course. Take remaining OAE test(s).

**Credits** 16

**Fee**

\$365.00. \$65.00 fingerprinting fee, \$300 EdTPA fee, additional fees may be charged based on semester offered – check with the Education Department for clarification

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), Admission to the Teacher Education Program, Passing Content OAE, Permission of the Education area Faculty

**Notes**

Taught Pass/No Pass.



# English

## **EN088 : ENGLISH AS A SECOND LANGUAGE: WRITING**

Designed primarily for international students needing assistance with college level writing skills, emphasizing grammar and usage issues common among E.S.L. students.

**Credits** 2

### **Notes**

Taught Pass/No Pass.

## **EN089 : ENGLISH AS A SECOND LANGUAGE: READING**

Designed primarily for international students needing assistance with reading skills, including comprehension and vocabulary development.

**Credits** 2

### **Notes**

Taught Pass/No Pass.

## **EN098 : READING WORKSHOP**

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.

**Credits** 4

### **Prerequisites**

ACT reading score of 13 or lower

### **Notes**

Taught Pass/No Pass.

## **EN100 : WRITING I**

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.

**Credits** 4

## **EN101 : WRITING II**

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.

**Credits** 4

## **EN103H : GREAT DEBATES**

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.

**Credits** 4

### **Prerequisites**

Admission to the Honors Program. Does not count towards an English major or minor

**EN131 : WRITING III: ADVANCED WRITING AND PRACTICE**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN134 : INTRODUCTION TO ENGLISH LITERATURE**

This course introduces students to the study of English literature. Students will learn critical thinking, reading, and writing skills, as well as cultural analysis.

**Credits 1**

**Prerequisites**

Student must be an English major or minor

**EN150 : TOPICS IN LITERATURE**

This course is designed to introduce students to the study, analysis, and joy of literature. Students will read a variety of literary works connected by a specific aesthetic or cultural theme such as seduction poetry, revenge, the concept of the "alien," etc. Intended primarily for first- and second-year students, this course will encourage them to draw connections between works of different genres, eras, and authors and communicate those ideas to others. May be repeated when topics vary.

**Credits 2**

**EN232 : VARIETIES OF LITERATURE**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN233 : LITERATURE OF RURAL LIFE AND THE ENVIRONMENT**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN235 : LITERATURE FOR CHILDREN AND YOUNG ADULTS**

This study of literature for children and young adults surveys the field from traditional origins to modern times. Culturally 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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN239 : DISCOVERING LITERATURE**

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.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN242 : AMERICAN LITERATURE SURVEY**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN244G : BRITISH LITERATURE: FROM CASTLES TO COLONIES**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN245G : BRITISH LITERATURE: RULE BRITANNIA TO COOL BRITANNIA**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN250G : TOPICS IN GLOBAL LITERATURE**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN251/251G : TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY**

This course teaches students about concepts of race, gender, and ethnicity in literature. It will explore the representations of women, people of color, and/or LGBTQ people and also include a substantial number of works written by authors from those communities. Topics will vary, and course can be repeated for credit with new themes. Themes may include: "African American Literature Survey," "How to be a Girl," or "MLK to Obama: African-American Political Literature." The course will include regular reading, short weekly writing assignments, and two major essays to meet requirements for a lower-division W course.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN252 : TOPICS IN PROFESSIONAL WRITING**

This course introduces students to a variety of writing styles and conventions suitable to various workplaces and disciplines. Students will learn how to prepare written and oral reports for formal and informal settings. Students will learn basic communication principles in preparation for the real-world workplace. Students will learn to analyze different writing situations, how to plan and design communications, and how to write in an appropriate style. Topics may include "Business Writing," "Technical and Professional Writing," and "Research Writing." May be repeated when topics vary.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN270 : Internship**

**Credits 1**

-4

**EN330 : MAJOR AUTHORS OR MOVEMENTS**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

**EN330G : Topics in Global Literature**

**Credits 4**

**EN331 : SHAKESPEARE**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

**EN334 : LITERARY STUDIES**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

**EN336 : CREATIVE WRITING**

An intensive experience in writing poetry, short stories, drama, or other creative genres. May be repeated when topics vary or by permission of the instructor.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN338 : NEW AMERICAN STORIES**

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.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

**EN350 : ADVANCED TOPICS IN LITERATURE**

Designed to focus on depth rather than breadth, this course allows students to pursue their study of literature at a higher level by immersing them in a cluster of related texts, an author's body of work, or perhaps even a single great book. Intended primarily for juniors and seniors, this course emphasizes close textual analysis, the understanding of research in literary criticism, and the application of secondary source materials.

**Credits 2**

**Prerequisites**

[EN101](#) or [EN103H](#)

**EN430G : STUDIES IN WORLD LITERATURE**

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.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

**EN470 : Internship**

**Credits 1**

-4

**EN495 : SENIOR SEMINAR**

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.

**Credits 4**

**Prerequisites**

Senior standing

# Environmental Science

## **ES101G : ENVIRONMENTAL SCIENCE**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

## **ES330/330G : TOPICS IN FIELD BIOLOGY**

An introductory series of lectures on campus will be followed by a one to two-week field research experience at biological field stations. Topics include tropical ecology and marine biology. May be repeated when topics vary. May be designated as global when topic is appropriate.

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

BI231: BIOLOGICAL SCIENCES II

## **ES332 : ECOLOGY AND CONSERVATION BIOLOGY**

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.

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

BI231: BIOLOGICAL SCIENCES II

# Equine Studies

## **EQ102 : RECREATIONAL HORSEBACK RIDING**

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 groundwork, 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, saddle, bridle, and grooming tools. These course topics are intended to give the student a basic foundation for further study.

**Credits** 1

**Fee**

\$450.00

**Notes**

Taught Pass/No Pass.\*

## **EQ130 : INTRODUCTION TO EQUINE STUDIES**

This course introduces students to the basics of practical equine management, behavior, and handling with an emphasis on handler safety. In addition, basic equine anatomy, breeds, selection, health, and identification will be covered. Discussion and application of management techniques will occur in a laboratory setting.

**Credits** 2

## **EQ134 : BEGINNING EQUITATION/HORSEMANSHIP**

Beginning Equitation/Horsemanship is an introduction to riding, including skills such as handling, bridling, saddling, grooming, mounting, and dismounting. Basic maneuvers such as the walk, trot, and canter will be taught including safe horsemanship skills and general overall knowledge of the horse as it relates to both English and Western seats. Emphasis on barn and stable management are included. By the end of the semester, the student should be able to catch, groom, perform groundwork, saddle, mount/dismount, maintain proper riding position, ride at the walk, trot, and canter as well as maneuvering 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.

**Credits** 2

**Fee**

\$1,800 board of own horse or \$900 for lease of school horse

**Semester Offered**

Fall.

## **EQ136 : INTRODUCTION TO THE HORSE INDUSTRY**

Introduces students to all facets of the equine industry. Focus will be placed on the economic impact of the industry on a local, regional, and national scale. Topics included will be discipline diversity, equine welfare, employment opportunities, and current problems facing the industry.

**Credits** 2

## **EQ138 : BASIC HORSE HANDLING I**

This course will teach basic equine terminology and the fundamentals principles to successfully communicate with the horse through voice, touch, and body language. This course will acquaint the student with basic horse handling. It is designed for the student who wishes to become proficient in the care and handling of the horse. This course would include catching, grooming, leading, saddling, bridling, and basic handling skills.

**Credits** 2



**EQ231 : BEGINNING HORSE JUDGING**

This course will allow students to become familiar with the basic concepts necessary to select and evaluate performance horses. Evaluation of conformation and performance based on breed standards will be emphasized. Preparation and delivery of oral reasons will be introduced.

**Credits** 2

**EQ234 : INTERMEDIATE EQUITATION/HORSEMANSHIP**

Intermediate Equitation/Horsemanship is designed to further develop the rider's aids, position, and timing. This class will cover transitions between and within gaits, circles, serpentines, and pattern work. Students will be introduced to the different disciplines in both the English and Western seats. This class requires that the rider is able to walk, trot, and canter proficiently and emphasis is placed on individual work and skill achievement of the intermediate rider. Barn and stable management skills are also included in this course.

**Credits** 2

**Fee**

\$1,800 board of own horse or \$900 for lease of school horse

**Prerequisites**

permission from instructor

**Semester Offered**

Spring.

**EQ240 : EQUINE HEALTH MANAGEMENT**

This course will focus on basic management practices used in the equine industry. Topics to be included are equine diseases and parasites, herd health programs, nutrition and feeding management, and first aid. Students will apply equine herd health management techniques by participating in daily care of animals housed at the Equine Center.

**Credits** 4

**Fee**

\$75.00

**Type**

Laboratory

**Prerequisite Courses**

EQ130: INTRODUCTION TO EQUINE STUDIES

**EQ253 : STABLE AND FACILITIES MANAGEMENT**

Students will expand upon skills learned in [EQ240](#). Practical experience in barn management involving operating farm machinery, facility upkeep, resource management, supervising workers, and problem solving will be covered. Students will apply facility management techniques learned in daily barn management at the Equine Center.

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

EQ240: EQUINE HEALTH MANAGEMENT

**EQ285 : EQUINE STUDIES PRACTICUM**

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.

**Credits** 1

**Fee**

\$500.00 for one team and \$300 for second team

**Notes**

Taught Pass/No Pass.

**EQ334 : ADVANCED EQUITATION/HORSEMANSHIP AND TEACHING**

Advanced Equitation/Horsemanship and Teaching is designed to further develop rider technique and introduce students to teaching other riders. Advanced riding techniques are taught in both Western and English seats and include such things as simple and flying lead changes, advanced balance and position, turn on the forehand and haunches, lateral movements, aids, and in depth work into different riding disciplines. The rider will also develop teaching skills that will include student instruction throughout the semester and include a teaching portfolio.

**Credits** 2

**Fee**

\$1,800 board of own horse or \$900 for lease of school horse

**Prerequisites**

permission from instructor

**Semester Offered**

Fall.

**EQ339 : BASIC HORSE HANDLING II**

This course will introduce students to various maneuvers used in horsemanship patterns. Students will ride with position and balance. Students will focus on showmanship, horsemanship, and basic training skills as it relates to general horse handling.

**Credits** 2

**Prerequisite Courses**

[EQ138: BASIC HORSE HANDLING I](#)

**EQ340 : EQUINE BREAKING AND TRAINING I**

This course involves using previously developed skills to perfect a basic broke horse. Teaching walk, trot, lope, back up, spins and showmanship to a variety of horses in a short period of time.

**Credits** 4

**Prerequisite Courses**

[EQ339: BASIC HORSE HANDLING II](#)

**EQ342 : ADVANCED HORSE JUDGING**

Designed for students who wish to compete in the area of Horse Judging. Skills introduced in [EQ231](#) will be developed further for preparation to compete in collegiate events. Lecture and live evaluation of equine conformation and performance will occur. Course taught Pass/No Pass only. May be repeated four times for credit.

**Credits** 2

**Fee**

\$100.00

**Prerequisite Courses**

[EQ231: BEGINNING HORSE JUDGING](#)

**EQ349 : PRINCIPLES AND STUDY OF EQUINE PRODUCTION/REPRODUCTION**

The purpose of this course is to build on the scientific principles and practices and provide an overview of equine reproductive physiology and common reproductive management techniques and proper care as introduced in [EQ240](#). Principles of anatomy, exercise physiology, genetics, nutrition, reproduction, reproductive anatomy of the stallion and mare, heat detection, breeding management of the foal and health management will be emphasized.

**Credits** 4

**Fee**

\$50.00

**Prerequisite Courses**

[EQ240: EQUINE HEALTH MANAGEMENT](#)

**EQ350 : TOPICS IN EQUINE STUDIES**

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.

**Credits 2**

**EQ350A7 : TOP EQU: INTRO TO EQUINE MASSAGE**

Massage Therapy is the therapeutic application of hands-on deep tissue techniques to the voluntary muscle system – for the purpose of increasing circulation, reducing muscle spasms, relieving tension, enhancing muscle tone, promoting healing, and increasing range of motion in all breeds of horses. Students will be introduced to basic anatomy and physiology along with basic massage techniques.

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.

**Credits 2**

**EQ363 : EQUINE MARKETING**

This course will introduce students to the principles and theories of modern marketing for the equine business, as well as effective marketing tools for reaching target markets. The course focuses on developing an effective marketing plan with an emphasis on sound marketing practices.

**Credits 2**

**Prerequisite Courses**

[EQ136: INTRODUCTION TO THE HORSE INDUSTRY](#)

**EQ372 : COMPETITIVE COURSE DESIGN**

This course introduces students to the basic's concepts of course design for equine related events. It will also give students information and practice on course requirements, measurements, and designs. The info will give the students needed skills to work at equine related events.

**Credits 2**

**Prerequisite Courses**

[EQ138: BASIC HORSE HANDLING I](#)

**EQ435 : EQUINE EVENT MANAGEMENT**

This course will prepare students to run a horse show series at Wilmington College Equine Center. Practical skills to plan, initiate, host, and evaluate an equine event will be presented and practiced. Emphasis will be placed on management skills, teamwork, community outreach, and safety concerns surrounding equine events.

**Credits 2**

**Prerequisites**

Junior or Senior standing

**EQ441 : EQUINE BREAKING AND TRAINING II**

Basic instruction for the advanced rider includes proper steps in the breaking and training of the young horse. At the conclusion of the class, the students will be able to safely perform groundwork up to the beginning stages of riding the unbroken horse or young green broke horse including but not limited to leading, tying, lunging, ground driving, bridling, saddling, and performing the walk, trot, canter and back while mounted under a select training schedule. Barn and stable management skills will be included in this course.

**Credits 4**

**Prerequisites**

[EQ340](#) and permission of instructor required

**EQ480 : RESEARCH PARTICIPATION**

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 taken two times for credit.

**Credits** 1

-2

**Prerequisites**

Junior or senior standing, permission of Instructor

**Notes**

Taught Pass/No Pass.

**EQ485 : EQUINE STUDIES PRACTICUM**

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.

**Credits** 1

**Fee**

\$500.00 for one team and \$300 for second team

**Prerequisites**

Junior or senior standing

**Notes**

Taught Pass/No Pass.

**EQ495 : EQUINE BUSINESS SEMINAR**

The current and future evolvement of the equine industry 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.

**Credits** 4

**Prerequisites**

[EQ130](#), [EQ136](#) and [EQ240](#), Seniors only, Equine Business majors only

# Esports Management

## **ET233 : Contemporary Issues in Esports**

In this course, students will examine current events and ethical dilemmas in the Esports Industry. Gender, race, and other disparities will be discussed along with other current issues occurring in Esports. Students will learn how to examine these controversial topics using different perspectives, offering potential solutions to each issue.

**Credits 4**

## **ET430 : The Esports Industry**

Students will learn about the growing Industry of Esports including: revenue generation, tournament creation, team and league sponsorships, player endorsements, legal and ethical issues, as well as marketing and sales. Students identify industry best practices by reviewing and critiquing case studies.

**Credits 4**

### **Prerequisites**

[SM240](#) and [ET233](#)

## **ET495 : Esports Seminar**

This capstone course is the final course for students minoring in Esports. Students review, reflect, and analyze the concepts learned in prior coursework including but not limited to: event and facility management, sales and marketing, legal and ethical issues, and media and production. Students will review the job market in Esports and prepare for future employment.

**Credits 2**

### **Prerequisites**

[ET430](#)

# Exercise Science

## **AT130 : INTRODUCTION TO ATHLETIC TRAINING**

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.

**Credits** 4

**Fee**

0

**Prerequisites**

Prerequisite: Athletic Training or Exercise Science major.

## **XS130 : INTRODUCTION TO EXERCISE SCIENCE**

Introduction to the history of exercise science and an examination of the science and careers related to exercise science. Topics addressed include foundational anatomy and physiology, basic human movement, clinical testing and exercise prescription, and strength and fitness programming. The course is designed to introduce the student to the exercise science professionals and prepare them for further classes in the major.

**Credits** 2

## **XS135 : EMERGENCY CARE**

Introduction and practice in advance 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

**Credits** 4

**Fee**

\$75.00

## **XS231 : MEDICAL TERMINOLOGY**

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.

**Credits** 4

**Prerequisites**

Sophomore, junior or senior standing and Exercise Science major

## **XS232 : EXERCISE SCIENCE SEMINAR: PROFESSIONAL ORGANIZATIONS AND DEVELOPMENT**

This course is designed to begin the professional socialization process through an introduction to the professional standards and organizations that operate in the exercise science professions.

**Credits** 1

**Prerequisite Courses**

[XS130: INTRODUCTION TO EXERCISE SCIENCE](#)

## **XS285 : FIELD EXPERIENCE IN EXERCISE SCIENCE**

An opportunity to gain knowledge and experience (within the fields of Athletic Training or Exercise Science) in professional settings. Experiences are integrated with educational objectives to broaden student learning.

**Credits** 2

**XS331 : EXERCISE AND SPORT NUTRITION**

A study of the basic principles of nutrition and their application to overall health, physical activity, and sport. The topics include macronutrients, micronutrients, caloric expenditure, weight management, fluid & electrolyte balance, supplements, fad diets, nutrition in relation to disease risk & prevention, and athletic performance.

**Credits 4**

**Prerequisites**

[BI131](#) and Sophomore Standing or above

**XS332 : EXERCISE SCIENCE SEMINAR: ETHICS**

This course is a discussion-based course designed to explore the ethics of professional practice in exercise science. A secondary focus of the course is to explore current best-practices in exercise science.

**Credits 1**

**Prerequisite Courses**

[XS130: INTRODUCTION TO EXERCISE SCIENCE](#)

**XS340 : KINESIOLOGY**

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 innervation 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.

**Credits 4**

**Prerequisite Courses**

[HS344: ANATOMY & PHYSIOLOGY I](#)

**XS342 : PRINCIPLES OF PHYSICAL TRAINING**

A course designed to teach the principles of physical training. Topics would include how the body works, energy for the body, developing and conducting a physical training program, how to assess and monitor fitness training programs, how to determine the muscular demands for a sport, and how to design a muscular fitness program.

**Credits 2**

**Prerequisites**

[HP230](#)

**XS344 : Food Economics - (RIZE)**

Food Economics isn't just about numbers – it's about people. Inequalities in our global food system often mirror the broader disparities in society. By understanding these systems, we can bring about transformative change. This course tackles the essentials, preventing foodborne illnesses, mastering procurement, and ensuring production quality. You'll learn the real-world calculations behind food costs and discover how food systems can save lives. This online class has optional live sessions.

**Credits 3**

**Prerequisite Courses**

[BI131: HUMAN NUTRITION](#)

**XS355 : PHYSIOLOGY OF EXERCISE**

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.

**Credits 4**

**Fee**

\$15.00

**Prerequisite Courses**

[HS344: ANATOMY & PHYSIOLOGY I](#)

**XS356 : Lifecycle Nutrition I - (RIZE)**

From preconception to adolescence, nutrition shapes our health trajectories. This course explores how early choices, like breastfeeding or formula feeding, impact a child's development milestones and potential food allergies. As children grow, we'll examine how dietary needs and relationships with food evolve, especially during adolescence. Learn about the pivotal role of nutrition during early life and how it can mold health and self-perception. This online class has optional live sessions.

**Credits 3**

**Prerequisite Courses**

[BI131: HUMAN NUTRITION](#)

**XS357 : Lifecycle Nutrition II -(RIZE)**

In adulthood, nutritional habits solidify. We'll explore how early adulthood sets foundational food choices, and middle adulthood introduces complexities with work, family, and onset of chronic diseases. Lastly, we'll explore the challenges faced in geriatric nutrition, including the impacts of polypharmacy. Throughout, a recurring theme will be weight management, emphasizing its role in promoting sustained health and activity. This online class has optional live sessions.

**Credits 3**

**Prerequisite Courses**

[BI131: HUMAN NUTRITION](#)

**XS360 : BIOMECHANICS**

A study in the properties of human movement in sport and physical activity. Emphasis is placed on understanding the physical laws that dictate motion and the calculations related to those laws. Further exploration into the current biomechanical literature emphasizes the application of biomechanical principles to professional practice.

**Credits 2**

**Prerequisites**

[XS340](#) and [MT111](#) or higher

**XS362 : Medical Nutrition Therapy- (RIZE)**

Through this course, students will gain insights into how medical and social histories play a crucial role in accurate nutrition diagnoses. The course also highlights various counseling techniques and introduces therapeutic diets tailored to address specific health challenges. Emphasizing the importance of monitoring and evaluating outcomes, this course prepares students for effective and informed interventions. This online class has optional live sessions.

**Credits 3**

**Prerequisite Courses**

[BI131: HUMAN NUTRITION](#)



**XS363 : STRENGTH AND FITNESS PROGRAMMING**

This is a two-hour lecture/lab course covering the foundations of strength and fitness programming. The foundational anatomy and physiology are reviewed. The components of performance enhancement programming and team injury prevention programming are discussed in detail with lab time for application of learned skills.

**Credits** 2

**Fee**

\$10.00

**Prerequisite Courses**

[XS355: PHYSIOLOGY OF EXERCISE](#)

**XS365 : EXERCISE TESTING AND PRESCRIPTION**

A study of the current guidelines and recommendations of exercise testing and prescription as outlined by the American College of Sports Medicine (ACSM). The basics of testing in the laboratory and in the field are discussed with emphasis on evidence-guided application of testing and program design.

**Credits** 4

**Fee**

\$15.00

**Prerequisite Courses**

[XS355: PHYSIOLOGY OF EXERCISE](#)

**XS367 : IGNITION SPEED SYSTEMS CERTIFICATION**

The Ignition Speed System course is designed to teach students the entire Ignition Speed System. The Ignition Speed System is comprised of 7 essential elements that combine to help the athlete systematically and progressively develop quickness, speed and agility. Along with the 7 elements of the Ignition Speed System, students will learn testing methods, programing methods, cuing and skill development, as well as basics of energy systems utilized by the body during exercise.

**Credits** 2

**Fee**

\$35.00

**Prerequisites**

Sophomore standing or above

**XS431 : ADVANCED NUTRITION**

This course will cover the energy, macronutrient metabolism, digestion, absorption and functions of each of the macronutrients and micronutrients. Chemical structure, transportation, storage, physiology function, Dietary Reference Intakes (DRIs), deficiency, toxicity of nutrients will also be covered.

**Credits** 4

**Prerequisite Courses**

[BI131: HUMAN NUTRITION](#)

[XS355: PHYSIOLOGY OF EXERCISE](#)

**XS432 : EXERCISE SCIENCE SEMINAR: PROFESSIONAL BEST PRACTICES**

This is a discussion-based course designed to explore current issues, research, professional practice, and more as related to exercise science.

**Credits** 1

**Prerequisites**

[XS130](#); Junior or Senior standing

**XS440 : PRINCIPLES OF ATHLETIC TRAINING/DRUG ABUSE & POLICY MAKING**

A course designed to teach the principles of athletic nutrition, drug abuse, and policy making. The course topics would include the following: fueling the athlete, drug abuse and the athlete, and how to write athletic policies.

**Credits 2**

**Prerequisite Courses**

[HP230: PRINCIPLES OF COACHING](#)

**XS470 : INTERNSHIP**

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.

**Credits 4**

**Prerequisites**

Instructor permission

**Notes**

Taught Pass/No Pass.

**XS485 : FIELD EXPERIENCE IN EXERCISE SCIENCE**

An opportunity to gain knowledge and experience (within the fields of Athletic Training or Exercise Science) in professional settings. Experiences are integrated with educational objectives to broaden student learning.

Can be repeated up to 10 credits

**Credits 2**

-6

**XS496 : SENIOR EXERCISE SCIENCE THESIS**

This capstone course is designed for Allied Health Concentration exercise science students. Each student will design and implement individual or small-group in-depth research projects. The course requires extensive exploration of current literature, composition of scholarly writing, and presentation of research project findings.

**Credits 4**

**Skill**

[W](#)

**Prerequisites**

[EN101](#) or [EN103H](#), Senior standing

# Finance

## **FN205 : PERSONAL FINANCE**

This course is designed to prepare the student to deal with a constantly changing economy. The student will learn the importance and have a basic understanding of financial planning techniques, will develop analytical skills, and through lecture and class discussion learn to make effective financial decisions. Specific topics covered include informed decisions regarding budgets, investment, insurance, retirement, and estate planning. Upon course completion, the student should have the ability to have a working knowledge of the materials covered in the course, thereby providing the student with the ability to make—and, if necessary, access, sources—for making appropriate financial decisions, both personal and business applications.

**Credits 2**

# Global

## **GL131GH : THE INDIVIDUAL IN A GLOBAL SOCIETY**

This course is designed for students in their first year of the Honors Program. In this course, students will reflect on their own values and goals while increasing their understanding of the perspectives of other cultures, global issues, the interconnectedness of the world, and their roles as engaged citizens.

**Credits** 4

### **Prerequisites**

Honors Program students only

## **GL320 : WILMINGTON GLOBAL SIGNATURE**

This "Big Ideas" course will be writing intensive. This is a traditional 4-credit hour course offered each semester and taken by students of junior or senior standing (transfers will be required to take it during their first year at Wilmington College). This course can take the form a "great book/s" model, or focus on any global or universal questions faced by and unifying the human condition. With reference to Wilmington College's mission, vision, core values, and queries, students will continue to increase their understanding of the perspectives of other cultures, global issues, and the interconnectedness of the world through in-depth exploration of global topics. Students will also reflect on their future roles as engaged members of a global community. Topics will vary.

**Credits** 4

### **Fee**

Courses with a travel component may have a travel deposit of \$500 to \$1500

### **Prerequisites**

[EN101](#) or [EN103H](#), and junior or senior standing

## **GL320H : WILMINGTON GLOBAL SIGNATURE (HONORS)**

This "Big Ideas" course will include an Information Literacy component and be Writing intensive. This is a traditional 4-credit hour course offered each semester and taken by student of junior or senior standing. This course can take the form a "great book/s" model, or focus on any global or universal questions faced by and unifying the human condition. With reference to Wilmington College's mission, vision, core values, and queries, students will continue to increase their understanding of the perspectives of other cultures, global issues, and the interconnectedness of the world through in-depth exploration of global topics.

**Credits** 4

### **Fee**

Courses with a travel component may have a travel deposit of \$500 to \$1500

### **Prerequisites**

[EN103H](#), [GL131GH](#), Honors Academic Track students only, junior or senior standing

# Health and Physical Education

## **HP100 : PERSONAL WELLNESS**

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.

**Credits 2**

## **HP150 : PHYSICAL ACTIVITY TOPICS**

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. May be taken two times when topics vary.

**Credits 1**

## **HP230 : PRINCIPLES OF COACHING**

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.

**Credits 4**

## **HP250 : COACHING OF SPORT TOPICS**

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 be designated prior to each semester. Each course will cover approximately two sport activities, ie. football, basketball. May be taken two times when topics vary.

**Credits 2**

### **Prerequisite Courses**

HP230: PRINCIPLES OF COACHING

# Health Science

## **HS344 : ANATOMY & PHYSIOLOGY I**

First course in a two-course sequence that surveys the anatomy and physiology of humans. After an introduction to anatomical terminology, the biological hierarchy and homeostasis, systems studied will include the integumentary system, skeletal systems and articulations, the nervous system, special senses and the muscular system.

Laboratory Pre-requisite: BI203 or BI231.

**Credits** 4

**Type**

Laboratory

**Prerequisites**

[BI203](#) or [BI231](#)

## **HS345 : ANATOMY & PHYSIOLOGY II**

Second course in a two-course sequence that surveys the anatomy and physiology of humans. Topics include the endocrine system, cardiovascular system, lymphatic system and immunity, respiratory system, urinary system, acid-base balance, fluid balance, reproductive system and digestive system, including nutrition.

Laboratory Pre-requisite: HS344

**Credits** 4

**Type**

Laboratory

**Prerequisite Courses**

[HS344: ANATOMY & PHYSIOLOGY I](#)

# History

## **HI130 : AMERICAN HISTORY I: BEFORE 1865**

This course examines the early history of the United States, starting with the settlement of the North American continent by nomadic hunter-gatherers and concluding with the American Civil War and its aftermath. The first half of the course will focus on the European incursion into North America. We will explore cultural encounters and conflicts between Europeans and Native Americans, the competition between empires for dominion over the New World, the settlement and development of British colonies, and the struggle for American independence. In the second half of the course, we will examine the formation and consolidation of the American nation-state in the early republic and antebellum era, focusing specifically on capitalist development, political democratization, slavery and race, westward expansion, and reform movements. The course will conclude by examining the growing conflict over slavery that would eventually lead to a crisis of disunion and the American Civil War.

**Credits 4**

## **HI131 : AMERICAN HISTORY II: AFTER 1865**

This course examines the history of the United States from the end of the Civil War to the beginning of the twenty-first century. At the beginning of this period, America was a predominantly agrarian nation coming out of a devastating internal conflict, a second-class international player that could not assert military or political control over the continental territory it claims as its own. Yet, by the end of the twentieth century, the United States was the world's only superpower, able to confidently exert its power at home and abroad, while also boasting the most advanced economy on the face of the earth. This class will examine America's dramatic transformation over the last century and a half, surveying broad developments in modern US history along with close analysis of the lived experiences of individual historical figures and social groups.

**Credits 4**

## **HI160G : WORLD CIVILIZATIONS I**

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.

**Credits 4**

## **HI161G : WORLD CIVILIZATIONS II**

A continuation of [HI160G](#), 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.

**Credits 4**

## **HI170 : THE HISTORY OF OHIO**

This course aims to provide students with a functional knowledge of Ohio history, tracing developments from the ancient Indian civilizations of North America to the post-industrial era of the late twentieth century. The class will examine the dramatic economic transformation of Ohio, exploring how a land of nomadic hunter-gatherers successively transformed into a frontier economy, a market society, an industrial powerhouse, and finally a post-industrial landscape. The course will approach Ohio as a zone of cultural interchange, a place throughout history where different peoples, communities, and cultures have come into contact and conflict.

**Credits 4**

## **HI242 : PUBLIC HISTORY**

Public history defines a constellation of historical work outside the academy. It most often refers to historians who work in institutions like museums, offices, and cultural resource agencies. It also refers to popular history or the various ways the public constructs and maintains ideas about the past.

**Credits 4**

**HI350 : TOPICS IN UNITED STATES HISTORY**

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.

**Credits 4**

**Prerequisites**

[HI130](#) or [HI131](#)

**HI351G : TOPICS IN WORLD HISTORY**

A thematically focused examination of a selected topic in the history of an area other than the United States. Course content will emphasize the experiences of people from the Global South and/or marginalized backgrounds and encourage students to trace the origins of global inequality. Examples include, but are not limited to, U.S./Latin American Relations, the African Diaspora, and Latin American Agricultural History. May be repeated when topics vary.

**Credits 4**

**Prerequisites**

[HI160G](#) or [HI161G](#)

**HI353G : Turning points in History**

Turning Points in History examines critical junctures in history, examining moments and periods in the past when the old appeared to give way to the new. In this class, students will be forced to consider the concepts of contingency and causality, reckoning with why history moved in a certain direction and whether those changes might have played out differently. Examining different areas of the world and historical epochs, Turning Points in History ponders why things change and what forces ultimately move history.

This course examines a single era in world history from a global perspective. Examples may include the Ancient World, the Early Modern World, the Long Nineteenth Century, and the Post-War Era. Regardless of the period studied, both primary and secondary sources related to the era will be used to advance students' knowledge of the historical chronology and to introduce students to the major historiographical debates in the discipline. May be repeated when topics vary.

**Credits 4**

**Skill**

[W](#)

**Prerequisites**

[EN101](#) or [EN103H](#), [HI160G](#) or [HI161G](#)

**HI381 : HISTORICAL RESEARCH METHODS**

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.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN103H](#)

**HI495 : SENIOR SEMINAR**

The capstone seminar for the major focuses upon historiography and methodology in the discipline. A major research paper is required.

**Credits 4**

**Prerequisites**

[HI381](#) and junior or senior standing



# Honors

## **HO230 : HONORS SEMINAR**

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.

**Credits 1**

### **Prerequisite Courses**

[GL131GH: THE INDIVIDUAL IN A GLOBAL SOCIETY](#)

### **Notes**

Taught Pass/No Pass.

## **HO231 : Conflict Mediation**

This course explores all phases of the mediation process through exercises, short lectures, group discussions, and role-playing sessions.

**Credits 1**

### **Prerequisite Courses**

[GL131GH: THE INDIVIDUAL IN A GLOBAL SOCIETY](#)

### **Notes**

Taught Pass/No Pass.

## **HO 232 : Difficult conversations**

This course explores all phases of the mediation process through exercises, short lectures, group discussions, and role-playing sessions.

**Credits 1**

### **Prerequisite Courses**

[GL131GH: THE INDIVIDUAL IN A GLOBAL SOCIETY](#)

### **Notes**

Taught Pass/No Pass.

## **HO232 : Difficult conversations**

This course will explore how to have difficult conversations with other people. While it will focus to some extent on political conversations, most aspects of what we learn will be transferable to non-political scenarios

**Credits 1**

### **Prerequisite Courses**

[GL131GH: THE INDIVIDUAL IN A GLOBAL SOCIETY](#)

### **Notes**

Taught Pass/No Pass.

# Interdisciplinary

## **ID100 : CREATING YOUR PERSONAL SUCCESS**

This course provides students with additional preparation in the organization, study skills, and self-discipline needed to develop and understand their long and short term goals, strengths, and barriers to success, understand the connections between their work at Wilmington and the attainment of these goals, create a plan of action which uses students' individual strengths to overcome their barriers, learn and apply effective strategies for life management, establishing personal priorities, effective use of resources, and making choices which support their personal goals. Students may be placed into this course by Academic Affairs, but will be open to all students to add during Add/Drop as space is available.

**Credits 1**

**Semester Offered**

Offered each abbreviated session.

### **Notes**

Taught Pass/No Pass. Placement by Academic Affairs.

## **ID120 : FIRST YEAR EXPERIENCE**

A dedicated FYE course taught during the first 8-week abbreviated session of fall term. The course will focus on an introduction to Wilmington College, Quakers, adaptation to college life, study skills, introduction to campus services and facilities, and other life skills. This course will also include a unified "summer" reading and additional course materials used to introduce the areas of thought and expressions (as well as applied fields) and serve as a first introduction to advising with the creation of a 4-year education plan.

**Credits 1**

**Fee**

\$10.00

## **ID122 : FIRST YEAR EXPERIENCE**

This is a First Year Experience course dedicated to the transfer and online learner. The course focuses on an introduction to Wilmington College including Quakers, their history and the core values of the institution. Students will also become familiar with a broad range of campus support services, ranging from tutoring and writing assistance to instructor communication, research resources and access to health services for both physical and emotional well-being. The final unit of the course serves as a first introduction to advising according to the Wilmington College degree requirements, culminating in the development of an educational pathway. The course is taught during the first 8-week abbreviated session of each term.

A dedicated FYE course taught during the first 8-week abbreviated session of fall term. The course will focus on an introduction to Wilmington College, Quakers, adaptation to college life, study skills, introduction to campus services and facilities, and other life skills. This course will also include a unified "summer" reading and additional course materials used to introduce the areas of thought and expressions (as well as applied fields) and serve as a first introduction to advising with the creation of a 4-year education plan.

**Credits 1**

**ID134G : INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES**

People of color, women, differently labeled communities, and people in the Lesbian, Gay, Bi-Sexual, Transgender (LGBTQ) community have historically faced oppression and inequality in society, and they continue to fight for equal treatment and opportunities. This introductory course to the minor provides an introduction to the methods, ideas, and theories used in race, gender, and social theory research and studies. Reading and oral communication skills will be stressed. No previous background is required. This course develops the Oral (O) Communication Skill and serves as a foundation for other courses in the minor.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**ID170 : PROFESSIONAL DEVELOPMENT SEMINAR**

Students will explore the ways in which they can apply their Wilmington education in the professional world by learning about the steps involved in the career development process; assessing their knowledge, skills, interests and values; exploring varying career options using different types of career research methods; and developing the required professional skills needed for success in the workforce. The course will culminate in the completion of a career portfolio and project.

**Credits 2**

**Semester Offered**

Offered each abbreviated session.

**Notes**

Letter grade.

# Interdisciplinary

## **TR130/130G : STUDY/SERVICE TRIP**

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. May be taken four times for credit when topics vary.

**Credits** 1

-4

### **Fee**

Travel Deposit may vary from \$500 to \$1500

### **Skill**

Skills may vary

## **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. May be taken four times for credit.

### **Fee**

\$150

### **Prerequisites**

Permission of instructor. See Study Abroad Policies

## **TR291 : POLITICAL ADVOCACY PRACTICUM**

Students will travel to political centers (Washington DC, State Legislative Capitals, etc....) to engage with their legislators on a particular issue(s). Prior to the trip, and during, students will learn about a predetermined issue(s) how to advocate for that issue. Students will also gain an understanding of government policy, learn how to craft, and frame messages, and develop public speaking skills in a political setting. May be taken two times for credit.

**Credits** 2

### **Fee**

FA-\$450.00 SP-\$250.00

## **TR330/330G : STUDY/SERVICE TRIP**

See [TR130/130G](#).

**Credits** 1

-4

### **Fee**

Travel Deposit may vary from \$500 to \$1500

# Management

## **MA230 : INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS**

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.

**Credits 4**

## **MA330 : BUSINESS LAW**

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.

**Credits 4**

### **Prerequisites**

Junior or senior standing

## **MA333 : ENTREPRENEURSHIP**

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.

**Credits 4**

### **Prerequisites**

[AC230](#), [MA230](#), and [MK230](#) or [SM235](#)

## **MA336 : HUMAN RESOURCES MANAGEMENT**

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.

**Credits 4**

### **Prerequisite Courses**

[MA230: INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS](#)

## **MA350 : TOPICS IN MANAGEMENT**

An in-depth examination of a topic in Management. May be repeated when topics vary.

**Credits 2**

-4

## **MA369 : CORPORATE FINANCE**

A study of the corporate financial environment; techniques of financial analysis and planning; basic financial concepts; capital budgeting; and the management of working capital.

**Credits 4**

### **Prerequisites**

[AC231](#) and [EC334](#)

## **MA430 : STOCKS, BONDS, AND INVESTMENTS**

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.

**Credits 4**

**MA485 : INTERGRATED CONSULTING EXPERIENCE (I.C.E.) PROGRAM PARTICIPATION**

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.

**Credits** 1

–4

**Prerequisites**

[MA230](#) or [MK230](#), 3.0 cumulative GPA and within major, at least sophomore standing, and permission of instructor

**Notes**

Taught Pass/No Pass.

**MA495 : STRATEGIC MANAGEMENT**

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.

**Credits** 4

**Skill**

W

**Prerequisites**

[AC231](#), [EC130](#), [EC131](#), [MA230](#) and [MK230](#) and senior standing

# Marketing

## **MK230 : INTRODUCTION TO MARKETING**

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.

**Credits 4**

## **MK331 : MARKETING RESEARCH**

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.

**Credits 4**

### **Prerequisites**

[EC334](#) and [MK230](#)

## **MK336 : RETAIL MANAGEMENT**

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.

**Credits 4**

## **MK337 : CONSUMER BEHAVIOR**

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.

**Credits 4**

### **Skill**

[W](#)

### **Prerequisites**

[EN101](#) or [EN103H](#), [MK230](#)

## **MK350 : TOPICS IN MARKETING**

An in-depth examination of a topic in Marketing. May be repeated when topics vary.

**Credits 2**

-4

**MK369 : B2B MARKETING/SALES**

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.

**Credits 4**

**Prerequisite Courses**

[MK230: INTRODUCTION TO MARKETING](#)

**MK496 : MARKETING MANAGEMENT**

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.

**Credits 4**

**Skill**

[W](#)

**Prerequisites**

[EN101](#) or [EN103H](#), [MK230](#) plus one other MK course



# Mathematics

## **MT099 : BASIC MATH**

Designed to develop mathematical skills that are a prerequisite for MT100. Students perform operations on whole numbers, fractions, and negative numbers. Topics include exponents, using the order of operations to simplify expressions, solving linear equations, and an introduction to graphing. Calculators are prohibited.

**Credits 4**

### **Notes**

Taught Pass/No Pass.

## **MT102 : MATHEMATICS FOR TEACHERS I**

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.

**Credits 4**

### **Prerequisites**

[MT099](#) or math placement in [MT104](#) or higher level of math

## **MT103 : MATHEMATICS FOR TEACHERS II**

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.

**Credits 4**

### **Prerequisites**

[MT099](#) or math placement in [MT104](#) or higher level of math

## **MT104 : ALGEBRA**

A review of high school algebra. Includes operations with real numbers, graphing and functions, solving equations, and problem solving. Students scoring a 23 or below on the ACT exam will be required to take a placement exam.

**Credits 4**

### **Prerequisites**

[MT099](#) or math placement

## **MT105 : INTRODUCTION TO COMPUTER PROGRAMMING**

This course is for students who are interested in learning how to solve problems using computer programming. No programming experience is required or assumed. Students will learn how to use algorithmic problem solving in a variety of coding styles, using a modern object-oriented language. The focus is on building skills that students can transfer to other settings, including data science and scientific computing.

**Credits 4**

## **MT106 : LIBERAL ARTS MATH**

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.

**Credits 4**

### **Prerequisites**

[MT104](#) or math placement

**MT109 : COLLEGE ALGEBRA**

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.

**Credits 4**

**Prerequisites**

[MT104](#) or math placement

**MT111 : TRIGONOMETRY**

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 and right triangle applications. Provides essential background in pre-calculus mathematics to prepare students for Calculus I and Physics.

**Credits 2**

**Prerequisites**

[MT104](#) or math placement

**MT131 : INTRODUCTION TO STATISTICS**

Students learn the fundamental tools used to analyze sets of data and the standard methods for displaying data.

**Credits 4**

**Prerequisites**

[MT104](#) or math placement

**MT140 : CALCULUS I**

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.

**Credits 4**

**Prerequisites**

[MT109](#) or math placement

**MT141 : CALCULUS II**

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.

**Credits 4**

**Prerequisites**

[MT140](#) or math placement

**MT233 : DISCRETE MATHEMATICS**

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.

**Credits 4**

**Prerequisites**

[MT109](#) or higher

**MT328 : MODERN GEOMETRIES**

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.

**Credits 4**

**Prerequisite Courses**

[MT140: CALCULUS I](#)

**MT330 : LINEAR ALGEBRA**

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.

**Credits 4**

**Prerequisite Courses**

[MT140: CALCULUS I](#)

**MT332 : CALCULUS III**

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.

**Credits 4**

**Prerequisite Courses**

[MT141: CALCULUS II](#)

**MT334 : SCIENTIFIC COMPUTING**

This course is for students with some programming experience who are interested in learning how to solve scientific and mathematical problems using computer programming. The focus is on tools and techniques that are used in applied scientific fields, including data science and machine learning.

**Credits 4**

**Prerequisites**

[MT105](#) or Instructor permission

**MT335 : ABSTRACT ALGEBRA**

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.

**Credits 4**

**Prerequisite Courses**

[MT141: CALCULUS II](#)

**MT338 : HISTORY OF MATHEMATICS**

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.

**Credits 4**

**Prerequisite Courses**

[MT141: CALCULUS II](#)

**MT341 : APPLIED MATHEMATICS**

Students will be exposed to the applications of mathematics that occur in a variety of workplace settings. Topics will include higher-order curve fitting used in business and science, predictive techniques in both business and science, financial mathematics (including quantitative modeling and opportunity costs), complex variables, game theory, quantitative decision making, math modeling with Excel, and a basic introduction to databases and programming. Projects will be selected based on student backgrounds and employment objectives. This course will prepare students to use and develop hands-on quantitative tools in today's work environment.

**Credits 4**

**Prerequisites**

[MT109](#) or higher

**MT358 : CALCULUS BASED PROBABILITY AND STATISTICS**

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.

**Credits 4**

**Prerequisite Courses**

[MT141: CALCULUS II](#)

**MT359 : DIFFERENTIAL EQUATIONS WITH NUMERICAL METHODS**

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.

**Credits 4**

**Prerequisite Courses**

[MT141: CALCULUS II](#)

# Music

## **MU130 : MUSIC IN HUMAN SOCIETY**

An introductory survey of music for all students, examining the role of music in human society. The course combines an integrated and interactive approach to the fundamentals of music through listening and live performances. Musical examples are drawn from a diverse range of cultures, societies, and historical time periods.

**Credits** 4

## **MU131 : PRIVATE LESSONS: PIANO**

Private lessons in piano. May be taken three times for credit.

**Credits** 1

### **Fee**

\$300.00

### **Prerequisites**

By audition and permission of instructor

## **MU132 : PRIVATE LESSONS: VOICE**

Private lessons in voice. May be taken three times for credit.

**Credits** 1

### **Fee**

\$300.00

### **Prerequisites**

By audition and permission of instructor

## **MU133 : PRIVATE LESSONS: GUITAR**

Private lessons in guitar. May be taken three times for credit.

**Credits** 1

### **Fee**

\$300.00

### **Prerequisites**

By audition and permission of instructor

## **MU134 : TOPICS IN PRIVATE LESSONS**

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. May be repeated when topics vary.

**Credits** 1

### **Fee**

\$300.00

### **Prerequisites**

By audition and permission of instructor

## **MU140 : BEGINNING PIANO CLASS**

Beginning piano in a class format.

**Credits** 2

## **MU143 : WILMINGTON COLLEGE CHORALE**

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.

**Credits** 1

**MU148 : INSTRUMENTAL ENSEMBLE**

Students study and become familiar with the tenets of instrumental performance in an ensemble setting. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Students perform as an ensemble at least once per semester. May be taken three times for credit.

**Credits** 1

**MU149 : QUAKER THUNDER PEP BAND**

The Wilmington College "Quaker Thunder" Pep Band is comprised of students from across various academic disciplines on campus. The band performs at several events throughout the spring semester, including basketball games, pep rallies, and College events! Based on attendance, select students may also be eligible for post-season travel. Membership is open to all students that play a standard band instrument. Pep band rehearses weekly from January to late March during basketball season, and for select events in April. 1–2 optional performances may take place prior to the start of conference basketball season (usually late November). Students are required to perform at all assigned basketball games. Students must have previous experience playing a standard band instrument to join. Select instrument types (such as percussion or electric bass) may be required to audition prior to enrollment. Pep Band may be taken up to 8 times for credit—four credits at the lower level and four credits at the upper level. This course fulfills the Fine Arts Gen Ed requirement.

**Credits** 1

**Prerequisites**

Permission of instructor

**MU230 : MUSIC THEORY**

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.

**Credits** 4

**Prerequisites**

[MU130](#) or [MU140](#)

**MU250 : TOPICS IN MUSIC**

This course explores a different musical topic each semester. Students will gain understanding of various musical fundamentals, as well as the ways in which music has influenced popular culture, global events, diversity, and other artforms. Previous 'Topics in Music' courses include the influence of jazz in "Pop" music, the Music of Film, and Heavy Metal. Course may be repeated as topic varies.

**Credits** 4

**MU331 : PRIVATE LESSONS: PIANO**

Private lessons in piano. May be taken three times for credit.

**Credits** 1

**Fee**

\$300.00

**Prerequisites**

By audition and permission of instructor

**MU332 : PRIVATE LESSONS: VOICE**

Private lessons in voice. May be taken three times for credit.

**Credits** 1

**Fee**

\$300.00

**Prerequisites**

By audition and permission of instructor

**MU333 : PRIVATE LESSONS: GUITAR**

Private lessons in guitar. May be taken three times for credit.

**Credits** 1

**Fee**

\$300.00

**Prerequisites**

By audition and permission of instructor

**MU334 : TOPICS IN PRIVATE LESSONS**

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. May be repeated when topics vary.

**Credits** 1

**Fee**

\$300.00

**Prerequisites**

By audition and permission of instructor

**MU343 : WILMINGTON COLLEGE CHORALE**

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.

**Credits** 1

**Prerequisites**

By audition

**MU346 : INTERMEDIATE PIANO**

Continuation of [MU140](#). Intermediate piano in a class format.

**Credits** 2

**Prerequisites**

[MU140](#) and permission of instructor

**MU348 : INSTRUMENTAL ENSEMBLE**

Students study and become familiar with the tenets of instrumental performance in an ensemble setting. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Students perform as an ensemble at least once per semester. May be taken three times for credit.

**Credits** 1

**Prerequisites**

Permission of instructor

**MU349 : QUAKER THUNDER PEP BAND**

The Wilmington College "Quaker Thunder" Pep Band is comprised of students from across various academic disciplines on campus. The band performs at several events throughout the spring semester, including basketball games, pep rallies, and College events! Based on attendance, select students may also be eligible for post-season travel. Membership is open to all students that play a standard band instrument. Pep band rehearses weekly from January to late March during basketball season, and for select events in April. 1–2 optional performances may take place prior to the start of conference basketball season (usually late November). Students are required to perform at all assigned basketball games. Students must have previous experience playing a standard band instrument to join. Select instrument types (such as percussion or electric bass) may be required to audition prior to enrollment. Pep Band may be taken up to 8 times for credit—four credits at the lower level and four credits at the upper level. This course fulfills the Fine Arts Gen Ed requirement.

**Credits 1**

**Prerequisites**

Permission of instructor

**MU350/350G : TOPICS IN MUSIC**

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.

**Credits 4**

**Skill**

Vary with Topic

**Prerequisites**

[MU130](#) and junior or senior standing

**MU356 : SURVEY OF MUSIC TECHNOLOGY**

Survey in Music Technology is a project-based class in which students will create a musical composition for each unit, exploring the basics of sound, digital audio workstations (DAW), MIDI, and composition on computers using basic notation techniques. Please note: all assignments and instruction require regular access to the music technology lab.

**Credits 4**

**Prerequisites**

[MU130](#) or [MU140](#)



# Peace Studies

## **PC233 : Building A BETTER WORLD: INTRODUCTION TO PEACE STUDIES**

Violence. Conflict. Inequality. The world can be an unjust and violent place. But what exactly is violence and what are its causes? Is violence and, perhaps most importantly, can it be stopped? If so, how? This course will explore these questions by introducing students to the major themes, concepts and issues in the discipline of Peace Studies. Studying figures like, Dr. Martin Luther King jr. and Gandhi, we will learn how to be active peacemakers and build a better world through the way of active nonviolence.

**Credits 4**

## **PC332 : The Peacebuilder's Toolkit**

World peace sounds great in theory/ But how do we actually bring it about? This course will show students how. Outlining a step by step guide for building a better world, it will provide students with practical tools they need to work for peace in their daily lives. Focused on personal and interpersonal peace, students will learn how to cultivate inner peace through spiritual practices like mediation, have difficult conversations with those they disagree with and practice restorative justice through circle process. Most importantly, they will learn how to practically apply these skills in their personal relationships and vocational careers. The basic peacebuilding skills acquired in this class are not just for experts. They are critical for everyone as we all must confront the challenges of navigating a diverse and polarized world.

**Credits 4**

### **Prerequisites**

[PC233](#), [RP132G](#), [RP133G](#), or [RP140](#), Junior/Senior standing

## **PC470 : Internship**

**Credits 4**

# Physics

## **PH100 : BASICS OF PHYSICAL SCIENCE**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**Prerequisites**

High School algebra

## **PH101G : BASICS OF EARTH SCIENCE**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**Prerequisites**

High School algebra

## **PH230 : FUNDAMENTALS OF PHYSICS I**

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.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**Prerequisites**

[MT106](#) or higher (excluding [MT131](#)) or placement in [MT140](#) or higher, co-requisite of [MT111](#)

## **PH231 : FUNDAMENTALS OF PHYSICS II**

An algebra-based course in which students learn to mathematically describe geometrical optics, thermodynamics, and electricity & magnetism through lectures, laboratory assignments, and problem assignments. Topics include sound waves, calorimetry, ideal gases, mirrors, lenses, resistors, capacitors, voltage, current, magnetic fields, and spectroscopy.

**Credits** 4

**Fee**

\$20.00

**Type**

Laboratory

**Prerequisites**

[MT106](#) or higher AND [MT111](#) or higher (excluding [MT131](#)) or placement in [MT140](#) or higher.

# Psychology

## **PY130 : INTRODUCTION TO PSYCHOLOGY**

This course will focus on key conceptual areas for understanding human behavior that include biological, cognitive, development, social and personality, and mental and physical health. Cross-cutting common themes in the field – cultural and social diversity, ethics, variations in human functioning, and applications – will be addressed for each topic included in the course. Students will also get to experience the integrative nature of contemporary psychology.

**Credits 4**

## **PY231 : DEVELOPMENTAL PSYCHOLOGY**

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.

**Credits 4**

### **Prerequisite Courses**

[PY130: INTRODUCTION TO PSYCHOLOGY](#)

## **PY233 : CAREERS IN PSYCHOLOGY**

This course is designed for students who are interested in exploring career options available to them in the field of psychology. Students will also learn what elements are vital to academic and career success in the field. The course is centered on cultivating professional development. It will be taught in a seminar format with lectures, discussion, and activities.

**Credits 2**

### **Prerequisites**

[PY130](#) and limited to Psychology majors/minors only

## **PY235 : ETHICAL AND SOCIAL RESPONSIBILITY IN PSYCHOLOGY**

This course is a two-fold brief exploration of ethically and socially responsible standards and practices inherent in the field of psychology. Students will apply ethical standards to evaluate psychological science and practice. Students will also adopt values that build community at local, national, and global levels.

**Credits 2**

### **Prerequisites**

[PY130](#) and Psychology majors and minors only

## **PY331 : HEALTH PSYCHOLOGY**

This course provides an introduction to the field of health psychology, which addresses the bidirectional roles of behavioral/lifestyle, physiological, psychological, and social factors on health, illness, and disease.

**Credits 4**

### **Prerequisite Courses**

[PY130: INTRODUCTION TO PSYCHOLOGY](#)

## **PY334 : PERSONALITY PSYCHOLOGY**

This course explores the science of personality from various perspectives including biological, psychoanalytic, humanistic, socio-cultural, cognitive/behavioral, and trait theory. The course discusses cultural variation of personality, critically evaluates the nature-nurture debate and the person-situation debate and examines the ways in which personality can relate to healthy/unhealthy adaptation, including personality disorders. This course also provides an exploration of personality assessment and test construction.

**Credits 4**

### **Prerequisite Courses**

[PY130: INTRODUCTION TO PSYCHOLOGY](#)

**PY336 : SOCIAL PSYCHOLOGY**

In this course, social perception, social influence, and social relations will be explored. The way that we perceive ourselves and others; how people influence others; and what causes us to like, love, help, or hurt others will be examined. Students will also learn how social psychology research is applied to address social problems in diverse fields.

**Credits 4**

**Prerequisite Courses**

[PY130: INTRODUCTION TO PSYCHOLOGY](#)

**PY342 : POSITIVE PSYCHOLOGY**

This course is offered to students who are interested in learning about the scientific study of the qualities that enable individuals and communities to thrive. The course is designed to be challenging and interactive. It will be taught in a seminar format with lectures, discussion, and activities.

**Credits 4**

**Prerequisite Courses**

[PY130: INTRODUCTION TO PSYCHOLOGY](#)

**PY350/350G : TOPICS IN PSYCHOLOGY**

These courses offer students the opportunity to explore additional areas of research and practice in psychology. Potential topics include multicultural psychology, community psychology, sport physiology, sport psychology, etc. May be repeated when topics vary.

**Credits 4**

**Prerequisites**

[PY130](#) or as specified

**PY433 : ABNORMAL PSYCHOLOGY**

This course surveys fundamental issues in abnormal psychology, focusing on serious mental disorders articulated by the diagnostic and statistical manual (DSM V) of the American Psychiatric Association. The course is interdisciplinary, examining biological, medical, psychological, social, cultural, and political aspects of mental illness. Frameworks for understanding maladaptive behavior, the history of psychopathology, its epidemiology, cultural stigma around mental illness, and a variety of treatment models are presented and evaluated.

**Credits 4**

**Prerequisites**

[PY130](#), Junior or Senior Standing

**PY496 : CAPSTONE IN PSYCHOLOGY**

This course is intended to integrate the information learned in psychology courses and to culminate the student's liberal education. The capstone enables students to explore current issues in the field and to draw upon knowledge and skills of their discipline using methods appropriate to the field, including relevant communication skills.

**Credits 4**

**Skill**

**W**

**Prerequisites**

[EN101](#) or [EN103H](#), [PY130](#), [SS380](#), Senior Standing, Psychology majors only

# Religion, Philosophy, and Peace Studies

## **RP132G : MYSTERIES AND MIRACLES OF THE OLD TESTAMENT: BIBLE I**

This course surveys some of the most famous and inspiring characters and stories in the Christian Old Testament. Our study will be guided by questions concerning the many moral dilemmas, mysteries, and miracles the Old Testament presents: Where did the universe come from, and why do people die? Did God have a wife? What does the Old Testament say about charging interest, slavery, war, sexuality, and homosexuality? Where did Satan come from? Did other figures in biblical history besides Jesus heal and raise people from the dead?

**Credits 2**

## **RP133G : FROM THE GOSPELS TO REVELATION: BIBLE II**

This course surveys the New Testament Christian Scriptures from the Gospels to Revelation, focusing on the mysterious, miracle-working Jesus of Nazareth whom Christians worship as messiah and savior. Guiding our study will be such questions as: What led early Christians to conclude that Jesus was not merely the messiah, but God in the flesh? What did Jesus teach about God and God's kingdom, about war, treatment of the poor, the sick, the stranger or the immigrant? What does Jesus have to teach about sexual relationships, and was he married, as suggested by gospels that were censored from the Christian Bible? Did Jesus and his followers predict the end of the world?

**Credits 2**

## **RP140 : THE BIG IDEAS: INTRODUCTION TO PHILOSOPHY**

This course provides students with an opportunity to transformatively wrestle with "the big questions" by introducing them to the key themes, thinkers and debates in western philosophy. How do we decide what is right and what is wrong? Does God exist? What is truth and how do we find it? Assuming no background in philosophy, this highly accessible class will help students think about these big questions in a practical way that connects to their lives and the ordinary problems we face everyday. We will not only explore key issues in the history of philosophy but actively work to apply them to urgent contemporary problems like fake news, social media and the environmental crises.

**Credits 4**

## **RP231 : INTRODUCTION TO QUAKERS**

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.

**Credits 4**

## **RP239 : VALUES AND ETHICS**

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.

**Credits 4**

## **RP240G : COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM**

This course surveys two of the world's great monotheistic faiths. As much as modern conflict between these two religions might suggest otherwise, Judaism and Islam, like Christianity, trace their roots back to Abraham, the Old Testament patriarch traditionally identified as the first person to worship the one God. In addition to introducing the historical origins and sacred scripture of these two faiths, this course will also explore Judaism and Islam as they are practiced and lived today.

**Credits 2**

**RP241G : COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS**

This course surveys the major religious traditions of India, Southeast Asia, China, and Japan. We begin our survey with a consideration of world indigenous (including Native American) religions, whose ancient, nature- and-land-based belief systems continue to shape and find expression in contemporary Eastern religions. Our survey will then study the ancient roots and contemporary expressions of Hinduism in India. We then turn our attention to Buddhism which, after originating in the teachings of the Buddha in the sixth century BCE, spread eastward into China and Japan, where it still exists alongside Daoism, Confucianism, and Shintoism to this day. As an example of interreligious dialogue, Vietnamese Buddhist monk Thich Nhat Hanh's book *Living Buddha, Living Christ* will guide us in tracing the common ground Buddhism and Christianity share, along the way also introducing various Buddhist meditation techniques.

**Credits 2**

**RP250 : ISSUES IN RELIGION and Philosophy**

This course introduces students to current issues in the academic study of religion and philosophy, including the following topics: Quakers, Critical Thinking, the Philosophy of Religion, and others. Course may be repeated when topics vary.

Introduction to the attitudes and skills of critical thinking. Emphasis on the identification and analysis of informal fallacies and some features of formal logic.

**Credits 4**

**Prerequisites**

[EN101](#) or [EN101H](#)

**RP336 : Ethical Eating : Food Ethics and the Environmental Crisis**

Food is a moral issue. Every time we eat we make a decision that affects ourselves, others, and the planet. So how can we eat well? What does it mean to produce, distribute, and consume food in a morally responsible way? This class will explore these complex questions by introducing students to the basic issues of ethical theory, food ethics and environmental philosophy. Do we have moral responsibilities to nonhuman animals and the earth? If so, how can we practice agriculture in a sustainable way that honors these responsibilities? What are the pros and cons of a globalized food system? What is food insecurity and how do we address it? Should we be worried about bioengineering and GMO's? These are just some of the many questions we will be addressing in our quest to discover what it means to become ethical eaters.

This course will explore the intersections between ecology and ethics. Through both theoretical readings in moral philosophy and topic-based readings on particular environmental issues, students will engage in serious reflection on the obligations that we have toward the natural world. In addition to traditional coursework, students will also undertake a major, hands-on project that explores a substantial ecological issue in the Wilmington and/or tri-state area.

**Credits 4**

**Skill**

[W](#)

**Prerequisites**

[EN101](#) or [EN103H](#)

**RP347 : The Good Life**

What does it mean to be human? What makes us truly happy? What is a good life and how do we achieve it? These are some of life's most important questions. This class will help answer them by surveying the history of philosophy from around the globe. Seeking insights from the Ancient Greeks, Eastern traditions like Buddhism and Confucianism, and modern European philosophy, we will comparatively explore how history's greatest thinkers have approached the meaning of life. Most importantly, we will discuss the relevance of these approaches to our lives today. Can philosophy and Ancient figures like Socrates really help us become better and more fulfilled people? Yes! This class will demonstrate how.

**Credits 4**

**RP450 : TOPICS IN RELIGION/PHILOSOPHY**

Topics of current interest and concern to students and faculty in the field of religion and philosophy, such as the following topics: Dreams and World Mythology, Baseball and Philosophy. Course may be repeated when topics vary.

**Credits 4**

**Prerequisites**

Junior or senior standing

**RP470 : Internship**

**Credits 4**

**RP495 : SENIOR PROJECT**

A capstone course for the Peace and Nonviolence and Ecological Ethics Concentrations in the Religion and Philosophy major, the Senior Project provides an opportunity for students to pursue research, a practical project, or a combination of these two. Unlike the RP Internship, the Senior Project involves more traditional library research, though students would also be encouraged to consider internships on or off campus, study, service, or travel experiences abroad, as a basis for their senior paper, which will be completed in close and regular collaboration with Religion and Philosophy faculty. With its more substantial research and writing component, the RP Senior Project is designed particularly for those considering graduate work in the field.

**Credits 4**

**Prerequisites**

Senior standing, Religion and Philosophy majors only

# Social Sciences

## **CJ498 : Criminal Justice Capstone**

This course will provide a contemporary analysis of applied issues in criminal justice. The course is designed to provide criminal justice majors with a capstone experience emphasizing integration of knowledge and skills acquired in previous courses, particularly focusing on ethics, institutions, policies, and practices of the criminal justice system. Students will reflect on how criminal justice course work, experiences, and research will influence their professional activities and how they will serve their communities. Topics related to professional development will also be covered in this course. Prerequisites: Junior or Senior standing or permission of instructor.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), Junior or Senior standing or permission of instructor

## **PS343 : PUBLIC POLICY AND ADVOCACY**

This course serves to introduce the study of public policy in the United States. It will examine the role of government in the policy process, the structure and process of policymaking, and the evaluation of policies. Cases studies will focus on several current issues, e.g., the budget, welfare, and defense policy. Students will have an opportunity to apply their knowledge through a lobbying visit to our state's capital in Columbus.

**Credits 4**

**Prerequisites**

So/JR/SR standing.

## **SS380 : RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I**

Students will examine recent and historical social science research to become better acquainted with their chosen discipline's areas of concentration, approaches, and methods. Some of the humanistic and scientific methods used in the social sciences that will be included are analysis of existing data, content analysis, participant observation, experimental research design, case study, interview, and survey. Students will be expected to understand each method and select one that will help them develop a research paper on a topic of interest. Students will prepare a research proposal starting with an original question, a scholarly literature review, hypothesis generation, and a proposed research method to answer their question. In addition, students will calculate descriptive statistics (using the Statistical Package for the Social Sciences) that they may utilize in making decisions about their project proposal as well as adjustments about the social world.

**Credits 4**

**Prerequisites**

[MT106](#) or [MT107](#)

## **SS481 : RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II**

During this course, students will complete the original research project proposed in the SS380 course as approved by the professor and faculty within the student's major discipline. This will involve completing an approved Institutional Review Board application (if human subjects are used), data collection, quantitative and/or qualitative data analysis, discussion, and limitations and suggestions for future research. The completed project will consist of a written scholarly paper and a formal oral poster presentation. In additions, students will also learn how to calculate and interpret inferential statistics (using the Statistical Package for Social Sciences) including: chi square, t-test, ANOVA, correlation, and regression analysis.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#) , must take [SS380](#) first



# Social Work

## **SW130 : INTRODUCTION TO SOCIAL WORK**

This Introductory course explores the history, values, ethics and practice areas of social work. It examines the roles of social workers in diverse settings with an emphasis on social justice, advocacy and empowerment. Through varied learning methods, students will gain foundational knowledge and key skills while understanding the profession and its impact.

**Credits 4**

## **SW210 : INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK**

Learn ways to change the world for individuals, families, groups, agencies, schools, communities, counties, states, and across the USA. This course provides an overview of social justice and other needs/issues that social workers are involved with and experience. We will examine the knowledge, values, and skills necessary for social work practice, and the variety of problems, practice settings, and diverse client populations they can serve.

**Credits 4**

## **SW230 : INTRODUCTION TO ADDICTIONS COUNSELING**

Engage in learning about research, theory, and through practical experiences in the community to help understand substance misuse and other addictive behaviors. Explore an array of techniques and skills for the assessment and treatment of substance use disorder and process/behavioral addictions. A strengths-based and client-centered perspective will be presented. This class assists in meeting the Preliminary requirements for obtaining an Ohio Chemical Dependency Counselor Assistance Certificate (CDCA).

**Credits 4**

## **SW330G : PERSPECTIVES ON SUBSTANCE USE**

Exploring substance use from a multicultural perspective will expand student's understanding of the many factors that can contribute to addiction and substance misuse. Diverse theories of addiction and treatment will be explored and applied to current trends/issues related to addiction. Historical trauma will be highlighted to help understand its connection to current addiction challenges. This course is designed to assist in meeting the requirements for obtaining an Ohio Chemical Dependency Counselor Assistant Renewable Certificate (CDCA).

**Credits 4**

### **Prerequisites**

[SW230](#) or permission from instructor

## **SW333 : DIRECT PRACTICE WITH DIVERSE CLIENTS AND COMMUNITIES**

Learn to recognize and address issues of diversity in direct practice starting with an exploration of the impact of personal biases and values when working with diverse populations. Build your own cultural competence/humility in order to effectively work with clients and communities from various backgrounds " in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each" (NASW, 2015, p.13).

**Credits 4**

### **Prerequisites**

[SW130](#) and Junior standing

**SW335 : HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT**

Explore human development and its many challenges across the lifespan from a biopsychosocial and systems perspective. Gain a broad understanding of developmental theories such as Erikson, Piaget, Bronfenbrenner, and others as well as the research that supports them. Become familiar with how current systems and policies are not equitable and create obstacles to healthy development on multiple levels. Enhance skills in applying these theoretical frameworks when working with clients on the micro– direct practice, mezzo– groups/ communities/agencies, and macro– policy and programming levels of care.

**Credits 4**

**Prerequisites**

[SW130](#) and Junior/Senior standing

**SW341 : General Practice with Individuals**

This course introduces generalist social work practice with individuals, emphasizing core skills, values and ethical principals essential for effective professional interventions. Students will explore the generalist intervention model, assessment strategies, interviewing techniques and evidence–based interventions. This course integrates social work theories, cultural competence and strengths–based approaches to empower individuals and promote social justice. Through case studies, role plays and applied learning exercises, students will develop foundational micro–level practice skills necessary for working with individuals from all populations in various social work settings.

**Credits 4**

**Prerequisites**

[CJ130](#), [PY130](#), [SW130](#) or [SY130](#), and junior or senior standing

**SW345G : TRAUMA, RECOVERY AND RESILIENCE**

This class will explore trauma/stress reactions, interventions, recovery, and resilience in the lives of children, adults, families, and communities. We will use a multicultural lens to explore the experiences of different groups in the USA and other countries. Special attention will be given to the many ways trauma can affect individuals biologically, psychologically, emotionally, and socially. We will review the signs and symptoms of trauma and ways to connect with those suffering from it. Areas highlighted will include Trauma Informed Care, Historical Trauma, Post Traumatic Stress, Adverse Childhood Experiences Veterans/Families Needs, Assault and Victimization. Interventions will be explored and practiced within the class and when possible in the community.

**Credits 4**

**Prerequisites**

[SW130](#), [PY231](#), [CJ130](#), or [ED230](#)

**SW365 : MACRO PRACTICE: PROMOTING POLICY AND COMMUNITY CHANGE**

Address the nature and impact of policy decisions and programming on the social welfare of individuals, families, groups, organizations, and communities. Special attention will be given to disenfranchised, oppressed, and impoverished populations. Explore how to enact change at the organizational, community, societal, and global levels. Learn to provide advocacy and leadership through various orientations, perspectives, and practices with a focus on economic and social justice, equitable access/participation, human needs and rights, and political access. Engage in a group community change project throughout the semester and see how small steps can create real change and help those in need.

**Credits 4**

**Prerequisite Courses**

[SW335: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT](#)

**SW495 : CAPSTONE: SOCIAL WORK FIELD PLACEMENT**

The Capstone for Social Work is a combination of practicum experience and classroom discussion and support. The focus is on learning by doing through the application of social work knowledge, values, and skills in a professionally supervised social service setting/agency for a total of 400 hours. Each field experience needs to be organized at least one semester ahead of the planned placement in order to complete interviews, background checks, paper work or other agency requirements. Students will coordinate with their field instructor and social service agency to create an appropriate field placement that meets all NASW requirements for social work licensure. Junior/Senior Social Work majors only.

**Credits 4**

**Prerequisites**

[SW341](#) and permission of Social Work Field Coordinator

# Sociology

## **SY130 : INTRODUCTION TO SOCIOLOGY**

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.

**Credits 4**

## **SY230 : THE SOCIOLOGY AND CRIMINOLOGY OF DEVIANCE**

A survey of crime and delinquency from the perspective of sociology and criminology. Emphasis is on explanations of criminal behavior, models of deviant behavior, and societal reactions to all forms of deviance.

**Credits 4**

## **SY333G : ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION**

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.

**Credits 4**

## **SY335 : RURAL SOCIOLOGY**

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.

**Credits 4**

**Skill**

**W**

**Prerequisites**

[EN101](#) or [EN103H](#)

## **SY340 : SOCIETY AND BUSINESS**

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.

**Credits 4**

**Skill**

**W**

**Prerequisites**

[EN101](#) or [EN103H](#)

## **SY350 : TOPICS IN SOCIOLOGY**

Advanced topics in sociology or social thought. Topics vary. May be repeated when topics differ.

**Credits 4**

# Spanish

## **SP130G : ELEMENTARY SPANISH I**

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.

**Credits 4**

## **SP131G : ELEMENTARY SPANISH II**

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.

**Credits 4**

### **Prerequisite Courses**

[SP130G: ELEMENTARY SPANISH I](#)

## **SP230G : LEONES Y TIGRES Y OSOS...OH MY!**

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.

**Credits 2**

### **Prerequisites**

[SP131G](#) or placement

## **SP232G : THE CARTOON NETWORK**

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.

**Credits 2**

### **Prerequisites**

[SP131G](#) or placement

## **SP235G : WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH**

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.

**Credits 2**

### **Prerequisites**

[SP131G](#) or placement

**SP237G : SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO**

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.

**Credits 2**

**Prerequisites**

[SP131G](#) or placement

**SP250G : TOPICS IN SPANISH**

A thematically focused examination of a selected topic in Modern Language and/or Hispanic culture. Course content will emphasize Hispanic experiences or cultural traditions. Topics vary. May be repeated when topics differ.

**Credits 2**

**Prerequisites**

[SP131G](#) or placement

**SP285 : CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC)**

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. May be taken four times for credit.

**Credits 1**

-2

**Prerequisites**

[SP230G](#), [SP232G](#), [SP235G](#) or [SP237G](#)

**SP330G : SPANISH CONVERSATION AND COMPOSITION I**

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. May be taken three times for credit.

**Credits 4**

**Prerequisites**

any two 200-level Spanish classes

**SP335G : INTRODUCTION TO HISPANIC ARTS**

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.

**Credits 4**

**Prerequisite Courses**

[SP330G: SPANISH CONVERSATION AND COMPOSITION I](#)

**SP340G : THE CULTURE OF LATIN AMERICA**

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.

**Credits 4**

**Prerequisite Courses**

SP330G: SPANISH CONVERSATION AND COMPOSITION I

**SP343G : SALSA Y SABOR: POPULAR MUSIC IN SPANISH**

This class uses popular music from Latin America (salsa, bachata, reggaeton, reape, etc.) to stimulate conversation about some of the more pressing issues facing Latin American society today, such as poverty, social justice, corruption, misogyny, etc. Problematic grammatical concepts like the subjunctive, preterite/imperfect, ser/estar, etc., will be reviewed throughout the semester.

**Credits 2**

**Prerequisites**

Any 200 level Spanish class

**SP385 : CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC)**

see [SP285](#).

**Credits 1**

-2

**Prerequisites**

Any 300- or 400-level Spanish class

**SP430G : MASTERPIECES OF SPANISH-AMERICAN LITERATURE**

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.

**Credits 4**

**Prerequisite Courses**

SP330G: SPANISH CONVERSATION AND COMPOSITION I

**SP433G : MASTERPIECES OF SPANISH LITERATURE**

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.

**Credits 4**

**Prerequisite Courses**

SP330G: SPANISH CONVERSATION AND COMPOSITION I

# Special Education

## **SE230 : INTRODUCTION TO EXCEPTIONALITIES**

This course introduces the terminology, identification, and issues commonly encountered when addressing the needs of students with diverse learning needs. Content includes historical factors relating to students with disabilities, disability legislation, etiology, disability characteristics, instructional and support service needs associated with mild, moderate, and severe disabilities. Emphasis will be placed on the issues of diversity, parent/guardian involvement, and foundations of professional practice in special education.

**Credits 4**

## **SE232 : TRANSITION SERVICES IN SPECIAL EDUCATION**

The transition services for special education course will examine the transition process from secondary school environments to post-school activities for individuals with disabilities. Critical components will include legal foundations, self-determination, transition assessment, access to career and technical post-secondary education and training, employment, independent living, and development of the Individualized Transition Plan (ITP). The course will examine the theory, models, practice of transition planning, and the role of the intervention specialist.

**Credits 4**

### **Prerequisites**

Completion of ED130 with a B- or higher; sophomore or higher standing

## **SE332 : THE LAW AND DIFFERENTIATED INSTRUCTION**

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.

**Credits 4**

### **Prerequisites**

[ED360](#) and Admission to the Teacher Education Program

## **SE334 : TECHNOLOGY IN SPECIAL EDUCATION: MEETING THE NEEDS OF STUDENTS WITH MILD TO MODERATE LEARNING NEEDS**

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.

**Credits 2**

### **Prerequisites**

[ED360](#) and Admission to the Teacher Education Program or Applicable Education Studies Concentration



**SE343 : BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN INCLUSIVE AND SPECIAL EDUCATION SETTINGS**

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.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program or Applicable Education Studies Concentration

**SE356 : METHODS AND MATERIALS FOR STUDENTS WITH MODERATE OR INTENSE LEARNING NEEDS**

This course presents a survey and overview of teaching methods and materials in various curricular areas for students with mild to moderate or moderate to intense educational needs. This includes students identified as having a disability as defined by IDEA including: ADD/ADHD and other health impairments; specific learning disabilities; Autism; intellectual disability; emotional disturbance; visual impairments; hearing impairments; severe or multiple disabilities; physical disabilities; and traumatic brain injury. 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, and methods to enhance motivation, self-monitoring, and self-determination skills. Strategies for co-teaching in inclusive classrooms with these populations of students will also be addressed as well as student participation in transition planning. This course should be taken with a field practicum.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education program

**SE358 : ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS**

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 learners with a variety of exceptionalities across the curriculum.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program

**SE361 : COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION**

This course will focus on issues and practices concerning family systems and the role of the family in the education of young children and adolescents with disabilities; models and strategies for consultation and collaboration and effective communication with families, community stakeholders 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 from birth to age 21; organizations, resources, strategies, and techniques used to integrate students requiring services into diverse educational, social and community settings. In addition, candidates will investigate strategies for promoting successful postsecondary transitions for students with exceptional learning needs, as well as identify necessary family supports for facilitating integration of students with disabilities into various postsecondary program placements and rehabilitative/facilitated vocational and independent living options. Moreover, candidates will also examine strategies for coordinating and supporting the activities of classroom paraprofessionals and volunteers as well as study the ethical implications of advocating for appropriate instruction, supports, and services for P-12 students with disabilities.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program

**SE364 : COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE/INTENSIVE DISABILITIES**

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.

**Credits 2**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program or Applicable Education Studies Concentration

**SE373 : MATH AND SCIENCE INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES**

This course is designed to provide specialized content and procedural strategies in mathematics and science for teacher candidates who will be involved in the education of young children with diverse learning needs and exceptionalities. It will help them develop a foundational understanding of the regulations, skills, and knowledge for assessing, identifying, and implementing services to young children with disabilities from Pre-school through 5th grade. This course will provide both practical guidelines and examples of how to implement evidence-based strategies in integrated and inclusive contexts and the rationale, legislation, and research base supporting the evidence-based practices.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program

**SE374 : SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES**

This course is designed to provide specialized content and procedural strategies in social studies and English/language arts for teacher candidates who will be involved in the education of young children with diverse learning needs and exceptionalities. It will help them develop a foundational understanding of the regulations, skills, and knowledge for assessing, identifying, and implementing services to young children with disabilities from Pre-school through 5th grade. This course will provide both practical guidelines and examples of how to implement evidence-based strategies in integrated and inclusive contexts and the rationale, legislation, and research base supporting the evidence-based practices.

**Credits 4**

**Prerequisites**

[ED360](#) and Admission to the Teacher Education Program

# Sport Management

## **SM130 : FIRST AID AND CPR**

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.

**Credits** 1

**Fee**

\$75.00

## **SM230 : INTRODUCTION TO SPORT MANAGEMENT**

The purpose of this class is to provide an overview of the sport industry that introduces the student to the basic fundamental knowledge and skill sets required of the sport manager to solve sport business problems. Focus will also be placed on understanding career options in the sport industry and preparing for employment.

Identifies necessary competencies for Sport managers.

**Credits** 4

## **SM233 : SPORT FINANCE AND SALES**

An analysis of financial, sales 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.

**Credits** 4

**Prerequisite Courses**

[SM230: INTRODUCTION TO SPORT MANAGEMENT](#)

## **SM235 : SPORT MARKETING**

An introduction to the exciting field of sports marketing and its role in society. The subject includes: marketing through sport sponsorships, endorsements, naming rights, licensing, marketing and management, marketing of sports segmentation, distribution product decisions, pricing, promotion and emerging issues in sports marketing.

**Credits** 2

**Prerequisites**

[SM230](#) or [SM240](#)

## **SM237 : DIGITAL SPORT MEDIA AND COMMUNICATIONS**

This course is designed to provide students with an understanding of the role of digital media, communications, and public relations in the sport industry. The primary aim is to familiarize students with media relations, experience with photography, video streaming, production and marketing, creating, writing, editing, and publishing athletic publications and website as well as knowledge of statistical programs, Adobe Photoshop, InDesign, Premiere Pro, or other design/video production software, public relations, and community relations in sport 252 organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

**Credits** 4

**Prerequisites**

[SM230](#) or [SM240](#)

**SM240 : INTRODUCTION TO ESPORTS MANAGEMENT**

In this course, students will survey the Esports industry. Topics such as video game types and genres, the history of the games and organizations that drive Esports, positions in the Esports industry, as well as practical advice for starting and managing Esports teams will be discussed. This course introduces students to the business model framework in application of the Esports industry – the essential foundation of how to create value via solving problems and fulfilling consumers' wants and needs. Students explore financial, legal & ethical, marketing, and operational issues surrounding the 'Esports industry. Finally, students explore career opportunities in Esports management.

**Credits 2**

**Prerequisites**

Sport Management majors and Esports Management minor only

**SM333 : MORAL AND ETHICAL REASONING IN SPORT**

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.

**Credits 2**

**Prerequisites**

[SM230](#), Junior or Senior standing

**SM385 : STRATEGIC SPORT MANAGEMENT PRACTICUM**

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.

**Credits 4**

**Prerequisites**

Junior or senior standing

**Notes**

Taught Pass/No Pass.

**SM387 : SPORTS EVENT PRACTICUM**

This course is designed to examine aspects related to the Super Bowl/College Football Playoff/other travel site. Students will have the chance to experience Super Bowl/College Football week, the NFL/CFP Experience (interactive theme park) and game-day from behind the scenes. Students will have the chance to gain an understanding of what it takes to plan, organize, and execute a true sports mega-event. Primary areas of study include event management, organizational structure, operations and public relations. May be repeated four times for credit.

**Credits 2**

**Prerequisite Courses**

[SM230](#): INTRODUCTION TO SPORT MANAGEMENT

**SM430 : FACILITY AND EVENT MANAGEMENT**

This capstone course focuses on the leadership principles for directing programs and facilities in sport management. This course is an analysis of effective management strategies and the body of knowledge associated with pursuing career in sport management. The course will introduce students to sport management career opportunities in the sport industry, and it encourages students to see sport principles as they apply to management, leadership style, communication, and motivation.

**Credits 4**

**Prerequisites**

[SM230](#) and [SM240](#); Junior or Senior standing

**SM440 : LEADERSHIP IN SPORT**

This capstone course focuses on the leadership principles for directing programs and facilities in sport management. This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course will introduce students to sport management career opportunities in the sport industry, and it encourages students to see sport principles as they apply to management, leadership style, communication, and motivation.

**Credits 4**

**Prerequisites**

[SM230](#) and junior or senior standing

**SM445 : LEGAL ASPECTS AND GOVERNANCE OF SPORT**

An analysis of the legal process and governing organizations within the sport enterprise. Preparation for dealing with the legal ramifications and the governance organizations of the sporting world.

**Credits 4**

**Skill**

W

**SM470 : INTERNSHIP**

Designed for students to explore career interests and develop professional skills. The course provides firsthand exposure to a sport management setting. The student will be exposed to a variety of sport management areas which may include: sales, sponsorship, fundraising, event planning, marketing, community and public relations, and sports media and information. Experiences may take place in public and private organizations, schools and athletic settings. A total of 12 credit hours of SM 470 or placement in SM495 Capstone Field Experience is required. SM470 Internship may be taken for 1–6 credit hours and the course may be repeated up to 4 times, not exceeding 12 total credit hours. An internship is an intensive career-oriented work experience related

**Credits 1**

–6

**Prerequisites**

Instructor permission

**Notes**

Taught Pass/No Pass.

**SM495 : CAPSTONE FIELD EXPERIENCE**

This capstone course is a comprehensive, experiential learning experience in sport management. The course provides students with an opportunity to explore their career interests and apply classroom knowledge and skills in a professional setting. The experience must be supervised by an approved supervisor and the course instructors.

A total of 12 credit hours of SM470 or placement in SM495 Capstone Field Experience is required. SM470 Internship may be taken for 1–6 credit hours and the course may be repeated up to 4 times, not exceeding 12 total credit hours.

**Credits 12**

**Prerequisites**

Junior or Senior standing. Permission of Instructor.

# Theatre

## **TH130 : INTRODUCTION TO THEATRE**

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.

**Credits 4**

## **TH140 : STAGE MAKEUP**

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.

**Credits 2**

## **TH185 : APPLIED THEATRE**

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.

**Credits 1**

### **Prerequisites**

Freshman or sophomore standing

## **TH231G : THEATRE FOR SOCIAL CHANGE**

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.

**Credits 4**

## **TH235 : STAGECRAFT**

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.

**Credits 4**

### **Type**

Laboratory

## **TH240 : ACTING**

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.

**Credits 4**

## **TH250 : TOPICS IN THEATRE**

Explores a particular aspect of theatre, selected that semester. A variety of subjects will be covered including scene painting, stage combat, stage management.

**Credits 2**

### **Skill**

Vary with Topic

**TH330G : DRAMATIC LITERATURE I**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**TH331G : DRAMATIC LITERATURE II**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#)

**TH335 : LIGHTING DESIGN**

Explores the basic theories of lighting for the stage through lecture, projects, and demonstration.

**Credits 4**

**Prerequisites**

[TH130](#) or [TH235](#)

**TH336 : SCENE DESIGN**

Includes mechanical drawing, model-making, watercolor technique, period decoration, script analysis, and scene painting techniques.

**Credits 4**

**Prerequisites**

[TH130](#) or [TH235](#)

**TH340 : DIRECTING I**

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.

**Credits 4**

**Prerequisite Courses**

[TH130: INTRODUCTION TO THEATRE](#)

**TH342G : THEATRE HISTORY**

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.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#) and [TH130](#)

**TH350 : ADVANCED TOPICS IN THEATRE**

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.

**Credits 4**

**Skill**

Vary with Topic

**Prerequisites**

[TH130](#) or based on topic

**TH385 : APPLIED THEATRE**

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.

**Credits 1**

**Prerequisites**

Junior or senior standing

**TH441 : DIRECTING II**

A continuation of [TH340](#) Directing I, including the direction of a one-act play.

**Credits 4**

**Prerequisite Courses**

[TH340: DIRECTING I](#)

**TH495 : CAPSTONE PROJECT**

A senior project for the serious theatre student; this is an intense practical application of the art of directing, designing, acting, or stage managing.

**Credits 4**

**Skill**

W

**Prerequisites**

[EN101](#) or [EN103H](#), Junior or senior standing and program approval