

WILMINGTON COLLEGE

**2017-2018
Undergraduate Catalog**

Main Campus

**Wilmington College
1870 Quaker Way
Wilmington, Ohio 45177
(937) 382-6661
www.wilmington.edu**

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

Volume CVII

This catalog contains regulations in effect as of April 2017, and information for students matriculating in August 2017, January 2018 and May 2018. 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 2017-2018.

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2017-2018 Wilmington College Main Campus Undergraduate Calendar

Fall Semester 2017

Thursday – Sunday, August 17 – 20	New Student Orientation
Thursday, August 17, 8:30 a.m.	Residence Halls Open to New Students
Sunday, August 20, 10:00 a.m.	Residence Halls Open to All Students
Monday, August 21	Classes Begin – Full Semester and Abbreviated Session I
Tuesday, August 22	Last Day of Drop/Add Period for Abbreviated Session I
Friday, August 25	Last Day of Drop/Add Period for Full-Semester
Monday, September 4	Labor Day Holiday
Tuesday, September 19	Last Day to Drop Abbreviated Session I Classes
Saturday, October 14	Homecoming
Monday, October 9	Last Day of Abbreviated Session I Classes
Tuesday, October 10	Westheimer Peace Symposium – No Class Day
Thursday, October 12, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records
Monday, October 16	First Day of Abbreviated Session II Term
Tuesday, October 17	Last Day of Drop/Add Period for Abbreviated Session II
Tuesday, October 24	Last Day to Drop Full Semester Classes

Monday, November 13	Last Day to Drop Abbreviated Session II Classes
Wednesday – Friday, November 22 – 24	Thanksgiving Holiday
Wednesday, December 6	Last Day of Classes – Full Semester and Abbreviated Session II
Thursday, December 7	Study Day/Thursday night class exam 6:00 – 8:00 p.m.
Friday, Monday, Tuesday, December 8, 11 – 12	Final Examinations
Tuesday, December 12, 9:30 p.m.	Residence Halls Close
Friday, December 15, 9:00 a.m.	Final Full Semester and Abbreviated Session II Grades Due to Academic Records

Spring Semester 2018

Wednesday, January 10	New Student Orientation
Wednesday, January 10, 12:00 Noon	Residence Halls Open to All Students
Thursday, January 11	Classes Begin – Full Semester and Abbreviated Session I
Friday, January 12	Last Day of Drop/Add Period for Abbreviated Session I
Monday, January 15	MLK Holiday
Thursday, January 18	Last Day of Drop/Add Period for Full Semester
Friday, February 9	Last Day to Drop Abbreviated Session I Classes
Thursday, March 1	Last Day of Abbreviated Session I Classes
Tuesday, March 6, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records

Wednesday, March 7	First Day of Abbreviated Session II
Thursday, March 8	Last Day of Drop/Add Period for Abbreviated Session II
Monday – Friday, March 12 – 16	Spring Break
Monday, March 26	Last Day to Drop Full Semester Classes
Friday, March 30	Good Friday Holiday
Monday, April 16	Last Day to Drop Abbreviated Session II Classes
Wednesday, May 2	Last Day of Classes – Full Semester and Abbreviated Session II
Thursday, May 3	Study Day/Thursday night class exam 6:00 – 8:00 p.m.
Friday, Monday, Tuesday, May 4, 7 – 8	Final Examinations
Tuesday, May 8, 9:30 p.m.	Residence Halls Close for Students Not Graduating
Wednesday, May 9, 12:00 Noon	Final Degree Candidate and Abbreviated Session II Grades Due to Academic Records
Friday, May 11	Baccalaureate
Saturday, May 12	Commencement
Saturday, May 12, 5:00 p.m.	Residence Halls Close for Graduates
Tuesday, May 15, 9:00 a.m.	All Other Final Grades Due to Academic Records

Summer School 2018

Maymester (4-Week Term with Pre-Assignments)

Tuesday, May 15	Classes Begin
Tuesday, May 15	Drop/Add Period
Monday, May 28	Memorial Day Holiday
Tuesday, May 29	Last Day to Drop Classes
Thursday, June 7 (Non-lab); Friday, June 8 (Lab)	Last Day of Classes/Exams
Tuesday, June 12, 9:00 a.m.	Final Grades Due to Academic Records

Summer Term (8-Week Term)

Monday, June 11	Classes Begin
Friday, June 15	Last Day of Drop/Add Period
Wednesday, July 4	Independence Day Holiday
Thursday, July 12	Last Day to Drop Classes
Thursday, August 2	Last Day of Classes/Exams
Tuesday, August 7, 9:00 a.m.	Final Grades Due to Academic Records

Field and Internship Term (11-Week Term)

Monday, May 21	Field Experiences Begin
Friday, May 25	Last Day of Drop/Add Period
Monday, May 28	Memorial Day Holiday
Tuesday, July 3	Last Day to Drop Classes
Wednesday, July 4	Independence Day Holiday
Thursday, August 2	Last Day of Classes
Tuesday, August 7, 9:00 a.m.	Final Grades Due to Academic Records

Undergraduate Tuition and Fees, 2017-2018

Tuition:

Annual	\$24,800
Per Credit Hour (9–11 hours).....	1,000
Excess Hours Per Credit Hour (over 18 hours).....	500
Wilmington Campus, part-time, Fall & Spring*	500
Maymester, per credit hour	299
Summer Internship and Field Placement	125
Summer semester, per credit hour.....	500

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

Annual Room:

Standard double or standard single, triple or quad	4,590
Designated single (1 in a double).....	6,410
Designated double (2 in a triple).....	5,510
Converted triple (3 in a double) or quad (4 in a triple).....	3,320

Preferred Housing:

The Village, The Commons, Fife Avenue, and college-owned, off-campus housing	7,810
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Meal Plan:** Annual (carte blanche and block plan) 5,010

Meal Plan for Preferred Housing:

Annual (mandatory minimum)	650
Annual (optional upgrade)	1,000

Activity Fee: Annual 300

Technology Fee: Annual (Main campus) 400

Housing Deposit:

New Students	100
Returning students	100

Housing Damage Deposit 125

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

Transcript Fees

etranscript	10
Paper Transcript (pickup)	10
Paper Transcript (mailed-USPS)	12.50
Paper Transcript (mailed-USPS International)	15.00
Paper Transcript (FedEx Overnight Domestic).....	45.00
Paper Transcript (FedEx Overnight International)	65.00

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

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

For tuition and fees associated with the following programs, contact the site office:

Blue Ash

Cincinnati State Technical and Community College

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, 230 South LaSalle St., Suite 7-500, Chicago, IL 60604- 1411, or 312-263-0456). The College is an institutional member of the Association of Independent Colleges and Universities of Ohio, the Council of Independent Colleges, Friends Association for Higher Education, the Greater Cincinnati Consortium of Colleges and Universities, the National Association of Independent Colleges and Universities, Ohio Foundation of Independent Colleges, and the Southwest Ohio Council for Higher Education.

All women graduates are eligible for membership in the American Association of University Women.

Statement of Non-Discrimination

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

Inquiries regarding compliance may be directed to:

Director of Human Resources
Pyle 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 particular administrator under whose jurisdiction an infraction is thought to exist. Appeals from a decision of an administrator in any such case should be made to the President of Wilmington College.

Perspectives on Wilmington College **Quaker History and Heritage**

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

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

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

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

Decisions at Wilmington College are not reached by voting. Rather, the group seeks for a plan of action upon which all can unite. This approach to problem solving, based on consensus, reflects a Quaker approach to business and can be seen operating in almost

any group meeting on-campus, from the trustees to faculty-staff meetings to small informal committees. Many student groups also follow this way of decision-making.

College programs on and off-campus also reflect Quaker traditions and concerns. Friends have founded fourteen liberal arts colleges in the United States. Historically, Friends have been concerned with careers involving practical skills, such as agriculture and carpentry. The Wilmington combination of liberal arts and career preparation reflects Quaker interests in education.

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

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

Admission to Wilmington College

Students interested in applying to Wilmington College must apply directly to the campus at which they plan to attend (main campus, Blue Ash or Cincinnati State Technical and Community College), using that campus' specific Admission Application Form and following their admission requirements. The online application found on the College's website is only for main campus, undergraduate students. Each individual campus determines the admission requirements, fees, and availability of majors for their students. Students in degree-seeking programs wishing to transfer from one campus to another must complete an Internal Transfer Application Form from the Office of Admission (main campus) or from any of the

other branch campuses. An internal transfer will be granted on the admission and academic requirements of the campus to which the student is transferring. Students in non-degree programs wishing to complete an internal transfer must follow the regular admission process for the campus to which they are applying. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation, or disability in the administration of educational policies, financial aid, employment or any other college program or activity.

Admission to the Main Campus

Admission Requirements and Application Procedure for Freshmen

To qualify for admission, a student must be a graduate of an accredited secondary school, should have sixteen (16) units of study including four units of English and a minimum of two units each of mathematics, social studies, laboratory sciences, and foreign languages (optional), and should have passed all high school proficiency exams. Also, home schooled students should have sixteen units of study and provide an official secondary transcript. Students with satisfactory scores on the General Education Development (GED) Test will also be considered for admission. Careful consideration is given to the academic record, including the pattern of courses taken in high school or home schooling, ACT and SAT results, recommendations from guidance counselors, extracurricular activities, interviews with college admission staff, and other relevant factors. 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*. ACT is preferred although either test is accepted. When submitting multiple tests, the higher set of scores will always be considered. Wilmington College does not take the highest of each subtest (such as English, math, reading or science) to determine an independent composite score.
- Official college transcripts from each college attended if college work such as Post-secondary Enrollment Option has been achieved.
- In some cases, a student's personal statement and letters of recommendation may be required.
- Guidance Counselor Recommendation Report (form is available on the website)

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

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

Transfer Student Application Procedure and Credit Evaluation

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

- Application for Admission – the online application from the College's website at <http://www.wilmington.edu> is preferred. There is no application fee required.
- Official, final college transcripts from each college attended (or registered for classes if withdrawn)
- Official college transcript showing courses in progress if the student is currently enrolled in classes
- Transfer Recommendation Form (form is available on the website)

- Official high school transcript if applicant has completed less than 24 semester hours of college coursework and/or has not earned an Associate or Bachelor degree
- ACT/SAT scores if applicant has completed less than 24 semester hours of college course work

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

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

Admission Decision and Enrollment Deadlines

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

International Student Admission Procedures

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

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

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

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

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

Transfer from One Campus to Another

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

Readmission Procedure for Former Wilmington College Students

All former students seeking readmission after withdrawal or suspension from a degree-seeking program at Wilmington College must complete an Application for Readmission (available at 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 92 semester hours is transferable from Chatfield College. For other 3-year institutions the maximum is 82 semester hours.

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

9. International credit evaluations and recommendations, subject to the credit hour limitations listed in 1-8 above, are the responsibility of the student and must be provided to Wilmington College by Foreign Credentials Service of

America. Fees associated with such evaluations are the responsibility of the student.

Non-Traditional Acquisition of Credits and Application of Prior Knowledge

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

An additional maximum of 15 semester hours of credit may be earned by experiential learning assessment.

Advanced Placement Examinations

Advanced Placement credit is awarded on the following basis:

Subject Area	AP Test	Score Needed	WC Credit Hours	Equivalent WC courses
Art	Art History	3	4	AR330G
	Art History	4,5	8	AR330G AR331G
	Studio Art; 2-D Design	3,4,5	4	AR362
	Studio Art; 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	4,5	8	HI130,

	History			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	8	PH195
	Physics C	4,5	4	PH195
	Mechanic			
	Physics C	4,5	4	PH195
	Electricity & Magnetism			
Social and Political Studies	Government & Politics US	3,4,5	4	PS130
	Government & Politics Comparative	3,4,5	4	PS195

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 for Academic Affairs for final approval.

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

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

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

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

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

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

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

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

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

Proficiency Examinations

1. Any regularly enrolled student may apply for permission to take a proficiency examination in a course listed in the Catalog, subject to the following restrictions:

- 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, such as CA331 Photography II: Advanced Digital, the proficiency examination may be in the form of a portfolio. (Note: A portfolio that

has been reviewed for Experiential Learning credit may not be reviewed again for Proficiency Examination credit and vice versa.)

3. Proficiency Examination credits will not count toward fulfillment of the 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 for Academic Affairs.

- 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 Academic Standards and Appeals Committee for an extension.

Waiver

1. Students seeking to waive the EN101: Writing II requirement must see the area coordinator for the Humanities. For physical activity waiver consideration, students must see the area coordinator for Sport Sciences. Students seeking to waive any other coursework in the General Education requirements must submit all such requests to the Office of Academic Affairs by the end of the third semester enrolled.

2. Students seeking to waive coursework in the major field of study should consult with the academic area coordinator or the Vice President for Academic Affairs/ Dean of the Faculty. Final approval must be obtained through the Office of Academic Affairs.

3. Students seeking waiver of coursework required for teacher licensure should consult with the Education area coordinator.

4. There is no charge for a waiver.

5. No credit is granted for a waiver; the student is exempted from completing a required course.

Payment of Tuition and Fees

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

Wilmington College Online Monthly Payment Plan

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

For more information contact the Student One-Stop Center at 1-800-341-9318, ext. 600.

NOTE: Branch students should contact the Blue Ash office for payment options. Those who are reimbursed by their employers for their tuition may defer the balance until 40 days after the end of the semester (if a completed EDpay form is submitted).

Financial Aid Recipients

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

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

REFUNDS

Schedule Changes:

Main Campus refund policy for dropping a class but not a complete withdrawal:

(This policy applies to those students registered for less than 12 or more than 18 hours)

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

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 Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG Grant
7. LEAP Program
8. Other student financial aid programs
9. Other federal, state, private, or institutional sources of aid
10. The student

Examples of the refund policy are available to all prospective and currently enrolled students by contacting the Student One–Stop Center. Senior Citizens and Wilmington Yearly Meeting see pg. 50.

Financial Aid

Philosophy of Aid

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

Application Process

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

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

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

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

Wilmington College operates on a first–come, first–served basis, using both the date of acceptance to Wilmington College and the date of receipt of the completed information from the federal

processor. Wilmington College recommends that students submit the FAFSA to the federal processor by March 15 to make it possible to receive as much financial aid as possible.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID

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

Satisfactory Academic Progress (SAP) is required by federal law (34 CFR 668.34). When students accept financial aid, they also accept the responsibility for making satisfactory academic progress towards a degree. In order to maintain eligibility for financial aid funding, students must meet the Satisfactory Academic Progress requirements stated below. Federal regulations stipulate that SAP be used to evaluate student records at the end of each semester (summer, fall, and spring) even if the student is not receiving financial aid funding. Keep in mind that SAP Standards for receiving financial aid funding are stricter than the College's academic progress standards for enrollment. Just because a student meets the academic progress standards for enrollment does not mean the student will be eligible for financial aid funding to help cover his/her costs. Students who do not complete classes for which they enroll or fail to achieve the minimum standards may lose their eligibility for financial aid funding.

Students who are aware of learning or other disabilities should immediately contact the Academic Resource Center so that appropriate accommodations can be made. A student with a documented disability and/or functional limitations is still held to the same academic standards as other students. The student must be able to maintain Satisfactory Academic Progress in order to receive financial aid funding.

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

SAP Requirements:

1. Cumulative Grade Point Average (GPA)

Undergraduate students must maintain a minimum cumulative GPA of 2.0 or higher in order to receive financial aid. Graduate students must maintain a minimum cumulative GPA of 3.0 or higher in order to receive financial aid.

2. Completion Rate (67% Rule)

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

- Course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and DS will be considered attempted and successfully completed.
- Course grades of F, N, and 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 drop/add period

(usually the first five days of a term), students may drop courses without a grade. These courses disappear from the academic record and will not count as attempted hours.

- Students with transfer, Post-Secondary Educational Opportunity (PSEO), College Level Examination Program (CLEP), military, experiential learning, and/or Advanced Placement (AP) or IB (International Baccalaureate) credits will be initially considered eligible for financial aid funding and then must continue to meet the SAP requirements. Credits will be considered attempted and successfully completed and will be counted in the Maximum Timeframe requirement.

- Remedial courses (MT099, EN098) and English as Second Language (ESL) courses (EN088 & EN089) will be considered as attempted credits 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 Stafford Loan funds only and are subject to the same borrowing limits. Limits are not increased for a 2nd degree.
- Students who have completed the academic requirements to receive his/her degree will no longer be eligible for financial aid funding for additional classes, regardless of whether or not the student has received the degree.

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 Federal 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 or WISE, **should plan their coursework so that requirements for both are being met concurrently.**

Once a student has completed the minimum degree requirements for one major, additional federal financial aid is not available. Thus, a student should not plan to meet all requirements for a major first and then complete additional coursework for a minor. A student may have multiple goals in terms of majors, minors, or program participation (WISE, Honors, Peace Corps Prep), but all requirements should be completed concurrently, before the minimum requirements for a degree with a single major is finished.

SAP STATUS:

Financial Aid Good Standing Status

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

Financial Aid Warning Status

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

Financial Aid Probation Status

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

Financial Aid Suspension Status

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

SAP REINSTATEMENT:

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

By completing one full-time semester (12 credit hours for undergraduate students or 6 credit hours for graduate students) at Wilmington College at his/her own expense (without financial aid funding). The student must demonstrate he/she is capable of

completing a semester without any failures, incompletes, withdraws, or grades lower than a "C". Courses taken must be chosen in consultation with the Associate Vice President of Academic Affairs. Student must advance toward attaining a degree and show progress within student's SAP Academic Plan for graduation. Once the student regains eligibility, financial aid will be awarded the following semester subject to the availability of funds.

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

SAP APPEAL PROCESS:

Students who fail to meet the Satisfactory Academic Progress Standards for Financial Aid have the right to appeal the suspension of their financial aid funding. The appeal cannot be based upon the student's need for assistance or students lack of knowledge that his/her funding was in jeopardy. Appeals must be based on some type of extenuating circumstance (death, illness, accident, natural disaster, activation into military service, previously undiagnosed learning disability, etc.) that impacted negatively upon student's ability to meet the required standards and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The SAP Appeal process is a two part process. Submitting an appeal does not guarantee approval. The appeal process is a request for an exception to the SAP Policy. Not all circumstances will warrant an exception to the SAP Policy.

The student must submit a Satisfactory Academic Progress Appeal for Financial Aid Form to the Student One Stop Center including a detailed statement explaining the extenuating circumstance(s) along with third party documentation (doctor's statement, death certificate, police report, activation papers, etc.) verifying his/her claim. In addition, the appeal must address what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The appeal will be reviewed and a determination of whether or not the appeal has merit will be made. Appeals submitted without all required documents within the required timeframe, will be considered incomplete and denied due to lack of sufficient evidence.

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

decisions of the Financial Aid Appeals Committee are final. Keep in mind that due to the limited amount of time between semesters, a complete review of all financial aid recipients' SAP standards may not be possible before financial aid funds are credited to the student account or bills are due; therefore, a student who is subsequently determined to be ineligible under the SAP Standards will have their funds returned to the appropriate federal and/or state agency and the student will be billed for the amount owed to the college.

ACADEMIC AMNESTY:

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

Developmental Courses and Financial Aid

Courses with a number lower than 100 will be included in the determination of the number of credits attempted.

Adjustments to Financial Aid

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

1. Student receives an award from organizations outside of the Student One-Stop Center. These may include awards from the student's high school, social clubs, community organizations, Veterans Benefits, Ohio National Guard Scholarships, Bureau of Vocational Rehabilitation and others.
2. Student drops or adds course hours. Students must be enrolled for a minimum of six credit hours to receive financial assistance. Students who are enrolled for less than six credit hours will be required to start repayment on their student loans.

3. Student changes housing arrangements from that reported on the Free Application for Federal Student Aid (FAFSA).

4. Student has a change in employment which causes the student to gain or lose tuition reimbursement benefits or the company's tuition reimbursement policy changes. Students are required to contact the Student One-Stop Center if they encounter any of the above situations.

Scholarships and Awards

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

Academic Regulations

Degrees Offered

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

Degree Completion Requirements for Bachelor's Degrees **Students are responsible for meeting the following graduation requirements:**

1. Application for Degree. Each candidate for a degree must file a written application in the Office of Academic Records. Deadlines for application are:

December degree candidates: September 30th

May degree candidates: January 20th

August degree candidates (planning to participate in May Commencement): January 20th.

All other August degree candidates: March 15th.

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

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

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

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

5. Upper division work. All students must have 40 hours of upper division work. One-half of the hours required for a major must be upper division hours. Upper division courses are numbered in the 300s and 400s.

6. General Education requirement. All students must satisfactorily complete the General Education requirements listed in this catalog.

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

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

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

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

required for initial teacher certification/licensure or renewal of licensure.

11. Baccalaureate and Commencement. Attendance is expected at Baccalaureate and Commencement of candidates who complete degree requirements at the end of spring semester. December graduates and anticipated August degree candidates may also take part in the May commencement, but August degree candidates must be within 12 hours of the completion of degree requirements by the time of the May Commencement. August candidates must be in academic good standing for Spring Semester to participate in Commencement. Exceptions to the 12-hour requirement may only be made by the Vice President for Academic Affairs.

12. Financial Obligations. Students with unpaid obligations to the College will not be able to receive diplomas and transcripts.

Registration and Class Policies

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

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

Course Load

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

Late Registration

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

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

Eight Semester Statement

Wilmington College's academic programs are designed to enable full-time students to complete them in four years of study at the College. The following guidelines are recommended if the student wants to complete a degree in eight consecutive semesters. Exceptions to these recommendations and conditions may require additional terms of study.

- Each term the student successfully completes an average of 16 credits hours required for graduation.
- The student selects only one major and declares the major within the first 28 hours of coursework at the College. The following may require additional time beyond four years:
 - multiple majors
 - adding minor(s)
 - changing majors, concentrations, minors, global modules, or teacher licensure areas
 - changing catalogs
- The student needs to consult the College catalog for information on course offerings and sequencing of courses, considering annual changes in course sequencing.
- The student needs to consult with his/her advisor regularly.
- An occasional major, such as the education major with teacher licensure in early childhood with early childhood intervention specialist requires more than eight semesters to complete.

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

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 Federal 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 or WISE, **should plan their coursework so that requirements for both are being met concurrently.**

Once a student has completed the minimum degree requirements for one major, additional federal financial aid is not available. Thus, a student should not plan to meet all requirements for a major first and then complete additional coursework for a minor. A student may have multiple goals in terms of majors, minors, or program participation (WISE, Honors, Peace Corps Prep), but all requirements should be completed concurrently, before the minimum requirements for a degree with a single major is finished.

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 pg. 49.).
3. Pass/No Pass, once designated may be reversed through the final drop date (see pg. 49.).
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 the attendance policy for each particular course during the first week of the semester. This statement will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the faculty member defines that term. Individual faculty members may elect to impose penalties on students who have excused absences in excess of one week's worth of class meetings in a course at least eight weeks in length, (e.g., more than 3 excused absences in a 3-day per week course). No excused absences are recognized for courses shorter than eight weeks in length. The College accepts these four categories for excused absences:

1. Activities in which the student serves as an official representative of the College (e.g., musical performances, athletic contests, field trips);
2. Personal illness, with documentation by the College nurse or a physician, if possible;
3. Family or personal emergencies; and
4. When severe weather makes travel to campus dangerous.

Final Examinations

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

Grading System

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

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

An "I" grade will only be given when work has not been completed for reasons beyond the student's control and must be approved by the Vice President for Academic Affairs. 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 for Academic Affairs may ask the Academic Standards and

Appeals Committee to determine whether these grades should be erased from the student's official transcript and excluded from the grade point average.

Auditing Courses/Courses for No Credit

Anyone wishing to audit a course may do so providing a seat is available. The 2017–18 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 Associate Vice President for Academic Affairs if appropriate.

Academic Honors

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

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

Dean's List

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

Academic Merit List

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

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

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

Green Key

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

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

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

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

AND

b. The student must complete EN101 or EN103H (and EN100, if required) with a grade of "C-" or better after one attempt. Withdraw from EN100, EN101 or EN103H will count as a failed attempt and will result in academic probation. A second failed attempt in EN100, EN101, or EN103H will result in suspension.

AND

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

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

- First 8 earned cumulative Wilmington credits recorded pass at least 4 credits.
- 9 to 15 earned cumulative credits recorded pass at least 8 credits.
- 16 or more earned cumulative Wilmington credits recorded pass at least two thirds of all credits attempted at Wilmington with a cumulative average of 1.80 at close of

first semester at Wilmington College and 2.00 at close of all subsequent semesters.

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

Academic Integrity Policy

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

Athletic Eligibility

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

Academic 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 via email 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 professor and advisor 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: Effective College Study Strategies. Students meeting the criteria for good academic standing at the conclusion of a probationary semester will return to academic good standing.

Students on academic probation are ineligible for intercollegiate athletic competition. They may be ineligible for other extra-curricular activities as well (ex. Internships and study abroad).

Academic Suspension

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

Academic suspension from Wilmington College spans 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 Federal financial aid.

Academic Dismissal

A student who fails to meet probationary requirements, and has a previous academic suspension from Wilmington College, is subject to academic dismissal. Students who have been dismissed are eligible

to reapply under Fresh Start. Eligibility for Fresh Start begins five consecutive calendar years of absence from Wilmington College.

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 from the Office of Academic Affairs, the Student One-Stop Center, or the Office of Academic Records.

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

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

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

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

Administrative Appeals

Administrative appeals are reviewed and acted upon by the Vice President for Academic Affairs/ Dean of Faculty in consultation with

faculty and, depending on the appeal, other administrators. Often, an administrative appeal is a request for variance in the general education requirements or an hour requirement for graduation. Administrative appeal forms are available in the Office of Academic Affairs, the Student One-Stop Center, or the Office of Academic Records.

Withdrawal

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

Administrative Withdrawal

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

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

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

Leave of Absence

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

Military Leave of Absence

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

Readmission after Suspension

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

Academic Courses

Definition of Courses:

Course Credits are Expressed in Semester Hours of Credit.

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

The following types of courses are available:

I. REGULAR (1, 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 for Academic Affairs 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 in the Student One Stop Center, Academic Records Office or Academic Affairs Office.

Course by Appointments and Independent Studies are subject to the following policies. Exceptions to policy may be made by the Vice President for Academic Affairs.

1. Course by Appointment or Independent Study are taught only by full-time faculty.
2. Students must be in 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 one week before the semester begins.
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.

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

The student and professor should meet once every week or every other week for a total of 15 hours per semester to assess the progress of the study. Independent Study courses carry the number 199 or 399. Students are limited to one independent study per semester and a maximum of four (4) semester hours of independent

study in any one (1) semester. Exceptions to this rule must be approved by the Vice President for Academic Affairs prior to the beginning of the semester.

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 charges at the rate of \$125/credit. Also, the standard add/drop deadlines apply. Wilmington College enforces and anti-nepotism policy. This policy is consistent with the College's anti-nepotism policy for employees.

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

VI. DEVELOPMENTAL COURSES (1, 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, and do not count toward class level for determining Stafford Loan eligibility although they do count toward full-time status for financial aid purposes. These courses are offered only on a pass/no pass basis. There is a limit of 12 semester hours of this type of coursework per student over the college career.

VII. STUDY/SERVICE EXPERIENCES (1, 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 or TR330.

VIII. STUDY ABROAD PROGRAMS A significant general education objective established for all students by the Wilmington College faculty is international understanding. Participation in an international study abroad program is one way of meeting a part of this objective. Wilmington College students may participate in programs in Western Europe, Latin America, Oceania, or Africa through the Midwest Consortium for Study Abroad, programs at

Edge Hill University or the University of Reading in England or Kansai Gaidai University Asian Studies Program in Japan. Students must have completed 30 hours of coursework at Wilmington College, have a minimum cumulative GPA of 3.0, be in 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 (**SOCH**E) 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.

SOCHE members include:

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

**ex officio member*

GC3 members include:

Art Academy of Cincinnati	MU – Hamilton
Anthaeum of Ohio	MU – Middletown
Chatfield College	Mount Saint Joseph University
Cincinnati Christian University	Northern Kentucky University
Cincinnati State Technical and Community College	The Christ College of Nursing and Health Sciences

Gateway Community and Technical College	Thomas More College
God's Bible School and College	Union Institute and University
Good Samaritan College of Nursing and Health Sciences	University of Cincinnati
	UC Clermont College
	UC Blue Ash College
Hebrew Union College – Jewish Institute of Religion	Wilmington College
Institute of Religion	Xavier University
Miami University	Wilmington College
	Xavier University

Information about scheduling and registration is available in the Office of Academic Records, College Hall 105. To obtain financial aid, a consensual agreement must be filed with the 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 for Academic Affairs is required.

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

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

A student who plans to graduate from Wilmington College by finishing the remaining course requirements at another college/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.

NOTE: *For Financial Aid purposes an administrative leave of absence is the same as a withdrawal. Since loan regulations differ from WC's leave policy, students must meet with the Director of Financial Aid regarding the consequences to the repayment of their student loans.*

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.

General Course Policies

1. With regard to access to courses, Wilmington College does not discriminate on the base of sex, race, religion, handicap, nationality, or ethnic origin.
2. It is the policy of the College that 10 students registered for a lower division course and 7 students registered for an upper division course constitute the minimum enrollment. Courses below the minimum enrollment are subject to cancellation by the Vice President for Academic Affairs.
3. It is the policy of the College that credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge, even though there is a difference in title and/or number.
4. It is the policy of the College that certain courses may count toward a major in more than one discipline. Such courses are usually listed at the end of each discipline's course listing section.
5. In order to give a wider range of courses to those majoring in a discipline, certain of the advanced courses are given every other year, indicated in the course inventory as "Alternate years." Other courses may be offered less frequently and are listed as "Offered irregularly."

Students with Disabilities

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

Governing Catalog

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

Academic Programs

Majors and Minors

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

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

In addition, no more than 66 out of the 124 semester hours required for 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 A.B. except as noted)

Accounting
 Agriculture (B.S.)
 Athletic Training (B.S.)
 Biology (B.S.)
 Business Administration
 Chemistry (B.S.)
 Communication Arts
 Criminal Justice
 Education (B.S. if licensure is in the sciences or Agri-Science Technical Career)
 Education Studies
 Equine Business Management (B.S.)
 Exercise Science (B.S.)
 History
 Mathematics
 Political Science
 Psychology
 Religion & Philosophy
 Social Work
 Spanish
 Sport Management (B.S.)
 Theatre
 English

Minors

Accounting
 Agriculture
 Art
 Biology
 Business Administration
 Chemistry
 Coaching
 Communication Arts
 Criminal Justice

 Economics
 English
 Equine Studies
 Mathematics
 Music
 Peace Studies
 Political Science
 Psychology
 Religion & Philosophy
 Sociology
 Spanish
 Sustainability
 Theatre

Special Program

Honors

Wilmington Institute for

Stewardship and

Engagement (WISE)

Peace Corp Prep Program

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 the Associate Vice President for 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 the Associate Vice President for 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 a SDM can be approved.

General Education

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

1. WRITING COMPETENCE:

EN101 or EN103H (for the Honors Program student) with a grade of "C-" or better and three (3) courses with a Writing (W) skill. Students are strongly encouraged to take EN101 or EN103H during their freshman year. Placement in EN100, EN101, or EN103H is based on ACT/SAT scores and high school GPAs. A writing sample is used to confirm placement the first week of classes. Students earning a grade lower than "C-"

(including drops after the drop/add period noted with the grade of "W") in EN100, EN101, or EN103H are placed on academic probation and automatically registered to repeat the course the following semester. Students earning lower than a "C-" in EN100, EN101, or EN103H after two attempts, including drops after the drop/add period (noted with grade of "W"), are subject to immediate academic suspension.

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

2. QUANTITATIVE COMPETENCE:

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

3. GLOBAL AWARENESS (a and b):

a. GL125/125H or GL325, and GL425 or GL425H.

For the first-time freshman and the transfer student with fewer than 30 semester hours of transfer credit, GL125/GL125H First Year Experience Seminar: The Individual in a Global Society, or for the transfer student with 30 or more semester hours of transfer credit, GL325 Transfer Seminar: Wilmington and the World must be completed in the first year of enrollment. GL425/GL425H Senior Global Seminar must be completed in the senior year.

b. GLOBAL AWARENESS: 8 hours of Global courses (i.e. TH231G). A student may not satisfy the Global Awareness requirement by passing a CLEP, AP, or proficiency exam in a language.

4. BASIC AREAS OF THOUGHT AND EXPRESSION: 8 hours in each of four areas, fine arts, humanities, natural science, and social science, must be completed.

FOUR BASIC AREAS OF THOUGHT AND EXPRESSION: a, b, c, and d.

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

AR130	Design	(4)
AR162	Drawing	(4)
AR240	Painting	(4)
AR330G	Ancient Art Cultures	(4)
AR331G	Modern Art Cultures	(4)
AR332	Ceramics	(4)
AR335	Sculpture	(4)
AR337	Printmaking	(4)
AR340	Watercolor	(4)
AR353	Advanced Studio Practice	(4)
MU130	Introduction to Music – Soundscapes and Skills	(4)
MU131	Private Lessons: Piano	(1)
MU132	Private Lessons: Voice	(1)
MU133	Private Lessons: Guitar	(1)
MU134	Topics in Private Lessons	(1)
MU140	Beginning Piano	(2)
MU142	College Community Chorus	(1)
MU143	Wilmington College Chorale	(1)
MU144	Collegium Musicum	(1)
MU230	Music Theory	(4)
MU240	Intermediate Piano	(2)
MU331	Private Lessons: Piano	(1)
MU332	Private Lessons: Voice	(1)
MU333	Private Lessons: Guitar	(1)
MU334	Topics Private Lessons	(1)
MU340	Advanced Piano	(2)
MU342	College Community Chorus	(1)
MU343	Wilmington College Chorale	(1)

MU344	Collegium Musicum	(1)
MU350	Topics in Music: any topic numbered MU350	(4)
MU350G	Topics in Music: any topic numbered MU350G	(4)
TH130	Introduction to Theatre	(4)
TH140	Stage Makeup	(2)
TH185	Applied Theatre Practicum	(1)
TH231G	Theatre for Social Change	(4)
TH235	Stagecraft	(4)
TH240	Acting	(4)
TH243	Theatrical Concept: Developing the Artistic Vision	(2)
TH250	Topics in Theatre: any topic numbered TH250	(2)
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: any Advanced topic numbered TH350	(4)
TH385	Applied Theatre Practicum	(1)
TH441	Directing II	(4)

b. Eight (8) hours in the humanities:

EN150	Topics in Literature: any topic numbered EN150	(2)
EN232	Varieties of Literature: any topic numbered EN232	(4)
EN233	Literature of Rural Life and the Environment	(4)
EN235	Literature for Children and Young Adults	(4)
EN242	American Literature Survey	(4)
EN244G	British Literature I	(4)
EN245G	British Literature II	(4)
EN250G	Topics in Global Literature: any topic	

	numbered EN250G	(4)
EN330	Major Authors or Movements: any topic numbered EN330	(4)
EN331	Shakespeare	(4)
EN334	Literary Studies: any topic numbered EN334	(4)
EN338	Contemporary American Literature	(4)
EN350	Advanced Topics in Literature: any topic Numbered EN350	(2)
EN351	Topics in Literature: Race, Gender & Ethnicity	(4)
EN430G	Studies in World Literature: any topic numbered EN430G	(4)
EN435	Introduction to Linguistics: The History & Structure of the English Language	(4)
HI130	American History I: 1607–1877	(4)
HI131	American History II: 1877–The Present	(4)
HI160G	World Civilizations 1	(4)
HI161G	World Civilizations II: 1500 to the Present	(4)
HI250G	Topics in Global History: any topic numbered HI250G	(2)
HI331	United States History, 1877–1919	(4)
HI333	United States History, 1920 to Present	(4)
HI350	Topics in United States History: any topic numbered HI350	(4)
HI351G	Topics in World History: any topic numbered HI351G	(4)
HI360G	World History I: The Early Modern Era	(4)
HI361G	World History II: The Modern Era since 1870	(4)
HI381	Historical Research Methods	(2)
ID134G	Intro to Race, Gender & Ethnicity	(4)
PC233	Introduction to Peace/Conflict Studies	(4)
PC332	Mediation	(4)
PC339G	Nonviolence and Social Change	(4)
RP132G	Mysteries and Miracles of the Old Testament: Bible I	(2)

RP133G	From the Gospels to Revelation: Bible II	(2)
RP142	Outside the Box: Philosophy I	(2)
RP143	Entering the Dialogue: Philosophy II	(2)
RP231	Introduction to Quakers	(4)
RP236	Introduction to Critical Thinking	(4)
RP239	Values and Ethics	(4)
RP240G	Comparative Religions I: Judaism and Islam	(2)
RP241G	Comparative Religions II: Indigenous And Eastern Religion	(2)
RP333	Exploring Christianity	(4)
RP335G	East/West Philosophy	(4)
RP342	Lost Gospels of Jesus	(4)
RP344	Minds and Souls: Great Philosophers I	(2)
RP345	Propaganda and Death: Great Philosophers II	(2)
RP450	Topics in Religion and Philosophy: any topic numbered RP450	(4)
SP130G	Elementary Spanish I	(4)
SP131G	Elementary Spanish II	(4)
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 contemporáneo	(2)
SP330G	Spanish Conversation & Composition I	(4)
SP335G	Introduction to Hispanic Arts	(4)
SP340G	The Culture of Latin America	(4)
SP430G	Masterpieces of Spanish American Literature	(4)
SP433G	Masterpieces of Spanish Literature	(4)
TH330G	Dramatic Literature I	(4)
TH331G	Dramatic Literature II	(4)

c. Eight (8) hours in the natural science:

AG130G	Fundamentals of Horticulture	(4)
BI100	Topics in Biology	(4)

BI102	Human Biology	(4)
BI131G	Human Nutrition	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
BI330G	Animal Diversity	(4)
CH101G	Chemistry & the Environment	(4)
CH230	Principles of Chemistry I	(4)
CH231	Principles of Chemistry II	(4)
ES101G	Environmental Science	(4)
GO100G	Geology	(4)
HS344	Human Anatomy	(4)
HS345	Human Physiology	(4)
PH100	Basics of Physical Science	(4)
PH101G	Basics of Earth Science	(4)
PH102	Solar Astronomy	(4)
PH103G	Meteorology	(4)
PH104	Stellar Astronomy	(4)
PH105G	Energy	(4)
PH230	Fundamental Physics I	(4)
PH231	Fundamental Physics II	(4)

d. Eight (8) hours in the social sciences:

EC130	Principles of Economics I: Microeconomics	(4)
EC131	Principles of Economics II: Macroeconomics	(4)
EC338G	Comparative Economic Systems	(4)
EC430G	Equality, the Environment, Economic Growth and Sustainable Development	(4)
ED230	Human Development and Learning Theory	(4)
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)
PS333G	Case Studies in Nonviolence & Reconciliation	(4)

PS337G	Global Politics of Food	(4)
PS344	Political Problems	(4)
PS348G	The Political Economy of Globalization	(4)
PS350	Topics in Political Science: any topic numbered PS350	(4)
PS350G	Topics in Political Science	(4)
PY130	Introduction to Psychology	(4)
PY231	Developmental Psychology	(4)
PY331	Health Psychology	(4)
PY336	Social Psychology	(4)
PY340	Learning and Motivation	(4)
PY350	Topics in Psychology: any topics numbered PY350	(4)
PY350G	Topics in Psychology: any topics numbered PY350G	(4)
PY435	Neuroscience	(4)
SE230	Introduction to Exceptionalities	(4)
SY130	Introduction to Sociology	(4)
SY230	Sociology of Crime and Deviance	(4)
SY234	Marriage and Family	(4)
SY237	Social Problems and Social Policy	(4)
SY330	Social Inequalities	(4)
SY333G	Environmental Sociology & Communication	(4)
SY335	Rural Sociology	(4)
SY340	Society and Business	(4)
SY350	Topics in Sociology: any topic numbered SY350	(4)

5. PERSONAL FITNESS: HP100 Personal Wellness.

Accounting, Business Administration, and Economics

Faculty: Allen Beatty, Susan Lucas, Angela Mitchell, Jerome Scheve, Steven Stovall, Steve Szeghi,

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

Majors

Accounting

Business Administration

Management Concentration

Finance Concentration

Marketing Concentration

Minors

Accounting

Business Administration

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 management, marketing, or finance. Whether students seek careers after graduation in a *Fortune 500* company or an entrepreneurial start-up, they will be presented with both the theoretical and practical applications of business concepts.

The broad academic curriculum and the highly interactive co-curriculum of student organizations and internships are infused with the core values of Wilmington College. Within the Business

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

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

ECONOMICS

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

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

Major Common Core Courses (32 hours)

AC230	Principles of Accounting I	(4)
AC231	Principles of Accounting II	(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)

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

Required courses: Common Core 32 hours

Depth Requirements: 24 hours

Required Courses:

AC330	Intermediate Accounting I	(4)
AC335	Intermediate Accounting II	(4)
AC336	Tax Accounting	(4)
AC342	Cost Management	(4)
AC430	Special Situation and Issues: Issues in Contemporary Financial Reporting	(4)
AC431	Auditing	(4)

Required: Proficiency exam during senior year.

BUSINESS ADMINISTRATION MAJOR WITH FINANCE

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

Required courses: Common Core 32 hours.

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

Required Courses:

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

Electives:

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

Required: Proficiency exam during senior year.

BUSINESS ADMINISTRATION MAJOR WITH

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

Required courses: Common Core 32 hours.

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

Required Courses:

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

Electives:

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

Required: Proficiency exam during senior year.

BUSINESS ADMINISTRATION MAJOR WITH MARKETING

CONCENTRATION: a total of 56 hours with grades of "C-" or better is required.

Required courses: Common Core 32 hours

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

Required Courses:

MK331	Marketing Research	(4)
MK496	Marketing Management	(4)

Electives:

EC340	Microeconomic Theory	(4)
EC341	Macroeconomic Theory	(4)
MA330	Business Law	(4)
MK334	Multicultural Marketing	(4)
MK336	Retail Management	(4)
MK337	Consumer Marketing	(4)
MK369	Business to Business Marketing and Sales	(4)

Required: Proficiency exam during senior year.

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

Required courses:

AC230	Principles of Accounting I	(4)
AC231	Principles of Accounting II	(4)
EC130	Principles of Economics I: Microeconomics	(4)
AC330	Intermediate Accounting I	(4)
AC335	Intermediate Accounting II	(4)

Required electives: 4 hours from the following courses.

AC336	Tax Accounting	(4)
AC342	Cost Management	(4)
AC430	Special Situation and Issues: Issues in Contemporary Financial Reporting	(4)
AC431	Auditing	(4)

BUSINESS ADMINISTRATION MINOR: A total of 28 hours with grades of "C-" or better is required.

Required courses:

AC230	Principles of Accounting I	(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.

EC334	Business Statistics I	(4)
EC335	Business Statistics II	(4)
EC338G	Comparative Economic Systems	(4)
EC339	Money and Banking	(4)
EC340	Microeconomic Theory	(4)
EC341	Macroeconomic Theory	(4)
EC350	Topics in Economics	(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)
MA339	Business Communications	(4)
MA350	Topics in Management	(4)
MA369	Corporate Finance	(4)
MA430	Stocks, Bonds and Investments	(4)
MA495	Strategic Management	(4)
MK331	Marketing Research	(4)
MK334	Multicultural Marketing	(4)
MK336	Retail Management	(4)
MK337	Consumer Marketing	(4)
MK350	Topics in Marketing	(4)
MK369	Business to Business Marketing and Sales	(4)
MK496	Marketing Management	(4)

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

Required courses:

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.

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

ACCOUNTING

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

Prerequisite: MT100 or math placement into MT106 or higher.

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

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

AC335 INTERMEDIATE ACCOUNTING II (4). 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. *Prerequisite: AC330.*

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

AC342 COST MANAGEMENT (4). A study of the processing and reporting of information for the purpose of decision making, planning and control, and performance evaluation. A major objective is to prepare students to use and critically evaluate cost management information. Topics covered include job order and activity based costing, cost estimation, budgeting and cost variance analysis. *Prerequisite: AC231.*

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

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

AC431 AUDITING (4). A study of the audit objectives and procedures of the professional auditor; techniques for audit decision internal control, audit evidence, statistical sampling, computerized systems, auditing standards, professional ethics, and legal responsibility. *Prerequisites: AC335 and senior standing.*

ECONOMICS

EC130 PRINCIPLES OF ECONOMICS I: MICROECONOMICS (4). Focuses on the individual consumer, firm and specific market; the principle of supply and demand for specific goods and services; and the role of the price mechanism in allocating resources. Examines when markets work well and when they do not. **[Skill: T]** *Prerequisite: MT100 or math placement into MT106 or higher.*

EC131 PRINCIPLES OF ECONOMICS II: MACROECONOMICS (4). Focuses on the economy as a whole. The macroeconomic problems of inflation and unemployment are addressed. The role of government as manager of prosperity is scrutinized. **[Skill: T]** *Prerequisite: MT100 or math placement into MT106 or higher.*

EC334 BUSINESS STATISTICS I (4). The course is particularly focused on descriptive statistics, probability, sampling, inference,

and simple regression and correlation. Additionally, a focus is placed on utilizing statistics to make business decisions and the interpretation of the data beyond the calculations. *Prerequisite: Completion of the quantitative competence requirement of General Education.*

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

EC338G COMPARATIVE ECONOMIC SYSTEMS (4). A review of several configurations of political economy ranging from laissez-faire capitalism to socialism to communism. The course will emphasize the historical and philosophical aspects of how various societies and times have attempted to address the basic economic questions such as; what to produce, by whom, and for whom. How do and how have actual as well as theoretical configurations of political economy addressed issues such as poverty, social justice, value, and wealth? Theoretical system types will be critically evaluated using the criteria of efficiency, justice, and liberty. Actual national economics will be examined and placed in a theoretical spectrum. **[Skills: T,W]** *Prerequisite: Junior or senior standing.*

EC339 MONEY AND BANKING (4). An economic analysis of the banking and financial system with special emphasis upon the structure, policy goals and targets of the Federal Reserve. The role of money in influencing the macroeconomy will be examined. *Prerequisite: EC131.*

EC340 MICROECONOMIC THEORY (4). The analysis of rational human behavior, particularly in specific markets affecting consumer and producer decision making. The role of the price mechanism in allocating scarce resources, and the role of

competition, externalities, and public goods play in the determination of market efficiency. *Prerequisite: EC130.*

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

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

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

EC433 ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS (4). Advanced Theoretical Concepts in Economics is specifically designed to prepare students with a more rigorous foundation for graduate study as well as augment and provide cohesion for economics minors in general using principles, concepts, techniques in new applications and levels of understanding. An assortment of topics from International Economics, to Labor Economics, to Industrial Organization will be treated. Standard Economic Theory makes the case for when markets work well and when they do not. Labor and International Economics as well as

Industrial Organization use detailed proofs and sets of assumptions to examine the special circumstances and nature of labor markets, international trade regimes, and the level of competition within industry. This course also formulates appropriate responses to market failure. *Prerequisites: EC130 and EC131 and junior or senior standing.*

MANAGEMENT

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

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

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

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

MA339 BUSINESS COMMUNICATIONS (4). Examines effective communication and facilitates students in developing their business communication skills. Students learn how to prepare and deliver formal oral presentations, how to listen, and how to conduct effective business meetings. In addition, students learn valuable critical thinking skills focusing on communications in business. *Prerequisite: EN101, MA230 or SM230.*

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

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

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

MA485 INTEGRATED CONSULTING EXPERIENCE (I.C.E.) PROGRAM PARTICIPATION (1-4). An opportunity to work as a consultant in a professional capacity. Work experiences are integrated with educational objectives to broaden student learning experience. An application must be completed before the student can enroll. Course may be repeated for a maximum of 8 credit hours. Taught Pass/No Pass. *Prerequisites: MA230 or MK230, 3.0 cumulative GPA and within major, at least sophomore standing, and permission of instructor.*

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

MARKETING

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

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

MK334 MULTICULTURAL MARKETING (4). In this course students will acquire a deeper understanding of the demographic and consumer behavior of subcultures in the United States. Students will learn about cultural differences among Asian-Americans, Hispanic-Americans, and African-Americans, and begin to appreciate the

importance of cultural adaptation in an organization's marketing plan. Topics covered in the course include best practices in multicultural marketing research, multicultural media and advertising strategy. The course is for students interested in learning how to effectively communicate and market to the fastest growing market segments in the United States: Asian-Americans, Hispanic-Americans, and African-Americans. Class activities will include case studies, viewing films, and taking field trips. **[Skills: I,W]** *Prerequisite: MK230.*

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

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

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

MK369 BUSINESS TO BUSINESS MARKETING AND SALES (4). This course covers the theory and practice of marketing and

selling goods and services to businesses. Students will be introduced to the profession of sales, the selling process, and sales force management. They will also learn the differences between the business customer to the consumer including buyer behavior, marketing mix, and the relationship between buyer and seller. The course will also address the ethical and legal issues related to business-to-business marketing and sales. *Prerequisite: MK230.*

MK496 MARKETING MANAGEMENT (4). This capstone marketing course will challenge students to apply the same marketing models, theories, concepts, practices (e.g. teamwork, critical thinking) and financial analyses that marketing managers use to make decisions in actual business situations. The format of the course will be discussion and lecture-based emphasizing case studies including topics such as branding, pricing, new product development and diffusion, electronic commerce, sales force management, competitive strategy, business-to-business, and not-for-profit marketing. **[Skill: W]** *Prerequisite: MK230 plus one other MK course.*

Agriculture and Equine Business Management

Faculty: Monte Anderson, Coreen Cockerill, Chad McKay, Daryl Nash, Bethany Siehr, Thomas Stilwell, Harold Thirey. Staff: Katie Finkes-Turner, Randy Gerber

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

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

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

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

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

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

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

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.

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.

Common Core Courses: (20 hours)

AG132	Principles of Crop and Animal Science Production I	(4)
AG133	Principles of Crop and Animal Science Production II	(4)
AG136	Computer Applications in Agriculture	(4)
AG244	Agricultural Economics	(4)
AG495	Seminar in Agriculture	(4)

AGRICULTURE MAJOR WITH AGRICULTURAL BUSINESS

CONCENTRATION: A total of 48 hours is required.

Required: Common Core 20 hours

Required: 12 hours

AG330	Foundations of Soil Science	(4)
AG349	Animal Nutrition	(4)

AG462	Agriculture Production Management	(4)
Required: 8 hours from the following.		
AC230	Principles of Accounting I	(4)
AG234	Sustainable Regional Development	(2)
AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG363	Agribusiness Financial Management	(4)
AG460	Agriculture Policy	(2)
AG470	Internship (2 hour maximum)	(2)
EC130	Principles of Economics I: Microeconomics	(4)
EC334	Business Statistics I	(4)
MA230	Introduction to Management and Organizations	(4)
MA330	Business Law	(4)
MA333	Entrepreneurship*	(4)
MA336	Human Resource Management	(4)
MA369	Corporate Finance*	(4)
MA430	Stocks, Bonds, and Investments	(4)
MK230	Introduction to Marketing	(4)
Required: 4 hours from the following.		
AG331	Advanced Soils and Soil Fertility	(4)
AG334	Weed Management	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture – Crops, Horticulture, or Soil Focus (2 hours maximum)	(2)
AG435	Forage and Grain Crop Production	(4)
AG485	Agriculture Practicum – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)
Required: 4 hours from the following.		
AG340	Meat and Food Animal Science*	(4)
AG343	Dairy Science	(4)
AG344	Sheep Science	(4)
AG345	Swine Science	(4)
AG346	Beef Science	(4)

AG347	Animal Health	(2)
AG350	Topics in Agriculture – Animal Science Focus (2 hour maximum)	(2)
AG485	Agriculture Practicum – Animal Science Focus (2 hour maximum)	(2)
EQ344	Equine Production*	(4)
EQ495	Equine Business Management*	(4)

**prerequisite required*

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

Required Core: 16 hours.

AG132	Principles of Crop and Animal Science Production I	
OR		
AG133	Principles of Crop and Animal Science Production II	(4)
AG136	Computer Applications in Agriculture	(4)
AG244	Agricultural Economics	(4)
AG495	Seminar in Agriculture	(4)

Required courses: 12 hours

AG272	Introduction to Agricultural Communications	(2)
CA231	Concept and Composition	(4)
CA234	Public Speaking	(2)
OR		
TR291	Political Advocacy Practicum – Agriculture Focus	(2)
EN131	Writing III: Advanced Writing and Practice	(4)

Required: 4 hours from the following.

AG330	Foundations of Soil Science	(4)
AG331	Advanced Soils and Soil Fertility*	(4)
AG334	Weed Management	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture – Crops,	

	Horticulture or Soils Focus (2 hour maximum)	(2)
AG435	Forage and Grain Crop Production	(4)
AG485	Agriculture Practicum – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)
Required: 4 hours from the following.		
AG340	Meat and Food Animal Science*	(4)
AG343	Dairy Science	(4)
AG344	Sheep Science	(4)
AG345	Swine Science	(4)
AG346	Beef Science	(4)
AG347	Animal Health	(2)
AG349	Animal Nutrition	(4)
AG350	Topics in Agriculture – Animal Science Focus (2 hour maximum)	(2)
AG485	Agriculture Practicum – Animal Science Focus (2 hour maximum)	(2)
EQ344	Equine Production*	(4)
EQ495	Equine Business Management*	(4)
Required: 4 hours from the following.		
AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG363	Agribusiness Financial Management	(4)
AG460	Agriculture Policy	(2)
AG462	Agriculture Production Management	(4)
Required: 8 hours from the following.		
CA330	Copywriting and Copy Editing	(4)
CA331	Photography II: Advanced Digital*	(4)
CA334	Production I: Video and Script	(4)
CA335	Production II Studio and Sound*	(4)
CA340	Design for Communications I: Illustration and Photo Documentation	(4)
CA341	Design for Communications II: Layout and Typography	(4)
CA350	Topics in Communication Arts	(4)
CA361	Event Coordination and Logistics	(4)

CA364	Social Media Management	(4)
CA470	Internship	(1–4)
SY333G	Environmental Sociology and Communications	(4)
PS337	Global Politics of Food	(4)

**prerequisite require*

AGRICULTURE MAJOR WITH AGRONOMY

CONCENTRATION: a total of 44 hours is required.

Required: Common Core 20 hours

Required courses: 6 hours

AG285	Agriculture Practicum – Crops, Horticulture, or Soils Focus (2 hour maximum)	(2)
AG330	Foundations of Soil Science	(4)

Required: 10 hours from the following.

AG331	Advanced Soils and Soil Fertility	(4)
AG334	Weed Management	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)
AG435	Forage and Grain Crop Production	(4)
AG485	Agriculture Practicum – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)

Required: 4 hours from the following.

AG340	Meat and Food Animal Science*	(4)
AG343	Dairy Science	(4)
AG344	Sheep Science	(4)
AG345	Swine Science	(4)
AG346	Beef Science	(4)
AG347	Animal Health	(2)
AG349	Animal Nutrition	(4)
AG350	Topics in Agriculture – Animal Science Focus (2 hour maximum)	(2)
AG485	Agriculture Practicum – Animal Science Focus (2 hour maximum)	(2)
EQ344	Equine Production*	(4)
EQ495	Equine Business Management*	(4)

Required: 4 hours from the following.

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG363	Agribusiness Financial Management	(4)
AG460	Agriculture Policy	(2)
AG462	Agriculture Production Management	(4)

**prerequisite require*

AGRICULTURE MAJOR WITH ANIMAL SCIENCE

CONCENTRATION: a total of 44 hours is required.

Required: Common Core 20 hours

Required courses: 6 hours

AG240	Introductory Food Science	(2)
AG340	Meat and Food Animal Science	(4)

Required: 10 hours from the following.

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 – Animal Science Focus (2 hour maximum)	(2)
AG485	Agriculture Practicum – Animal Science Focus (2 hour maximum)	(1–2)
EQ344	Equine Production*	(4)
EQ495	Equine Business Management*	(4)

Required: 4 hours from the following.

AG330	Foundations of Soil Science	(4)
AG331	Advanced Soils and Soil Fertility	(4)
AG334	Weed Management	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)
AG435	Forage and Grain Crop Production	(4)
AG485	Agriculture Practicum – Crops,	

	Horticulture, or Soil Focus (2 hour maximum)	(2)
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Required: 4 hours from the following.

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG363	Agribusiness Financial Management	(4)
AG460	Agriculture Policy	(2)
AG462	Agriculture Production Management	(4)

**prerequisite required.*

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

Required Core: 20 hours.

AG132	Principles of Crop and Animal Science Production I	
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OR

AG133	Principles of Crop and Animal Science Production II	(4)
AG136	Computer Applications in Agriculture	(4)
AG244	Agricultural Economics	(4)
AG330	Foundations of Soil Science	(4)
AG495	Seminar in Agriculture	(4)

Required: 4 hours from the following.

AG331	Advanced Soils and Soil Fertility	(4)
AG334	Weed Management	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture – Crops, Horticulture, or Soil Focus (2 hours maximum)	(2)
AG435	Forage and Grain Crop Production	(4)
AG485	Agriculture Practicum – Crops, Horticulture, or Soil Focus (2 hour maximum)	(2)

Required: 4 hours from the following.

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
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AG361	Commodity Marketing	(4)
AG363	Agribusiness Financial Management	(4)
AG460	Agriculture Policy	(2)
AG462	Agriculture Production Management	(4)

Required: 4 hours from the following.

AG340	Meat and Food Animal Science*	(4)
AG343	Dairy Science	(4)
AG344	Sheep Science	(4)
AG345	Swine Science	(4)
AG346	Beef Science	(4)
AG347	Animal Health	(2)
AG349	Animal Nutrition	(4)
AG350	Topics in Agriculture – Animal Science Focus (2 hour maximum)	(2)
AG485	Agriculture Practicum – Animal Science Focus (2 hour maximum)	(2)
EQ344	Equine Production*	(4)
EQ495	Equine Business Management*	(4)

**prerequisite required.*

AGRICULTURE MINOR a total of 24 hours is required.

Required courses:

AG132	Principles of Crop and Animal Science Production I	(4)
AG133	Principles of Crop and Animal Science Production II	(4)
AG244	Agricultural Economics	(4)
AG330	Foundations of Soil Science	(4)
AG340	Meat and Food Animal Science*	(4)
AG462	Agriculture Production Management	(4)

**prerequisite required.*

EQUINE BUSINESS MANAGEMENT MAJOR: a total of 38 hours is required.

Required courses: 28 hours

EQ130	Introduction to Equine Studies	(2)
EQ136	Introduction to the Horse Industry	(2)
EQ240	Equine Health Management	(4)

EQ344	Equine Production	(4)
EQ495	Equine Business Management	(4)
MA230	Introduction to Management	(4)
MA336	Human Resources Management	(4)
MA339	Business Communications	(4)

Required: 4 hours from the following.

AC230	Principles of Accounting I	(4)
AG244	Agricultural Economics	(4)
AG272	Introduction to Agricultural Communications	(2)
EQ231	Beginning Horse Judging	(2)
EQ253	Stable and Facilities Management	(4)
MK230	Introduction to Marketing	(4)

Required: 4 hours from the following.

AG347	Animal Health	(2)
AG349	Animal Nutrition*	(4)
AG363	Agribusiness Financial Management	(4)
EQ342	Advanced Horse Judging*	(2)
EQ347	Equine Reproduction	(4)
EQ435	Equine Event Management	(4)
MA330	Business Law	(4)

Required: 2 hours from the following.

EQ134	Beginning Equitation/Horsemanship	(2)
EQ234	Intermediate Equitation/Horsemanship	(2)
EQ333	Advanced English Equitation	(2)
EQ334	Advanced Equitation/Horsemanship	(2)
EQ441	Equine Breaking and Training	(4)

** prerequisite required.*

EQUINE STUDIES MINOR: A total of 24 hours is required.

Required courses:

EQ130	Introduction to Equine Studies	(2)
EQ136	Introduction to the Horse Industry	(2)
EQ240	Equine Health Management	(4)
EQ344	Equine Production	(4)

Required: 4 hours from the following.

EQ134	Beginning Equitation/Horsemanship	(2)
AC230	Principles of Accounting I	(4)

AG244	Agricultural Economics	(4)
AG272	Introduction to Agricultural Communications	(2)
EQ231	Beginning Horse Judging	(2)
EQ253	Stable and Facilities Management	(4)
MA230	Introduction to Management	(4)
MK230	Introduction to Marketing	(4)

Required: 8 hours from the following.

EQ234	Intermediate Equitation/Horsemanship	
EQ334	Advanced Equitation/Horsemanship and Teaching	(2)
AG347	Animal Health	(2)
AG349	Animal Nutrition*	(4)
AG363	Agribusiness Financial Management	(4)
EQ342	Advanced Horse Judging*	(2)
EQ347	Equine Reproduction	(4)
EQ435	Equine Event Management	(4)
EQ441	Equine Breaking and Training	(4)
EQ495	Equine Business Management	(4)
MA330	Business Law	(4)
MA336	Human Resources Management	(4)
MA339	Business Communications	(4)

** prerequisite required.*

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

SUSTAINABILITY MINOR: a total of 24 hours is required.

Required courses:

AG130G	Fundamentals of Horticulture	(4)
AG330	Foundations of Soil Science	(4)

Required: 4 hours from the following.

AG132	Principles of Crop and Animal Sciences	
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	Production I	(4)
AG133	Principles of Crop and Animal Sciences	
	Production II	(4)
Required: 12 hours, including 8 hours at the 300- or 400- level, from the following.		
AG350	Topics in Agriculture (must be an approved Sustainability topic)	(2)
AG460	Agricultural Policy	(2)
AG470	Internship (focus on Sustainability)	(1-4)
EC338G	Comparative Economic Systems	(4)
EN233	Literature of Rural Life and the Environment	(4)
PS337G	Global Politics of Food	(4)
PS348G	The Political Economy of Globalization	(4)
SY333G	Environmental Sociology and Communication	(4)
SY335	Rural Sociology	(4)
TR330	Study/Service Trip	(2,4)

AGRICULTURE

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

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

AG133 PRINCIPLES OF CROP AND ANIMAL SCIENCE

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

AG136 COMPUTER APPLICATIONS IN AGRICULTURE (4).

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

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

AG234 SUSTAINABLE REGIONAL DEVELOPMENT (2).

Students are introduced to economic growth and development theory at an introductory level as well as environmental and social sustainability concepts. Topics include trends in development in North American agriculture and study of theories. The economic theories covered address how growth occurs in developed economies. Students will learn concepts and tools commonly used in regional and community economic analysis.

AG240 INTRODUCTORY FOOD SCIENCE (2). Studies the basic principles of food preparation, food processing and

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

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

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

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

AG285 AGRICULTURE PRACTICUM (1-2). Provides students with the opportunity for hands on experience, developing skills and learning production techniques in areas such as crop machinery, horticulture, soil judging, and farm management. One semester hour requires 30 hours of work per semester. Topics are announced in the semester schedule. May be repeated when topics vary. Taught Pass/No Pass.

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

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

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

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

farming are also covered. Laboratory. *Prerequisite: AG132 or AG133.*

AG340 MEAT AND FOOD ANIMAL SCIENCE (4). The movement of beef, pork, lamb, veal and poultry from birth, through the finished growth stages; processing channels to consumer consumption. Course includes the basic and recent concepts of selection, evaluation of performance data, and visual appraisal. Market considerations, slaughter and further processing, and consumer demands are considered. Eggs and milk products are also discussed. Laboratory. *Prerequisites: AG132 or AG133 and AG240.*

AG343 DAIRY SCIENCE (4). The production phase of the dairy industry including selection, feeding, breeding, herd health, and management practices important to quality milk production will be covered. Laboratory. *Prerequisite: AG132 or AG133.*

AG344 SHEEP SCIENCE (4). This course covers concepts of selection, reproduction, nutrition, and the herd health management involved in a successful sheep enterprise. Laboratory. *Prerequisite: AG132 or AG133.*

AG345 SWINE SCIENCE (4). This course is designed as a production course with topics including selection of breeding stock, reproduction, feeding, and management of a swine enterprise. Laboratory. *Prerequisite: AG132 or AG133.*

AG346 BEEF SCIENCE (4). This course includes the basic and recent concepts of selection, reproduction, nutrition, and herd health management involved in a successful beef enterprise. Laboratory. Artificial Insemination clinic fee \$175.00. *Prerequisite: AG132 or AG133.*

AG347 ANIMAL HEALTH (2). This course will concentrate on defining the normal healthy animal, the environment needed to maximize inherent health, and gain knowledge of the common sense management practices involved. *Prerequisite: Jr/Sr Standing.*

AG349 ANIMAL NUTRITION (4). The fundamentals of animal nutrition and feed-stuffs including principles of digestion, absorption, assimilation, and utilization of nutrients, balancing rations, and identification of feedstuffs. Laboratory. *Prerequisites: AG132 or AG133 and junior or senior standing.*

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

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

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

AG363 AGRIBUSINESS FINANCIAL MANAGEMENT (4). 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 **[Skill: Q]** *Prerequisite: AG244.*

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

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

AG462 AGRICULTURE PRODUCTION MANAGEMENT (4). This course focuses on business practice 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. Laboratory. **[Skill: Q]** *Prerequisite: AG244.*

AG470 INTERNSHIP (1-4). A student initiated, designed, and executed occupational learning experience. On-the-job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences. Scope is as broad as student's imagination. Co-op arrangements are eligible for this credit. Taught Pass/No Pass. *Prerequisite: Junior or senior standing or instructor permission.*

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

AG485 AGRICULTURE PRACTICUM (1-2). This course provides students with the opportunity for hands-on experience to develop skills and learning production techniques in areas such as crop machinery, horticulture, soil judging and farm management. Topics are announced in the semester schedule. May be repeated when topics vary. Soil Judging fee: \$300.00. Taught Pass/No Pass. *Prerequisite: Junior or senior standing.*

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

EQUINE STUDIES

EQ102 RECREATIONAL HORSEBACK RIDING (1). This course is to introduce the beginner recreational/non-rider to the basics of horsemanship, horse handling, and safety around horses. By the end of the semester, the student should be able to catch, groom, perform ground work, saddle, mount/dismount, maintain proper riding position, ride at the walk and jog and maneuver the horse through a variety of patterns. The student will also be instructed on information about horses including basic behavior, parts of the horse, saddle, bridle, and grooming tools. These course topics are intended to give the student a basic foundation for further study. Fee: \$250.00. Taught Pass/No Pass.

EQ130 INTRODUCTION TO EQUINE STUDIES (2). 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.

EQ134 BEGINNING EQUITATION/HORSEMANSHIP (2). 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 ground work, 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. Fall. Fee: \$1500 board of own horse or \$750 ½ lease of school horse.

EQ136 INTRODUCTION TO THE HORSE INDUSTRY (2).

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.

EQ231 BEGINNING HORSE JUDGING (2). 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.

EQ234 INTERMEDIATE EQUITATION/HORSEMANSHIP (2).

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. Spring. Fee: \$1500 board of own horse or \$750 ½ lease of school horse.

Prerequisite: permission from instructor.

EQ240 EQUINE HEALTH MANAGEMENT (4). 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. Laboratory. Fee: \$25.00. *Prerequisite: EQ130.*

EQ253 STABLE AND FACILITIES MANAGEMENT (4). 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. Laboratory. *Prerequisite: EQ240.*

EQ285 EQUINE STUDIES PRACTICUM (1). The course provides students with the opportunity for hands-on experience in developing skills and learning techniques in areas such as equine anatomy and equine conformation. Topics are announced in the semester schedule. May be repeated when topics vary. Taught Pass/No Pass. Fee for EQ285-1: \$400.00.

EQ334 ADVANCED EQUITATION/HORSEMANSHIP AND TEACHING (2). 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. Fall. Fee: \$1500 board of own horse or \$750 ½ lease of school horse. *Prerequisite: permission from instructor.*

EQ441 EQUINE BREAKING AND TRAINING (4). 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 student 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 selected training schedule. Barn and stable management skills will be included in this course. Spring. Fee: \$1500 board of own horse or \$1500 board of local owned horse for project. *Prerequisite: permission from instructor.*

EQ342 ADVANCED HORSE JUDGING (2). 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. Fee: \$100.00. *Prerequisite: EQ231.*

EQ344 EQUINE PRODUCTION (4). The purpose of this course is to build on the scientific principles and practices behind proper care introduced in EQ240. Principles of anatomy, exercise physiology, genetics, nutrition, reproduction, and health management will be emphasized. Laboratory. **[Skills: I,W]** *Prerequisite: EQ240.*

EQ347 EQUINE REPRODUCTION (4). This course will provide an overview of equine reproductive physiology and common reproductive management techniques. Emphasis will be placed on practical management and common problems associated with equine breeding operations. Topics to be covered are reproductive anatomy of the stallion and mare, heat detection, breeding practices, parturition, and management of the foal. *Prerequisite: EQ240.*

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

EQ435 EQUINE EVENT MANAGEMENT (4). 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, team work, community outreach, and safety concerns surrounding equine events. *Prerequisite: EQ344.*

EQ470 EQUINE INTERNSHIP (1-4). A student initiated, designed, and executed occupational learning experience. On-the-job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences. Scope is as broad as student's imagination. Coop arrangements are eligible for this credit. Course may be repeated. Taught Pass/No Pass. *Prerequisite: Junior or senior standing or permission of instructor.*

EQ480 RESEARCH PARTICIPATION (1-2). Student participation in a research project which is either part of a faculty member's ongoing research or of the student's own design. May be taken two times for credit. Taught Pass/No Pass. *Prerequisite: Junior or senior standing.*

EQ485 EQUINE STUDIES PRACTICUM (1). This course provides students with the opportunity for hands-on experience in advanced equitation or advanced western horsemanship. Topics are announced in the semester schedule. May be repeated when topics vary. Taught Pass/No Pass. *Prerequisite: Junior or senior standing.*

EQ495 EQUINE BUSINESS MANAGEMENT (4). This course is designed for students who wish to be involved in the equine industry on a professional level. Important considerations of running an equine business will be discussed. Topics to be covered are insurance, liability, resource management, marketing and public relations, budgeting, record keeping, and components of a business plan. [Skill: O] *Prerequisite: EQ344*

ART

Faculty: Hal Shunk

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 REVISION:

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

Required courses:

AR130 Design	(4)
AR162 Drawing	(4)
AR240 Painting	(4)
AR330G Ancient Art Cultures	
OR	
AR331G Modern Art Cultures	(4)

Required: 8 hours from the following.

AR330G Ancient Art Cultures	(4)
OR	
AR331G Modern Art Cultures	(4)
AR332 Ceramics	(4)
AR337 Printmaking	(4)

The following courses to be deleted from 2018–19 course catalog:

AR340 Watercolor

AR495 Senior Thesis Preparation

ART CURRICULUM ROTATION

EVEN FALL

AR130 M1 Design

AR 162 M2 Drawing (adjunct)

AR240 Painting

(adjunct)

AR 330G Ancient Art Cultures

ODD FALL

AR130 Design

AR162 Drawing (adjunct)

AR240 Painting

AR330G Ancient Art Cultures

ODD SPRING

AR130 Design

AR331G Modern Art
Cultures

AR332 Ceramics

AR495 Senior Thesis

EVEN SPRING

AR130 Design

AR337 Printmaking

AR3XX Ceramics
(adjunct)

AR331G Modern Art
Cultures

ART

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

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

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

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

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

AR332 CERAMICS (4). Ceramics is an introduction to the clay medium including hand and wheel construction methods, clay mining and processing, making of clay bodies, making glazes, glazing forms, firing in oxidation and reduction atmospheres, and electric, gas and wood firing kilns. Classes participate in special processes such as Raku firing, pasture firing, or fuming. The first three quarters of the class students learn fundamental information and processes and then elect a final project and proceed in advanced topics. The history of ceramics will be addressed through lecture, video and museum visits. *Prerequisite: AR130 or AR162* **[Skills: T]**

AR337 PRINTMAKING (4). Fundamentals and instruction in the varied methods of printmaking are the focus of this course. The

student will develop the skills to create a series of prints displaying a personal statement and an aesthetic quality. Methods of printing include intaglio, silkscreen, collagraph and mono printing. The course includes a museum visit, print history, research, and critiques of student artwork. **[Skills: O,T]** *Prerequisite: AR130 or AR162.*

AR340 WATERCOLOR (4). A continuation of the development of aesthetic and technical knowledge gained in Painting. Emphasis is placed on the development of a personal statement through various methods/types of watercolor painting. **[Skills: O,T]** *Prerequisite: AR130 or AR162 or AR240.*

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

Athletic Training (see Sport Sciences)

Biology

Faculty: Douglas Burks, Kendra Cipollini, Savitha Krishna, Douglas Woodmansee

The Biology curriculum is designed to provide the student with a comprehensive, and thorough, overview of all areas of biology in the Biological Sciences I and II survey courses. This includes the study of cell biology, organismal biology, biological diversity, evolution, ecology, and environmental science. The student may then specialize by taking those biology courses which will provide the best preparation for a future career and life. Students finish their study of Biology with a research experience that will vary in depth and complexity depending on the needs and desires of the student.

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 Biology

minor. A Biotechnology concentration is available in cooperation with Cincinnati State Technical and Community College and a Nursing program is available in cooperation with Mount Carmel College of Nursing.

The major is intended for students who wish to pursue a professional career in a biological field. These careers include academics, research, industrial research, pharmaceutical marketing, medicine, veterinary medicine, dentistry, environmental management, physical therapy, and others.

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

Common Core Courses (25 hours)

BI130	First Year Seminar in Biology	(1)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
BI/ES/HS493	Research Experience	(4)
CH230	Principles of Chemistry I	(4)
CH231	Principles of Chemistry II	(4)
MT131	Introduction to Statistics	(4)

BIOLOGY MAJOR WITH ENVIRONMENTAL SCIENCE

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

Required Courses: Common Core 25 hours.

Concentration Requirements: 28 hours

Required course:

ES332	Ecology and Conservation Biology	(4)
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Required: 8 hours of the following.

BI330G	Animal Diversity	(4)
BI333	Plant Biology	(4)
ES350	Advanced Topics in Field Biology	(4)
	or ES350G (repeatable when topics vary)	

Required: 16 hours from the following.

BI330G	Animal Diversity**	(4)
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BI333	Plant Biology**	(4)
BI336	Evolution	(4)
BI338	Vertebrate Anatomy	(4)
BI340	Animal Physiology	(4)
BI343	Microbiology and Immunology	(4)
BI346	Genetics	(4)
BI349	Parasitology	(4)
BI350	Advanced Topics for Biology Majors	(4)
BI434	Biochemistry II: Molecular Biology	(4)
ES494	Environmental Science Research Practicum	(2-4)

** may be taken if not chosen above

Required: Proficiency Exam during sophomore and senior year.

BIOLOGY MAJOR WITH HEALTH SCIENCE

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

Required Courses: Common Core 25 hours.

Concentration Requirements: 28 hours (12 hours must be upper division)

Required:

HS344	Human Anatomy	(4)
HS345	Human Physiology	(4)

Required: 20 hours from the following.

BI330G	Animal Diversity	(4)
BI336	Evolution	(4)
BI343	Microbiology and Immunology	(4)
BI346	Genetics	(4)
BI349	Parasitology	(4)
BI350	Advanced Topics for Biology Majors	(4)
BI352	Bioethics	(4)
BI431	Biochemistry I	(4)
BI434	Biochemistry II: Molecular Biology	(4)
CH330	Organic Chemistry	(4)
HS231	Medical Terminology	(4)
HS494	Health Science Research Practicum	(2-4)

PH230 Fundamentals of Physics I (4)
Required: Proficiency Exam during sophomore and senior year.

BIOLOGY MAJOR WITH LIFE SCIENCE CONCENTRATION:

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

Required Courses: Common Core 25 hours.

Concentration Requirements: 28 hours

Required: 28 hours from the following.

BI330G	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)
BI349	Parasitology	(4)
BI350	Advanced Topics for Biology Majors	(4)
BI352	Bioethics	(4)
BI431	Biochemistry I	(4)
BI434	Biochemistry II: Molecular Biology	(4)
BI494	Biology Research Practicum	(2-4)
ES332	Ecology and Conservation Biology	(4)
ES350G	Advanced Topics in Field Biology	(4)

Required: Proficiency Exam during sophomore and senior year.

BIOLOGY MAJOR WITH BIOTECHNOLOGY

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

This concentration is for qualified transfer students with an A.S. degree in either Biotechnology or Bioscience Technology from Cincinnati State Technical and Community College, Sinclair Community and Southern State Community College. Program details vary based on which community college biotechnology program the student has completed. The student must consult with

the Academic Records Office or the Office of Academic Affairs for further information. The student should also see the biology Area Coordinator for precise graduation requirements.

Required: Proficiency Exam during senior year,

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

Required courses:

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

Required: 12 hours from the following.

BI330G	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)
BI349	Parasitology	(4)
BI350	Advanced Topics for Biology Majors	(4)
BI434	Biochemistry II: Molecular Biology	(4)
ES332	Ecology and Conservation Biology	(4)
ES350	Advanced Topics in Field Biology	(4)
or ES350G (repeatable when topics vary for a total of 8 hours)		

Required: Proficiency Exam during sophomore and senior year.

MT CARMEL COLLEGE OF NURSING PARTNERSHIP

PROGRAM: a total of 56 hours with grades of "C" or better is required in all courses with a minimum overall GPA of 3.00.

Required courses:

BI131G-NS	Human Nutrition	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)

BI343	Microbiology and Immunology	(4)
EN101	Writing II	(4)
GL125	First Year Seminar	(4)
HS344	Human Anatomy	(4)
HS345	Human Physiology	(4)
PY130	Introduction to Psychology	(4)
PY231	Developmental Psychology	(4)
RP330G-HU	Comparative Religions	(4)
SY130	Introduction to Sociology	(4)
Required course: one of the following:		
EC334	Business Statistics I	(4)
MT131	Introduction to Statistics	(4)
Required course: one of the following:		
BI352	Bioethics	(4)
RP239	Values and Ethics	(4)

BIOLOGY

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

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

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

study skills. Finally, the course introduces students to reading and analyzing biological research.

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

BI230 BIOLOGICAL SCIENCES I (4). 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. Laboratory. **[Skill: I]**

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

BI330G ANIMAL DIVERSITY (4). An overview of the biological diversity of animals and protozoa at the Kingdom, Phylum, Class and Order levels. An examination of anatomical and genomic criteria and techniques used to construct phylogenetic trees. Review of the evolutionary mechanisms that give rise to diversity. Examination of the current state, past history and future prospects of biological diversity on Earth. Examination of current concepts in the

conservation of biological diversity. Intended for majors and general education. Laboratory. [Skill: O] *Prerequisite: BI231.*

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

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

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

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

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

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

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

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

BI352 BIOETHICS (4). An examination of ethical systems and forms of argumentation as they bear upon case studies in bioethics and medicine. Dominant ethical theories will be studied and critiqued. Reasoning at the levels of principles, rules, and particular judgments will be distinguished. Case Studies in clinical, legal, policy issues will be explored. **[Skill: T].**

BI380 RESEARCH PARTICIPATION (2). Student participation in a research project which is either part of a faculty member's ongoing research or of the student's own design. May be taken four times for credit. Taught Pass/No Pass. *Prerequisite: permission of instructor.*

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

BI434 BIOCHEMISTRY II: MOLECULAR BIOLOGY (4). Basic concepts of the central dogma will be studied. Gene expression in

eukaryotes, regulation at the transcriptional and posttranscriptional levels will also be emphasized. Cancer and developmental biology will be used as the focus for understanding concepts. The laboratory will focus on basic molecular techniques including nucleic acid isolation, gel electrophoresis, cloning techniques, Southern and Western techniques, and PCR techniques. Laboratory. *Prerequisite: BI230.*

BI493 BIOLOGY RESEARCH EXPERIENCE (4). Students find, read, interpret and analyze primary scientific literature in the context of a research project. Readings will vary based on the student's research question. Research questions may be student-initiated or directed by a member of the Biology faculty. Students will design and conduct one or more small scale experiments related to the research question and present the data and conclusions in one or more industry-standard presentation formats. Laboratory. *Prerequisites: BI230, BI231, Biology major or minor and Junior or senior standing.*

BI494 BIOLOGY RESEARCH PRACTICUM (2-4). Students conduct an independent research project under the supervision of a Biology faculty mentor. The project may be 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 industry-standard presentation formats. *Prerequisites: BI493 Biology Research Experience and permission of instructor.*

ENVIRONMENTAL STUDIES

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

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

ES350/ES350G ADVANCED TOPICS IN FIELD BIOLOGY (4). This course contains an extensive field component. Lectures at Wilmington College will be followed by a one to two week field experience at biological field stations. *Prerequisites: BI230 and BI231.*

ES493 ENVIRONMENTAL SCIENCE RESEARCH EXPERIENCE (4). Students find, read, interpret and analyze primary scientific literature in the context of a research project. Readings will vary based on the student's research question. Research questions may be student-initiated or directed by a member of the Biology faculty. Students will design and conduct one or more small scale experiments related to the research question and present the data and conclusions in one or more industry-standard presentation formats. Laboratory. *Prerequisites: BI230, BI231, Junior or senior standing and a Biology major or minor.*

ES494 ENVIRONMENTAL SCIENCE RESEARCH PRACTICUM (2-4). Students conduct an independent research project under the supervision of a Biology faculty mentor. The project may be an extension of a research project initiated in ES493, Environmental Science Research Experience. Students study appropriate background literature, design and conduct experiments, analyze data and present data and conclusions in one or more industry-standard presentation formats. *Prerequisites: ES493 and permission of instructor.*

HEALTH SCIENCE

HS231 MEDICAL TERMINOLOGY (4). This course is designed for those students who intend to pursue careers in medicine, nursing, dentistry, microbiology, pharmacy, physical therapy, athletic training and medical technology. This course will teach the prefixes, suffixes and combining forms necessary to form proper medical terminology. It will include the rules for proper medical term formation, pronunciation, spelling, and definition of basic terms and abbreviations used in medical records. It will also include learning common pharmaceutical and anatomical terms and terms related to symptoms, diagnosis, surgeries, therapies and diagnostic tests.

Prerequisites: Sophomore, junior or senior standing and Biology, Athletic Training or Exercise Science major.

HS344 HUMAN ANATOMY (4). This course primarily studies the anatomy of the human body with an introduction to function. It is intended for those planning a career in the health sciences. Topics include basic cell structure, organization of tissues, organs and systems, and detailed gross anatomy of each of the major organ systems. Laboratories center on identification of structures and their parts. Laboratory. **[Skill: I]** *Prerequisites: BI102, BI131G, BI231 or AT130.*

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

HS493 HEALTH SCIENCE RESEARCH EXPERIENCE (4). Students find, read, interpret and analyze primary scientific literature in the context of a research project. Readings will vary based on the student's research question. Research questions may be student-initiated or directed by a member of the Biology faculty. Students

will design and conduct one or more small scale experiments related to the research question and present the data and conclusions in one or more industry-standard presentation formats. Laboratory. **[Skill: W]** *Prerequisites: BI230, BI231, Junior or senior standing and a Biology major or minor.*

HS494 HEALTH SCIENCE RESEARCH PRACTICUM (2-4).

Students conduct an independent research project under the supervision of a Biology faculty mentor. The project may be an extension of a research project initiated in HS493, Environmental Science Research Experience. Students study appropriate background literature, design and conduct experiments, analyze data and present data and conclusions in one or more industry-standard presentation formats. *Prerequisites: HS493 and permission of instructor.*

Chemistry

Faculty: Mark Chrisman, Michael Goldcamp, Dore Meinholtz

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

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

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

Required courses:

CH230	Principles of Chemistry I	(4)
CH231	Principles of Chemistry II	(4)
CH330	Organic Chemistry I	(4)
CH331	Organic Chemistry II	(4)
CH334	Quantitative Analysis	(4)

CH335	Instrumental Analysis	(4)
CH430	Physical Chemistry I	(4)
CH431	Physical Chemistry II	(4)
CH435	Inorganic Chemistry	(4)
CH495	Capstone Research Participation	(2)
MT140	Calculus I	(4)
MT141	Calculus II	(4)
PH230	Fundamentals of Physics I	(4)
PH231	Fundamentals of Physics II	(4)

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

Required courses:

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

Required: 8 hours from the following.

BI431	Biochemistry	(4)
CH334	Quantitative Analysis	(4)
CH335	Instrumental Analysis	(4)
CH435	Inorganic Chemistry	(4)

CHEMISTRY

CH101G CHEMISTRY AND THE ENVIRONMENT (4).

Chemical principles are explained with applications to environmental concerns. (Intended for general education.) Laboratory. **[Skill: Q]**

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

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

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

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

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

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

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

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

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

Prerequisites: CH231, MT140 and PH230.

CH431 PHYSICAL CHEMISTRY II (4). A continuation of CH430 with an emphasis on quantum mechanics, bonding theory.

Laboratory. **[Skill: Q]** *Prerequisites: MT141, and PH231.*

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

Prerequisite: CH231.

CH495 CAPSTONE RESEARCH PARTICIPATION (1-2).

Limited to senior chemistry majors. Students must complete two consecutive semesters. May be repeated for a total of four hours.

Prerequisite: Senior standing and 24 hours of chemistry at 230-level or above.

Coaching Minor (see Sport Sciences)

Communication Arts

Faculty: Coreen Cockerill, Dorothy Gurtzweiler

The Communication Arts program seeks to develop student potential in the areas of written, oral, visual, and multimedia communication. The program is unique in its approach, stressing the interconnectedness of the different modes of communication and building upon the strong liberal arts emphasis of the College.

Students learn through critical thinking and practical experience how to use tools and techniques in the world of professional communication. Students are encouraged to develop creativity through a variety of individual and group projects. The Communication Arts area also offers a thriving internship program in

conjunction with the Wilmington College Student Resource Center. Qualified students can step beyond the classroom and apply knowledge and skills in professional settings.

The major in Communication Arts offers concentrations in two areas:

- Journalism and Public Relations
- Visual Communications Design

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

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

Common Core Courses: (36 hours)

CA131	Media for Social Change	(4)
CA230	Photography I: Digital and Darkroom Basics	(4)
CA231	Concept and Composition	(4)
CA234	Public Speaking	(2)
CA340	Design for Communication I: Illustration and Photo Documentation	(4)
CA341	Design for Communication II: Layout	

	and Typography	(4)
CA364	Social Media Management	(4)
CA470	Internship	(4)
CA495	Senior Studio	(2)
MA330	Business Law	(4)

COMMUNICATION ARTS MAJOR WITH JOURNALISM AND PUBLIC RELATIONS CONCENTRATION:

a total of 52 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required Courses: Common Core 36 hours

Required Courses:

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

Required: 4 hours from the following.

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

**prerequisite required*

COMMUNICATION ARTS MAJOR WITH VISUAL

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

Required Courses: Common Core 36 hours

Required Courses: 8 hours from the following.

CA331	Photography II: Advanced Digital	(4)
CA334	Production I: Video and Script	(4)
CA335	Production II: Studio and Sound	(4)
Required: 8 hours from the following.		
CA350	Topics in Communication Arts	(4)
TH335	Lighting Design*	(4)
TH336	Scene Design*	(4)

**prerequisite required.*

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

Required courses:

CA131	Media for Social Change	(4)
CA230	Photography I: Digital and Darkroom Basics	(4)
CA231	Concept and Composition	(4)
CA234	Public Speaking	(2)
CA340	Design for Communication I: Illustration and Photo Documentation	(4)
CA341	Design for Communication II: Layout and Typography	(4)
CA364	Social Media Management	(4)

COMMUNICATION ARTS

CA131 MEDIA FOR SOCIAL CHANGE (4). An examination of all phases of mass communications. Print and electronic media, public relations, and advertising are examined in terms of their historical development, their effect on mass culture and gender bias issues and their relationship to a free society. Special emphasis is placed on media as a means of conveying information. Clips from classic and popular films, television programs, and radio shows are examined. Emphasis is placed on the use of media for social change. **[Skill: T]**

CA230 PHOTOGRAPHY I: DIGITAL AND DARKROOM BASICS (4). An introduction to photographic theory and practice with an emphasis on the photographic print as an artistic form of communication and an emphasis on the principles of composition..

Includes black and white film and print processing and the study of photographic equipment and techniques. Digital photography is introduced. Laboratory.

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

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

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

CA331 PHOTOGRAPHY II: ADVANCED DIGITAL (4). This course is a study of digital photography and advanced digital cameras. Emphasis on theory of digital photography, composition of the digital image and the use of advanced digital cameras and color

theory. Also includes the study and use of studio lighting, scanners and printers. Development of the commercial photo studio will be studied. Other topics of study may include photojournalism, documentary, environmental and landscape, nature, sports, fashion, portraiture, food and still life photography. Laboratory. *Prerequisite: CA230.*

CA334 PRODUCTION I: VIDEO AND SCRIPT (4). This course combines the practical application of video techniques and script writing in the production of video programs. Group dynamics are studied and practiced. Studio broadcasting is introduced. *Prerequisites: CA231 and junior or senior standing.*

CA335 PRODUCTION II: STUDIO AND SOUND (4). This course examines the skills and techniques needed for single camera, multimedia camera and electronic studio environments for video production. This includes techniques in as-live and post-production situations. Post-production non-linear editing and the design of still and animated computer graphics are emphasized. *Prerequisite: CA334.*

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

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

theory, problem-solving approaches, idea generation, and project execution and logistics. *Prerequisite: CA231.*

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

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

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

CA470 INTERNSHIP (1-4). An opportunity to work in a professional capacity. On-the job work experiences are integrated with educational objectives to give students an opportunity to broaden their learning experiences. Taught Pass/No Pass.

CA495 SENIOR STUDIO (2). This is an advanced study in the theory and practice of all areas of Communication Arts. Students enrolled in this course will examine contemporary technologies, concepts and issues in the various fields of communications and will

engage in the production and management of a final thesis project. Students will present their final projects to the campus community. Taught Pass/No Pass. *Prerequisites: Communication Arts major and senior standing.*

Criminal Justice

Faculty: Sonya Goshe, Paul Moke

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

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

Internships are available in the sophomore, junior, and senior years at local juvenile courts, probation and parole agencies, correctional institutions, prosecutor's offices, and in administrative settings at the local, state, and national level.

Recent graduates have secured work in probation and parole agencies, court administration, law enforcement, corrections, and other fields.

CRIMINAL JUSTICE MAJOR: A total of 40 semester hours with grades of "C-" or better required.

Required courses:

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

PS495 Senior Research Seminar (4)

OR

SS496 Senior Research Seminar (4)

Required: 12 hours from the following.

CJ336 Victimology (4)

CJ350 Topics in Criminal Justice (4)

CJ430 Homicide and the Death Penalty (4)

CJ435 Forensic Psychology (4)

CJ470 Internship (4)

PS231G Human Rights and the Judicial Process* (4)

PS340 Constitutional Law* (4)

PS344 Political Problems* (4)

PY433 Abnormal Psychology* (4)

SY230 The Sociology of Crime and Deviance (4)

** prerequisite required.*

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

Required courses:

CJ130 Introduction to Criminal Justice (4)

CJ231 Juvenile Justice (4)

CJ234 Police, Law, and Society (4)

CJ331 Corrections (4)

CJ339 Criminal Law and Investigation (4)

SS380 Research I with Descriptive Statistics (4)

CRIMINAL JUSTICE

CJ130 INTRODUCTION TO CRIMINAL JUSTICE (4). A basic overview of crime and justice in America. Includes the criminal process, problems and prospects of policing, the courtroom workgroup, prisons, and correctional policy. **[Skill: T]**

CJ201G INTERNATIONAL CRIMINAL JUSTICE (4). This course will examine crime and criminal justice from a global perspective. Issues surrounding the definition, incidence, trends, control, treatment and prevention of crime will be explored using theoretical and empirical resources from mainstream and international criminology. **[Skill: T]**

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

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

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

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

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

CJ350 TOPICS IN CRIMINAL JUSTICE (4). Exploration of areas of special interest in criminal justice. Potential topics include

organized crime, computer crime, criminal evidence, legal issues in corrections, women in the criminal justice system and others.

CJ430 HOMICIDE AND THE DEATH PENALTY (4). The narrow topic of homicide is covered in a range of other courses, but what is not covered in as much depth, and is of serious social and international concern, is that people accused of homicide face the most serious penalty our government provides. Even though all countries have homicide, the U.S. is a global outlier (especially compared to similarly situated democracies) in our retention of the death penalty. Therefore, the focus of this course will be on the legal, social, and political issues around the death penalty and its application for those convicted of homicide. Additionally, the course will retain an exploration of homicide more generally especially on the patterns of homicide, international rates, and the social, legal, political and economic correlates related to both offending and sentencing. *Prerequisite: Junior or senior standing.*

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

Economics Minor (see Accounting, Business Administration, and Economics)

Education

Faculty: Monte Anderson, Jane Bogan, James Boland, Jeradi Cohen, Joseph Hall, Martha Hendricks, Gary Louis

Wilmington College of Ohio Teacher Education Program, which is designed to prepare teachers in the liberal arts tradition, is granted Accreditation by the Teacher Education Accreditation Council for a period of five years, from June 11, 2012 – June 11, 2017. TEAC Accreditation is now administered by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). 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, as well as public policy and educational advocacy. Teacher education candidates in particular 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 for peaceful schools" 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). Teacher education candidates who satisfy all other degree requirements for 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 for one of the following licenses to the Ohio Department of Education who have successfully completed the corresponding Education major and passed all required OAE tests.

Early Childhood License – Pre-Kindergarten through Grade 3

Early Childhood Intervention Specialist License – Pre-

Kindergarten through Grade 3 Special Education

Middle Childhood License – Grades 4 through 9

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

- a. Language Arts and Reading,
- 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, in addition to the following:

Candidates must select one of the following 40-semester-hour content area concentrations

- a. Language Arts
- b. Mathematics

Career-Technical License in Agriscience – Grades 4 through 12

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.
2. Earn a cumulative grade point average of at least 2.50.
3. Achieve a minimum ACT composite score of 20, in addition to a minimum score of 20 for ACT English, Mathematics, and Reading subtests.
4. Satisfactory completion of field experience in a school setting pre-approved by the Education Area during ED130.
5. Recommendation by Education faculty, based on an electronic portfolio review and face-to-face interview with area faculty.
6. Complete 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.
7. BCI and FBI fingerprint report indicating "employable" (completed during ED130 or ED132).

Early Childhood and Early Childhood Intervention Specialist majors must:

Complete EN101, 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 teaching fields 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, Career-Technical, and K-12 Intervention Specialist 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.

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 2.5
2. Teaching field GPA of 2.5
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 end of ED485.
8. Submit a student teaching application to the Education Area during ED385 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 and no more than 30 days prior to the start of student teaching.
12. Evidence of physical and emotional fitness for student teaching
13. Recommendation by the Education faculty

EARLY CHILDHOOD EDUCATION MAJOR: A total of 55 hours is required. Courses must be completed with a grade of "C" or better.

Required courses:

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

EARLY CHILDHOOD INTERVENTION SPECIALIST MAJOR:

A total of 79 hours is required. Courses must be completed with a grade of "C" or better.

Required courses:

ED130	Foundations of Education	(4)
ED230	Human Development and Learning	(4)
ED233	Integrated Fine Arts for Young Children	(2)
ED235	Basic Movement & Motor for Young Children	(2)
SE230	Introduction to Exceptionalities	(4)
ED240	Reading Core I: Phonemics, Phonics, and Language Acquisition	(4)
ED243	Early Childhood Philosophy and Practices	(4)
ED285	Field Practicum II	(1)
ED341	Reading Core II: Principles and Practices for Literacy Instructors	(4)
ED343	Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom	(4)
ED345	Math, Science, and Social Studies Methods in Early Childhood	(4)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
SE332	The Law and Differentiated Instruction	(4)
SE357	Social Skills Development/Behavior Management, Early Childhood Exceptional Environment	(4)
SE358	Assessment of Students with Exceptional Learning Needs	(4)
SE361	Communication and Collaboration in Special Education	(4)
SE371	Speech, Language, and Literacy in the Exceptional Early Childhood Environment	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)

MIDDLE CHILDHOOD EDUCATION MAJOR: A total of 55 hours is required. Courses must be completed with a grade of "C" or better.

Required courses:

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

Required: 8 hours from the following based on selected teaching fields.

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

ADOLESCENCE TO YOUNG ADULT MAJOR: A total of 43 hours is required. Courses must be completed with a grade of "C" or better.

Required courses:

ED130	Foundations of Education	(4)
ED230	Human Development and Learning	(4)
ED285	Field Practicum II	(1)
ED341	Reading Core II: Principles and Practices for Literacy Instructors	(4)

ED349	Secondary General Methods	(4)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)

Required: 4 hours based on selected content discipline.

AG253	Foundations of Agricultural Education	(2)
AND		
AG354	Methods of Teaching Agriculture Education	(2)
OR		
ED352	Teaching Language Arts in Middle Childhood and Adolescence	(4)
OR		
ED354	Teaching Math in Middle Childhood and Adolescence	(4)
OR		
ED356	Teaching Science in Middle Childhood and Adolescence	(4)
OR		
ED358	Teaching Social Studies in Middle Childhood and Adolescence	(4)

K-12 INTERVENTION SPECIALIST MAJOR: A total of 69 – 71 hours is required. Courses must be completed with a grade of "C" or better.

Required core courses:

ED130	Foundations of Education	(4)
ED230	Human Development and Learning	(4)
SE230	Introduction to Exceptionalities	(4)
ED240	Reading Core I: Phonemics, Phonics, and Language Acquisition	(4)
ED285	Field Practicum II	(1)
ED341	Reading Core II: Principles and Practices for Literacy Instructors	(4)

ED343	Reading Core III: Diagnostic Teaching in the Assessment-Based Classroom	(4)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)

Required: Complete 40 hours from one of the following academic concentrations

English Language Arts:

EN101	Writing II	(4)
EN131	Writing III	(4)
EN235	Literature for Children and Young Adults	(4)
EN239	Introduction to Literary Analysis	(4)
EN242	American Literature Survey	(4)
EN336	Creative Writing	(4)
EN435	Introduction to Linguistics	(4)

AND

12 hours from the following:

EN232	Varieties of Literature	(4)
EN244G	British Literature I	(4)
EN245G	British Literature II	(4)
EN331	Shakespeare	(4)
EN334	Literary Studies	(4)

Mathematics: Initial course selection is based on math placement at time of enrollment

MT106	Social Topics in Math	(4)
MT107	Algebra II	(4)
MT109	Algebra III	(4)
MT111	Trigonometry	(4)
MT131	Introduction to Statistics	(4)
MT140	Calculus I	(4)
MT141	Calculus II	(4)
MT233	Discrete Mathematics	(4)

MT330	Linear Algebra	(4)
MT332	Calculus III	(4)
MT328	Modern Geometries	(4)
MT335	Abstract Algebra	(4)
MT338	History of Mathematics	(4)

Required: 4 hours based on content area concentration.

ED352	Teaching Language Arts in Middle Childhood and Adolescence	(4)
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OR

ED354	Teaching Math in Middle Childhood and Adolescence	(4)
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Required: One of the Intervention Specialist areas listed below (26 hours).

Required courses for Mild/Moderate Intervention Specialist:

SE230	Introduction to Exceptionalities	(4)
SE332	The Law and Differentiated Instruction	(4)
SE334	Assistive Technology for Students with Mild/Moderate Disabilities	(2)
SE341	Classroom Management Strategies for Inclusive and Special Education Settings	(4)
SE356	Methods and Materials for Students with Mild, 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:

SE230	Introduction to Exceptionalities	(4)
SE332	The Law and Differentiated Instruction	(4)
SE341	Classroom Management Strategies for Inclusive and Special Education Settings	(4)

SE356	Methods and Materials for Students with Mild, 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:

SE364	Communication Strategies and Technologies: Meeting the Needs of Students with Moderate/Intensive Disabilities	(2)
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EDUCATION STUDIES MAJOR (NON-LICENSURE): A minimum of 32 hours is required. Courses must be completed with a grade of "C" or better.

Required core courses:

ED130	Foundations of Education	(4)
ED230	Human Development and Learning	(4)
ED240	Reading Core I: Phonemics, Phonics, and Language Acquisition	(4)

OR

ED341	Reading Core II: Principles and Practices For Literacy Instructors	(4)
ED360	Survey of Inclusion Philosophy & Strategies	(4)
ED470	Internship	(4)
ID102	College to Career – Personal Career Planning	(2)

Required: 10 hours, including 8 upper division hours from the following.

- ED or SE courses (in addition to required ED core courses)
- ED270 Internship
- ED470 Internship (in addition to required Internship)

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 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).

EDUCATION

ED130 FOUNDATIONS OF EDUCATION (4). Introduces teacher education candidates to the professional community of educators and the role schools play in society. It initiates candidates into the culture of schools and to the conceptual framework of "Reflective Practitioners for Peaceful Schools." Candidates begin to assess their interest in the teaching profession. Included is the first field practicum required of all Wilmington College Education majors that includes observations, field trips, guest speakers, and reflections. Successful completion with a grade of "B–" or better is required. Fees: \$65.00 fingerprinting fee, \$15.00 technology survey fee. Laboratory.

ED132 REFLECTIVE PRACTITIONERS FOR PEACEFUL SCHOOLS (1). Introduces teacher education candidates to Wilmington's unique conceptual framework including celebration of diversity, commitment to positive discipline, and use of reflection to improve practice. Includes field trips, speakers, reflection assignments and field practicum if not documented from transfer course. Successful completion with a grade of "B–" or better is

required. Fees: \$65.00 fingerprinting fee, \$15.00 technology survey fee. *Prerequisite: ED130 in transfer.*

ED160 BEGINNING AMERICAN SIGN LANGUAGE I (2).

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

ED161 BEGINNING AMERICAN SIGN LANGUAGE II (2). The

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

ED162 AMERICAN SIGN LANGUAGE III (2). 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 is 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. *Prerequisite: ED160, ED161*

ED 163 AMERICAN SIGN LANGUAGE IV(2). 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 is ASL grammar with an emphasis on develop question and answering skills. Students learn conversation strategies to help maintain a conversation. Interaction activities will allow students to rehearse what they have learned. *Prerequisite: ED198-3*

ED230 HUMAN DEVELOPMENT AND LEARNING THEORY

(4). Introduces major theories of cognitive, social, emotional, and linguistic development. The relationship among these theories and the teaching and learning process in school and other professional contexts with regard to the age of students and clients is emphasized. Research from the relatively new are of the Learning Sciences is taught.

[Skill: T] *Prerequisite: EN100 or placement in EN101.*

ED233 INTEGRATED FINE ARTS FOR YOUNG CHILDREN

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

ED235 BASIC MOVEMENT AND MOTOR FOR YOUNG

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

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

ED243 EARLY CHILDHOOD PHILOSOPHY AND PRACTICES (4). This course explores the historical, philosophical, psychological and social foundations of early childhood education as they relate to present day best practice. Developmentally appropriate program design and implementation, physically and psychosocially safe and healthy learning environments, play-based learning and teaching, research updates, the critical roles of adult/child relationships in the education of young children, and collaborative partnerships with families and other professionals define the template applied to a variety of early childhood theories and model programs. The course also examines career options, social and policy issues, ethics, and child advocacy to help young children become independent, self-regulated learners. *Prerequisite: ED130.*

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

Education faculty required. *Prerequisites: Admission to the Teacher Education Program.*

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

ED343 READING CORE III: DIAGNOSTIC TEACHING IN THE ASSESSMENT-BASED CLASSROOM (4). This course expands candidate knowledge and skills necessary to assess PK-9 students in reading and writing using educational research and using data from the classroom to inform teaching. Candidates will continue practice with lesson planning formats to present instruction on word analysis, reading comprehension strategies, and how to use those formats as prewriting for composing lesson plans to meet state requirements. Candidates will review and expand upon their knowledge of lesson planning to teach word analysis, the components of literacy, and the developmental nature of literacy learning. Candidates will learn and practice: Collection and use of data from formal and informal assessments to drive literacy instruction and long term planning for individual needs and using effective strategies for diagnosing and instructing struggling learners. This course should be taken with a field practicum. *Prerequisites: ED341 and admission to Teacher Education Program.*

ED345 MATH, SCIENCE, AND SOCIAL STUDIES METHODS IN EARLY CHILDHOOD (4).

Concept development in math, science, and social studies. Students learn to use effective multi-sensory activities and theme and play-based discovery instruction to meet the individual and collective needs of young children. There is a balance of curricular and instructional approaches that include concepts, skill level and problem solving, and the appropriate use of technology software to support learning skills. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. A summative final assignment is to create a detailed cross-cultural unit plan for an integrated unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. **[Skill: I]** *Prerequisite: Admission to Teacher Education Program.*

ED347 MIDDLE CHILDHOOD PHILOSOPHY AND GENERAL TEACHING METHODS (4).

The course explores the historical, philosophical, psychological, and social foundations of middle childhood education as they relate to present day practice and emphasizes the connections between theories learned in college classrooms and their implementation in field experiences in public schools with the purpose of developing reflective practitioners. Developmentally appropriate education environments aimed to fulfill all students' needs is a focus of this course. Specifically, issues pertinent to middle level education, including but not limited to, current research about best practice, block scheduling, team teaching, collaboration across teaching specialties, and the uniqueness of middle childhood students and their education will be addressed. The importance of family involvement including sensitivity to family structures and assistance to families in need, as well as knowledge of community resources and collaboration with community professionals are stressed. Classroom management and

varied instructional techniques, including the uses of media and technology are discussed in class and emphasized in the field Practicum. A special emphasis on reading and writing to learn is provided. Students develop units that integrate reading and writing to learn, classroom management strategies, varied instructional techniques and assessments. Data generated by assessments are analyzed in order to guide remediation and future instruction. This course should be taken with a field practicum. **[Skill: I]** *Prerequisite: Admission to Teacher Education Program.*

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

ED352 TEACHING LANGUAGE ARTS IN MIDDLE CHILDHOOD AND ADOLESCENCE (4). This course is a professional methods course divided into three major academic areas: teaching composition (both written and oral), teaching language and teaching literature. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented and data is analyzed in order to plan remediation and future instruction. A summative final assignment is to create a

detailed plan for an integrated language arts unit on a subject from the Ohio Model Curriculum and to implement it in the field, complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. **[Skill: I]** *Prerequisite: Admission to Teacher Education Program.*

ED354 TEACHING MATHEMATICS IN MIDDLE

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

ED356 TEACHING SCIENCE IN MIDDLE CHILDHOOD AND

ADOLESCENCE (4). This course equips prospective science teacher candidates with the skills, strategies and techniques (including the gender-neutral nature of science) that allow students to develop their interest and enthusiasm for science, problem solving and science literacy. Teacher candidates will participate in and lead hands-on, inquiry based activities. Teacher candidates also use technology to enhance their own background knowledge and are provided with conceptual framework that embraces the idea that science classrooms provide for individual differences such as gender, ethnicity, culture and socioeconomic background. A summative final assignment is to create a detailed plan for a science unit on a subject from the Ohio Model Curriculum and to implement it in the field,

complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments and future planning. This course should be taken with a field practicum. **[Skill: I]** *Prerequisite: Admission to the Teacher Education Program.*

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

ED360 SURVEY OF INCLUSION PHILOSOPHY AND STRATEGIES (4). 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.

Prerequisite: Admission to the Teacher Education Program.

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

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

ED495 STUDENT TEACHING (16). Students demonstrate the ability to work with parents and children, interdisciplinary teams of professionals and children with varying abilities and culturally diverse family systems. Students produce a capstone project, the Teacher Performance Assessment (TPA), in which planning, teaching, and assessment are described and analyzed. Take Ohio professional test(s). Fees: \$65.00 fingerprinting fee, \$300 EdTPA fee. Taught Pass/No Pass. **[Skill: W]** *Prerequisite: Permission of the Education department.*

SE230 INTRODUCTION TO EXCEPTIONALITIES (4)

This course provides an introduction to 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. Particular emphasis will be placed on the issues of diversity, parent/guardian involvement, and foundations of professional practice in special education.

SE332 THE LAW AND DIFFERENTIATED INSTRUCTION

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

SE334 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH MILD/MODERATE DISABILITIES (2).

This course will have students analyze, design, develop, implement, and evaluate educational technology as an instructional resource to meet the needs of students with mild to moderate learning needs in various PreK–12 classroom settings as integrated with principles of learning and assessment. Students will utilize technology to incorporate principles of Universal Design for Learning and differentiated instruction to meet the needs of learners through discussions, modeling, laboratory experiences, and completion of a comprehensive project. *Prerequisite: ED360 and Admission to the Teacher Education Program*

SE341 CLASSROOM MANAGEMENT STRATEGIES FOR INCLUSIVE AND SPECIAL EDUCATION SETTINGS (4). This course will present current theories, issues, research findings, and practices as they relate to the development of social skills and effective classroom management of students with mild to intensive behavioral problems that may or may not co-exist with other learning needs. These issues are examined from a student-centered, culturally sensitive, and multi-agency perspective. The course will provide future educators with an understanding of different conceptual models, approaches, and strategies for individualizing instruction for K-12 students with socio-emotional and behavioral disorders in the full continuum of educational settings, from least to most restrictive. *Prerequisites: ED360 and Admission to the Teacher Education Program*

SE356 METHODS AND MATERIALS FOR STUDENTS WITH MODERATE OR INTENSE LEARNING NEEDS (4). This course presents a survey and overview of teaching methods and materials in various curricular areas for students with mild to moderate 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. *Prerequisite: ED360 and Admission to the Teacher Education program.*

SE357 SOCIAL SKILLS DEVELOPMENT AND BEHAVIOR MANAGEMENT IN THE EARLY CHILDHOOD, EXCEPTIONAL ENVIRONMENT (4). An introduction to management, discipline

and instructional planning in early childhood learning environments with a focus on an understanding of young children's development. The course emphasis is on introducing teacher candidates to a variety of research-based approaches to enhancing social skills development and environmental management while facing the challenge of creating positive, inclusive, classroom communities. Course content includes investigating the historical and cultural frameworks of various approaches to social skills and behavior management, a deep understanding of each approach, and a variety of methods from which to choose to meet the needs of various situations. Further, early childhood theory will be integrated with practical applications to provide developmental understanding and ensure the support of young children's social and behavioral outcomes in exceptional and general education environments. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

SE358 ASSESSMENT OF STUDENTS WITH EXCEPTIONAL LEARNING NEEDS (4).

This class will emphasize early childhood/special education intervention assessment, evaluation techniques and report writing. The course includes information on how to select, adapt, and administer formal and informal performance-based assessment for specific motor, cognitive and sensory disabilities, data collection techniques and analysis, team collaboration in various settings (home, public/private centers, schools, classrooms, and community agencies), and staff and program assessment and evaluation. Students will design assessment adaptations and modifications and study research-based instructional strategies for to learners with a variety of exceptionalities across the curriculum *Prerequisites: ED360 and Admission to the Teacher Education Program.*

SE361 COMMUNICATION AND COLLABORATION IN SPECIAL EDUCATION (4).

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. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

SE364 COMMUNICATION STRATEGIES AND TECHNOLOGIES: MEETING THE NEEDS OF STUDENTS WITH MODERATE/INTENSIVE DISABILITIES (2). This course will emphasize various approaches to teaching individuals with moderate to intensive educational needs the functional communication strategies needed to function in daily life settings such as home, school, and work. Teacher candidates enrolling in this course will become familiar with the assistive technologies available for developing communicative abilities in this population of students. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

SE371 SPEECH, LANGUAGE, AND LITERACY IN THE EXCEPTIONAL EARLY CHILDHOOD ENVIRONMENT (4). The course is designed to introduce the participants to a comprehensive overview of communication, speech, language and hearing. The primary objective is to provide users with essential information about typical development and an overview of communication disorders of exceptional early childhood students. The course will provide an overview of the nature and identification of speech and language and communication disorders, and a brief

presentation of their treatment. This includes information pertaining to anatomy of the speech mechanism, development of communication skills, various disorder types in children, evaluation procedures, and cultural influences on communicative processes. The course will provide the learner with models of collaborative efforts in providing appropriate remediation strategies and problem solving solutions for children with communication disorders. It will link all speech and language disorders to literacy issues in the early childhood environment. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

English

Faculty: Bonnie Erwin, Judy Harvey, James McNelis, Ursula McTaggart, Laura Struve, Marta Wilkinson

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

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

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

Required courses:

EN134	Introduction to English Literature	(1)
EN239	Introduction to Literary Analysis	(4)
EN242	American Literature Survey	(4)

EN244G	British Literature I	(4)
EN245G	British Literature II	(4)
EN331	Shakespeare	(4)
EN430G	Studies in World Literature	(4)
EN495	Senior Seminar	(4)

Required: 12 additional hours, including 8 hours of upper division.

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	Topics in the Literature of Race, Gender and Ethnicity	(4)
EN330	Major Authors or Movements	(4)
EN334	Literary Studies	(4)
EN336	Creative Writing	(4)
EN338	Contemporary American Literature	(4)
EN350	Advanced Topics in Literature	(2)
EN435	Introduction to Linguistics: History and Structure	(4)

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

EN131	Writing III: Advanced Writing and Practice	(4)
EN150	Topics in Literature	(2)
EN232	Varieties of Literature	(4)
EN233	Literature of Rural Life and the Environment	(4)
EN235G	Literature for Children & Young Adults	(4)

EN242	American Literature Survey	(4)
EN244G	British Literature I	(4)
EN245G	British Literature II	(4)
EN250G	Topics in Global Literature	(4)
EN251	Topics in the Literature of Race, Gender and Ethnicity	(4)
EN330	Major Authors or Movements	(4)
EN331	Shakespeare	(4)
EN334	Literary Studies	(4)
EN336	Creative Writing	(4)
EN338	Contemporary American Literature	(4)
EN350	Advanced Topics in Literature	(2)
EN430G	Studies in World Literature	(4)
EN435	Introduction to Linguistics: History and Structure	(4)
EN495	Senior Seminar	(4)

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

ENGLISH

EN088 ENGLISH AS A SECOND LANGUAGE: WRITING (2).

Designed primarily for international students needing assistance with college level writing skills, emphasizing grammar and usage issues common among E.S.L. students. Taught Pass/No Pass.

EN089 ENGLISH AS A SECOND LANGUAGE: READING (2).

Designed primarily for international students needing assistance with reading skills, including comprehension and vocabulary development. Taught Pass/No Pass.

EN098 READING WORKSHOP (4). Focuses on the improvement of comprehension in reading. Emphasis is placed on the ability to organize and summarize information presented in reading selections. Reading techniques and methods appropriate to a variety of materials will be explored. Individual conferences deal

with individual reading problems. Does not count toward the number of hours required for graduation. Taught Pass/No Pass. *Prerequisite: ACT reading score of 13 or lower.*

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

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

EN103H GREAT DEBATES (4). This course will introduce students to key debates in the Humanities that have influenced and affected different cultures. The readings might include classical literature like the *Iliad* and the *Odyssey* or philosophical basics like Kant and Mill. It also might include more contemporary literary and cultural texts that reveal questions our society asks about itself. This class will challenge students while engaging them with basic questions about the history of human ideas. Students will discuss and write about these texts, learning critical thinking, composition, and research skills. Specific topics and readings will be determined by the instructor. *Prerequisite: Admission to the Honors Program. Does not count towards an English major or minor.*

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

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

EN150 TOPICS IN LITERATURE (2). 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. **[Skill: O]**.

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

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

EN235 LITERATURE FOR CHILDREN AND YOUNG ADULTS (4). This study of literature for children and young adults surveys the field from traditional origins to modern times. 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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

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

EN242 AMERICAN LITERATURE SURVEY (4). A historical survey examining American literature in various periods of its development from precolonial writing to the twentieth century. Students analyze the representations of American culture, examine the historical and cultural contexts underlying American literature, and interpret literature through discussion and written assignments. **[Skills: T,W]** *Prerequisite: EN101 or EN103H.*

EN244G BRITISH LITERATURE I (4). A historical survey of British literature from the medieval period to 1798. The course covers: the nature of the oral tradition; the blending of languages and culture; manuscript culture and the transition to print culture; the development of drama; the traditions of epic and romance; medieval, Elizabethan, Cavalier, and metaphysical poetry; and the origins of the novel. Students will examine the historical and cultural contexts underlying the literature, and interpret texts through written assignments, discussion, and other activities. **[Skills: T,W]** *Prerequisite: EN101 or EN103H.*

EN245G BRITISH LITERATURE II (4). A historical survey of British literature from 1798 to the twenty-first century. The course

covers the development of the novel, the characteristics of romanticism, the conflicting nature of the Victorian period, and the developments of modernism and post-modernism that mark the twentieth century. Students will examine the historical and cultural contexts underlying literature and interpret texts through written assignments, discussion, and other activities. **[Skills: O,T]**

Prerequisite: EN101 or EN103H.

EN250G TOPICS IN GLOBAL LITERATURE (4).

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

EN251 TOPICS IN THE LITERATURE OF RACE, GENDER AND ETHNICITY (4)

People of color, women, differently labeled communities, and people in the Lesbian, Gay, Bisexual, 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 Gender and Diversity Minor. **[Skill: O]**

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

Prerequisite: EN131, EN232, EN233, EN235, EN239, EN242, EN244G, EN245G, or EN250G.

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

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

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

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

EN350 ADVANCED TOPICS IN LITERATURE (2). 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. **[Skill: I]** *Prerequisite: EN101 or EN103H.*

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

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

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

Exercise Science (see Sport Sciences)

History

Faculty: Anne Daniels, Evan Farr, Keith Orejel

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

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

HISTORY MAJOR: A minimum of 42 hours is required.

Required course:

HI130	American History I:1607–1877	(4)
HI131	American History II: 1877–Present	(4)
HI160G	World Civilization I	(4)
HI161G	World Civilization II	(4)
HI381	Historical Research Methods	(2)
HI495	Senior Seminar	(4)

Required: 20 hours from the following courses.

HI250G	Topics in Global History	(2)
HI331	United States History: 1877–1919	(4)
HI333	United States History: 1920–Present	(4)
HI340	Introduction to Public History Theory	(4)
HI341	Introduction to Public History Practice	(4)
HI350	Topics in United States History	(4)
HI351G	Topics in World History	(4)

HI360G	World History I	(4)
HI361G	World History II	(4)

HISTORY MINOR: A minimum of 24 hours.

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

HI130	American History I: 1607–1877	(4)
HI131	American History II: 1877–Present	(4)
HI160G	World Civilization I	(4)
HI161G	World Civilization II	(4)
HI250G	Topics in Global History	(2)
HI331	United States History: 1877–1919	(4)
HI333	United States History: 1920–Present	(4)
HI341	Introduction to Public History	
	Practice	(4)
HI350	Topics in United States History	(4)
HI351G	Topics in World History	(4)
HI360G	World History I	(4)
HI361G	World History II	(4)
HI381	Historical Research Methods	(2)
HI495	Senior Seminar	(

HISTORY

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

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

HI160G WORLD CIVILIZATIONS I (4). An overview of the development of the world’s civilizations from earliest times to the European Renaissance. The major focus is on developments in the

West, but societies in China, India, Southwest Asia, and Africa are also examined. **[Skill: T]**

HI161G WORLD CIVILIZATIONS II (4). 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. **[Skill: T]**

HI250G TOPICS IN GLOBAL HISTORY (2). These courses are designed as introductions to topics in global history. In contrast to the surveys, these courses will emphasize specific topics in history. Topics shall vary and may be organized chronologically, by world area, or thematically. The courses will focus on developing students' information literacy and historical knowledge as well as provide depth and breadth via the course topics; and they will have opportunities to develop oral and information literacy skills as long as students are not repeating a specific topic. The course may be repeated four times when topics vary. **[Skills: I,O]**

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

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

HI340 INTRODUCTION TO PUBLIC HISTORY THEORY (4).

Public history defines a constellation of historical work outside the academy. It most often refers to historians who work in institutions like museums, preservation offices, and cultural resource agencies. It also refers to popular history or the various ways the public constructs and maintains ideas about the past. **[Skills: I,T]**

Prerequisite: HI130 or HI131

HI341 INTRODUCTION TO PUBLIC HISTORY PRACTICE

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

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

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

HI360G WORLD HISTORY I: THE EARLY MODERN ERA (4).

The history of the world's major cultural realms from Europe's Renaissance to ca. 1870: the Meiji Restoration, the Tai'ping Rebellion, the eve of the Scramble for Africa and the Age of National Unification. Emphasis is on cultural interaction, cultural diffusion and the emergence of "modern" forms of social, political and economic organization. **[Skills: I,W]** *Prerequisite: HI161G.*

HI361G WORLD HISTORY II: THE MODERN ERA SINCE 1870 (4).

A continuation of HI360G, this course examines the history of the world's major cultural realms from ca. 1870 to the present. Key topics include the culmination and demise of the age of European hegemony, the rise of nationalism throughout the world, and the reordering of the world since 1945. **[Skill: I,W]**

Prerequisite: HI161G.

HI381 HISTORICAL RESEARCH METHODS (2).

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. **[Skill: I]** *Prerequisite:*

EN101or EN103H.

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

Prerequisites: HI381 and junior or senior standing.

GLOBAL

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

This course is designed to help Main Campus incoming freshmen make a successful transition to the Wilmington College community and introduce them to the college's mission, vision, core values, and queries. 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. The course includes units covering all four basic areas of thought and expression and prepares students to take ownership of their academic planning and declare the global module which best suits their interests. Instruction in effective study skills is embedded within the content of the course.

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

GL325 TRANSFER SEMINAR: WILMINGTON AND THE WORLD (4). This course is designed to help Main Campus incoming students with 30 or more credit hours make a successful transition to the Wilmington College community and introduce them to the college's mission, vision, core values, and queries. 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. The course includes units covering all four basic areas of thought and expression and prepares students to take ownership of their academic planning and declare the global module which best suits their interests and needs. **[Skills: I, W]**

GL425 SENIOR GLOBAL SEMINAR (4). This course serves as the capstone to the global strand of General Education. 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 one to three specific contemporary global topics in the context of a broader global issue. Students will also reflect on their future roles as engaged members of a global community. Topics will vary.
Prerequisites: GL125, GL125H or GL325 and senior standing.

GL425H SENIOR GLOBAL SEMINAR (4). See GL425.

INTERDISCIPLINARY

ID100 CREATING YOUR PERSONAL SUCCESS (1). 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. Offered each abbreviated session. be successful in college courses. Taught Pass/No Pass. *Placement by Academic Affairs.*

ID102 COLLEGE TO CAREER – PERSONAL CAREER

PLANNING (2). 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 both written and verbal professional presentation skills. The course will culminate in the compilation of a career portfolio and professional presentation. Taught Pass/No Pass.

ID134G INTRODUCTION TO RACE, GENDER AND ETHNICITY (4)

People of color, women, differently labeled communities, and people in the Lesbian, Gay, Bisexual, 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. Writing, Reading, and Oral communication skills will be stressed. No previous background is required. This course develops information Literacy (I) and Oral (O) Communication Skills and serves as a foundation for other courses in the Gender and Diversity Minor. **[Skills: I, O]**

TR130 STUDY/SERVICE TRIP (1-4). 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. **[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. *Prerequisite: Permission of instructor.* See Study Abroad Policies.

TR291 POLITICAL ADVOCACY PRACTICUM (2). 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.

TR330 STUDY/SERVICE TRIP (1-4). See TR130.

Honors Program

Program Director: Michael Snarr

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

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

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

to credits earned, and who have participated in the required Honors Program activities will be confirmed into the Program.

Students must maintain a 3.3 cumulative GPA to remain active in the program during their remaining years at Wilmington College. Students who have committed academic misconduct at Wilmington College are not eligible to be part of the Honors Program.

Any transfer student interested in joining the program should contact the Director of the Honors Program.

For further information, contact the Director of the Honors Program.

HONORS PROGRAM: A total of 16 hours is required.

Required courses:

EN103H	Great Debates	(4)
GL125H	FYE Seminar: The Individual in a Global Society	(4)
GL425H	Junior/Senior Global Seminar	(4)
HO231	Mediation Training	(1)

Required: 3 hours

HO230	Honors Seminar	(1)
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Required:

Electronic Journal
24 clock hours of Volunteer Service
24 clock hours of Civic Engagement
Senior Capstone Project

HONORS

HO230 HONORS SEMINAR (1). This course is designed to enrich the student's educational experience through intellectually challenging and interesting topics. This course is not normally offered in the regular curriculum and is based on faculty expertise and interest. May be repeated when topics vary. Taught Pass/No Pass. *Prerequisite: GL125H or GL325H.*

HO231 MEDIATION TRAINING (1). This course explores all phases of the mediation process through exercises, short lectures, group discussions, and role-playing sessions. Taught Pass/No Pass. *Prerequisite: GL125H or GL325H.*

PEACE CORPS PREP PROGRAM

Peace Corps Prep Program is a partner program between the Peace Corps and Wilmington College. Students who are accepted and meet the criteria outlined through this program will receive a certificate from Peace Corps and priority consideration in their Peace Corps application, although acceptance to Peace Corps is not guaranteed. The purpose of this program is to prepare students who are interested in doing international service, like Peace Corps, and to recognize their achievements.

Students interested in applying to participate will be able to apply during the first semester of their sophomore year. Applications will be accepted by mid-term each fall and spring, with decisions being made by the end of the term. Students who choose to apply in the first semester of their junior year will be closely evaluated to ensure that they will have time to fully complete the program requirements prior to graduation.

In order to complete the program, students must meet the following requirements.

- Minimum of 8 credits in Spanish
- Minimum of 16 credits in Global Awareness Courses
- Minimum of 12 credits in one of the following areas:
Agriculture, Education, or Health Care
- Minimum of 4 credits of Experiential Learning
 - Athletic Training Practica
 - Education Practica/Student Teaching
 - Study/Service Trip
 - Domestic or International Internship
 - Study Abroad Experience
- Minimum of 100 hours of service in 4 years
- Participation in an orientation and the Peace Corps Prep club.

For application, specific course information or other questions, students should meet with either the Peace Resource Center Coordinator or the Director of Career Services.

WILMINGTON INSTITUTE FOR STEWARDSHIP & ENGAGEMENT (WISE) PROGRAM

Program Director: Coreen Cockerill

The WISE program is designed as a stand-alone, holistic experience for students that can be customized to suit their

independent needs and future career paths. Students from all majors and minors can participate, and upon completion, will receive a **Certificate in Leadership and Sustainable Change** and recognition of completion on their transcripts. The program is designed to accommodate both new and transfer students and can be completed in as few as 5 semesters *in conjunction with* their existing academic programs.

WISE participants will complete an academic track that consists of 11 credit hours in addition to their selected major and/or minor requirements. The WISE is a co-curricular program available to students with a minimum GPA of 2.75, which must be maintained throughout program participation. Students who apply to the WISE will be accepted through a competitive selection process. WISE participants will automatically enroll in the Wilmington College Work Program upon acceptance and will be placed in Work Program positions that emphasize leadership/sustainability (6–8 hours per week during the academic year for a minimum of 4 semesters).

Students must complete the following courses for this co-curricular certificate:

CERTIFICATE PROGRAM IN LEADERSHIP & SUSTAINABLE CHANGE: A total of 11 hours with grades of "C–" or better is required.

Required courses:

WS131	Introduction to Leadership & Engagement	(2)
WS470	Internship	(4)
WS495	Capstone Seminar in Leadership	(2)

Required: 3 hours from the following.

HO231	Mediation Training	(1)
TR291	Political Advocacy Practicum	(2)
WS350	Topics in Leadership & Sustainable Change*	(1)

**May be repeated as topics change*

WS131 INTRODUCTION TO LEADERSHIP AND

ENGAGEMENT (2). The Wilmington Institute for Stewardship and Engagement is a co-curricular certificate program available to students at Wilmington College interested in leadership in social change and/or institutional change. This course serves as an

introduction to the role of the change agent and includes a cross-disciplinary overview of theories, philosophies and strategies of innovation and leadership. Students will examine case studies featuring effective and ethical leaders in practice and will develop critical and creative thinking skills relative to change processes.

Prerequisite: Acceptance into the WISE program.

WS350 TOPICS IN LEADERSHIP AND SUSTAINABLE CHANGE (1).

As a requirement of the Wilmington Institute for Stewardship and Engagement students must complete one to three (1–3) 1-hour topics courses in contemporary leadership in social change and/or institutional change. This course provides an opportunity for advanced study within various areas and applications of stewardship and engagement. Possible case study topics may include, but are not limited to: international development and change, opinion leaders, strategic planning, collegial leadership, social movements, ethical leadership, and leadership in non-profit organizations. The particular topic for a given term will be announced in the course schedule. May be repeated when topics vary.

Prerequisites: WS131 and participation in the WISE Certificate Program.

WS470 INTERNSHIP (4). Students demonstrate the ability to work with organizations and individuals undergoing social and/or institutional change. This hands-on experience offers students the opportunity to work with leaders in various fields and to observe their practices while developing skills in creative-thinking and innovation. Work completed during the field experience will be used in the development of the senior portfolio. Taught Pass/No Pass.

Prerequisites: WS131, participation in the WISE Certificate Program and junior or senior standing.

WS495 CAPSTONE SEMINAR IN LEADERSHIP (2). As a requirement of the Wilmington Institute for Stewardship and Engagement (WISE) students must complete a final capstone seminar. Students enrolled in this course will engage in the production and management of an applied portfolio. This will provide an opportunity for assessment, evaluation and presentation of both

the curricular and co-curricular components of the WISE program. This course will also offer opportunities for student reflection on how participation in the program has facilitated the development of skills in values-centered leadership. *Prerequisites: WS131, participation in the WISE Certificate Program and junior or senior standing.*

Mathematics

Faculty: James FitzSimmons, Elizabeth Haynes, Russell Kincaid, William Kincaid, Don Muchmore

For centuries, knowledge of mathematics has been essential for the study and practice of science and engineering. It is essential in many other areas of study as well. Students in such fields as psychology, sociology, economics, computer science, actuarial science, and information science are using algebra, calculus, matrix theory, and differential equations to express concepts more clearly and precisely, to analyze and interpret complex relationships, and to arrive at conclusions concerning the meaning and significance of data.

The courses offered in mathematics are intended to meet a variety of needs. Some students will wish to concentrate in mathematics in preparation for teaching the subject, for pursuing a career in business or industry, or for further study at the graduate level. Others will want only to take courses which will provide the mathematical skills needed for concentrated study in other areas.

MATHEMATICS MAJOR: A total of 36 hours is required.

Required courses:

MT140	Calculus I	(4)
MT141	Calculus II	(4)
MT233	Discrete Mathematics	(4)
MT330	Linear Algebra	(4)
MT332	Calculus III	(4)

Required: 16 hours from the following courses.

MT328	Modern Geometries	(4)
MT335	Abstract Algebra	(4)
MT338	History of Mathematics	(4)

MT341	Applied Mathematics in the Work Environment	(4)
MT358	Calculus Based Probability and Statistics	(4)
MT359	Differential Equations with Numerical Methods	(4)

MATHEMATICS MINOR: A total of 20 hours is required.

Required courses:

MT140	Calculus I	(4)
MT141	Calculus II	(4)
MT330	Linear Algebra	(4)

Required: 8 hours from the following courses.

MT328	Modern Geometrics	(4)
MT332	Calculus III	(4)
MT335	Abstract Algebra	(4)
MT338	History of Mathematics	(4)
MT341	Applied Mathematics in the Work Environment	(4)
MT358	Calculus Based Probability and Statistics	(4)
MT359	Differential Equations with Numerical Methods	(4)

MATHEMATICS

MT099 BASIC MATH (4). 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. Taught Pass/No Pass.

MT100 ALGEBRA I (2). Review of high school algebra and an introduction to more advanced topics. Includes solving first degree equations, simplifying polynomials, factoring, solving literal

equations, the rectangular coordinate system and graphing lines, solving simultaneous equations, solving and graphing linear inequalities, and solving quadratic equations. Students scoring 16 or below on the ACT test must take MT099 before taking MT100, unless placement testing indicates placement in MT100. *Prerequisite: MT099 or math placement.*

MT102 MATHEMATICS FOR TEACHERS I (4). An elementary study of the basic properties and underlying concepts of number systems. This content course emphasizes problem-solving techniques and a structural study of the whole numbers, the integers, rational numbers, decimals, and real numbers. **[Skill: Q]** *Prerequisite: MT099 or math placement in MT100 or higher level of math.*

MT103 MATHEMATICS FOR TEACHERS II (4). A structural study of statistics, probability, and geometry. Geometric concepts useful to K-8 teachers are developed. Geometric topics covered include geometric constructions, congruence, similarity, translations, rotations, and tessellations. **[Skill: Q]** *Prerequisite: MT099 or math placement in MT100 or higher level of math.*

MT106 SOCIAL TOPICS IN MATHEMATICS: MATHEMATICS WITHOUT ALGEBRA (4). Students become problem solvers of practical real life problems. Topics covered include: statistical methods in science and business, probability theory; coding techniques which provide for efficient handling of inventory data and data compression; techniques for detecting and correcting errors which occur when electronically transmitting identification numbers; alternative voting systems, and fair division procedures applied to mergers, divorce settlements, inheritance, and other potential adversarial situations. *Prerequisite: MT100 or math placement.*

MT107 ALGEBRA II (4). A continuation of the study of algebraic concepts and techniques begun in a first year algebra course. Includes operations with real numbers, factoring, exponents and radicals, functions, solutions of equations and inequalities, and rational expressions. *Prerequisite: MT100 or math placement.*

MT109 ALGEBRA III (4). A study of rational and polynomial functions and their graphs and techniques for solving rational and polynomial equations. Includes logarithms, inequalities, complex numbers, sequences, and matrices and determinants, as time permits. Provides essential background in pre-calculus mathematics to prepare students for Calculus I. Emphasis is given to exploring and analyzing the behavior of functions and the connections among those functions and real-world problems. **[Skill: Q]** *Prerequisite: MT107 or math placement.*

MT111 TRIGONOMETRY (4). A study of the circular and angular trigonometric and inverse trigonometric functions and their graphs, and trigonometric forms of complex numbers. Emphasizes solving real-world problems using trigonometric functions. Includes the unit circle, right triangle applications, verification of identities, and exponential and logarithmic functions. Provides essential background in pre-calculus mathematics to prepare students for Calculus I. **[Skill: Q]** *Prerequisite: MT107 or math placement.*

MT131 INTRODUCTION TO STATISTICS (4). Students learn the fundamental tools used to analyze sets of data and the standard methods for displaying data. **[Skill: Q]** *Prerequisite: MT107 or placement in MT109 or higher.*

MT140 CALCULUS I (4). An introduction to the basic concepts of limits and derivatives of functions of a single real variable. Includes plane analytic geometry, differentiation, curve sketching, maxima and minima problems, applications of the derivative, and an introduction to anti-derivatives and integration. Emphasis is on the behavior of functions and their derivatives and the use of these to model real-world systems. Graphing technology is used as an important tool for both the learning and exploring of concepts as well as for applications based problem solving. **[Skill: Q]** *Prerequisite: MT109 or math placement.*

MT141 CALCULUS II (4). A continuation of Calculus I. Differentiation and integration of trigonometric, exponential, logarithmic, and hyperbolic functions, and an in-depth look at

methods of integration, and applications of the integral. Emphasis is placed on the behavior of functions, their derivatives and their integrals and the use of these to model real-world systems. As in Calculus I, graphing technology is used as an important tool. **[Skill: Q]** *Prerequisite: MT140 or math placement.*

MT233 DISCRETE MATHEMATICS (4). An introduction to discrete mathematical elements and processes. Includes sets, functions, concepts of logic and proof, Boolean algebra, combinatorics, algorithmic concepts, and graph theory and its applications. Students in this course often encounter their first experiences with formal mathematical proof techniques. Emphasis is placed upon applications of the many elements of discrete mathematics in a variety of real-world settings. The use of technology is incorporated for the benefit of both the learning of concepts as well as the solving of real-world applications problems. **[Skill: Q]** *Prerequisite: MT109.*

MT328 MODERN GEOMETRIES (4). The knowledge of Euclidean Geometry acquired in high school is used as a basis for generalization. Familiar Euclidean concepts and theorems are modified and extended to produce other geometries with unusual and interesting properties. Structure and formal proof are stressed. The non-Euclidean geometries' component for the course provides an opportunity to see that a modern theoretical model of the universe which depends on a complex non-Euclidean geometry supports Einstein's general theory of relativity. **[Skills: Q,T]** *Prerequisite: MT140.*

MT330 LINEAR ALGEBRA (4). This course gives an introductory treatment to solving multi-dimensional systems of equations using matrix methods. Solution through the determination of the inverse, as well as other approaches are developed. Matrices and determinants and their properties are developed and used in applications of vector space concepts. **[Skills: Q,T]** *Prerequisite: MT141.*

MT332 CALCULUS III (4). The third course in the Calculus sequence. Students continue to investigate the application of the Calculus to the solution of problems of both physical and historical importance including the resolution of Zeno's paradox, convergence and divergence of infinite sums, motion in the plane and in space, the shortest time curve between two points (the brachistochrone problem) and centers of mass. Topics include parameterization of curves, vectors, sequences, infinite sums, power series, approximation of functions using the Taylor polynomial, solid analytic geometry, partial derivatives and gradients, multiple integrals and their application to areas in the plane and volumes beneath surfaces. This course demonstrates how the Calculus unified seemingly diverse concepts from geometry, algebra, the study of motion and other physical problems. **[Skills: Q,T]** *Prerequisite: MT141.*

MT335 ABSTRACT ALGEBRA (4). This course presents an axiomatic approach to the study of algebraic systems. It begins by investigating the most fundamental concepts behind integer arithmetic. It then shows how all other arithmetic operations involving integers are justified from these basic concepts which are called postulates. Other topics involving integers such as proof by induction, divisibility, congruence and modular arithmetic are also discussed. A general discussion of algebraic systems such as groups, rings, integral domains and fields includes the tools used to analyze algebraic systems such as sets, mappings between sets, relations defined on sets, permutations, homomorphisms and isomorphisms. These tools are used to compare algebraic systems defined on sets of integers, rational, real and complex numbers. Examples involving matrices, coding theory and applications to computer science are used to illustrate the concepts. **[Skill: Q]** *Prerequisite: MT141.*

MT338 HISTORY OF MATHEMATICS (4). A careful study of the major contributions to mathematics from throughout the world and how these contributions are blended into the mathematical structure in which we now function. **[Skill: Q]** *Prerequisite: MT141.*

MT341 APPLIED MATHEMATICS IN THE WORK

ENVIRONMENT (4). 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. *Prerequisite: MT109 or higher*

MT358 CALCULUS BASED PROBABILITY AND STATISTICS

(4). Students discuss combinatorics and the classical definition of probability and then proceed to a more axiomatic approach to the subject. Discussions include topics such as sample spaces, events, conditional probability, random variables, probability distribution and density functions, and mathematical expectations. The normal distribution and the central limit theorem, as well as probability histograms, graphs, and area beneath curves as probabilities are all discussed. A rigorous treatment of sampling, estimation of population parameters, hypothesis testing, correlation and regression and analysis of variance are also covered. **[Skills: Q,T]** *Prerequisite: MT332 or permission of instructor.*

MT359 DIFFERENTIAL EQUATIONS WITH NUMERICAL

METHODS (4). Methods for solving first and second order differential equations and linear differential equations of higher order. Includes standard techniques such as change of variables, integrating factors, variation of parameters, and power series. An introduction to numerical methods is also included. An introduction to the application of calculus connecting mathematics to real-world situations in other disciplines is given. Physical systems in physics, chemistry and engineering are modeled using differential equations. **[Skills: Q,T]** *Prerequisite: MT332 or permission of instructor.*

Music

Faculty: Brianna Matzke

The Music area offers courses of value to all students of the Wilmington College community. It is our objective to provide a broad-based foundation in music, including theoretical, historical and performance studies. An array of performance ensembles also add to the liberal arts fine arts experience. The liberal arts music minor provides preparation for further study, as well as for various careers in which a liberal arts degree is appropriate.

MUSIC MINOR: A total of 24 hours is required.

Required courses:

MU130	Introduction to Music: Soundscapes and Skills	(4)
MU140	Beginning Piano Class	(2)
MU230	Music Theory	(4)
MU240	Intermediate Piano Class	(2)

Required: 4 hours from the following.

MU350	Topics in Music	(4)
or MU350G		

Required: 4 hours, including 2 hours at the 300-level, from the following.

MU142/342	College Community Chorus	(1)
MU143/343	Wilmington College Chorale	(1)
MU144/344	Collegium Musicum	(1)

Required: 4 hours from the following.

MU332/3/4	Private Lessons	(2-4)
MU340	Advanced Piano	(2)
MU342	College Community Chorus*	(1)
MU343	Wilmington College Chorale*	(1)
MU344	Collegium Musicum*	(1)
MU350-x	Topics in Music*	(4)
MU350G	Topics In Music*	(4)

*may be taken if not chosen above

MUSIC

MU130 INTRODUCTION TO MUSIC: SOUNDSCAPES AND SKILLS (4). A survey of music for all students. The course combines an integrated and interactive approach to the fundamentals of music through listening and live performances. Musical examples range from historical culture to Pop culture (i.e. Bach to the Beatles). **[Skill: T]**

MU131 PRIVATE LESSONS: PIANO (1). Private lessons in piano. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU132 PRIVATE LESSONS: VOICE (1). Private lessons in voice. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU133 PRIVATE LESSONS: GUITAR (1). Private lessons in guitar. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU134 TOPICS IN PRIVATE LESSONS (1). Students study and become familiar with the tenets of a particular instrument such as rudiments of breathing, embouchure, body posture, tone quality, and techniques associated with developing qualities of beautiful musical sound. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. May be repeated when topics vary. Fee: \$225.00. *Prerequisite: By audition and permission of instructor.*

MU140 BEGINNING PIANO CLASS (2). Beginning piano in a class format. **[Skill: T]**

MU142 COLLEGE COMMUNITY CHORUS (1). College Community Chorus is a choral ensemble that allows students to sing with members of the community at large rehearsing once each week. No auditions are necessary although prior choral experience is encouraged. The ensemble performs one major concert each term in

conjunction with other college ensembles. May be taken three times for credit.

MU143 WILMINGTON COLLEGE CHORALE (1). Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit.

MU144 COLLEGIUM MUSICUM (1). Collegium Musicum is an instrumental ensemble specializing in the performance of popular European music from the 12th century through the 17th century as well as early American music. The ensemble uses period and modern instruments. Collegium performs three to four times per term. May be taken three times for credit.

MU230 MUSIC THEORY (4). The study of common practice harmony and elementary melodic structure, fundamentals of transposition sight-singing and dictation, chart and lead sheet familiarity and computer music notation software. **[Skills: Q,T]**
Prerequisite: MU130.

MU240 INTERMEDIATE PIANO (2). Continuation of MU140.
[Skill: T] *Prerequisite: MU140.*

MU331 PRIVATE LESSONS: PIANO (1). Private lessons in piano. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU332 PRIVATE LESSONS: VOICE (1). Private lessons in voice. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU333 PRIVATE LESSONS: GUITAR (1). Private lessons in guitar. May be taken three times for credit. Fee: \$225.00.
Prerequisite: By audition and permission of instructor.

MU334 TOPICS IN PRIVATE LESSONS (1). Students study and become familiar with the tenets of a particular instrument such as rudiments of breathing, embouchure, body posture, tone quality, and techniques associated with developing qualities of beautiful musical sound. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. May be repeated when topics vary. Fee: \$225.00. *Prerequisite: By audition and permission of instructor.*

MU340 ADVANCED PIANO (2). Advancing piano in the class setting. [Skill: T] *Prerequisite: MU240 or permission of instructor.*

MU342 COLLEGE COMMUNITY CHORUS (1). College Community Chorus is a choral ensemble that allows students to sing with members of the community at large rehearsing once each week. No auditions are necessary although prior choral experience is encouraged. The ensemble performs one major concert each term in conjunction with other college ensembles. May be taken three times for credit.

MU343 WILMINGTON COLLEGE CHORALE (1). Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit. *Prerequisite: By audition.*

MU344 COLLEGIUM MUSICUM (1). Collegium Musicum is an instrumental ensemble specializing in the performance of popular European music from the 12th century through the 17th century as well as early American music. The ensemble uses period and modern instruments. Collegium performs three to four times per term. May be taken three times for credit.

MU350/350G TOPICS IN MUSIC (4). This course explores a particular aspect of music or contemporary music culture selected that semester. A variety of subjects will be covered including: topics that study a particular world music and culture, topics in musical

technology, and contemporary popular music. **[Skills: Vary with Topic]** *Prerequisites: MU130 and junior or senior standing.*

Peace Studies Minor (see Religion, Philosophy, and Peace Studies)

Physics, Geology

Faculty: Esmail Hejazifar

Physics provides the scientific basis for most of the exploding technological achievements which profoundly affect our modern world in ways ranging from transportation and communication to space exploration and nuclear energy. Other professions and disciplines are greatly affected by developments in physics. *No major or minor is offered in physics or geology.*

PHYSICS

GO100G GEOLOGY I (4). A description of physical geology through lectures, laboratory investigation, and field observation. Topics include: minerals, volcanism, sedimentation, metamorphosis, plate tectonics, earthquakes, weathering, rivers, groundwater, glaciers, shorelines, environmental, and extraterrestrial geology. Laboratory. Offered as needed. **[Skill: Q]**

PH100 BASICS OF PHYSICAL SCIENCE (4). Students investigate properties of matter, motion and force, temperature and heat, electricity and magnetism, and light and optics using guided inquiry. The course work stresses cooperative learning and is designed to model inquiry teaching for Early Childhood and Middle School education majors. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH101G BASICS OF EARTH SCIENCE (4). Students investigate the basic concepts and principles of geology, meteorology, and astronomy using guided-inquiry. The work stresses cooperative learning and is designed to model teaching for Early Childhood and Middle School education majors. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH102 SOLAR ASTRONOMY (4). A conceptual description of the solar system based on lecture and laboratory experience. Intended for education majors and liberal arts students. Topics include: a brief history of astronomy, tools and measurements in astronomy, planets, satellites, comets, asteroids, meteorites, and the sun. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH103G METEOROLOGY (4). A conceptual description and study of the atmosphere through lecture and laboratory observation and activities. Topics include: causes of climate, climate changes, temperature, pressure, humidity, condensation, cloud formation, winds, and severe weather. Current perspectives on topics such as global warming are studied. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH104 STELLAR ASTRONOMY (4). A conceptual description of the stellar systems and universe through lectures and laboratory observations and activities. This course is suitable for education majors and liberal arts students. Topics include: stars and star formation, stellar systems, evolution of stars, galaxies, cosmology, and life in the universe. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH105G ENERGY (4). Students investigate the basic concepts and principles of energy technology using guided-inquiry. The physics of energy transactions and production are considered. The class focuses on the history, development, and current application of energy technologies from a global perspective. Course work stresses cooperative learning and is designed to model teaching for Early Childhood and Middle School education majors. Laboratory. **[Skill: Q]** *Prerequisite: High School algebra.*

PH230 FUNDAMENTALS OF PHYSICS I (4). An algebra-based course in which students learn to mathematically describe mechanics, waves, and fluids through lectures, laboratory investigations and problem assignments. Topics include: motion, forces, energy momentum, traveling waves, oscillations, sound

waves, and fluid mechanics. Laboratory. **[Skills: Q,T]** *Prerequisite: MT109.*

PH231 FUNDAMENTALS OF PHYSICS II (4). A continuation of PH230. Topics include: thermodynamics, electricity, magnetism, and optics. Laboratory. **[Skills: Q,T]** *Prerequisite: PH230.*

Political Science

Faculty: Marlaina Leppert–Wahl, Paul Moke, Michael Snarr

The political science major at Wilmington College offers students the opportunity to pursue careers in international studies, public administration, legislative affairs, and law. Students majoring in political science study the institutions and processes societies create to make collective decisions about human problems. Courses in this field address issues of justice and human rights, social movements, and economic development as they relate to the distribution of power in society.

In keeping with the College mission, the political science major encourages students to examine problems of conflict reconciliation and peacemaking in both national and international contexts. Although the political science major is compatible with virtually any other major at the College, students in the department often double major in criminal justice, psychology, Spanish, environmental studies, or minor in sustainability.

The department encourages its students to pursue internships, community service opportunities, and extra-curricular activities. It offers a number of study abroad programs, internships in Washington, D.C., research opportunities and lobbying activities.

POLITICAL SCIENCE MAJOR: a total of 36 hours with grades of “C–” or better is required.

Required courses:

PS130	American Politics	(4)
PS231G	Human Rights and the Judicial Process	(4)
PS234G	Global Politics	(4)
PS330	Philosophical Foundations of Western Political Thought	(4)
PS495	Senior Research Seminar	(4)

SS380	Research I with Descriptive Statistics	(4)
Required: 12 hours from the following.		
PS237	Political Simulation Practicum	(4)
PS333G	Case Studies in Nonviolence and Reconciliation	(4)
PS337G	Global Politics of Food	(4)
PS340	Constitutional Law	(4)
PS344	Political Problems	(4)
PS348G	The Political Economy of Globalization	(4)
PS350	Topics in Political Science	(4)
PS350G-x	Topics in Political Science: Global Topic	(4)
TR291	Political Advocacy Practicum	(2)

POLITICAL SCIENCE MINOR: A total of 20 hours with grades of "C-" or better required.

Required courses:

PS130	American Politics	(4)
PS231G	Human Rights and the Judicial Process	(4)
PS234G	Global Politics	(4)
PS330	Philosophical Foundations of Western Political Thought	(4)
SS380	Research I with Descriptive Statistics	(4)

POLITICAL SCIENCE

PS130 AMERICAN POLITICS (4). An introduction to American politics, focusing on issues, ideas, and institutions. Topics include the structural foundation of American government, political linkages between citizens and government officials, dynamics of governmental institutions, and policy outcomes in the areas of civil liberties and rights, economic and social welfare, and international affairs. [Skill: T]

PS231G HUMAN RIGHTS AND THE JUDICIAL PROCESS (4). An analysis of human rights in the context of national and international politics. Students will study recent American cases in civil rights and civil liberties, as well as global problems involving genocide, religious freedom, ethnic cleansing, and access to medical

care. Students will master skills in logical reasoning and argument and apply these skills to material covered in the class. **[Skill: T]**

Prerequisite: PS130, SY130, or PS234G.

PS234G GLOBAL POLITICS (4). An introduction to global politics investigating the behavior of countries and other actors in the global system. Students will be introduced to theories and approaches to global politics and will apply these to historical and contemporary events. Key actors such as countries, international governmental and nongovernmental organizations, terrorists, and others will be analyzed. Substantive topics examined include the global political economy, conflict and security, human rights etc. **[Skill:I]**

PS237 POLITICAL SIMULATION PRACTICUM (4). 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. **[Skill: O]**

PS330 THE PHILOSOPHICAL FOUNDATIONS OF WESTERN POLITICAL THOUGHT (4). An overview of modern social and political thought with a focus on its origins in Western rationality and its application to contemporary issues and ideologies. Philosophers include Socrates, Augustine, Machiavelli, Marx, Nietzsche and Freud. **[Skill: W]** *Prerequisite: PS130, SY130, or PS234G.*

PS333G CASE STUDIES IN NONVIOLENCE AND RECONCILIATION (4). Using several historical and contemporary

cases, this course will introduce students to the power of strategic nonviolence against some of the most repressive governments in history, including Hitler, Milosevic, the Soviet Union, etc. The course will also examine attempts at post-conflict nonviolent reconciliation. The motivation behind these nonviolent movements and approaches to reconciliation, their strategies, and why so little is known about them will be considered. **[Skill: T]** *Prerequisite: Junior or senior standing.*

PS337G GLOBAL POLITICS OF FOOD (4). How can one billion of earth's people be hungry at that same time that one billion people are obese? Who influences what food you eat and the price you pay for it? This course will answer these and many other questions by examining the global politics of food and the power dynamics between key actors such as countries, global corporations, international government organizations, nongovernmental organizations, communities, and individuals. Alternative models of food policies will also be explored. **[Skill: T]** *Prerequisite: Junior or senior standing.*

PS340 CONSTITUTIONAL LAW (4). An examination of the history, politics, and substantive decisions of the U.S. Supreme Court, with particular emphasis on individual rights, judicial selection and the values of the justices, and the allocation of authority between the federal government, states, and individual citizens. *Prerequisite: PS130 or PS231G.*

PS344 POLITICAL PROBLEMS (4). A critical examination of the causes, consequences, and policy implications of current problems in domestic and international politics. Topics include protective democracy, stratification, the politics of energy and the environment, and the regulation of corporations. **[Skill: W]** *Prerequisite: PS130, SY130, or PS234G.*

PS348G THE POLITICAL ECONOMY OF GLOBALIZATION (4). This course will focus on foundational concepts in politiceconomy and globalization. Special emphasis will be placed on the differential experience of globalization for individuals living in

more developed countries and less developed ones. **[Skill: W]**

Prerequisite: PS130, SY130, or PS234G.

PS350 TOPICS IN POLITICAL SCIENCE (4). This course develops knowledge of international politics with respect to a specific context. It explores in detail the politics of a region, the politics of an issue or issue area, or a specific theory in the discipline of international politics. Topics vary and may include, but are not limited to, the Middle East, US foreign policy issues, Human Rights, and the Politics of Women. May be taken two times for credit. **[Skill: O]** *Prerequisite: Junior or senior standing.*

PS495 SENIOR RESEARCH SEMINAR (4). This course is designed to be the capstone course for political science and criminal justice majors. Students will apply their research and writing skills by engaging in a focused research project. The end product will be a high quality research paper. Students will gain valuable experience by presenting the paper at a research conference. **[Skill: W]**
Prerequisite: Junior or senior standing.

Psychology

Faculty: Vicky DeSensi, Virginia Thomas

Psychology is the scientific study of the brain and behavior. Psychology majors examine human behavior, experiences, and the functioning of the mind in relation to heredity, development, personality, and social functions. Students majoring in psychology complete requirements for a Bachelor of Arts (A.B.) degree.

The psychology major is designed to give students the academic foundation for success in graduate study and for applied areas of psychology such as social work, counseling, education, business and human services.

Careers in Psychology

Human service, not-for-profit organizations and business professions offer the most entry occupations for students with an undergraduate major in psychology.

- Psychology graduates often work with licensed clinicians to serve the needs of individuals, groups, and families.

- Businesses, non-profit private and public agencies also recruit psychology majors. Marketing, consumer behavior, human resources, sales, and development are examples of areas that hire psychology graduates.
- Graduate school training is required for certain careers in psychology including clinical psychology, counseling psychology, educational psychology, and research psychology. Students who intend to pursue graduate studies should plan internships and research participation as parts of their academic program.

PSYCHOLOGY MAJOR: A total of 48 hours with grades of "C-" or better is required.

Required courses:

PY130	Introduction to Psychology	(4)
PY336	Social Psychology	(4)
PY340	Learning and Motivation	(4)
PY433	Abnormal Psychology	(4)
SS380	Research I with Descriptive Statistics	(4)
SS381	Research II with Inferential Statistics	(4)
SS496	Capstone Seminar in Social Sciences	(4)

Required: 4 hours from the following.

PY231	Developmental Psychology	(4)
ED230	Human Development and Learning Theory	(4)

Required: 4 hours from the following.

PY331	Health Psychology	(4)
PY352	Cognitive Psychology	(4)
PY435	Neuroscience	(4)

Required: 12 hours from the following.

PY331	Health Psychology	
	If not used above	
PY352	Cognitive Psychology	
	If not used above	
CJ336	Victimology*	(4)
CJ435	Forensic Psychology	(4)
MK334	Multicultural Marketing*	(4)
MK337	Consumer Marketing*	(4)
PY350/350G	Topics in Psychology	(4)

PY356	Intimate Relationships	(4)
SW331	Theories of Counseling	(4)
SW341	Psychosocial Intervention with Individuals	(4)

**prerequisite required.*

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

Required courses:

PY130	Introduction to Psychology	(4)
SS380	Research I with Descriptive Statistics	(4)

Required courses: 12 hours from the following.

PY231	Developmental Psychology	(4)
	OR	
ED230	Human Development and Learning Theory	(4)
PY336	Social Psychology	(4)
PY433	Abnormal Psychology	(4)

Required: 8 hours from the following.

PY331	Health Psychology	(4)
PY350/350G	Topics in Psychology	(4)
PY352	Cognitive Psychology	(4)
PY356	Intimate Relationships	(4)
PY435	Neuroscience	(4)

PSYCHOLOGY

PY130 INTRODUCTION TO PSYCHOLOGY (4). The study of human behavior including biological bases of psychology, human development, motivation, emotion, personality, learning, perception, social processes, psychological disorders, and general application of psychological principles to psychological research. **[Skill: T]**

PY231 DEVELOPMENTAL PSYCHOLOGY (4). This course introduces the study of developmental growth and behavior throughout the life span. Frameworks for understanding physical, cognitive, psychosocial, and moral development will be addressed.

Major concepts, terms, and theories in developmental psychology will be presented and evaluated. **[Skill: T]** *Prerequisite: PY130.*

PY331 HEALTH PSYCHOLOGY (4) This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease. **[Skill: T]** *Prerequisite: PY130.*

PY336 SOCIAL PSYCHOLOGY (4). In this course, we will explore topics that are related to the influence of other people on individuals' thoughts, emotions, and behaviors. We will discuss such issues as the factors that affect the way that we perceive ourselves and others; how people influence others; what causes us to like, love, help, or hurt others; and how social psychology helps to understand questions about law, business, and health. **[Skill: T]** *Prerequisite: PY130.*

PY340 LEARNING AND MOTIVATION (4). This course studies the principles of learning & motivation in humans and animals. A full review of procedures, theories, and applications will be covered. Topics will include classical and operant conditioning, observational learning, as well as the biological, social, and cultural influences on learning & motivation. Students will learn the concepts of classical and operational conditioning through hands on activities such as training a virtual lab rat. **[Skill: T]** *Prerequisite: PY130.*

PY350/350G TOPICS IN PSYCHOLOGY (4). The exploration of area of psychology in greater depth than existing courses. Potential topics include: psychology of women, sport psychology, cross-cultural psychology, psychology of leadership, media psychology, psychology of stigma, advanced social psychology, industrial/organizational psychology, counseling psychology, clinical psychology, school psychology, and others. May be repeated when topics vary. **[Skill: T]** *Prerequisite: PY130.*

PY352 COGNITIVE PSYCHOLOGY (4). This course introduces the study of human cognition, a broad term referring to the many types of high-level mental activities of which the brain/mind is

capable. Course topics include an introduction to cognitive psychology, research methods in cognitive psychology, visual perception, attention, long-term memory, working memory, executive processes, problem-solving, and language. Major concepts, terms, and theories in cognitive psychology will be presented and evaluated. *Prerequisites: PY130.*

PY356 THE PSYCHOLOGY OF INTIMATE RELATIONSHIPS

(4). This course will encourage students to think critically about the components of healthy relationships, including romantic relationships, as well as relationships among family members and friends. *Prerequisite: PY130.*

PY433 ABNORMAL PSYCHOLOGY (4). This course covers major issues in abnormal psychology, the classification and diagnosis of mental disorders based on the Diagnostic and Statistical Manual (DSM IV-TR) of the American Psychiatric Association, frameworks for understanding maladaptive behavior, the history of psychopathology, its epidemiology, and a variety of treatment models. *Prerequisite: PY130 and junior or senior standing.*

PY435 NEUROSCIENCE (4). Introduction to the neuronal and behavioral foundations of neuroscience/psychobiology including neuroanatomy, neurophysiology, neuropharmacology, and behavioral ecology. The course will be overview the physiological underpinnings of psychology, attitudes and behaviors, and discuss the newest research in psychological, psychiatric, and medical fields. In addition, biochemical, neurophysiological, psychological, and behavioral effects of drugs will be a key focus. *Prerequisites: PY130 and junior or senior standing.*

Race/Gender/Ethnicity Minor

Faculty Contact: Ursula McTaggart

People of color, women, and people in the Lesbian, Gay, Bi-sexual, Transgender and Questioning (LGBTQ) community have faced—and continue to face—oppression and inequality. This interdisciplinary minor explores the history and current experiences of women, LGBTQ people, and people of color in the United States

and around the world. What obstacles have these groups faced, how have they attempted to overcome those obstacles, and what strategies do they have for building equality in the future. Students will become versed in philosophies of race and gender, including the notion that racial, ethnic, gender and sexual identities are primarily socially constructed rather than fixed or "natural." This minor will enlighten students not only about the lived experiences of oppressed people but also about how the very concepts of gender, race, and sexual identity have changed over time. Students will gain a basic understanding of gender and race theories in HU1XX. Their two core courses, EN2XX and HI3XX will offer them varying topical examinations of people facing oppression in literature and culture. Subsequent courses will include topics such as "African American Literature," "Women's History," "Social Inequalities," "Women in Politics," and "Literature and History of Sexuality." By offering a broad array of electives across the disciplines, this minor aims to allow students to "double dip" within their major field of study when possible while also widening their perspectives about other cultures and disciplines.

RACE/GENDER/ETHNICITY MINOR: A total of 24 hours is required.

Required Courses

ID134G	Introduction to Race, Gender, And Ethnicity Studies	(4)
EN251	Topics in the Literature of Race, Gender, and Ethnicity	(4)
HI350	Topics in American History	(4)

OR

HI351	Topics in World History	(4)
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Required: 4 hours from the following

CJ201G	International Criminal Justice	(4)
EN232	Varieties of Literature: How to be a Girl	(4)
EN232	Varieties in Literature: Literature In the History of Sexuality	(4)
EN242	American Literature Survey	(4)

EN250G	Topics in Global Literature: Global Gender in Literature	(4)
EN250G	Topics in Global Literature: Race, Gender, and Religion in World Literature	(4)
EN250G	Monstrous Perversions	(4)
HI130	American History I	(4)
HI131	American History II	(4)
HI250G	Topics in Global History: Youth In Revolt	(4)
HI250G	Topics in Global History: History Of Education	(4)
HI250G	Topics in Global History: Borders And Migrants	(4)
Required: 8 hours from the following		
CJ331	Corrections	(4)
CJ350	Topics in Criminal Justice: Race And Justice	(4)
CJ350	Topics in Criminal Justice: Women In Criminal Justice	(4)
CJ350	Topics in Criminal Justice: Gender, Law, and Society	(4)
CJ430	Homicide and the Death Penalty	(4)
EC433	Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics	(4)
EN338	Contemporary American Literature	(4)
HI331	American History 1877–1919	(4)
HI333	American History 1920–Present	(4)
HI351G	Topics in World History: Latin American Agricultural History	(4)
HI351G	Topics in World History: US/Latin American Relations	(4)
HI351G	Topics in World History: The African Diaspora	(4)
RP330G	Comparative Religions	(4)
RP333G–HU	East–West Philosophy	(4)
RP450	Topics in Religion/Philosophy: Women And Philosophy	(4)

RP450	Topics in Religion/Philosophy: Baseball: Race, Gender, and Ethnicity	(4)
SP335G	Introduction to Hispanic Arts	(4)
SP340G	The Culture of Latin America	(4)
SY330	Social Inequalities	(4)
PS333	Case Studies in Nonviolence	(4)
PS350	Topics in Political Science: Women In Politics	(4)
PY350	Cross-Cultural Psychology	(4)

***Note:** some electives have pre-requisites that do not count toward the minor. These are designed for students already completing a major in that field of study. Other students should choose electives without pre-requisites. Students should consult the instructor to see if a topics course meets the "approved topics only" requirement for this minor.*

RACE/GENDER/ETHNICITY

ID134G INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES (4). 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. **[Skills: O, T]**

EN251 TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY (4). 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. [Skills: W, T]

Religion, Philosophy, and Peace Studies

Faculty: Stephen Potthoff, Ron Rembert

Studying religion at Wilmington College offers the opportunity to explore not only the Quaker tradition informing the history and mission of the College since its founding, but also the broader Christian tradition and other major religions of the world. Whether in courses on the Bible or the historical Jesus, on dreams or comparative religions, students are invited to engage with the mystery of the sacred, and the ethical and philosophical questions that have occupied human beings since the dawn of history.

Philosophy is the love of wisdom. Wisdom emerges from clear, logical, and creative thought, and an earnest attempt to understand reality, knowledge, ethical responsibility, and other concerns in our everyday lives. Philosophy attempts to integrate all human thought and experience into a meaningful whole.

Study in Religion and Philosophy can lead to careers in the ministry, but most important, the breadth of knowledge, the critical thought skills, and the holistic thinking required in this major are valued in business, law, and other professions.

RELIGION AND PHILOSOPHY MAJOR: A total of 32 hours with grades of “C–” or better required.

Required course:

RP132G	Mysteries and Miracles of the Old Testament: Bible I	(2)
RP133G	From the Gospels to Revelation: Bible II	(2)
RP142	Outside the Box: Philosophy I	(2)
RP143	Entering the Dialogue: Philosophy II	(2)
RP239	Values and Ethics	(4)

Required: 4 hours from the following.

PC233	Introduction to Peace and Conflict Studies	(4)
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RP231	Introduction to Quakers	(4)
RP236	Introduction to Critical Thinking	(4)
RP240G	Comparative Religions I: Judaism and Islam	(2)
RP241G	Comparative Religions II: Indigenous And Eastern Religions	(2)
Required: 8 hours from the following.		
PC339G	Non-Violence and Social Change	(4)
RP333	Exploring Christianity	(4)
RP342	Lost Gospels of Jesus	(4)
RP450	Topics in Religion/Philosophy	(4)
Required: 8 hours from the following.		
PC332	Mediation	(4)
RP335G	East-West Philosophy	(4)
RP344	Minds and Souls: Great Philosophers I	(2)
RP345	Propaganda and Death: Great Philosophers II	(2)
RP450	Topics in Religion and Philosophy**	(4)
<i>** if different topic from above or if not used above</i>		

RELIGION AND PHILOSOPHY MINOR: A total of 20 hours with grades of "C-" or better required.

Required:

RP132G	Mysteries and Miracles of the Old Testament: Bible I	(2)
RP133G	From the Gospels to Revelation: Bible II	(2)
RP142	Outside the Box: Philosophy I	(2)
RP143	Entering the Dialogue: Philosophy II	(2)
Required: 12 hours from the following.		
PC339G	Non-Violence and Social Change	(4)
RP333	Exploring Christianity	(4)
RP335G	East-West Philosophy	(4)
RP342	Lost Gospels of Jesus	(4)
RP344	Minds and Souls: Great Philosophers I	(2)
RP345	Propaganda & Death: Great Philosophers II	(2)
RP450	Topics in Religion and Philosophy	(4)

Peace Studies Minor

Faculty Contact: Ron Rembert

The Peace Studies minor provides an opportunity to study peace and conflict from various disciplinary perspectives, including psychology, biology, history, political science, religion and philosophy, etc. This theoretical background prepares one for practicing peacemaking in an internship setting. The Peace Studies minor complements many majors, adding a dimension emphasizing a peace-oriented life and career.

PEACE STUDIES MINOR: A total of 20 hours with grades of "C-" or better is required. Courses other than those offered only as Pass/No Pass may not be taken on a Pass/No Pass basis for this minor.

Required:

PC233	Introduction to Peace and Conflict Studies	(4)
PC332	Mediation	(4)

Required: 4 hours from the following.

RP231	Introduction to Quakers	(4)
RP236	Introduction to Critical Thinking	(4)
RP239	Value and Ethics	(4)
RP333	Exploring Christianity	(4)

Required: 4 hours from the following.

PC339G	Nonviolence and Social Change	(4)
PS333G	Case Studies in Nonviolence and Reconciliation	(4)
RP240G	Comparative Religions I: Judaism and Islam	(2)
RP241G	Comparative Religions II: Indigenous and Eastern Religions	(2)

Required: 4 hours from the following.

PC470	Internship	(4)
PC495	Senior Project	(4)

PC233 INTRODUCTION TO PEACE AND CONFLICT STUDIES (4). An introduction to the field of Peace Studies,

exploring topics from various disciplinary and cultural perspectives. Examination of theory and practice included. **[Skill: T]**

PC332 MEDIATION (4). Study of the theory and practice of mediation. Opportunity to learn from practitioners of mediation on campus and in the local community. **[Skill: T]** *Prerequisite: PC233, RP132G, RP133G, RP142 or RP143.*

PC339G NONVIOLENCE AND SOCIAL CHANGE (4). A study of the philosophical and religious perspectives guiding practitioners of non-violence seeking social change, for example, Martin Luther King, Jr., John Woolman, Shirin Ebadi, Thich Nhat Hanh, and Mahatma Gandhi. **[Skills: T,W]** *Prerequisite: PC233, RP130, RP140.*

PC495 SENIOR PROJECT (4). A capstone course for the Peace Studies minor, this course provides an opportunity for the student to complete a project involving research, a practical project or a combination which integrates areas of study in religion, philosophy and peace studies over the course of one's undergraduate experience. **[Skill: T]** *Prerequisite: PC233.*

RELIGION AND PHILOSOPHY

RP132G MYSTERIES AND MIRACLES OF THE OLD TESTAMENT: BIBLE I (2). 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? **[Skill: T]**

RP133G FROM THE GOSPELS TO REVELATION: BIBLE II (2). 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? **[Skill: T]**

RP142 OUTSIDE THE BOX: PHILOSOPHY I (2). This course provides an opportunity to think "outside the box" in regard to questions that arise in everyday life, for example, How Real Is Virtual Reality? or Do I Control My Identity?, to ones that are part of philosophical traditions, for example, Am I As Free As I Believe? or Can I Think Without Words? Question asking, critical inquiry and participation in discussion are essential features of this course. **[Skill: T]**

RP143 ENTERING THE DIALOGUE: PHILOSOPHY II (2). This course provides an opportunity to explore questions that arise in everyday life, for example, How Real Is Virtual Reality? or Do I Control My Identity?, to ones that are part of philosophical traditions, for example, Am I As Free As I Believe? or Can I Think Without Words? that reflect ancient philosophical issues. Question asking, critical inquiry and participation in discussion are essential features of this course. **[Skill: O]**

RP231 INTRODUCTION TO QUAKERS (4). An introductory study of the faith and practice of the Religious Society of Friends (Quakers) with more emphasis on current Friends' experience than the history of this religious community. **[Skill: T]**

RP236 INTRODUCTION TO CRITICAL THINKING (4). Introduction to the attitudes and skills of critical thinking. Emphasis on the identification and analysis of informal fallacies and some features of formal logic. **[Skill: T]**

RP239 VALUES AND ETHICS (4). A survey of major ethical theories and contemporary moral issues (possible topics include abortion, war and pacifism, sexual ethics, environmental ethics) emphasizing the human experience of moral decision-making in a changing world of competing values. Includes a Service component. [Skill: T]

RP240G COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM (2). 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. [Skill: T]

RP241G COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS (2). 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. [Skill: T]

RP333 EXPLORING CHRISTIANITY (4). A survey of the development of Christianity from its origins in the life and teachings of Jesus through the fourth century C.E. Through journaling about and discussion of readings from the New Testament and beyond,

students will explore such topics as the many faces of Jesus, Gnostic Christianity, development of the canon, apocalyptic literature, attitudes toward sexuality and marriage, women's roles, and martyrdom. **[Skills: T,W]** *Prerequisite: RP130, RP140, or RP233.*

RP335G EAST-WEST PHILOSOPHY (4). A comparison of sources from the Western tradition with selected works from the Buddhist, Confucian and Islamic sources. **[Skill: T]** *Prerequisite: RP130, RP140, or RP233.*

RP342 LOST GOSPELS OF JESUS (4). Did Jesus misuse his power as a little boy? Was he married to Mary Magdalene? What do all his mysterious parables mean? Is it possible to live like Jesus in the modern world? These are just a few of the questions we will explore as we read and learn about the mysterious figure of Jesus of Nazareth by reading both the New Testament Gospels (Matthew, Mark, Luke, and John) as well as many gospels that were ultimately banned from the Bible. **[Skills: T,W]** *Prerequisite: Junior or senior standing.*

RP344 MINDS AND SOULS: GREAT PHILOSOPHERS I (2). This course will provide an opportunity to study a philosopher/s from the Ancient Greek and/or Medieval Period of Western philosophy. Primary source material written by each philosopher will be studied, promoting in-depth interpretation of philosophical writing and comparative analysis with contemporary thinkers. **[Skill: T]** *Prerequisite: Junior or senior standing.*

RP345 PROPAGANDA AND DEATH: GREAT PHILOSOPHERS II (2). This course will provide an opportunity to study a philosopher/s from the Renaissance and/or Modern Period of Western philosophy. Primary source material written by each philosopher will be studied, promoting in-depth interpretation of philosophical writing and comparative analysis with contemporary thinkers. **[Skill: T]** *Prerequisite: Junior or senior standing.*

RP450 TOPICS IN RELIGION/PHILOSOPHY (4). 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. **[Skills: Vary with topic]** *Prerequisite: Junior or senior standing.*

Social Sciences

Faculty: Jennifer Burger, Vicky DeSensi, Sonya Goshe, Tim Hawk, Marlaina Leppert-Wahl, Paul Moke, Michael Snarr, Audrey Wagstaff

SS380 RESEARCH I WITH DESCRIPTIVE STATISTICS (4).

An introduction to the methods and techniques used in quantitative social science research. Statistical manipulation of computer-generated databases is stressed. No previous computer, research, or statistical background is required. Laboratory. **[Skills: I,Q]**
Prerequisite: MT106 or MT107.

SS381 RESEARCH II WITH INFERENTIAL STATISTICS (4).

Continues the study of the methods used in qualitative and quantitative social science research. Statistical manipulation of computer-generated databases is stressed. Laboratory. **[Skill: O,Q]**
Prerequisite: SS380.

SS496 CAPSTONE SEMINAR IN CRIMINAL JUSTICE, PSYCHOLOGY, AND SOCIAL WORK (4). This course examines critical issues that impact psychology, social work and criminal justice in a seminar setting. The issue will be determined each semester and may include such topics as race, human rights, immigration, sexism, economic justice, and other topics that impact fairness and equality. Special emphasis on the role of the individual in directing and influencing social change, fostering the rights of individuals and embracing and acting on the values of making a difference. **[Skills: O,W]** *Prerequisite: Senior standing or permission of instructor.*

Social Work

Faculty: Tim Hawk

The Social Work major is designed to prepare students for beginning social work practice and/or for graduate professional education. The student who satisfactorily completes our undergraduate curriculum in social work will be eligible to apply for licensure as a "Licensed Social Worker" in the State of Ohio.

The Social Work curriculum is based on the premise that a social worker needs a broad base of knowledge in the liberal arts, to include the study of human development and behavior and an understanding of social and cultural systems. Integrated into the content are concerns for social justice, racial, ethnic and cultural diversity, and women's issues. The curriculum is, therefore, interdisciplinary in nature.

An integral part of the Social Work Program is an educationally planned, professionally supervised field placement, which provides students the opportunity for experiential learning at an appropriate social work setting. Field work provides invaluable experience and preparation for employment in entry-level social work practice.

Social Work majors are strongly urged to also complete a psychology major or minor to better prepare them for the licensing exam and to improve their preparation should they later decide to enroll in graduate school.

SOCIAL WORK MAJOR: A total of 48 hours with grades of "C-" or better required.

Required courses:

PY130	Introduction to Psychology	(4)
SS496	Capstone Seminar in Social Sciences	(4)
SS380	Research I with Descriptive Statistics	(4)
SW130	Introduction to Social Welfare and Social Work	(4)
SW331	Theories of Counseling and Social Work	(4)
SW341	Psychosocial Intervention with Individuals	(4)
SW343	Psychosocial Intervention with Groups	(4)
SW495	Field Placement	(8)

SY130 Introduction to Sociology (4)

SY237 Social Problems and Social Policy (4)

Required: 4 hours from the following.

PY231 Developmental Psychology (4)

PY336 Social Psychology (4)

PY433 Abnormal Psychology (4)

Required: Proficiency exam during senior year.

SOCIAL WORK

SW130 INTRODUCTION TO SOCIAL WELFARE AND

SOCIAL WORK (4). An overview of the history, purposes, and functions of social welfare systems and programs, and an introduction to the social work profession. An examination of the knowledge, values, and skills necessary for social work practice, and the variety of problems, practice settings, and diverse client populations served by social workers.

SW331 THEORIES OF COUNSELING AND SOCIAL WORK

(4). An examination of a wide-variety of contemporary bio-psycho-social theories of psychosocial intervention, including current applications, which are commonly used in the fields of social work, counseling, psychology, and criminal justice. Theories examined include: psychodynamic models, humanistic/existential theories, behavioral and cognitive approaches, systems and ecological theories, and social change models. *Prerequisites: CJ130, PY130, SW130 or SY130, and junior or senior standing.*

SW341 PSYCHOSOCIAL INTERVENTION WITH

INDIVIDUALS (4). An examination of the knowledge, values, and skills commonly used in direct practice with individuals by social workers and similar professionals in the fields of counseling, psychology, and criminal justice. Emphasis is on both understanding the dynamics of the professional helping process and on the development of specific skills, such as: interviewing, ethical decision-making, assessment, contracting, and case documentation. *Prerequisites: CJ130, PY130, SW130 or SY130, and junior or senior standing.*

SW343 PSYCHOSOCIAL INTERVENTION WITH GROUPS

(4). An examination of the knowledge, values, and skills used by social workers and similar professionals when working with groups. Course content includes: the dynamics of small groups, ethical issues, types of groups, methods of intervention, and individual skills necessary for leading and working with groups. *Prerequisites:* *CJ130, PY130, SW130 or SY130, and junior or senior standing.*

SW495 FIELD PLACEMENT (1-8). Experiential learning through application of the social work knowledge, values, and skills learned in the classroom to a professionally supervised placement at an appropriate setting providing social work services. The field experience is planned and coordinated in collaboration with the student's advisor, the social work field coordinator, and an agency representative. Students need to be in contact with the social work field coordinator at least one semester prior to the placement in order to begin planning for the placement. May be taken for a maximum of eight hours. **Social Work majors only.** *Prerequisites:* *SW341 and junior or senior standing or permission of Social Work Field Coordinator.*

Sociology

Faculty: Tim Hawk, Audrey Wagstaff

Sociology is the study of how groups interact within society. A sociology minor can provide students with a sophisticated understanding of social theory and problems as well as advanced skills in conducting research. The minor can prepare students for professions in education, human services, private industry, nonprofit organizations, and government. The minor is a logical addition for social work, criminal justice and psychology majors.

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

Required courses:

SY130	Introduction to Sociology	(4)
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Required: 4 hours from the following.

SY230	Sociology of Crime and Deviance	(4)
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SY234	Marriage and the Family	(4)
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SY237	Social Problems and Social Policy	(4)
Required: 12 hours from the following.		
SS380	Research I with Descriptive Statistics	(4)
SY330	Social Inequalities	(4)
SY333G	Environmental Sociology and Communication	(4)
SY335	Rural Sociology	(4)
SY340	Society and Business	(4)
SY350	Topics in Sociology	(4)
PY336	Social Psychology*	(4)

**prerequisite required.*

Required: Proficiency exam during senior year.

SOCIOLOGY

SY130 INTRODUCTION TO SOCIOLOGY (4). The study of society with special emphasis on critical thinking in sociological analysis. Topics covered include theory, methodology, culture, socialization, social institutions, deviance, race and ethnicity, gender, stratification, aging, marriage and family, and social change. **[Skill: T]**

SY230 THE SOCIOLOGY OF CRIME AND DEVIANCE (4). A survey of crime and delinquency from the perspective of sociology. Emphasis is on explanations of criminal behavior, models of deviant behavior, and societal reactions to all forms of deviance. **[Skill: T]**

SY234 MARRIAGE AND THE FAMILY (4). An overview of the family in America and globally, including marital and parent-child relations. **[Skill: O]**

SY237 SOCIAL PROBLEMS AND SOCIAL POLICY (4). This class represents an overview of the causes, consequences, history and potential policy solutions of modern social problems such as poverty and wealth; racial and ethnic inequality; gender inequality; aging and inequality, crime, violence, and criminal justice; sexuality; alcohol and other drugs; physical and mental health; economy and politics; work and the workplace; family life; and education. Special emphasis will be placed on examining the history

of local, state and federal policies that aid in ameliorating the impact of these problems on vulnerable population groups . **[Skills: T,W]**

SY330 SOCIAL INEQUALITIES (4). Explores the major theoretical explanations and consequences of social inequalities based upon race, ethnicity, gender, sexual orientation, and social class. **[Skill: W]**

SY333G ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION (4). This course examines society's relationship with the environment. Students will gain a better understanding of the inherent social nature of many contemporary environmental problems, including population change, food production systems, global climate change and natural resource depletion, and how communities have mobilized to address these issues. A significant portion of the course will focus on the development of an environmental ethic. **[Skill: T]**

SY335 RURAL SOCIOLOGY (4). This course is designed to examine key dimensions of rural society throughout the United States and the world. What does it mean to be rural? Are rural people different from those who live in other areas? What are the trends that are affecting rural areas, both globally and in this country? What are some of the problems that people in rural areas must confront? Are rural areas likely to grow or to decline? This course will provide the information and analytical tools to understand rural society in a sociological context. **[Skill: W]**

SY340 SOCIETY AND BUSINESS (4). Critically examines the interrelationships among current and historical social, economic and demographic trends, both in the U.S. and globally. Areas of study include workplace inequalities, work/family trends, problems of the working poor, and economic decline and revitalization of the Midwest. **[Skills: T,W]**

SY350 TOPICS IN SOCIOLOGY (4). Advanced topics in sociology or social thought. Topics vary. May be repeated when topics differ. **[Skill: T]**

Spanish

Faculty: Jeffrey Stahley

The United States is the fifth largest Spanish-speaking country in the world. Now more than ever Spanish is in tremendous demand by employers from a variety of disciplines across the United States. Fields such as business, government, banking, criminal justice, law, education, agriculture, social work, religion, and political science among many others are in need of Spanish speakers. Taking Spanish during your four years at Wilmington College will not only make you more marketable when you graduate but will assist in your personal growth.

The focus of the major and minor is spoken Spanish, as that is the skill most in demand by employers. However, the other linguistic skills (reading, writing, and listening comprehension) will also be practiced and will be commensurate with speaking skills.

Students who have taken high school Spanish and native Spanish speakers will be evaluated for Spanish language 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 page 26). 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: A total of 32 hours is required.

Required courses:

SP130G	Elementary Spanish I	(4)
SP131G	Elementary Spanish II	(4)

Required: 2 hours from the following.

SP230G	Leones y Tigres y Osos...Oh my!	(2)
SP232G	The Cartoon Network	(2)

Required: 2 hours from the following.

SP235G Who Am I This Time? Role-Plays in Spanish (2)

SP237G Sexo, Drogas y Rock y Roll: El mundo contemporáneo (2)

Required: 20 hours including 16 upper division from the following.

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 contemporáneo* (2)

SP285 Cultures and Languages Across the Curriculum Module (CLAC) (1-2)

SP330G Spanish Conversation and Composition (4-1)

SP335G Introduction to Hispanic Arts (4)

SP340G The Culture of Latin America (4)

SP385 Cultures and Languages Across the Curriculum Module (CLAC) (1-2)

SP430G Masterpieces of Spanish-American Literature (4)

SP433G Masterpieces of Spanish Literature (4)

*count here if not taken above

SPANISH MINOR: A total of 24 hours is required.

Required: 8 hours from the following.

SP130G Elementary Spanish I (4)

SP131G Elementary Spanish II (4)

Required: 2 hours from the following.

SP230G Leones y Tigres y Osos...Oh my! (2)

SP232G The Cartoon Network (2)

Required: 2 hours from the following.

SP235G Who Am I This Time? Role-Plays in Spanish (2)

SP237G Sexo, Drogas y Rock y Roll: El mundo contemporáneo (2)

Required: 12 hours from the following.

SP330G Spanish Conversation & Composition (4-12)

SP335G	Introduction to Hispanic Arts	(4)
SP340G	The Culture of Latin America	(4)
SP385	Cultures and Languages Across the Curriculum Module (CLAC)	(1-2)
SP430G	Masterpieces of Spanish-American Literature	(4)
SP433G	Masterpieces of Spanish Literature	(4)

SPANISH

SP130G ELEMENTARY SPANISH I (4). A study of the essentials of Spanish grammar; written and conversational exercises. Designed to help students understand, speak, read, and write Spanish. Emphasis is on speaking the language. **[Skill: T]**

SP131G ELEMENTARY SPANISH II (4). A continuation of SPN111, designed to give the student intensive practice in oral-aural skills and further study of the structure of the Spanish language. **[Skill: T]** *Prerequisite: SP130G.*

SP230G LEONES Y TIGRES Y OSOS...OH MY! (2). The Wizard of Oz, Hansel and Gretel, The Emperor's New Clothes as well as legends and folklore from around the Hispanic world will be the focus of this course. These stories have been edited and shortened making it easier for non Spanish speaking students to understand. Classroom discussion (in Spanish) is key to this course so students may develop conversational skills and strategies. The grammar that will be stressed includes: present tense, preterite and imperfect, object pronouns, the use of *se*, verbs like *gustar* and the present subjunctive. Conducted in Spanish. **[Skill: T]** *Prerequisite: SP131G or placement.*

SP232G THE CARTOON NETWORK (2). Comic strips are a great way to learn a foreign language. In this class students will translate, primarily from Spanish to English, popular comic strips like Calvin and Hobbes, Dilbert, Zits and the popular Argentinean comic strip Mafalda, among others. Students will also create their own comic strips with the help of simple web sites. The course will

introduce students to many idiomatic expressions and everyday vocabulary as well as develop their conversational skills. The grammar that will be stressed includes: present tense, preterite and imperfect, object pronouns, the use of *se*, verbs like *gustar* and the present subjunctive. **[Skill: T]** *Prerequisite: SP131G or placement.*

SP235G WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH

(2). I hear and I forget. I see and I remember. I do and I understand. This is the idea behind role-play in a classroom setting. Role-play means putting yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. So, in one class you might be an atheist who encounters an evangelist. In another you might be a rock star back stage deciding what groupies get invited back to your hotel room to party with you. Whatever the situation, this course is all about using your imagination to develop conversational skills and strategies. Grammar that will be covered in this class includes: the present and past subjunctive, all uses of *se*, the passive voice, future and conditional tenses, all perfect tenses. **[Skill: T]** *Prerequisite: SP131G or placement.*

SP237G SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO (2).

In this class students will have the opportunity to discuss current events in the Hispanic world. Topics may include, but are not limited to, politics, religion, show business, music, Hispanics in the United States, the drug trade, basically anything you find in any Spanish language newspaper or magazine. Developing conversational skills and strategies is a vital component to this class. The grammar that will be covered includes: the present and past subjunctive, all uses of *se*, the passive voice, future and conditional tenses, all perfect tenses. Conducted in Spanish. **[Skill: T]** *Prerequisite: SP131G or placement.*

SP285 CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC) (1-2).

CLAC courses allow Spanish students to "piggyback" courses they are already registered for in other disciplines by doing research in Spanish to complete an end-of-the-year project in the other discipline. Students will work with Spanish faculty to design and complete a project for any course

that supports the CLAC option. Students must register both for a course offering the CLAC option and for the CLAC module. Students assessed at the intermediate level of language competency may register for a SP285 module; students with advanced skills may register for a SP385 module. May be taken four times for credit.

Prerequisite: SP230G, SP232G, SP235G or SP237G.

SP330G SPANISH CONVERSATION AND COMPOSITION I

(4). Engenders and integrates all of the language strategies to produce conversation and composition in Spanish. Daily group conversations, pair work and oral presentations are conducted in Spanish on a variety of topics, controversies and current issues germane to the Spanish speaking world. Frequent writing on the same subjects reinforces language skills. Problematic grammar (ser/estar, preterite/imperfect, the subjunctive, among others) will be reviewed throughout the semester. May be taken three times for credit. **[Skill: T]** *Prerequisites: any two 200-level Spanish classes.*

SP335G INTRODUCTION TO HISPANIC ARTS (4). An introduction to reading and/or interpreting complex works of art from the Hispanic world, including film, art, prose, poetry, drama, and the essay. Attention is given to helping students analyze these works from an aesthetic, cultural, social, and political perspective while intending to develop a more sophisticated level of oral and written expression in Spanish. Complex areas of Spanish grammar will be reviewed as needed. **[Skill: T]** *Prerequisite: SP330G.*

SP340G THE CULTURE OF LATIN AMERICA (4). An advanced course that provides an introduction to the culture of Latin America while continuing to enhance students' Spanish skills. The course will encompass Latin American society from pre-Colombian civilization to the contemporary era. Along the way, the diverse voices that make up Latin American culture will be explored. Particular attention will be given to the dynamic between change and tradition in society. Themes for this course include, but are not limited to: social class, ethnicity, family, religion, machismo, and the military. **[Skill: T]** *Prerequisite: SP330G.*

SP385 CULTURES AND LANGUAGES ACROSS THE CURRICULUM MODULE (CLAC) (1–2). see SP285.

Prerequisite: Any 300– or 400–level Spanish class.

SP430G MASTERPIECES OF SPANISH-AMERICAN LITERATURE (4).

Study of major writers and selected masterpieces of Spanish–American literature. Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations. **[Skill: T]** *Prerequisite: SP330G.*

SP433G MASTERPIECES OF SPANISH LITERATURE (4).

Study of major writers and selected masterpieces of Spanish literature. Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations. **[Skill: T]** *Prerequisite: SP330G.*

Sport Sciences

Faculty: Matthew Bliss, Erika Goodwin, Larry Howard, Alan Ledford, J. Brett Massie, Bill Newland, Terry Rupert, Jennifer Walker

Athletic Training

Faculty: Matthew Bliss, Erika Goodwin, Larry Howard, J. Brett Massie, Jennifer Walker

Athletic Training is a four-year program of study based on a solid foundation in the liberal arts with emphasis in the professional study of Sports Medicine. Practical job experience is provided by combining academic preparation with supervised clinical experiences. The program of study leads to a baccalaureate degree (B.S.) in Athletic Training. The Athletic Training major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students completing the degree program are eligible for the Board of Certification (BOC) examination to become a Certified Athletic Trainer (ATC). Students are also eligible for the Ohio Licensing exam upon earning ATC credentials.

Due to the highly individualized nature of this major, the established ratios of clinical instructors to students, and the

competitive secondary admission policy, all athletic training students are considered pre-professional during their first two semesters. After satisfactory completion of the pre-professional requirements, students are admitted to the professional phase of the curriculum. This includes advanced courses and clinical education. Application materials for admission to the Professional Program must be received by the 13th week of each fall and spring semester. Students may apply for admission to the professional program two times. Students who are not admitted after their second application should request a change of major through the Office of Academic Affairs.

Athletic Training secondary competitive admission criteria include:

1. Completion of AT130, AT135, and AT140 with a grade of "B" or better.
2. Cumulative grade point average of 2.75 or better with a 21 or higher ACT score or equivalent SAT score (1060) math/critical thinking combined score), or cumulative grade point average of 3.0 if ACT/SAT is below a 21.
3. Current First Aid and CPR certification.
4. Satisfactory physical examination.
5. Hepatitis B vaccine.
6. Letter of application.
7. Two letters of reference.
8. Athletic Training faculty evaluations.
9. Mentor evaluations.
10. Successful interview with selection committee.
11. Completion of 75 clinical observation hours.

Transfer Student Policy

Transfer students will be evaluated on a case by case basis to determine the date of eligibility to apply to the Athletic Training Education Professional Program. Transfer students must complete at least one semester at Wilmington College in pre-professional status, and must complete all requirements for application listed below. Application may be made at the end of any term in which the requirements are met. Students previously enrolled in an Athletic Training program at another college will be able to challenge first year level competencies and proficiencies only. Students must spend

a minimum of two years at Wilmington College in the professional program. Transfer students generally require three years of study on our campus to satisfy all requirements.

Technical Standards for Athletic Training

Technical standards are the essential requirements of the program that all students must master in order to successfully complete the educational program. In appropriate circumstances, corrective devices and reasonable accommodations may be utilized to satisfy technical standards. Students must:

- Read patient charts, instructions related to the use of all equipment and supplies, and instrument panels, and print outs generated by various pieces of equipment (e.g., isokinetic therapy equipment).
- Be able to discriminate colors in order to detect the presence of various bodily fluids, differentiate various topical applications, and ascertain the presence of biological abnormalities according to visual cues (e.g., erythema or redness).
- Be able to read, write, and communicate in the English language in order to facilitate effective communication with patients (athletes), physicians, allied health staff, peers, and others charged with patient and health care functions.
- Hear and understand the normal speaking voice and discern audible instrument alert signals and timing devices.
- Demonstrate sufficient manual dexterity, strength, and stamina to perform such required tasks as: performing emergency management (e.g., rescue breathing, CPR, etc.) and first aid techniques (e.g., splinting, transportation, wound care); apply supportive devices (e.g., taping, wrapping, bracing, equipment fitting); access joint/extremity motion, strength, and stability; utilize therapeutic modalities (e.g., ultrasound and electrical stimulation devices); and perform passive and active mobility/strength restoring techniques on patients.
- Transverse about the campus grounds and at affiliated site settings, and be able to render assistance to patients

(athletes) who are acutely disabled on an athletic field or court.

- Problem solution and react effectively in emergency and other stressful situations. The student must be able to recognize trauma settings and then take appropriate steps to render care using their intellectual abilities in these stressful situations.

Additional information about the program policies and procedures is available in the Athletic Training Student Handbook.

ATHLETIC TRAINING MAJOR: a total of 68 hours with grades of "C–" or better required.

Required courses:

AT130	Introduction to Athletic Training	(4)
AT135	Emergency Care	(2)
AT140	Athletic Training Skills	(2)
AT230	Therapeutic Modalities	(2)
AT235	Principles of Therapeutic Exercise and Rehabilitation	(2)
AT285	Clinical Practicum I	(2)
AT286	Clinical Practicum II	(2)
AT340	Kinesiology	(4)
AT345	Evaluation and Rehabilitation of Lower Extremity Injuries	(4)
AT347	Evaluation and Rehabilitation of Upper Extremity Injuries	(4)
AT349	Evaluation and Rehabilitation of Head, Neck, and Spine Injuries	(4)
AT355	Physiology of Exercise	(4)
AT360	General Medical Conditions	(4)
AT365	Pharmacology	(2)
AT370	Psychosocial Intervention and Referral	(2)
AT385	Clinical Practicum III	(2)
AT386	Clinical Practicum IV	(2)
AT430	Organization and Administration of Athletic Training Programs	(4)
AT481	Research in Athletic Training I	(4)
AT485	Clinical Practicum V	(2)

AT486	Clinical Practicum VI	(2)
BI131G	Human Nutrition	(4)
HS344	Human Anatomy	(4)

Academic Requirements for Athletic Training

1. Upon acceptance into the Athletic Training Professional Program students must maintain a 2.75 cumulative GPA.
2. If a student's grades fall below the required GPA, s/he is no longer eligible for clinical education assignments (work in the athletic training room, with teams, etc.), and is placed on suspension. Students on suspension may continue taking courses in the program for one semester.
3. Students must maintain a 2.75 cumulative GPA after being reinstated from suspension due to poor grades or be dismissed from the Athletic Training major.
4. Students must earn the grade of "C-" or better in all required athletic training courses except AT130, AT135, and AT140 in which "B" or better is required.
5. Students in the Athletic Training major must understand and meet the technical standards for the profession as set forth in the Athletic Training Student Handbook.

Exercise Science

Faculty: Matthew Bliss

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 physical therapy, physician assistance or medicine.

Common Core Courses: (34 hours)

AT340	Kinesiology	(4)
AT355	Physiology of Exercise	(4)
BI131G	Human Nutrition	(4)
CH230	Principles of Chemistry I	(4)
HS344	Human Anatomy	(4)
SM130	First Aid and CPR	(1)
XS130	Introduction to Exercise Science	(2)
XS232	Exercise Science Seminar: Professional	

	Organizations and Development	(1)
XS360	Biomechanics	(2)
XS365	Exercise Testing and Prescription	(4)
XS470	Exercise Science Internship	(4)

EXERCISE SCIENCE MAJOR WITH AN ALLIED HEALTH CONCENTRATION: A total of 48 hours with grades of "C-" or better required.

Required: Common Core 34 hours

Required Courses: 10 hours

HS345	Human Physiology	(4)
XS332	Exercise Science Seminar: Ethics	(1)
XS432	Exercise Science Seminar: Professional Best Practices	(1)
XS496	Senior Exercise Science Thesis	(4)

Required: 4 hours from the following.

AT365	Pharmacology for Athletic Trainers	(2)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
CH231	Principles of Chemistry II	(4)
HS231	Medical Terminology	(4)
PH230	Fundamentals of Physics I	(4)
PH231	Fundamentals of Physics II*	(4)
SM230	Introduction to Sport Management	(4)
SM333	Moral and Ethical Reasoning in Sport*	(2)
SM440	Leadership in Sport*	(4)
XS363	Strength and Fitness Programming	(4)

**prerequisite required*

EXERCISE SCIENCE MAJOR WITH A SPORT

PERFORMANCE CONCENTRATION: A total of 48 hours with grades of "C-" or better required.

Required: Common Core 34 hours

Required: 10 hours

SM230	Introduction to Sport Management	(4)
XS363	Strength and Fitness Programming	(2)
XS495	Sport Performance Applied Training	(4)

Required: 4 hours from the following.

AT365	Pharmacology for Athletic Trainers	(2)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
CH231	Principles of Chemistry II	(4)
HS231	Medical Terminology	(4)
PH230	Fundamentals of Physics I	(4)
PH231	Fundamentals of Physics II*	(4)
SM333	Moral and Ethical Reasoning in Sport*	(2)
SM440	Leadership in Sport*	(4)

**prerequisite required*

Sport Management

Faculty: Alan Ledford, Bill Newland, Terry Rupert

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.

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.

SPORT MANAGEMENT MAJOR: A total of 56 hours with grades of "C–" or better required.

Required courses:

AC230	Principles of Accounting I	(4)
MA339	Business Communications	(4)
SM230	Introduction to Sport Management	(4)
SM233	Sport Finance and Economics	(4)
SM235	Sport Marketing and Communication	(4)

SM333	Moral and Ethical Reasoning in Sport	(2)
SM334	Governance of Sport and Athletics	(2)
SM385	Strategic Sport Management Practicum	(4)
SM430	Facility & Event Management	(4)
SM440	Leadership in Sport	(4)
SM443	Legal Aspects of Sport	(4)
SM470	Sport Management Internship	(4)

Required: 12 hours from the following.

EC130	Principles of Economics I: Microeconomics	(4)
EC131	Principles of Economics II: Macroeconomics	(4)
MA330	Business Law	(4)
MA333	Entrepreneurship	(4)
MA336	Human Resources Management*	(4)
MK230	Introduction to Marketing	(4)
MK334	Multicultural Marketing*	(4)
MK336	Retail Management	(4)
MK337	Consumer Marketing*	(4)
MK369	Business to Business Marketing and Sales*	(4)

**prerequisite required.*

Coaching Minor

The coaching minor offers a program of study designed to prepare students for a variety of coaching positions. Internships are available. The coaching minor meets Ohio Department of Education standards for a Pupil Activity Supervisor permit. This certification is needed to direct, supervise, or coach a pupil activity program in Ohio.

COACHING MINOR: a total of 21 hours with grades of "C-" or better required.

Required courses:

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)

Required: 8 hours from the following.

AT340	Kinesiology*	(4)
AT355	Physiology of Exercise*	(4)
SM430	Facility and Event Management	(4)
SM440	Leadership in Sport	(4)
SM443	Legal Aspects of Sport	(4)
XS360	Biomechanics	(2)
XS336	Strength and Fitness Programming	(2)

**prerequisite required*

ATHLETIC TRAINING

AT130 INTRODUCTION TO ATHLETIC TRAINING (4). This is a basic introduction course into the many disciplines of Athletic Training. Prevention, treatment, and rehabilitation of athletic injuries, as well as the diverse role of Certified Athletic Trainers (ATCs) and the concept of the Sports Medicine team will be the focus of the course. Philosophical questions, historical information and foundation topics within the profession will be addressed.

Prerequisite: Athletic Training or Exercise Science major.

AT135 EMERGENCY CARE (2). Instruction and practice in advanced first aid, CPR techniques, AED instruction, and oxygen administration for the paramedical professional. Students must meet professional rescuer standards as established by national certification agencies such as the American Red Cross and the American Heart Association. Fee: \$50.00. *Prerequisite: Athletic Training majors only.*

AT140 ATHLETIC TRAINING SKILLS (2). A clinical course dealing with skill development in the areas of prevention, treatment and management of athletic injuries. Students will become competent in the the following clinical skills: upper and lower extremity supportive taping and wrapping, fitting of protective equipment and braces, application and construction of protective pads, splinting and immobilization devices and the use of body assesment tools. Fee: \$50.00. *Prerequisite: Athletic Training majors only.*

AT230 THERAPEUTIC MODALITIES (2). A study of the function and role of therapeutic modalities in the treatment of athletic injuries. Students will learn about the phases of healing and the physiological effects of therapeutic modalities on the body. They will also learn how to evaluate the status of an injury and select the appropriate modality for treatment. Application of course material is reinforced through laboratory experiences. *Prerequisite: AT130 and Athletic Training majors only.*

AT235 PRINCIPLES OF THERAPEUTIC EXERCISE AND REHABILITATION (2). A study of the knowledge and skills required to design and implement exercise, reconditioning and rehabilitation programs for athletes and athletic injuries. Students will learn about the basic principles of rehabilitation of common athletic injuries. They will learn specific rehabilitation techniques that will increase range of motion, increase strength and return functional ability. Students will be able to evaluate the status of an injury and develop the appropriate rehabilitation. *Prerequisites: AT130 and Athletic Training majors only.*

AT285 CLINICAL PRACTICUM I (2). Students develop and refine introductory clinical skill competencies and proficiencies in a variety of classroom and clinical settings. Introductory skills such as taping, wrapping, emergency care, basic evaluation skills, and nutrition will be taught. Fee: \$75.00. *Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.*

AT286 CLINICAL PRACTICUM II (2). Students develop and refine introductory clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Introductory skills of rehabilitation, modalities, equipment fitting, splinting and body assessment are taught. Fee: \$50.00. *Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.*

AT340 KINESIOLOGY (4). A study of location and action of major muscles. Emphasis is on learning to describe the organic skeletal and

neuromuscular structure of the human body; identifying how these systems adapt to skillful movement, physical activity and fitness and analyzing their contributions to motor performance using and analyzing data gathered from various sources. Students will learn specific anatomical structures related to the musculoskeletal system as well as the origin, insertion action and 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.

Prerequisite: HS344.

AT345 EVALUATION AND REHABILITATION OF LOWER EXTREMITY INJURIES (4).

A study of knowledge and skills required to evaluate, treat and rehabilitate ankle, knee, and hip injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the lower extremity. They will be able to treat and rehabilitate injuries from acute to return to play status. **[Skill: O]**

Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.

AT347 EVALUATION AND REHABILITATION OF UPPER EXTREMITY INJURIES (4).

A study of knowledge and skills required to evaluate, treat and rehabilitate the shoulder, elbow, hand and wrist injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the upper extremity. They will be able to treat and rehabilitate injuries from acute to return to play status.

[Skill: O] *Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.*

AT349 EVALUATION AND REHABILITATION OF HEAD, NECK, AND SPINE INJURIES (4).

A study of the knowledge and skills required to evaluate treat and rehabilitate head, neck, and lumbar spine injuries. Students will learn specific evaluation and rehabilitation techniques as well as common athletic injuries and conditions that occur to the head, neck and lumbar spine. They will

be able to treat and rehabilitate injuries from acute to return to play status. **[Skills: I,W]** *Prerequisites: AT130, HS344 and accepted into the professional phase of Athletic Training program.*

AT355 PHYSIOLOGY OF EXERCISE (4). A study of how the bodies' structures and functions are altered when exposed to acute and chronic bouts of exercise. How human performance is affected by environmental factors, nutrition, and dietary supplements is emphasized. The measurement of physiological parameters, the effects of various kinds of training, application of nutritional principles for athletes, the effects of learning on performance, positive health behaviors, and the effect of age and sex on physiological response and adaptation are included. *Prerequisite: HS344.*

AT360 GENERAL MEDICAL CONDITIONS (4). A study of the knowledge and skills required to recognize, refer, and treat, as appropriate, internal injuries, general medical conditions, and disabilities of athletes and others involved in physical activity. Students will learn about common medical conditions and disabilities that they may encounter with athletes of all ages. They will also learn about internal injuries to organs that may occur during physical activity. *Prerequisite: AT130, HS344 and accepted into the professional phase of Athletic Training program.*

AT365 PHARMACOLOGY FOR ATHLETIC TRAINING (2). The study of prescription and over the counter drugs, including their composition, uses, methods of administration and effects on the body. Students will identify the effects on health and sport performance of various medications and ergogenic substances. They will also gain an understanding of rules and regulations governing the use and of each. The course focuses on both legal and illegal substances. *Prerequisites: AT130 and accepted into the professional phase of Athletic Training program or Exercise Science major.*

AT370 PSYCHOSOCIAL INTERVENTION AND REFERRAL (2). This course will teach students the skills and knowledge that an entry level athletic trainer must possess to recognize, intervene, and

refer athletes under their care who may be experiencing a variety of psychosocial problems. Specific problems addressed will include, but are not limited to: eating disorders, anxiety and depression, substance abuse, and response to injury. Students will be able to describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals. *Prerequisites: AT130 and accepted into the professional phase of Athletic Training program.*

AT385 CLINICAL PRACTICUM III (2). Students develop and refine intermediate clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn prevention, evaluation, treatment and rehabilitation techniques for the lower extremity. Fee \$75.00. **[Skill: T]**
Prerequisites: AT130, AT285, AT286, and admission to Athletic Training Professional Program.

AT386 CLINICAL PRACTICUM IV (2). Students develop and refine intermediate clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn prevention, evaluation, treatment and rehabilitation techniques for the upper extremity. **[Skill: T]** Fee \$50.00.
Prerequisites: AT130, AT285, AT286, and admission to Athletic Training Professional Program.

AT430 ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING PROGRAMS (4). A study of the knowledge and skills required to organize and administrate an athletic training program. Student will learn about various administrative topics such as development of policies and procedures, budgeting, insurance, third party reimbursement, drug testing and personnel management. Students will also learn about common purchasing and bid procedures for supplies. *Prerequisites: AT130 and admission to Athletic Training Professional Program.*

AT481 RESEARCH IN ATHLETIC TRAINING I (4). This course is the capstone course for athletic training majors. Each student will design and implement an independent research project. Students will use survey research as part of their investigations. As a writing intensive course, students will produce two major documents – a research proposal and a final thesis paper as well as completing weekly writing assignments. Other areas explored are areas and types of research in athletic training, reviewing literature and critiquing research articles, research design, common measures in athletic training, statistical decision making, ethical considerations in research and writing for publication and presentation. The construction and analysis of measurement instruments and corresponding techniques utilized within the athletic training profession will also be discussed. **[Skills: I,W]** *Prerequisites: AT130 and admission to Athletic Training Professional Program.*

AT482 RESEARCH IN ATHLETIC TRAINING II (2). This course will survey disseminating athletic training research findings and its importance. It will focus on manuscript structure and preparation and how to present an abstract in slide, poster and thematic settings. Students will disseminate the findings of their senior athletic training thesis at state, regional and national athletic training conferences. *Perquisite: AT481.*

AT485 CLINICAL PRACTICUM V (2). Students develop and refine advanced clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn how to prevent, evaluate, treat and rehabilitate head, neck and spine injuries. Fee \$75.00. **[Skill: T]** *Prerequisites: AT130, AT285, AT286, AT385, AT386 and admission to Athletic Training Professional Program.*

AT486 CLINICAL PRACTICUM VI (2). Students develop and refine advanced clinical skill competencies and proficiencies in a variety of formal classroom and clinical experience settings. Students will learn about the recognition and management of general medical conditions. The application of principles of pharmacology will also be

taught. Fee \$50.00. **[Skill: T]** *Prerequisites: AT385, AT386 and admission to Athletic Training Professional Program.*

EXERCISE SCIENCE

XS130 INTRODUCTION TO EXERCISE SCIENCE (2).

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.

XS232 EXERCISE SCIENCE SEMINAR: PROFESSIONAL ORGANIZATIONS AND DEVELOPMENT (1).

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. *Prerequisite: XS130.*

XS332 EXERCISE SCIENCE SEMINAR: ETHICS (1).

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. *Prerequisite: XS130.*

XS360 BIOMECHANICS (2). 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. **[Skill Q]** *Prerequisites: AT340 and MT107 or higher.*

XS363 STRENGTH AND FITNESS PROGRAMMING (2). This is a four 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. *Prerequisite: AT340.*

XS365 EXERCISE TESTING AND PRESCRIPTION (4). 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. *Prerequisite: AT340.*

XS432 EXERCISE SCIENCE SEMINAR: PROFESSIONAL BEST PRACTICES (1). This is a discussion-based course designed to explore current issues, research, professional practice, and more as related to exercise science. *Prerequisites: XS130 and senior standing.*

XS495 SPORT PERFORMANCE APPLIED TRAINING (4). This senior capstone course is designed as a culminating experience for students in the Applied Concentration of the Exercise Science Program. A synthesis of all knowledge, skills, and training up to this point will be used as a student develops and implements all exercise testing and prescription for a selected individual/group. Emphasis is placed on demonstrating effective and professional practice. A culminating written and oral presentation of the project is required. **[Skills: O,W]** *Prerequisites: XS363, XS365 and senior standing.*

XS496 SENIOR EXERCISE SCIENCE THESIS (4). 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. **[Skills: I,W]** *Prerequisite: Senior standing.*

HEALTH AND PHYSICAL EDUCATION

HP100 PERSONAL WELLNESS (2). Personal Wellness is a course in which students select to fulfill their General Education

Wellness requirement. This course examines all the dimensions of health and wellness. An emphasis is placed on the factors that influence health and wellness, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students will learn strategies that improve lifetime health and wellness.

HP150 PHYSICAL ACTIVITY TOPICS (1). This topics course will have a designated sport topic for the semester. Students will engage in learning the skills, techniques and rules for participation in the designated sport activity. May be taken two times when topics vary.

HP230 PRINCIPLES OF COACHING (4). A study of functions, techniques and methods of coaching interscholastic athletic teams. Coaching theories will be explored as well as the rules, standards and guidelines governing the profession of coaching. **[Skill: T]**

HP250 COACHING OF SPORT TOPICS (2). This course is designed to provide prospective athletic coaches with knowledge and skill introduction regarding specific sports. Emphasis is placed on organizational/management skills, appropriate skill development drills, techniques, tactics, and theories specific to the specified sports. The specific sport topics will 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.
Prerequisite: HP230.

SPORT MANAGEMENT

SM130 FIRST AID AND CPR (1). An investigation of the immediate assistance administered in the case of injury or sudden illness before the arrival of trained medical personnel. Includes national certification in first aid and child and adult CPR. Fee \$50.00.

SM230 INTRODUCTION TO SPORT MANAGEMENT (4). 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.

SM233 SPORT FINANCE AND ECONOMICS (4). An analysis of financial and economic concepts applied to sport environments. Sport enterprises will be viewed as economic systems which must respond to changes in supply, demand, and market trends. Fundraising for various constituencies will also be explored.
Prerequisite: SM230.

SM235 SPORT MARKETING AND COMMUNICATIONS (4). An introduction to the exciting field of sports marketing and communications and its role in society. The subject includes: marketing through sport sponsorships, endorsements, naming rights, licensing, sport media and communications, marketing communications and management, marketing of sports segmentation, distribution product decisions, pricing, promotion and emerging issues in sports marketing. **Skill:[O]** *Prerequisite: SM230.*

SM333 MORAL AND ETHICAL REASONING IN SPORT (2). This course will provide philosophic theory that has proven effective in the ethical and moral development of athletes. Strategies will be presented to aid the students in the development of a consistent value system based on justice, responsibility, and beneficence.
Prerequisite: SM230.

SM334 GOVERNANCE OF SPORT AND ATHLETICS (2). An analysis of the governing organizations of sport at the recreational, secondary, intercollegiate, professional, international, sport specific, and Olympic levels. In addition, sport specific governing bodies will be examined. *Prerequisite: SM230.*

SM385 STRATEGIC SPORT MANAGEMENT PRACTICUM (4). Students develop and refine intermediate sport management

skill competencies and proficiencies in a variety of formal classroom and experiential settings. Students are called upon to probe, question, and evaluate all aspects of their assigned preceptor's external and internal situation. Taught through extensive hands-on learning, students grapple with sizing up their preceptors standing in the marketplace and its ability to go head-to-head with rivals, learn the difference between winning strategies and mediocre ones, and become more skilled in spotting ways to improve the preceptors operational strategy. Students are assigned to commit 160 hours to their respective preceptors. Taught Pass/No Pass. *Prerequisite: Junior or senior standing.*

SM430 FACILITY AND EVENT MANAGEMENT (4). Provides the requisite knowledge to become an event and facility manager. Preparation for becoming an effective manager of the unique environment specific to the athletic arena. Student will also be required to preform field experience in event management. *Prerequisite: SM230.*

SM440 LEADERSHIP IN SPORT (4). 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. **[Skills: O,T]** *Prerequisites: SM230 and junior or senior standing.*

SM443 LEGAL ASPECTS OF SPORT (4). An analysis of the legal process within the sport enterprise. Preparation for dealing with the legal ramifications of the sporting world. **[Skills: I,W]** *Prerequisites: SM230 and junior or senior standing.*

Theatre

Faculty: J. Wynn Alexander, Lois Hock

The Theatre Department prepares students for competency in all areas of theatre acting and directing, design and technical theatre, theatre history, and dramatic literature in order that students can acquire a strong foundation for further training in professional theatre. The theatre curriculum offers students an opportunity to undertake intensive study in an important field of the creative arts while pursuing a liberal arts education.

Students from any area of study are encouraged to participate in the frequent productions which are a part of the general program of aesthetic and cultural development offered to the entire student body.

THEATRE MAJOR: A total of 44 hours with grades of "C-" or better is required.

Required courses:

TH130	Introduction to Theatre	(4)
TH140	Stage Makeup	(2)
TH231G	Theatre for Social Change	(4)
TH235	Stagecraft	(4)
TH240	Acting	(4)
TH243	Theatrical Concept	(2)
TH340	Directing I	(4)
TH342G	Theatre History	(4)

Required: 8 hours from the following.

EN331	Shakespeare	(4)
TH330G	Dramatic Literature I	(4)
TH331G	Dramatic Literature II	(4)

Required: 8 hours, including 6 hours at 300- or 400-level, from the following.

TH185	Applied Theatre Practicum	(1)
TH250	Topics in Theatre	(2)
TH335	Lighting Design	(4)
TH336	Scene Design	(4)
TH350	Advanced Topics in Theatre	(4)
TH385	Applied Theatre Practicum	(1)
TH441	Directing II	(4)
TH495	Capstone Project	(4)

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

Required courses:

TH130	Introduction to Theatre	(4)
TH235	Stagecraft	(4)
TH240	Acting	(4)

Required: 12 hours from the following.

EN331	Shakespeare	(4)
TH330G	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 Practicum	(1)
TH441	Directing II	(4)
TH495	Capstone Project	(4)

THEATRE

TH130 INTRODUCTION TO THEATRE (4). A survey of theatre for the general student. Includes an examination of the origins of theatre, directing, acting, forms of drama, structure and texture of drama, physical theatres, theatre history, and theatrical styles. Provides the student an opportunity to be exposed to many aspects of theatrical production. **[Skills: O,T]**

TH140 STAGE MAKEUP (2). The techniques and special applications of make-up for the stage. Methods and application of the essentials in stage makeup including: corrective, age, animal, character, creative, racial/ethnic and special effects. **[Skill: T]**

TH185 APPLIED THEATRE (1). A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre (TH 185 or 385) may be taken in the 124

semester hours required for graduation. *Prerequisite: Freshman or sophomore standing.*

TH231G THEATRE FOR SOCIAL CHANGE (4). Framed by critical investigations of the relationship between theatre/art, ideology, and social change/justice, this participatory course will explore theories on, and creative processes for, devising and employing various theatre forms with the intension of affecting personal, political, institutional, social, and/or community change. [Skill: T]

TH235 STAGECRAFT (4). Theoretical and practical work in the fundamentals of technical theatre production. Content includes, but is not limited to, set construction, scene painting, properties, theatrical rigging and lighting, and basic design processes and realization. The use of quantitative skills and problem solving in interpreting representations will be stressed. Laboratory. [Skill: Q]

TH240 ACTING (4). Exposes the actor to freedom found through expressiveness, the discipline of the actor in acting theories, and the relationship between freedom and discipline. Introduces movement and vocal training as well as stage terminology and technique. [Skill: O]

TH243 THEATRICAL CONCEPT: DEVELOPING THE ARTISTIC VISION (2). The techniques for the interpreting and staging of drama by the producer, director and designers. Content includes the concepts of interpretation, theme, style, play analysis and design inspiration. Students will focus on "what is the source of the impulse to create theatre, what resources lead to that impulse and how to communicate to a team of artists to achieve the artistic vision. *Prerequisites: EN101 and TH130.* [Skills: T]

TH250 TOPICS IN THEATRE (2). Explores a particular aspect of theatre, selected that semester. A variety of subjects will be covered including scene painting, stage combat, stage management. [Skills: vary with topic].

TH330G DRAMATIC LITERATURE I (4). Traces the history and development of two phases of dramatic literature. Phase I: modern drama—a study of drama beginning with Ibsen, with attention paid to social and philosophical significances as well as technique. Phase II: modern American drama—a study of American drama in its historical, cultural and social reform perspective with special emphasis on the development of the American theatre as an art. **[Skills T,W]**
Prerequisite: EN101.

TH331G DRAMATIC LITERATURE II (4). An overview of dramatic and contemporary theatre from 1960 to the present. Offers a survey of the development of global theatre from pre-World War I to the million dollar spectacular musicals of the present day, as well as a study of dramatic literature beginning with the "Happenings of the 1960s" to the present day social/historical comment theatre. **[Skills: T,W]** *Prerequisite: EN101.*

TH335 LIGHTING DESIGN (4). Explores the basic theories of lighting for the stage through lecture, projects, and demonstration. **[Skill: Q]** *Prerequisites: TH130 or TH235.*

TH336 SCENE DESIGN (4). Includes mechanical drawing, model-making, watercolor technique, period decoration, script analysis, and scene painting techniques. **[Skill: Q]** *Prerequisites: TH130 or TH235.*

TH340 DIRECTING I (4). The student learns the function of a director and develops the necessary basic techniques of stage direction. Includes production problems, directing movement and action, direction for character, climax, and tempo. Includes workshop experience. **[Skills: I,T]** *Prerequisite: TH243.*

TH342G THEATRE HISTORY (4). An Investigation of theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious and political form. Dramatic texts representing eras will be studied as well as evidence of historical theatre practice. Course will focus on the origins of the theatre through Elizabethan. **[Skill: W]**
Prerequisites: EN101 and TH130.

TH350 ADVANCED TOPICS IN THEATRE (4). Explores in depth a particular aspect of theatre, selected that semester. A variety of subjects may be covered including Advanced Acting Methods, Period Styles, Advance Scenic or Lighting Design or Theatre Production Workshop. **[Skills: vary with topic].** *Prerequisite: TH130 or based on topic.*

TH385 APPLIED THEATRE (1). A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre (TH185 or 385) may be taken in the 124 semester hours required for graduation. *Prerequisite: Junior or senior standing.*

TH441 DIRECTING II (4). A continuation of TH340 Directing I, including the direction of a one-act play. **[Skill: I,T]** *Prerequisite: TH340.*

TH495 CAPSTONE PROJECT (4). A senior project for the serious theatre student; this is an intense practical application of the art of directing, designing, acting, or stage managing. **[Skill: I,W]** *Prerequisites: Junior or senior standing and program approval.*

Athletic Programs

Wilmington College is a member of the National Collegiate Athletic Association (NCAA) Division III and the Ohio Athletic Conference.

The Athletic Department has intercollegiate programs in the following sports. Men's sports consist of cross country, football, soccer, basketball, baseball, lacrosse, swimming, and track. Women's sports consist of soccer, lacrosse, volleyball, basketball, softball, tennis, cross country, swimming, and track.

In addition to intercollegiate athletics, an extensive intramural program is offered. Also, informal recreation and fitness activities are available in Hermann Court, a fitness center in Pyle Center, and the adjoining Clinton County YMCA.

The mission of the Athletic Department at Wilmington College is the formation of men and women into individuals who are intellectually, spiritually, socially, and morally mature. Toward this end, Wilmington College Athletic Department is committed:

1. To uphold the educational goals of Wilmington College as stated in the official College catalog;
2. To provide students with a value-oriented campus environment which affords them the opportunity to realize their full potential as human beings;
3. To complement the academic goals of the College by recruiting promising student athletes, demanding of them a dedication to and pride in academic achievement, and providing them the opportunity and assistance to succeed;
4. To initiate, stimulate, and improve intercollegiate athletic programs for student athletes and to promote and develop educational leadership, physical fitness, athletic excellence, and athletics participation as a recreational pursuit; and
5. To provide the College and local communities with a successful, honorable, exciting, and enjoyable athletic program which dramatically demonstrates the ideals of leadership and commitment to excellence.

Student Life

Mission

The Student Life division has two primary missions: first, to support the academic mission of the College by fostering a community atmosphere that cultivates success while offering co-curricular opportunities that complement the classroom. Second, to implement programs to create experiences that promote student involvement, personal growth and development, and integrity. We embrace the differences that make us individuals while celebrating the traditions that make us a community.

Housing

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

The Assistant Dean of Students for Housing and Residence Life oversees the entire housing operation and works with professional staff, support staff, and student staff and supervises educational programming and social activities in the halls. Assistant Resident Directors are upper class students who supervise the operation of a single residence hall. Resident assistants are students who supervise a single unit within a residence hall. Wilmington College does not discriminate in the assignment of residential housing on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation or disability. Students who transfer to Wilmington College may be able to secure residential housing on a space available basis. The College reserves the right to assign residential housing space to all students on the basis of the type of space available.

All full-time regular students are required to live in the residence halls and participate in the College meal plan. Exemptions to these requirements may be granted by the Assistant Dean of Students for 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

The mission of the Campus Safety Department is to provide for the safety of the members of the college community and the security of all its facilities. Campus safety is provided by Aegis Protective Services.

Student Activities

Student activities at Wilmington College cover a wide range of interests from sports to Greek organizations. Clubs are often

associated with academic areas, such as the Aggies Club with agriculture.

Students are encouraged to participate in theatre productions, vocal and instrumental music groups, and intramural and intercollegiate athletics. Hermann Court athletic facilities and the Fitness Center in Pyle Center are available to all students. There are facilities for racquetball, swimming, weight-training, walking/jogging, etc. There is a fitness trail and nature trail in the Arboretum.

Students have their own governance structure, the Student Government Association (SGA), and their own program planning group, the Activities Programming Board (APB). The APB has a substantial budget with which to plan activities for all students. These include social events, films, speakers, discussion groups, off-campus tours, cultural and sporting events, and many other programs of interest to students. Students also publish a newspaper, yearbook, and literary magazine.

Each year the College produces the *Student Handbook* which has more information on the wide variety of student activities available at Wilmington College. The Student Handbook is made available on-line at the Wilmington College website. Printed copies may be requested by students by contacting the Vice President for Student Affairs' office.

Religious Opportunities

As a Quaker institution, the College encourages active pursuit of spiritual and moral development. To that end, the College offers a wide range of opportunities to engage in various religious and spiritual activities. Campus opportunities for Bible study and fellowship include Catholic Campus Ministry, Athletes in Action, Builders On The Rock Bible Study, Chi Alpha, College Young Adult Friends, and Quaker Leader Scholars. Students are welcome to start new organizations on campus, as needed, under the direction of the Campus Minister. The Campus Ministry Board is comprised of representatives from these organizations and coordinates efforts to plan campus religious programs.

Other opportunities to become involved in the religious and spiritual life of the campus include participation in the weekly

midweek All College Worship, Religious Emphasis Week, Campus Friends Meeting for worship on Sundays, and Catholic Mass on Holy Days. Students are also encouraged to attend a community church of their choice. Throughout the year opportunities for prayer and worship are organized. Students are also encouraged to attend a community church of their choice.

Academic Support Services

Office of Academic Records Records Policy

Wilmington College discloses information in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as articulated in the regulations published in the June 17, 1976 Federal Register.

These regulations elevate to the status of law what has long been general policy at Wilmington College, namely, that the information in student records is privileged information and is not to be disclosed without prior written consent of the student. These regulations also give the student the legal right to have inaccuracies in the records corrected. The student has the right to a hearing in the event of a disagreement as to the accuracy of the records (see "Challenge Hearings Policy"). A record must be maintained of all disclosures of these files to parties other than the student and designated College personnel. All incoming students will be given the option to sign a FERPA rights waiver for persons they so designate.

Students have access to student files upon request and may request photocopies of information therein, providing there are no financial holds on their accounts. One photocopy may be obtained free of charge and a \$1.00 charge per page is assessed for each additional copy. Confidential letters of evaluation and recommendation placed in a student's record prior to January 1, 1975, are not available to students; but all such letters written after that date are available, unless the student has signed a waiver.

The following exceptions to the policy of "prior consent of the student" should be noted:

In accordance with Paragraph 36 of Part 99 of the Privacy Rights of Parents and Students under the General Education

Provisions Act of 1974, Wilmington College officials will disclose personally identifiable information from the education records of a student to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other persons. Upon entering the College, students may elect to allow parents and/or guardians to see their academic records. Any subsequent changes may be pursued at the Office of Academic Affairs.

Under the provisions of Paragraph 34 of said Part 99, the College reserves the right to disclose information from any of the education records of a student, without his/her consent, to any school in which the student seeks or intends to enroll. A photocopy of such information is available to the student (or parent of a dependent student) upon request. When a student is enrolled simultaneously at Wilmington College and some other institution, e.g., one of the colleges with which the College has a cross-registration agreement, information in the education records of the student at the two or more institutions involved may be shared by the officials of these institutions with one another without prior consent of the student.

Types of Records On File

The following records are kept on students.

The Permanent Academic Record (transcript) includes all Wilmington College and transfer credits which have been earned toward a degree and dates of attendance at Wilmington College, together with catalog designations and descriptive titles for all courses completed. The Permanent Academic Record also contains information about degree(s) earned and date(s) and may also contain information regarding teaching certification/licensure. It also contains a statement of status at the time of departure. The "Academic File" contains transcripts from other schools, petitions for waiver of academic requirements, major declarations, transient student and study abroad requests, and similar academic materials.

The Permanent Academic Record and the Academic File are maintained by the Registrar. Non-permanent records are destroyed six years after graduation or date of last attendance. These are accessible to faculty advisors, area coordinator or designee,

instructors of courses in which a student is enrolled, and members of the College administration and staff. These people are granted access because their work and legitimate education interests require access to this educational record. Access by any other person is granted upon written consent of the student.

Student Personal File contains such items as the admission application, high school transcript, letters of probation/academic difficulty, and dismissal. This file is maintained in the Vice President for Academic Affairs Office. Regulations regarding access to the file are the same as for the Academic File. Materials with a short-term value are cleared from the files after a student graduates or has not been in attendance for twelve months, except when the student is on an approved leave of absence. Student FERPA waivers are also available in this file.

After a student graduates or has discontinued studies at Wilmington College for a number of years, the Student Personal File is cleaned and merged with the Academic File. Access to the file is then gained only upon authorization from the Registrar.

Student Health Record includes the medical history and immunization record submitted during the admission process, record of all treatment and contacts at the College Clinic during the student's enrollment, and record of medical insurance that has been used.

This confidential file is maintained by the professional staff at the clinic, and only they and the Vice President for Student Affairs have access to this information. After a student has graduated or has not been enrolled for seven years, the Student Health Record is destroyed.

The Student Financial Aid File is maintained by the Student One Stop Center. Students who have applied for financial aid or receive a scholarship will have an aid file. The file may contain the Free Application for Federal Student Aid (FAFSA), processed loan applications, institutional aid application, award letters, and supplemental documentation. Those requesting to see their financial aid file should schedule an appointment with the Director, Student One Stop Center.

Access to the financial aid file and computerized data on the application is restricted to the Student One Stop Center, except for

other school officials who have a "legitimate educational interest." The release of information to a school official must benefit the individual student. Recruiting and fund-raising are not defined as an "educational interest."

Students who would like to give an organization or person access to their financial aid file must first sign a release form available in the Student One Stop Center. The student must specify on the form the type of information to be given out as well as the purpose of the release.

The Faculty Advisor File includes working notes and papers of the faculty advisor concerning the student's educational progress. If a student changes advisors, this file is forwarded to the new advisor. When the student graduates or discontinues enrollment at Wilmington College, this file is sent to the Vice President for Academic Affairs Office. Only the faculty advisor has access to this file.

Student Life Office Files contain information about students who live in Wilmington College residence halls or alternative housing, commuters, and students involved in the judicial process. Access to these files is the responsibility of the Vice President for Student Affairs and is governed by the policy statements above. Materials with short-term value are cleared from the files after a student graduates or has not been in attendance for 12 months, except when the student is on an approved leave of absence.

The following applies to all the above mentioned records. Requests in compliance with a lawful subpoena or judicial order will be fulfilled upon the condition that a reasonable attempt to notify the student is made in advance of the compliance of the subpoena unless specifically prohibited by the subpoena or judicial order.

Directory Information Policy

Students' names, local mailbox numbers, home and campus addresses, phone numbers, photos and email addresses are published electronically on the college's website. Wilmington College does not supply commercial organizations with student directory information, but reminds students that this information is available unless explicitly suppressed.

A student has the right to refuse to permit the disclosure of any or all the categories of personally identifiable information when specifically requested or for publication in the student directory and website, Dean's List, or Commencement program.

The following information is released with discretion to select persons without a student's prior consent:

Student's name, date of birth, permanent (or home) and local addresses, telephone numbers, date of enrollment, previous school attended, previous degrees, current academic classification, enrollment status, major field of study, date(s) of graduation, degree(s) awarded, teaching certificates/licensures received, academic honors and awards, participation in officially recognized activities and sports, weight and height (of members of athletic teams), and other similar information. The names of students excelling academically are published regularly in the Dean's List or Academic Merit List and Green Key List. Students' names, home city, state, and academic honors received are published as part of the Commencement program.

Challenge Hearings Policy

A student has the right to challenge at a hearing the content of his/her educational records and to secure correction of inaccurate or misleading entries. A student may insert into his/her records a written explanation, but may challenge a course grade only on the grounds that it was inaccurately recorded. The Rights to Privacy Act does not entitle a student to challenge a grade on the grounds that it was lower than the faculty member ought to have awarded; a student may seek redress in such a case from the Academic Standards and Appeals Committee.

A student has the right to file complaints regarding violations or alleged violations of rights according to that person under the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920 or phone 1-800-872-5327.

Student Resource Center

The Student Resource Center offers interdisciplinary learning assistance through a variety of services to help students become

more efficient and effective learners. All services, except credit courses, are free to Wilmington College students.

The services are:

1. Peer Tutoring – student-to-student support in most courses.
2. The Writing Center – drop-in or appointment service for help with writing papers.
3. Math Center – drop-in or appointment service for help with math or math-related courses.
4. On-line modules and workshops on learning strategies such as time management, note taking, active reading, and taking tests.
5. Supplemental Instruction – group study sessions that integrate learning strategies with course content.
6. Support for students with special learning needs.
7. CLEP Testing.

Disability Services

The office of Disability Services, a component of the Student Resource Center, provides advocacy and consultation services to students with disabilities and their faculty to ensure that a disability will not be a barrier to equal opportunity or access to educational programs and services. Documentation verifying disabilities is also reviewed by Disability Services, and formal recommendations for appropriate academic adjustments and other accommodations for students are made. Students may disclose a disability and receive accommodations at any point in their college career.

Career Services

The Career Services Office helps students and alumni of Wilmington College develop the skills necessary to manage their life-work planning through career education and career counseling services.

While all of the services offered are geared towards the ultimate objective of helping students finding their place in the world and obtain meaningful employment, the primary goal of the office is to teach students and alumni the skills they need to independently handle their life-career planning. The office does not find

students/alumni jobs, but teaches them how to actively and effectively manage their personal career development.

Services

- Career counseling (Personal assessment, goal setting, career planning, graduate school)
- Career development workshops
- Resume and cover letter reviews
 - In person reviews during drop-ins.
 - Resume/cover letter drop off on door of office.Reviews available for pick up in 2 business days.
- Facilitated opportunities for students to connect with potential employers such as career events and on-campus recruiting
- Internship advising and administration
- Graduate school resources
- Job/internship listings through WHOLElink:
<https://wilmingtoncollege-csm.symplicity.com/students/>

Please visit the website <http://www2.wilmington.edu/career-services> for current internship policy, on-line resources, schedule of workshops, and on-line calendar to schedule individual appointments. Specific internship documents, internship postings and campus employment, job and internship postings can be found through WHOLElink: <https://wilmingtoncollege-csm.symplicity.com/students>.

Community Service and Service-Learning Program

The Center for Service & Civic Engagement (CSCE) was established in the fall of 2007 to further enhance the wide variety of service opportunities on and off campus available to students, faculty and staff. The Service-Learning program was founded in the fall of 1993 to promote ways for main campus students to perform meaningful service to their communities and to society, while engaging in reflection and/or study that relates to their academic discipline. The purpose of the Center for Service and Civic Engagement is:

1. To promote and coordinate community service and civic engagement activities for Wilmington College students, faculty, and staff.
2. To assist selected community social service agencies with the development and enhancement of volunteer and service-learning opportunities.
3. To promote and assist faculty in the integration of service into the curriculum.
4. To develop student, faculty, and staff incentives for service involvement.
5. To promote, recruit and select participants, design and facilitate the Community Service Scholarship Program and the Midwest Campus Compact Citizen Scholars Program (M3C).

Volunteers serve in a variety of agencies including Cape May Retirement Community and The Clinton County Homeless Shelter. Service projects include: Adopt-A-Highway, Habitat for Humanity, the Athenian Tutoring Program, Clinton County Youth Council, Adopt-A-Grandparent, E.T.C. (Educational Theatre Company), Sugartree Ministries, Clinton County United Way, College Club, Wilmington Area Humane Society and Ohio Reads.

To become involved in volunteer activities, contact the Center for Service and Civic Engagement.

Library Services

Watson Library supports the college mission by providing individual and collaborative learning spaces, research consulting services, and resource collections for students, faculty, and staff. The library provides an on-site library collection of over 135,000 items including current reference sources, circulating books, media materials, and government documents. The library maintains thousands of subscriptions to magazines and journals as well as major state and national newspapers in print and online formats. Library personnel provide on-site, telephone, and e-mail assistance for selecting, locating, evaluating, and utilizing library materials.

Through membership in OPAL (Ohio Private Academic Libraries) and OhioLINK (the statewide academic library system), the library provides convenient delivery service from a base of 45 million

titles, access to numerous periodical, research, and media databases at any time from any Internet connection, and permission to visit and borrow directly from any OhioLINK academic library. Students and faculty at the Wilmington and Blue Ash instructional locations receive regular deliveries of requested books, journal articles and other materials. Wilmington students at the Cincinnati State Community College campus receive items through the library there and online.

Watson Library Special Collections include the College Archives, which preserves the history of Wilmington College, and several Quaker Collections, which include research materials representing Quaker history, culture, literature, philosophy, and thought among 7000+ volumes. The Quaker Rare Collection contains the historical records of the Wilmington Yearly Meeting and Ohio Valley Yearly Meeting.

Media Services provides audio visual services and support for instructional development and media-based presentations in the classroom. This area offers listening and viewing equipment and facilities for individuals and small groups, curriculum resources, and production assistance.

The Office of Information Technology

The Information Technology Department at Wilmington College is committed to providing its faculty, staff, and students with an integrated, broadly accessible technology infrastructure, making information available when it is needed, where it is needed, and to whom it is needed. Information Technology strives to ensure a reliable network infrastructure, a dependable computing environment, essential help-desk services, and comprehensive information delivery.

Students have access to the Internet using a wireless connection from their laptops and other portable devices. Wireless adapters will be provided at no cost for students with desktop computers. Wireless connectivity is available in every building on campus, and outdoor connectivity is available on a large portion of the main campus. The department also operates multiple computer labs throughout the campus.

Access to college computer resources revolves around a College computer account. Registered students and employees have accounts automatically created for them, ready to use upon their arrival at Wilmington College. The account includes access to college resources as well as Internet resources. Each account comes with a home directory for convenient storage of personal files and email. In addition, student accounts are provided with 300 pages of printing free of charge per semester. Additional pages may be purchased; however, most students are able to accommodate their printing needs within the allocation.

Central administrative processing is handled with a database developed by Jenzabar, Inc. for academic and business-related information processing. Faculty and staff access the system to corporately maintain information associated with the academic progress of students and business accounting for the institution. Student access to personal academic and financial information is part of the WCportal and wc@home resources as well as online registration and online applications for prospective students.

The Office of Multicultural Affairs

The Office of Multicultural Affairs provides advisement and counseling services for students of color. Retention and graduation of students of color is a primary focus of this office. Multicultural programs are designed, implemented, and co-sponsored by this office, i.e., Martin Luther King Birthday Celebration, African-American History Month and Women's History Month. The director presents classroom seminars on various multicultural topics. The director serves as co-advisor of the Black Student Initiative (BSI) organization and participates as an active member of the Campus Life Committee. This office assists in providing a comfortable and safe campus environment for students of color. All students are welcome to stop by and discuss concerns related to race, gender, and participation in joint campus/community activities.

Faculty

- J. Wynn Alexander, (1986), Professor of Theatre
B.A., Hendrix College, Arkansas; M.F.A., Southern Illinois University.
- Monte R. Anderson, (1985), Professor of Agriculture
B.S., M.S., Southern Illinois University; Ph.D., The Ohio State University.
- Allen Beatty, (2017) Assistant Professor of Accounting
B.S., Franklin University; M.S., Capital University Law School
- 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.
- James Boland, (1985), Professor of Education
B.S., M.Ed., Ed.D., University of Cincinnati.
- Lee A. Bowman, (2006), Assistant Professor of Religion & Philosophy, Cataloger/Reference Librarian
B.A., Cumberland College; M.A., University of Wisconsin.
- Douglas J. Burks, (1980), Professor of Biology
B.A., Earlham College; Ph.D., Case Western Reserve University.
- Mark Chrisman, (2017), Visiting Assistant Professor of Chemistry
B.S., Wilmington College; Ph.D., University of Cincinnati
- Kendra A. Cipollini, (2004), Associate Professor of Biology
B.S., George Washington University; Ph.D., Pennsylvania State University.

Coreen H. Cockerill, (2008), Associate Professor of Communication Arts and Agriculture

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

Jeradi Cohen, (2017), Associate Professor of Education

B.A., University of Michigan; M.A., Ph.D., University of Virginia

Anne Daniels (2016), Associate Professor of History

B.A., Lewis & Clark College; M.A., University of Texas at Austin; Ph.D., University of Virginia.

Victoria DeSensi, (2010), Assistant Professor of Psychology

B.A., Miami University; Ph.D., Indiana University.

Charles Dick, (2007), Associate Professor of Accounting

B.S., M.B.A., Xavier University; M.Ed., Ed.D., University of Cincinnati.

Bonnie J. Erwin, (2013), Assistant Professor of English

B.A., Hamilton College; M.A., SUNY Binghamton; Ph.D., Indiana University.

Evan Farr, (2016), Visiting Assistant Professor of Humanities and Global Issues

B.A., Lewis & Clark College; M.A., Ph.D., University of Virginia

James A. FitzSimmons, (1996), Professor of Mathematics

B.S., Xavier University; M.Ed., Ph.D., The Ohio State University.

Michael J. Goldcamp, (2003), Associate Professor of Chemistry

B.S., Ph.D., University of Cincinnati.

Erika A. Goodwin, (1995), Professor of Athletic Training, Vice President for Academic Affairs and Dean of Faculty;

B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University, N.A.T.A.

Sonya M. Goshe, (2015), Assistant Professor of Criminal Justice
B.A., Ohio Wesleyan University; M.Ed., University of Virginia;
J.D., The Ohio State University; Ph.D., University of California,
Irvine.

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

Judy V. Harvey, (1997), Assistant Professor of English
B.A., M.A., Georgia State University.

Tim Hawk, (1990), Assistant Professor of Social Work and
Sociology
B.A., Wright State University; M.S.S.W., University of
Louisville.

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

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

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

Lois Hock, (1977), Professor of Theatre
B.A., Southern Illinois University; M.S., M.F.A., Illinois State
University.

Larry Howard, (1988), Professor of Athletic Training, Director of
Athletic Training Education Program
B.S., Wilmington College; M.A., University of South Florida;
N.A.T.A.

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

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

Patti Kinsinger, (1990), Assistant Professor of Art, Head Reference
Librarian
B.S., Pennsylvania State University; M.L.S., Kent State
University.

Savitha N. Krishna, (2015), Assistant Professor of Biology
B.S., M.S., Ph.D., Mangalore University.

Alan Ledford, (2016), Assistant Professor of Sport Management and
Director of Sport Management
B.S., Wilmington College; M.A., East Tennessee State
University.

Marlaina Leppert-Wahl, (1998), Assistant Professor of Political
Science
B.A., M.A., University of Cincinnati; M.A., George Washington
University; Ph.D., University of Cincinnati.

Gary W. Louis, (2002), Associate Professor of Education
B.S., M.Ed., Ed.D., University of Cincinnati.

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

J. Brett Massie, (2017), Associate Professor of Athletic Training
B.S., Miami University, Oxford, OH; M.A., Western Michigan
University; Ed.D., University of Cincinnati.

Bernard F. Matt, (1990), Professor of Religion and Philosophy and English

B.A., M.A., Georgetown University; Ph.D., Emory University.

Brianna Matzke, (2017), Visiting Assistant 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), Visiting Assistant Professor of Agriculture

B.S., Wilmington College; M.S., Southern Illinois University.

James I. McNelis III, (2001), Professor of English

B.A., University of California at Santa Cruz; M.A., Ph.D., University of Washington, Seattle.

Ursula C. McTaggart, (2008), Associate 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), Associate Professor of Business Administration

B.S., Wilmington College; M.B.A., Thomas More College; Ph.D., Walden University.

Paul Moke, (1982), Professor of Criminal Justice and Political Science

A.B., Wilmington College; M.A., University of Chicago; J.D., The Ohio State University; Ph.D., University of Cincinnati.

Don Muchmore, (2017), Visiting Assistant Professor of Mathematics

B.A., Wilmington College; M.E., Xavier University

Daryl Nash, (2017), Visiting Assistant Professor of Agriculture
(Animal Science & Production Management)

B.S., Wilmington College; M.S., Ph.D., Pennsylvania State
University

D. William Newland, (2004), Instructor of Sport Management

B.A., Morehead State University; M.Ed., Xavier University.

Keith Orejel, (2017), Assistant Professor of History

B.A., University of California, Berkeley; M.A., Ph.D., Columbia
University, New York

Stephen Potthoff, (2003), Associate Professor of Religion and
Philosophy

B.A., Swarthmore College; M.A., Indiana University; Ph.D.,
University of Minnesota.

Ronald B. Rembert, (1989), Professor of Religion and Philosophy

B.A., Southern Methodist University; M.A.R., Yale University;
Ph.D., Emory University.

James M. Reynolds, (2007), Professor of Biology, President of
Wilmington College

B.A., Drake University; M.A., DePauw University; Ph.D., Illinois
State University.

Jerome R. Scheve, (1977), Associate Professor of Accounting,

B.S., University of Dayton; M.B.A., University of Cincinnati;
C.P.A.

Harland Shunk, (1988), Professor of Art

B.F.A., Western Kentucky University; M.F.A., Pratt Institute.

Bethany A. Siehr, (2014), Assistant Professor of Equine Business
Management

B.S., University of Wisconsin; M.S., New Mexico State
University.

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

Brian F. Snowden, (2007), Assistant Professor of Business
Administration
B.A., University of Virginia; M.A., Thunderbird, the Garvin
School of International Marketing; Ph.D., Union Institute and
University.

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

Thomas C. Stilwell, (2001), Associate Professor of Agriculture
B.S., M.S., Ph.D., The Ohio State University.

Steven A. Stovall, (2002), Associate Professor of Management;
Stolle Chair
B.A., M.B.A. Texas A&M University; Ph.D., Antioch University
McGregor.

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.

Harold Thirey, (1977), Assistant Professor of Agriculture
B.S., Wilmington College; M.S., Pennsylvania State University.

Virginia Thomas, (2017), Assistant Professor of Psychology
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B.S., Wilmington College; M.A., The Ohio State University;
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Administration

James M. Reynolds, (2007), President of Wilmington College
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B.S., Wilmington College; M.A., Wright State University; Ph.D.,
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B.A., M.B.A., Fairleigh Dickinson University.

Brad Mitchell, (2011) Vice President for Business and Finance
B.C., University of Windsor; MBA, Cornell University.

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B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D.,
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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.

Matt L. Wahrhaftig, (2011), Interim Vice President for Advancement
B.S., Wilmington College.

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

Academic Affairs

Office of Academic Affairs

Administration

Erika A. Goodwin, (1995), Vice President for Academic Affairs and
Dean of Faculty
B.S., Wilmington College; M.A., Wright State University; Ph.D.,
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Affairs and Institutional Effectiveness
A.B., Wilmington College; M.S., University of Dayton; Ph.D.,
Ohio University.

Ruth Clark, (2007), Academic Analyst
B.S., Ohio Northern University

Katie Finkes–Turner, (2017), Equine Center Manager and Equestrian
Team Coach
B.S., Morehead State University; B.A., Antioch University
Midwest

Tammy Fraser, (2013), Student Success Coach, Title III Team
B.A., Mount Holyoke College; M.A., Marist College.

Jena Frommeyer, (2012), Student Success Coach, Title III Team
A.B., Wilmington College; M.Ed., Western Governors
University.

Randy L. Gerber, (2003), Barrett Farm Manager
B.S., The Ohio State University.

Lisa Homan, (2017), Education Support Coordinator.

Whitney Kessinger, (2016), IE Research Analyst, Title III Team
B.S., University of Kentucky; M.S. Northern Kentucky
University

Tara Rhinehart, (2014), Program Coordinator, Title III Team
B.A., M.P.A., Morehead State University

Anita L. Stanley, (2016), Assistant to the Vice President for
Academic Affairs
B.S., Wright State University.

Support Staff

Becky Haines, (1973), Theatre Technical Support/Secretary for Fine
Arts
A.B., Wilmington College.

Office of Academic Records

Administration

Sue Hutchens, (1989–1996, 2016) Registrar
B.S., University of North Dakota.

Pamela Baessler, (1987–1996, 1998), Assistant Registrar
A.B., Wilmington College.

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B.S., Wright State University

Donna McClughen, (1981–1984, 1997), Administrative Assistant
B.A., Olivet Nazarene University.

Career Services

Nina Talley (2016), Director of Career Services

B.S., Bowling Green State University; M.S., Indiana Wesleyan University.

Harcum Art Gallery

Administration

Harland Shunk, (1988), Director of Harcum Art Gallery, Professor of Art

B.F.A., Western Kentucky University; M.F.A., Pratt Institute.

Library

Administration

Lucinda Chandler, (2017) A.A., University of Cincinnati; B.A. Wilmington College; MLIS, Kent State University

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

B.A., Cumberland College; M.A., University of Wisconsin.

Mary Beth Corcoran, (2010), Media Center Manager.

Patti Kinsinger, (1990), Head Reference Librarian

B.S., Pennsylvania State University; MLS., Kent State University.

Support Staff

Kathy Hatfield, (1992), Library Collections and Technical Services Manager.

Joni Streber, (2007), Public Services Manager

A.S., Southern State Community College; B.S., Wilberforce University.

Peace Resource Center

Administration

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

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

Quaker Heritage Center

Administration

Ruth M. Brindle, (2003), Curator, Quaker Heritage Center
A.B., Wilmington College; M.A., University of South Carolina.

Student Resource Center

Administration

Brook S. Edwards, (2016), Student Resource Center Manager
A.A.S., Southern State Community College; A.B., Wilmington College; M.A., National University.

Judy Harvey, (1990), Coordinator of Writing Center, Assistant Professor of English

B.A., M.A., Georgia State University.

Advancement

Administration

Matt L. Wahrhaftig, (2011), Vice President for Advancement
B.S., Wilmington College.

Amie Denkenberger, (2012), Director of Leadership Giving
B.A., Fairmont State University; M.Ed., Wilmington College.

Kathy L. Milam, (2002), Director of Alumni and Parent Relations
A.A., Urbana University.

Michelle Montgomery, (2010), Event and Travel Coordinator.

Ameer Rasheed, (2012), Sports Information Director
B.S., Wilmington College.

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

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

Beau Slater, (2014), Director of Annual Giving
B.S., Bowling Green State University.

Matt Southworth, (2016), Director of Leadership Giving
A.B., Wilmington College.

Steve M. Spirk, (1985), Director of Athletic Development
A.B., Wilmington College.

Gary Stover III (2014), Website Manager
A.B., Wilmington College; M.B.A., Xavier University.

Support Staff

Mary F. Burnell, (1998), Public Relations Assistant and Copy Center Coordinator.

Cynthia Dawson, (2007), Gift Recorder.

Athletics

Administration

Terry Rupert, (1996), Vice President for Athletic Administration,
Director of Athletics
B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D.,
University of Southern Mississippi.

Stacey Conley, (2014), Athletic Business Manager
A.B., Wilmington College.

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

Elizabeth A. Floyd, (2007), Senior Woman Administrator/Head
Women's Softball Coach/Head Volleyball Coach
B.S., University of Rio Grande.

Support Staff

Carl Coatney, (1998), Athletics Equipment Manager.

Coaches

James "Trip" Breen, (1998), Aquatics Director and Head Coach Men's and Women's Swimming

B.S. Wright State University.

Dan Cleaver, (2017), Head Coach Baseball

B.A., Wilmington College

Ronald E. Combs, (1998), Head Coach Men's Track and Field, Head Coach Men and Women's Cross Country, Intramural Director

A.B. Wilmington College.

Corey Fillipovich, (2017), Assistant Football Coach

B.A., Muskingum University; M.A., Heidelberg University.

BreAnne Galloway, (2016), Head Coach Women's Lacrosse

B.S., College at Brockport State University of New York; M.S., Emporia State.

Bryan Habick, (2016), Head Coach Men's Lacrosse

B.A., Utica College

Kenneth C. Hunt, (2003), Head Coach Men's Basketball

B.S., The Ohio State University.

Allan King, Jr., (2013), Assistant Women's Basketball Coach, Assistant Softball Coach

B.A., Bluffton University; M.A., Heidelberg University.

Leon "Bud" E. Lewis III, (1976), Head Coach Men's Soccer

B.S., Bowling Green State University; M.A., The Ohio State University.

Micah Mills, (2015), Assistant Men's Basketball Coach

B.S., Ohio Valley University; M.S., Otterbein University.

Bryan Moore, (2017), Head Football Coach

B.A., Hiram College

Matthew Byrne, (2017), Assistant Football Coach
B.A., M.A., Heidelberg University

Tim O'Brien, (2015). Head Coach Women's Volleyball
B.S., Siena Heights University

Jerome R. Scheve, (1997), Head Coach Women's Basketball
B.S., University of Dayton; M.B.A., University of Cincinnati;
C.P.A.

Steve M. Spirk, (1985), Head Coach Women's Soccer, Director of
Athletic Development
A.B., Wilmington College.

Wayne Stacy, (2013), Assistant Track and Field Coach
A.B., Wilmington College; M.A., Defiance College.

Paula Stewart, (2013), Assistant Swim Coach, Quaker Fit Director
A.B., Wilmington College.

Brad Watkins, (2015), Assistant Football Coach
B.S., Ohio Northern University; M.Ed., Old Dominion
University.

Business and Finance

Business Office

Administration

Brad Mitchell, (2011) Vice President for Business and Finance
B.C., University of Windsor; M.B.A., Cornell University.

Laura Baessler, (1984–1995, 1996), Purchasing Manager
A.B., Wilmington College; C.P.M.

Brandon Balandra, Controller
B.S.C, A.A.B. Ohio University; M.A., The Ohio State University

Tiffany Boris, (2014), Staff Accountant
A.B., Wilmington College.

Tricia Miller, (2016), Accounts Payable Specialist
A.S., Catawba Valley Community College.

Susan K. Taylor, (2000), Budget Director
A.A.S., Southern State Community College; A.B., Wilmington College.

Support Staff

Holly Ibaugh, (2016), Administrative Assistant.

Human Resources

Administration

Libby Hayes, (2014), Human Resources Director
B.S., Franklin Pierce College; PHR/SHRM-CP.

Support Staff

Teresa L. Curry, (1999), Payroll and Benefits Coordinator.

Information Technology

Administration

Donna Painter, (2001), Director of Enterprise Systems
A.A.B., Northwest Technical College; B.A., University of Findlay.

Vinson Harcourt, (2012) Senior Network Technician
B.S. Western Governors University.

Paul Mandelstein, (2015), Network Technician
A.S., ITT Technical College.

Lynn Ratliff, (2013), Administrative Computing Specialist.

Heath Whittamore, (2008), Network Administrator
A.B., Wilmington College.

Physical Plant

Administration

Terry L. Johnson, (1977), Director of the Physical Plant
B.S., Wilmington College.

Support Staff

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

Dana Andrews, (1995), Head Groundskeeper
B. S., Wright State.

Eileen Bowman, (1995), Coordinator of Office Services.

Jon D. Callan, (1989), Electrician
B.A., Cedarville College.

Vince Duggins, (1991), Plumbing Supervisor.

Tim Fox, (2011), Plumbing Assistant.

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

Harold Pargeon, (2006), Plumbing Assistant.

Michael Pyle, (2012), Assistant Groundskeeper.

Dave Rupp, (1985), Carpenter.

Enrollment Management

Office of Admission

Administration

Adam Lohrey, (2010), Director of Admission
B.S., The Ohio State University.

Steve Cukovecki, (2015), Admission Counselor
A.S., Fairmont State University; B.S., Wilmington College.

Danny Harp, (2013), Assistant Director of Admission
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A.B., Baldwin–Wallace College; M.B.A., Defiance College.

Heather Miller, (2015), Admission Counselor
A.B., Wilmington College; M.A. Wright State University.

Jenny Shaw, (2016), Admission Counselor
B.S., Wilmington College

Tim Wiederhold, (2015), Admission Counselor
A.B., Wilmington College.

Support Staff

Christonia Fouch, (2013), Administrative Assistant
A.S., Southern State Community College; A.B., Wilmington College.

Sandy Pierson, (2013), Administrative Assistant.

Kristin Zeller, (2012), Coordinator of Admission Communications
B.S., College of Mt. St. Joseph.

Student One Stop Center

Administration

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

Vicki Baker–McFarlane, (2016), Accounts Resolution Coordinator
A.B., Wilmington College.

Donna Barton, (1986), Assistant Director of Financial Aid/Student Loan Coordinator

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Tammi Carpenter, (2006), Financial Aid Advisor

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Support Staff

Rebecca Davidson, (2011), Student One Stop Center Representative

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Sonia Thompson, (2013), Student Financial Services Representative

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

External Programs

Administration

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.

Sharron Colón, (2014), Coordinator for the Cincinnati State Degree Completion Program

B.B.A., Eastern Kentucky University; M.B.A., University of Phoenix.

Will Bradley, (2016), Academic Advising and Financial Aid Director for External Programs

B.A., Lindsey Wilson College, M.A. Cappella University

Support Staff

Shelia Corcoran, (2014), Academic Records Specialist.

President's Office

Administration

James M. Reynolds, (2007), President of Wilmington College
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Leslie Nichols, (2008), Assistant to the President
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Student Affairs

Administration

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

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B.A., Wilmington College

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R.N., B.S.N., Wright State University.

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B.S., Bowling Green State University; M.A., Ohio State University.

Ken Lydy, (1998), Associate Vice President for Student Affairs
A.B., Wilmington College; M.Ed., Wright State University.

Tara Lydy, (1998), Director, Center for Service and Civic Engagement and New Student Orientation
A.B., Wilmington College; M.Ed., Wright State University.

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B.A., Ohio Christian University

Charles "Chip" Murdock, (2000), Director, Multicultural Affairs
B.A., Oral Roberts University; M.M., Miami University.

Jill Young, (2010), Director of Health Services
R.N., B.S.N., Wright State University.

Mailroom

Gary McCoy, (1998–2002, 2004), Supervisor of Mail Room;
Auxiliary Safety Officer.

Emeriti

Steven A. Allen, (1997–2015), Associate Professor Emeritus of Accounting
B.A., M.B.A., Ph.D., State University at New York, University of
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B.A., University of California, Los Angeles; M.A., University of
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B.A., Marygrove College; M.A., Ph.D., Washington University.

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B.S., Wilmington College; M.A., The Ohio State University.

C. Proctor Dean, (1965–1996) Professor Emeritus of Mathematics and
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A.A., B.A., Augusta College; M.A., Ph.D. Kent State University.

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B.A., University of Colorado; M.A., University of Kentucky

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B.A., College of Mount St. Vincent; M.Ed., Northeastern
University; Ed.D., University of Cincinnati.

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A.B., Irene Toland College; Ed.D., University of Havana;
Ph.D., Inter-American University.

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B.A., William Penn College; M.A., Pennsylvania State
University; Ph.D. University of Wisconsin.

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

Clifford Hardie, (1960–1996) Professor Emeritus of English
A.B., Northwestern University; M.A., New York University.

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

Terry Miller, (1999–2014) Associate Professor Emeritus of
Education
A.B., 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
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Beth Neman, (1980–2003) Professor Emeritus of English
B.A., University of Michigan; M.A., University of Cincinnati;
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John F. Plinke, (1977–1993) Professor Emeritus of HPE
B.S., Bowling Green State University; M.A., Kent State
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B.A., Guilford College; M.A., Ph.D., University of Virginia

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B.A., M.M., University of Wisconsin; D.M.A., University of Cincinnati.

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.

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.

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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 J. Edwin Jay 1915-1927
 Henry G. Williams 1927-1928
 Beverly O. Skinner 1928-1931

Walter Collins 1932–1940
S. Arthur Watson 1940–1947
Samuel D. Marble 1947–1959
+*W. Brooke Morgan 1959–1960
James M. Read 1960–1969
+*W. Brooke Morgan 1969–1970
Robert E. Hinshaw 1971–1975
Robert E. Lucas 1975–1982
Neil Thorburn 1982–1995
Daniel A. DiBiasio 1995–2011
James M. Reynolds 2012–
+*Acting President

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