

WILMINGTON COLLEGE

2021-2022 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 CIX

This catalog contains regulations in effect as of April 2021, and information for students matriculating in August 2021, January 2022, and May 2022. 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 2021-2022.

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2021–2022 Wilmington College Main Campus Undergraduate Calendar

Approved 07/07/2020 Updated Final Grade Due Dates 08/20/2021

Note – [Fall semester includes a fall break.](#)

[Westheimer Peace Symposium – TBA – classes in session](#)

Fall Semester 2021

Thursday – Sunday, August 19–22	New Student Orientation
Thursday, August 19, 8:30 a.m.	Residence Halls Open/New Students
Sunday, August 22, 10:00 a.m.	Residence Halls Open to All Students
Monday, August 23	Classes Begin – Full Semester and Abbreviated Session I
Tuesday, August 24	Last Day Drop/Add Period Abbreviated Session I
Friday, August 27	Last Day Drop/Add Period for Full Semester
Monday, September 6	Labor Day Holiday
Friday/Saturday, September 17 –18	Homecoming/150 th Grand Finale Celebration
Wednesday, September 22	Last Day to Drop Abbreviated Session I Classes
Friday, October 8	Fall Break
Tuesday, October 12	Last Day of Abbreviated Session I Classes
Friday, October 15, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records
Monday, October 18	First Day of Abbreviated Session II
Tuesday, October 19	Last Day of Drop/Add Period for Abbreviated Session II
Tuesday, October 26	Last Day to Drop Full Semester Classes
Tuesday, November 16	Last Day to Drop Abbreviated Session II Classes
Wednesday – Friday, November 24–26	Thanksgiving Holiday
Wednesday, December 8	Last Day of Classes – Full Semester and Abbreviated Session II
Thursday, December 9	Study Day/Thursday night class exam 6:00 – 8:00 p.m.
Friday, Monday, Tuesday, December 10, 13–14	Final Examinations
Tuesday, December 14, 9:30 p.m.	Residence Halls Close
Friday, December 17, 9:00 a.m.	Final Full Semester and Abbreviated Session II Grades Due to Academic Records

Spring Semester 2022

Wednesday, January 5	New Student Orientation
Wednesday, January 5, 12:00 Noon	Residence Halls Open to All Students
Thursday, January 6	Classes Begin – Full Semester and Abbreviated Session I
Friday, January 7	Last Day of Drop/Add Period for Abbreviated Session I
Wednesday, January 12	Last Day of Drop/Add Period for Full Semester
Monday, January 17	MLK Holiday
Friday, February 4	Last Day to Drop Abbreviated Session I Classes
Thursday, February 24	Last Day of Abbreviated Session I Classes
Tuesday, March 1, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records
Wednesday, March 2	First Day of Abbreviated Session II
Thursday, March 3	Last Day of Drop/Add Period for Abbreviated Session II
Monday – Friday, March 14–18	Spring Break
Monday, March 21	Last Day to Drop Full Semester Classes
Monday, April 4	Last Day to Drop Abbreviated Session II Classes
Friday, April 15	Good Friday Holiday
Wednesday, April 27	Last Day of Classes – Full Semester and Abbreviated Session II
Thursday, April 29	Study Day/Thursday night class exam 6:00 – 8:00 p.m.
Friday, Monday, Tuesday, April 29, May 2–3	Final Examinations
Tuesday, May 3, 9:30 p.m.	Residence Halls Close for Students Not Graduating
Friday, May 6	Baccalaureate
Saturday, May 7	Commencement
Saturday, May 7, 5:00 p.m.	Residence Halls Close for Graduates
Tuesday, May 10	Final Full Semester and Abbreviated Session II Grades Due to Academic Records

Summer School 2021

Maymester (4-Week Term with Pre-Assignments)

Tuesday, May 10	Classes Begin
Tuesday, May 10	Drop/Add Period

Tuesday, May 24	Last Day to Drop Classes
Monday, May 30	Memorial Day Holiday
Thursday, June 2 (Non-lab); Friday, June 3 (Lab)	Last Day of Classes/Exams
Tuesday, June 7, 9:00 a.m.	Final Grades Due to Academic Records

Summer Term (8-Week Term)

Monday, June 13	Classes Begin
Friday, June 17	Last Day of Drop/Add Period
Sunday/Monday, July 3-4	Independence Day Holiday
Thursday, July 14	Last Day to Drop Classes
Thursday, August 4	Last Day of Classes/Exams
Tuesday, August 10, 9:00 a.m.	Final Grades Due to Academic Records

Field and Internship Term (11-Week Term)

Monday, May 16	Field Experiences Begin
Friday, May 20	Last Day of Drop/Add Period
Monday, May 30	Memorial Day Holiday
Tuesday, June 28	Last Day to Drop Classes
Sunday/Monday, July 3-4	Independence Day Holiday
Thursday, July 28	Last Day of Classes
Tuesday, August 2, 9:00 a.m.	Final Grades Due to Academic Records

Undergraduate Tuition and Fees, 2021-2022

Tuition:

Annual	\$27,720
Semester (12-18 hours)	13,860
Per Credit Hour (9-11 hours)	1,000
Excess Hours Per Credit Hour (over 18 hours)	650
Wilmington Campus, part-time, Fall & Spring*	500
Maymester, per credit hour	500
Summer semester, per credit hour	500
Summer Internship and Field Placement	150

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	5,590
Designated single (1 in a double)	6,500
Designated double (2 in a triple)	5,600
Converted triple (3 in a double) or quad (4 in a triple)	3,400

Preferred Housing:

The Village, The Commons, Fife Avenue, and college-owned, off-campus housing 9,560

Meal Plan:** Annual (carte blanche and 160 block plan) 5,010

Meal Plan for Preferred Housing:

Annual (mandatory minimum) 650

Annual (optional upgrade) 1,000

Activity Fee: Annual 300

Graduation Fee: (charged the student's final semester) 150

Health Fee: Annual (Main campus) 125

Parking Fee: Annual (Main campus) 100

Recreation Fee: Annual (Main campus) 75

Technology Fee: Annual (Main campus) 550

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) 12.50

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: Wilmington College Cincinnati

VA Benefits

Wilmington College is in compliance with the *Veterans Benefits and Transition Act of 2018*. Wilmington College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or require the student to borrow additional funds to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the US Department of Veterans Affairs for the student using Chapter 31 or Chapter 33 VA Benefit. The student will only be responsible for the portion of tuition, fees, room and board that the VA Benefit is not paying.

More information about VA Benefits is available on Wilmington College's website at <https://www.wilmington.edu/admission/financial-aid/va-benefits/>.

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, info@hlcommission.org or 800.621.7440).

Wilmington College is authorized by the Ohio Department of Higher Education. This authorization continues through December 31,

2024. A copy of the State of Ohio Certificate of Authorization may be reviewed in the Office of Academic Affairs. Please see the following website to file a student complaint:

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

The College is an institutional member of the Association of Independent Colleges and Universities of Ohio, the Council of Independent Colleges, Friends Association for Higher Education, The Greater Cincinnati Consortium of Colleges and Universities, the National Association of Independent Colleges and Universities, Ohio Foundation of Independent Colleges, and the Southwest Ohio Council for Higher Education.

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

ATHLETIC TRAINING PROGRAM

The Athletic Training Major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). After the last accreditation site visit, Wilmington was granted the maximum ten-year accreditation period. The next accreditation site visit will occur in 2022. A copy of the latest accreditation letter can be reviewed in the Office of Academic Affairs.

SPORT MANAGEMENT PROGRAM

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

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

TEACHER EDUCATION PROGRAM

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

Statement of Non-Discrimination

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

Inquiries regarding compliance may be directed to:

Director of Human Resources

Pyle Box 1187

1870 Quaker Way

Wilmington College

Wilmington, Ohio 45177

Telephone: (937) 481-2282

or to the

Director of the Office for Civil Rights, Cleveland Office

U.S. Department of Education

600 Superior Avenue East

Bank One Center, Room 750

Cleveland, Ohio 44114-2611

(216) 522-4970

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

1. Contact the officer of the College who is responsible for receiving the complaint, investigating it, and, if need exists, directing it to the appropriate member of the campus community who has responsibility for the specific area in which the infraction is alleged to exist.
 - a. For academic complaints, the Vice President for Academic Affairs
 - b. For student service-related concerns, the Vice President for Student Affairs
 - c. For complaints related to employment, the Director of Human Resources

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

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

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.

Setting of Main Campus

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

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

The College's 65-acre campus is located less than half a mile east of the center of town. The College also owns, maintains, and

utilizes a farm adjacent to campus to enhance and support the agriculture program and other related departments.

Wilmington College consists of two campuses, a main campus in Wilmington, Ohio, and a satellite Cincinnati Branch located on the campus of Cincinnati State Technical and Community College in Cincinnati, Ohio.

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

At the Cincinnati Branch, Wilmington College comprises a floor of CST&C's Main Building with offices, classrooms and administrative facilities.

Admission to Wilmington College

Students interested in applying to Wilmington College must apply directly to the campus at which they plan to attend (main campus or the Wilmington College Cincinnati campus), using that campus' specific Admission Application Form and following their admission requirements. The online application found on the College's website is only for main campus, undergraduate students. Each individual campus determines the admission requirements, fees, and availability of majors for their students. Students in degree-seeking programs wishing to transfer from one campus to another must complete an Internal Transfer Application Form from the Office of Admission (main campus) or from 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 and should have passed all high school proficiency exams. Also, home schooled students should have sixteen units of study and provide an official secondary transcript. Students with satisfactory scores on the General Education Development (GED) Test will also be considered for admission. Careful consideration is given to the academic record, including the pattern of courses taken in high school or home schooling, recommendations from guidance counselors, ACT and SAT results (optional), extracurricular activities, interviews with college admission staff, and other relevant factors. Admission to Wilmington College is based on academic performance as well as social conduct and personal reputation. The College reserves the right to deny admission, withdraw an offer of acceptance or cancel enrollment should knowledge of any social misconduct be learned during the admission process or once a student has enrolled at the College. The preferred time to apply for admission is the fall of the senior year of high school. The following documents are needed to complete an admission file:

- Application for Admission – the online application from the College’s website at <http://www.wilmington.edu> is preferred. There is no application fee required for the online application.
- Official high school transcript
- ACT or SAT scores (optional). When presenting multiple test results, the higher set of scores will always be considered.
- Official college transcripts from each college attended if college work such as College Credit Plus (CCP) or Dual-Enrollment Option has been achieved.
- In some cases, a student's standardized test scores, personal statement and letters of recommendation may be required upon request.

All documents should be sent directly to the Office of Admission, 1870 Quaker Way, Wilmington, Ohio 45177. When registering for a specific test, include the Wilmington College school code numbers (ACT=3362, SAT=1909) to have the results sent directly to the College.

Transfer Student Application Procedure and Credit Evaluation

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

All official, final college transcripts must be received before classes begin for the semester in which the student is enrolling. Students will not be permitted to attend class and class registrations will be cancelled if all official transcripts are not received by the deadline stipulated in the student's acceptance letter. All documents should be sent directly to the Office of Admission, 1870 Quaker Way, Wilmington, Ohio 45177.

Education Area Transfer Credit Policy

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

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

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

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

Admission Decision and Enrollment Deadlines

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

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

Campus Visit and Admission Meeting

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

Please let the College know of your visit at least one week in advance by scheduling via the website at Wilmington.edu.

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 a 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 either Foreign Credentials Service of America or World Education Services (WES). Fees associated with such evaluations are the responsibility of the student.

Non-Traditional Acquisition of Credits and Application of Prior Knowledge

Wilmington College recognizes that not all college level learning takes place in a classroom. A maximum of 32 semester hours of credit may be earned by passing proficiency examinations, the College Level Examination Program (CLEP), general and subject examinations, as well as Advanced Placement Examinations (AP). See the Office of Academic Records for specific information on AP examination requirements.

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

Advanced Placement Examinations

Advanced Placement credit is awarded on the following basis:

Subject Area	AP Test	Score Needed	WC Credit Hours	Equivalent WC courses
Art	Art History	3	4	AR330G
	Art History	4,5	8	AR330G
				AR331G
	2-D Design	3,4,5	4	AR195
	3-D Design	3,4,5	4	AR162
Business	Studio Art; Drawing	3,4,5	4	AR130
	Microeconomics	3,4,5	4	EC130
	Macroeconomics	3,4,5	4	EC131
	Statistics	3,4,5	4	EC334
English	Language and Composition	3	4	EN100
	Language and Composition	4,5	4	EN101
	Literature and Composition	4,5	4	EN232
History	American History	4,5	8	HI130, HI131
	European History	3,4,5	4	HI195
	World History	3,4,5	8	HI160G, HI161G
Geography Languages	Human Geography	3,4,5	4	GE195
	Spanish Language	3	4	SP130G
	Spanish Language	4	8	SP130G
	Spanish Language	5	12	SP131G 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 Mechanic	4,5	4	PH195
	Physics C Electricity & Magnetism	4,5	4	PH195
Social & Political St.	Government & Politics US	3,4,5	4	PS130
	Government & Politics Comparative	3,4,5	4	PS195
Social Sciences	Psychology	4,5	4	PY130

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 Academic Dean/Dean of Faculty for final approval.

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

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

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

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

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

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

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

7. Decisions made by the evaluation team are considered final. Students who think they were evaluated unfairly may petition the Academic Dean/Dean of Faculty.

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

Proficiency Examinations

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

- In all disciplines with the exception of Spanish, a student may not take a proficiency examination in any course that is a prerequisite to one for which the student has already earned credit. A student taking Spanish courses where placement is determined using CAPE's Spanish Placement Test must complete lower-level proficiencies prior to beginning a second year of study in Spanish.
- A student may not audit a class prior to taking a proficiency examination in that course.

- A student may earn no more than 12 credit hours by proficiency examinations.
- 2. In courses where the final grade is based on a portfolio, the proficiency examination may be in the form of a portfolio. (Note: A portfolio that has been reviewed for Experiential Learning credit may not be reviewed again for Proficiency Examination credit and vice versa.)
- 3. Proficiency Examination credits will not count toward fulfillment of the 32 minimum hour requirement for graduation nor for the residency requirement.
- 4. Students must:
 - **In all disciplines with the exception of Spanish complete Proficiency Examinations by the last day of the semester in which they complete 90 hours (through Wilmington and transfer) or by the last day of their third semester at Wilmington, whichever comes later. A student taking Spanish courses must complete lower-level proficiencies prior to beginning a second year of study in Spanish.**
 - Consult with the professor who will administer the examination. Permission to take a proficiency examination is not automatic, but is subject to the approval of the professor, the student's advisor, the academic area coordinator of the discipline in which the exam will be administered, and the Academic Dean/Dean of Faculty.
 - Obtain and complete the Proficiency Examination application from the Student One Stop Center.
 - Pay the non-refundable fee of \$150 per 4 semester hour exam: \$100 per 1 and 2 semester hour exams.
 - Complete the examination.
- 5. The professor will evaluate the examination and submit the results to Academic Records. Course evaluation for all proficiency exams will be pass/no pass.

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

Waiver

1. Students seeking to waive any other coursework in the General Education requirements must submit all such requests to the Office of Academic Affairs by the end of the third semester enrolled. The Academic Dean/Dean of Faculty will review General Education requirement waiver requests.
2. Students seeking to waive coursework in the major field of study should consult with the academic area coordinator or the Academic Dean/Dean of Faculty. Final approval must be obtained through the Office of Academic Affairs.
3. Students seeking waiver of coursework required for teacher licensure should consult with the Education area coordinator.
4. There is no charge for a waiver.
5. No credit is granted for a waiver; the student is exempted from completing a required course.

Payment of Tuition and Fees

Financial arrangements must be complete 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

The IPP is an online only payment plan. The IPP must be set up each semester and divides the student's semester balance into five equal payments. The payments are due on the 20th of the month July 20th – November 20th for fall semester and December 20th – April 20th for spring semester. There is a \$25 fee for late or missed payments. There is an option to have payments automatically withdrawn each month. The payment plan must be up to date before a student is permitted to enroll for the next semester. If a student fails to complete the payment plan on time, they will be dis-enrolled for the next semester. See the full Terms & Conditions when signing up for the IPP.

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

NOTE: Branch students are also eligible for the Installment Payment Plan (IPP). 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.

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/M 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 PLUS Loan
4. Federal Pell Grant
5. Federal SEOG Grant
6. TEACH Program
7. Iraq and Afghanistan Service Grant
8. Other federal, state, private, or institutional sources of aid

9. The student

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

Financial Aid

Philosophy of Aid

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

Application Process

All need-based financial aid is determined by the filing of the Free Application for Federal Student Aid (FAFSA). This system ensures consistency and fairness in awarding financial aid to students with genuine need regardless of race, color, creed, sex, or national origin.

Because funds are limited, early application (as soon after October 1st as possible) is essential.

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

When a student's financial aid file is complete, the Student One Stop Center will determine the student's eligibility for grants, work on-campus, and loans. An notification is sent to the students' Wilmington College email account, if the student qualifies for financial aid.

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

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

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

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID

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

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

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

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 100% drop/add period (usually the first week of a term), students may drop courses without a grade. These courses disappear from the academic record and will not count as attempted hours.
- Students with transfer, Post-Secondary Educational Opportunity (PSEO), College Credit Plus (CCP), College Level

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

- Remedial courses (MT099, 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 United States Department of Education is asking colleges and universities to monitor student progress carefully to limit the time and expense needed to complete a degree. Students planning to complete a second major, a minor, or a program such as Honors,

should plan their coursework so that requirements for both are being met concurrently.

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 a student not meet SAP Standards again, financial aid will be suspended. Students are encouraged to meet with the Associate Vice President of Retention and Student Success to develop an Academic Plan for success. The student will be removed from warning status if all SAP Standards are met at the end of the warning semester. If the student does not meet SAP Standards at the end of the warning period, he/she will be placed on financial aid suspension. Students can only receive financial aid funding for one semester under this "warning" status.

Financial Aid Suspension Status

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

Financial Aid Probation Status

Students who fail to meet SAP Standards, but appeal and have their financial aid eligibility reinstated for one additional semester are

placed on Financial Aid Probation. During the probationary period, students are given one semester to satisfactorily meet the SAP Standards. An Academic Plan developed by the Associate Vice President of Retention and Student Success 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.

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 Retention and Student Success. Student must advance toward attaining a degree and show progress within student's SAP Academic Plan for graduation. Once the student regains eligibility, financial aid will be awarded the following semester subject to the availability of funds.

By completing one full-time semester or two full-time quarters at another college/university. Keep in mind that credits taken elsewhere will not resolve the Cumulative GPA component of SAP but may be used to resolve the Completion Rate requirement. Courses taken must be chosen in consultation with the Associate Vice President of Retention and Student Success. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting SAP

Standards. Students who have been academically suspended/dismissed from Wilmington College by the Office of Academic Affairs but are subsequently given permission to re-enroll are not automatically eligible to receive financial aid funding. Admission/Re-admission decisions are separate from funding decisions.

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 knowledge that his/her funding was in jeopardy. Appeals must be based on some type of extenuating circumstance (death, illness, accident, natural disaster, activation into military service, previously undiagnosed learning disability, etc.) that impacted negatively upon student's ability to meet the required standards and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The SAP Appeal process is a two-part process. Submitting an appeal does not guarantee approval. The appeal process is a request for an exception to the SAP Policy. Not all circumstances will warrant an exception to the SAP Policy.

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

The student must also complete an Academic Plan with the Associate Vice President of Retention and Student Success. Approval/denial of the SAP Appeal will be dependent upon the student's Academic Plan and his/her ability to meet the terms of Satisfactory Academic Progress. Appeals can only be approved if the

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

ACADEMIC AMNESTY:

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

WC under the Fresh Start Program, will be ineligible for financial aid funds.

Developmental Courses and Financial Aid

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

Adjustments to Financial Aid

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

1. Student receives an award from organizations outside of the Student One Stop Center. These may include awards from the student's high school, social clubs, community organizations, Ohio National Guard Scholarships, Bureau of Vocational Rehabilitation, and others.

2. Student drops or adds course hours. Students who are enrolled for less than six credit hours will be required to start repayment on their student loans.

3. Student changes housing arrangements.

4. Student has a change in employment which causes the student to gain or lose tuition reimbursement benefits or the company's tuition reimbursement policy changes.

5. Changes made to the FAFSA data.

Students are required to contact the Student One Stop Center if they encounter any of the above situations.

Scholarships and Awards

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

Academic Regulations

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, biology, chemistry, equine business management, exercise science, sport management and education with licensure in vocational agriculture, or the other sciences. Students with

majors in both the 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:

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

1. First Year Experience (FYE) – ID120: First Year Experience is required for all first-time freshmen, regardless of the number of college credits earned prior to high school graduation. Additionally, transfer students with fewer than 30 semester hours of transfer credit are required to take ID120. For students who have served in the military or who are 23 years of age as of the first day of the semester, this requirement will be waived. Students that transfer in at junior or senior status will be placed in GL320: Wilmington Global Signature during their first year of enrollment.

2. Written Communication Skills – W Courses
Students must complete two (2) courses or 8 credit hours of courses with a Writing (W) skill.

3. Global Capstone – GL320: Wilmington Global Signature (4) must be completed in the junior or senior year.

4. 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 21st
- August degree candidates (planning to participate in May Commencement): January 21st.
- All other August degree candidates: March 16th.

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.

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

6. 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.

7. 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.

8. 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.

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

10. 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.

11. 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.

12. 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.

13. 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.

14. 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 Academic Dean/Dean of Faculty.

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

Registration and Class Policies

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

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

Course Load

A regular full-time student registers for between 12 and 18 credit hours of courses per semester and is expected to remain enrolled in at least 12 hours of courses per semester. Students who wish to plan an

accelerated program of study may register for extra hours with the approval of their advisors. The Associate Vice President of Retention and Student Success must approve all schedules with more than 18 hours. There is an extra fee for each credit hour over 18. Students wishing to have the extra credit hour fee waived should contact the Associate Vice President of Retention and Student Success prior to registration. Generally, extra hours are recommended only if the student earned a B average in the previous semester.

Late Registration

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

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

Eight Semester Statement

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

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

- 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.

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

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

For all questions concerning course credit and financial aid requirements contact the Office of Financial Aid in the Student One Stop Center.

Schedule Changes

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

1. Courses may not be added after the designated Drop/Add period.

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

Student Classification

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

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

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

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

Class Attendance

Each member of the Wilmington College faculty will provide all students enrolled in his/her courses with a written statement on attendance policy for each particular course in the course syllabus. This statement will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines that term. The College accepts these four categories of excused absences:

1. Activities in which the student serves as an official representative of the College (*e.g.*, musical performances, athletic contests, field trips).
2. Personal illness, with documentation by the College nurse or a physician, if possible. In relation to students experiencing COVID19 related symptoms or illness, students should be provided an excused absence and should not be penalized for electing not to attend physical classes in these instances.
3. Family or personal emergencies.
4. When severe weather makes travel to campus dangerous. *
**For branch campuses, students are expected to travel to campus unless the branch campus is specifically closed due to weather.*

Wilmington College recognizes that reasonable attendance requirements will vary somewhat between disciplines, professors and even an individual's courses. The purpose of this policy is to ensure all concerned are clear about expectations in a given course. Faculty members are expected to accept the College's basic definition of excused absences in their individual policies and monitor attendance, but faculty members may also choose to accept other absences as excused (entirely at the discretion of each faculty member). Students are expected to be responsible for informing faculty members about excused absences (including documentation, if required) and for arranging to make up all work missed because of absences. An excused absence in no way removes this responsibility or obligates the professor to provide a student with special assignments or opportunities.

Good communication between students and faculty members is essential in cases of excused absences. Students are responsible for initiating this communication and in as timely a manner as possible. Students who will have to miss class to represent the College should

provide schedules of these absences to the faculty member as soon in the semester as they are known. In all cases, it is the student's responsibility to discuss excused absences with affected faculty members and to provide documentation of the excused nature of the absence, if the faculty member requires it.

Students should notify the Office for Academic Affairs (ext. 240) if they are unable to attend classes for one week or more (e.g., due to surgery, extended illness, etc.). Extended absences (up to two weeks without notification to the Office of Academic Affairs) can result in immediate administrative withdrawal from the College. In addition, during any term, a pattern of non-engagement or four or more academic alert notices in multiple classes can also result in immediate administrative withdrawal or suspension. Non-engagement is defined as missing classes, refusal to adhere to College policies, non-attendance, non-responsiveness to attempts to communicate, or a combination of these factors.

Attendance Policy for Hybrid Flex Courses

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

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

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

Failure to attend as defined above constitutes an absence.

It should be noted that simply logging into the course does not constitute participation. Students must demonstrate that they are academically engaged and participating in the course by submitting required assignments, attending scheduled classroom sessions,

attending synchronous online sessions, and contributing to discussion forums, etc. as outlined above.

Faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus.

Attendance Policy for Hybrid Traditional Courses

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

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

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

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

Faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus.

Attendance Policy for Online (Asynchronous) Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. All students enrolled in Online (asynchronous) courses must log in to the course(s) on Blackboard and complete any assignment(s) or other academic related activities, to be determined by the instructor.

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

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

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

Faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus.

Attendance Policy for Online Synchronous Courses

Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. Students enrolled in Online Synchronous courses must participate in scheduled online synchronous sessions as well as log in to the course(s) on Blackboard and complete any assignment(s) or other academic activities, to be determined by the instructor.

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

1. Not attending scheduled online synchronous sessions.

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

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

Faculty will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines in the syllabus.

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); "WF" (inadequate achievement: achievement does not meet minimum standards). An "I" (incomplete) and an "NR" (grade not reported) are used as temporary grades under certain conditions.

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 Academic Dean/Dean of Faculty. The professor must designate the time span during which the student must complete the work, and the professor must designate the permanent grade to be given if the work is not made up. Incompletes from the fall semester must be completed no later than the first Wednesday of February. Incompletes from the spring and summer semesters must be made up no later than the first Wednesday of October. It is the student's responsibility to consult with the professor and complete all work required within the designated time period. If there are extenuating circumstances, students may petition the Academic Standards and Appeals Committee for an extension prior to the "I" deadline.

Pass/No Pass may be used in the following way: at registration or at any time up through the final drop date, a student may elect to take one or two courses on a pass/no pass basis, in addition to any course so specified by the professor for all students. After this time, a student may change from a pass/no pass basis to a letter-grade basis until the final day to drop a class. For courses selected as pass/no pass by the student, grades between "A" and "C-" submitted by the professor will be recorded as "P". Grades between "D+" and "F" will be converted to "N" (no credit) and will not be granted academic credit. Courses taken on a pass/no pass basis are not used in computing a student's grade point average. A student is permitted to take two student-elected pass/no pass courses while completing a degree. In instances where students need a particular letter grade to meet major, minor, or admission requirements, or in majors, minors, or programs where student-elected pass/no pass is not permitted, students may not elect pass/no pass. For each course dropped after the drop/add period, a non-punitive grade of "W" will appear on both the grade report and the transcript.

If a course is being audited, and the student fulfills attendance requirements, the designation "AU" will appear on the grade report and transcript. No credit will be granted and, in the event the student fails

to meet the professor's attendance requirement, no mention of the course will appear on the transcript.

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

If a student fails a course because of circumstances beyond the student's control, the professor, academic advisor, or Associate Vice President of Retention and Student Success 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 2021–22 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 of Retention and Student Success 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. *Students earning a grade lower than "C-" [including drops after the drop/add period noted with the grade of "W" (Withdrawal)] in EN100, EN101, or EN103H are automatically registered to repeat the course the following semester. Students earning lower than a "C-" in EN100, EN101, or EN103H following the second attempt* [including drops after the drop/add period noted with grade of "W"] are placed on academic probation and automatically registered to repeat the course the following semester. Students earning a grade lower than "C-" following the third attempt*

[including drops after the drop/add period noted with grade of "W"] are subject to immediate academic suspension.

AND

- 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.

AND 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.

*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, Quaker Impact 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 professors and advisors to develop a plan to improve class performance or to withdraw from the course. Progress reports will be shared with parents of students with two or more notices at midterm.

Academic Probation

Students who do not maintain academic good standing will be placed on academic probation for the following semester. Along with other requirements in their probationary semester, they may be required by the Academic Standards & Appeals Committee to take ID100: Creating Your Personal Success, if not previously taken. Students meeting the criteria for good academic standing at the conclusion of a probationary semester will return to academic good standing.

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

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

Academic Suspension

A student who fails to meet the requirements to regain academic good standing at the conclusion of a semester on academic probation is subject to academic suspension.

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

Students subject to academic suspension may make a written appeal to the Academic Standards and Appeals Committee. If the Committee views the appeal favorably, the student will be allowed to remain on academic probation for an additional semester. Students should consult with the Associate Vice President of Retention and Student Success or a Student Success Center team about the appeal process.

Academic suspension from Wilmington College spans one full semester after which an individual may apply for readmission. During the period of suspension from Wilmington College, the individual is encouraged to reexamine educational and career goals. Readmission is not automatic and depends on an individual's circumstances. If readmitted, an individual will return to Wilmington College on academic probation. Readmission does not guarantee eligibility for financial aid.

Academic Dismissal

A student who fails to meet probationary requirements, and has 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 through the Office of Academic Affairs, the Student One Stop Center, or the Office of Academic Records.

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

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

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

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

Administrative Appeals

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

Withdrawal

Main campus students who find it necessary to withdraw from the College are considered officially withdrawn only after they have completed the withdrawal process. In order to withdraw, students

must complete a withdrawal form, an exit survey and meet with the Associate Vice President of Retention and Student Success or a member of the Student Success Center team. 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 Academic Dean/Dean of Faculty, the Associate Vice President of Retention and Student Success, 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.

Students who stop attending classes but do not complete the withdrawal process will be administratively withdrawn by Academic Affairs and assigned a grade of "WF".

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 Academic Dean/Dean of Faculty, the Associate Vice President of Retention and Student Success, 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 of Retention and Student Success. 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:

Face to Face Courses

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

Hybrid Flex Courses

In a Hybrid Flex course, you will have a scheduled day(s) each week where you will be required to meet in your scheduled classroom.

You will also have assignments and other participation activities that must be completed and submitted electronically each week through the prescribed manner in Blackboard. Pay close attention to the course syllabus and communication from your instructor so you will know when you are scheduled to attend the physical classroom. Participation in the scheduled live class sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

Hybrid Traditional Courses

In a Hybrid Traditional course, you will have scheduled day(s) where you will be required to meet in your scheduled classroom and other day(s) you will participate at the scheduled class time by attending the class live online synchronously via Zoom (or other synchronous platforms specified in your course syllabus). The lecture days will consist of lectures, presentations, discussions, an overview of assignments for the week, etc. as determined by your instructor. You will have assignments that must be completed each week. Pay close attention to the syllabus so you will know when you are scheduled to be in the physical classroom and days you will be scheduled to participate in the class via Zoom (or another platform) noted in your syllabus. Participation in the scheduled live classroom and corresponding synchronous sessions is required. Weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

Online (Asynchronous) Courses

An Online course is taught asynchronously. You will always meet in a virtual contact space through the Blackboard Learning Management System. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. All weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

Online Synchronous Courses

An Online Synchronous course will require that you attend the live online synchronous sessions during the scheduled meeting times indicated in your course schedule and in the course syllabus. You will also meet in a virtual contact space through the Blackboard Learning Management System. Each class week will have participation and engagement requirements that must be completed during that week as determined by your instructor. Wilmington College defines an online course week as one which commences at 6:00 A.M. each Monday and ends at 10:00 P.M. the following Sunday. Participation in the scheduled live synchronous sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructors assigned deadlines for assignments and participation that week.

Minimum Technology Requirements for Students

Access to a computer with the following specifications are the **minimum technology requirements** In order to be able to perform successfully in a hybrid or online learning environment, as well as in many courses offered face to face. Some academic programs may require additional software.

Device Types

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

Operating system

Windows OS: Windows 10

macOS: macOS 10.15, 10.14

Computer and processor

Windows OS: 1.6 GHz or faster, 2-core or greater. 2 GHz or greater recommended for video calls

macOS: Intel processor

Memory

Windows OS: 4 GB RAM or greater

macOS: 4 GB RAM or greater

Hard disk

Windows OS: 10 GB of available disk space or greater

macOS: 10 GB of available disk space or greater

Display

Windows OS: 1280 x 768 screen resolution or greater

macOS: 1280 x 800 screen resolution or greater

Network Connectivity

Wi-Fi capable

Browser

The current version of Microsoft Edge, Safari, or Chrome.

Video calls:

Built in or USB Camera, speakers/headphones, and microphone.

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

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

Course Credits are Expressed in Semester Hours of Credit.

Courses are generally numbered to correspond to the class level for which they are intended. Courses numbered below 100 are intended for freshmen. They do not count toward graduation, although they are included in the course load for the semester. 100-level courses are intended for freshmen, 200-level courses are intended for sophomores, 300-level courses are intended for juniors, and 400-level courses are intended for seniors. The 100- and 200-level courses are considered lower division, while the 300- and 400-level courses are considered upper division. Lower-level transfer elective credit is numbered 195, and upper-level transfer elective credit is numbered 395. Graduate courses are numbered 500 to 699.

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 Academic Dean/Dean of Faculty and may be offered once before submission to the Academic Policies Committee for consideration as a Regular Course. They carry the number 198 or 398. Because such courses are not repeated, they are not listed separately in the catalog.

III. COURSE BY APPOINTMENT (1, 2 or 4 semester hours). These are regular courses, which, under exceptional circumstances, are given on a basis arranged between student and professor. Course by appointment can only be taken after completing a form available through the Student One Stop Center, the Office of Academic Records, or the Office of Academic Affairs.

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

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

(1) semester. Exceptions to this rule must be approved by the Academic Dean/Dean of Faculty prior to the beginning of the semester.

Course by Appointments and Independent Studies are subject to the following policies. Exceptions to policy may be made by the Academic Dean/Dean of Faculty.

1. Course by Appointment or Independent Study are taught only by full-time faculty.
2. Students must be in academic good standing to register for a Course by Appointment or Independent Study.
3. Completed paperwork, including signatures, must be submitted to the Student One Stop Center by 5:00 p.m. the first day of classes.
4. There is no obligation on the part of a professor to accept a Course by Appointment or Independent Study.
5. Any Course by Appointment or Independent Study with more than six students must be offered as a regular class in the schedule.
6. Students wishing to repeat courses may not do so by taking Course by Appointment or Independent Study.
7. No more than 12 hours of the 124 semester hours required for graduation may be taken as a combination of Independent Study and Course by Appointment. No more than one course per major or minor may be taken as a Course by Appointment.

V. INTERNSHIP (1 to 6 semester hours). An internship is an intensive career-oriented work experience related to the student's academic studies, professional and educational goals. It is also an opportunity to gain practical experience in one's major field of study, apply knowledge gained in the classroom, and make useful contacts in a professional field. The experience is ideally unique to the student and must be supervised by a qualified supervisor who is not an immediate family member. Eligibility requirements are participation in an internship orientation workshop, being in academic good standing and sophomore or higher classification or a minimum of two semesters at Wilmington College. Students may earn lower division internship credit, which carries the number 270, for internships of at least 3 weeks in which more than 50% of the intern's time is spent observing, shadowing, and/or providing basic assistance with a project. Upper

division internship credit, which carries the number 470, will be awarded for internships of at least 3 weeks where the intern is spending at least 60% of his/her time completing a significant project or independently handling a responsible task which requires knowledge or abilities considered to be a competency in the discipline of the internship. In exceptional circumstances more than six (6) credits may be approved through an Administrative Appeal. The Faculty Sponsor for each internship will determine whether the internship is worth upper or lower division credit in the discipline based on the position description provided on the contract. Internship experiences may be repeated for a total of 12 credits providing each experience is unique. All are graded on a "pass/no pass" basis and 75% of the work must be completed during the semester in which the credit is given. Each semester hour requires 42 contact hours. Tuition for an internship is the same as for other credits at Wilmington College during fall and spring term; summer internships are charged at the rate of \$200/credit. Also, the standard add/drop deadlines apply. Wilmington College enforces an anti-nepotism policy. This policy is consistent with the College's anti-nepotism policy for employees.

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

VI. DEVELOPMENTAL COURSES (1, 2 or 4 semester hours).

These courses, identified by numbers beginning with a "0," i.e., 099, are designed to produce competencies equivalent to those possessed by the average high school graduate. They do not count toward the 124 semester hours required for graduation although they do count toward full-time status for financial aid purposes and athletic eligibility. These courses are offered only on a pass/no pass basis.

There is a limit of 12 semester hours of this type of coursework per student over the college career.

VII. STUDY/SERVICE EXPERIENCES (1, 2 or 4 semester hours). These are group trips of one to six weeks in length, designed to produce learning through exposure to or involvement in a culture different from one's own. Some emphasize service and work others concentrate on lectures and field trips in the setting. Destinations may be international or domestic. Credit is recorded as TR130/130G or TR330/330G.

VIII. STUDY ABROAD PROGRAMS A significant general education objective established for all students by the Wilmington College faculty is international understanding. Participation in an international study abroad program is one way of meeting a part of this objective. Wilmington College students may participate in programs through the Global Education Oregon (University of Oregon) and Visayas State University (study abroad placement program). Students must have completed 30 hours of coursework at Wilmington College, have a minimum cumulative GPA of 3.0, be in academic and financial good standing and have approval by the Office of Academic Affairs and the Office of Academic Records.

Policies for Study Abroad Programs

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

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

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

IX. CONSORTIUM CROSS-REGISTRATION. Wilmington College is a member of the Southwest Ohio Council for Higher Education (**SOCHE**) and the Greater Cincinnati Collegiate Connection (**GC3**). Full-time degree seeking Wilmington College students can take courses from other SOCHE institutions by cross-registration. Full-time and half-time degree-seeking students may take courses from other GC3 institutions by cross-registration. Cross-registration requires academic good standing at Wilmington College and completion of prerequisites for courses chosen at another institution.

Students pay Wilmington College tuition for courses taken through consortium registration and may be eligible for financial aid. On dates designated by each institution, students are responsible for registration, dropping, and adding at both the home and host institutions. Credits earned through cross-registration at consortium member institutions are considered residence credit at Wilmington College and count toward the WC grade point average. A maximum of 18 semester hours may be taken at consortium.

SOCHE members include:

Air Force Institute of Technology*
Antioch College
Antioch University – Midwest
Cedarville University
Central Michigan University
Central State University
Cincinnati State Technical and
Community College–Middletown
Campus

Sinclair Community College
Southern State Community
College
Union Institute and University
University of Cincinnati
University of Dayton
Urbana University
Wilberforce University
Wilmington College

Clark State Community College
 Edison State Community College
 Kettering College
 The Kettering Foundation
 Miami University – Regionals
 Ohio University
**ex officio member*

Wittenberg University
 Wright State University

GC3 members include:

Art Academy of Cincinnati
 Athenaeum of Ohio
 Chatfield College
 Cincinnati Christian University

 Cincinnati State Technical and
 Community College
 Gateway Community and Technical
 College
 God's Bible School and College
 Good Samaritan College of

 Nursing and Health Sciences
 Hebrew Union College – Jewish
 Institute of Religion
 Institute of Religion
 Miami University

Miami University Regionals
 Mount Saint Joseph University
 Northern Kentucky University
 The Christ College of Nursing and
 Health Sciences
 Thomas More College

 Union Institute and University

 University of Cincinnati
 UC Clermont College
 UC Blue Ash College
 Wilmington College
 Xavier University

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

X. TRANSIENT STUDENT STATUS. Students wishing to take off-campus courses not part of the Wilmington College or consortium cross-registration programs must complete an application for Transient Student Status. Transient status requires academic good standing at Wilmington College and completion of prerequisites for courses chosen at another institution. If the combination of Wilmington College and transient courses in a single term is greater than 18 semester hours, permission from the Associate Vice President of Retention and Student Success is required.

The Transient Student application, which can be obtained in the Office of Academic Records, must be completed, and returned to the

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

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

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

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.

Articulation Agreements

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

Degree Completion Articulation Agreements

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

Transfer Credit Agreements

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

Graduate Transfer Credit/Direct Admission

- Ashland University– Sport Management, MBA Graduate Program (seniors may take up to two classes while attending WC)
- Ohio Dominican University– Sport Management, MS Graduate Program (discounted rate for WC graduates)
- Shorter University–Business Administration, MBA Graduate Program/Direct Admission (WC graduate accepted into Shorter graduate school)

General Course Policies

1. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation, veteran status, or disability in the administration of education policies, admission policies, financial aid, employment, or any other College program or activity.

2. It is the policy of the College that 10 students registered for a lower division course and 7 students registered for an upper division course constitute the minimum enrollment. Courses below the minimum enrollment are subject to cancellation by the Academic Dean/Dean of Faculty.

3. It is the policy of the College that credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge, even though there is a difference in title and/or number.

4. It is the policy of the College that certain courses may count toward a major in more than one discipline. Such courses are usually listed at the end of each discipline's course listing section.

5. In order to give a wider range of courses to those majoring in a discipline, certain of the advanced courses are 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. Students who wish to access Disability Services need to meet with the Director of Disability Services and provide verification of their disability. To register with Disability Services, students submit an Application for Services. In addition, the student must provide the Disability Verification form accompanied by current disability documentation from a licensed professional. For more information, contact the Director of Disability Services at accessibility@wilmington.edu or 937.481.2444.

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. Majors, when regulations require, can have more than 66 hours. Excluded from the cap of 56 hours are EN101 and any mathematics below MT140 that is a prerequisite for a stated math requirement within a major. At least one-half of the required hours must be taken in courses numbered in the 300s and 400s (e.g., if the major requires 32 hours at least 16 hours must be in courses numbers in the 300s and 400s).

A minor requires at least 20 hours and not more than 28 hours. At least 10 credit hours in each minor must be numbered in the 300s and 400s.

In addition, no more than 66 out of the 124 semester hours required for a degree may be taken from any one academic field unless additional credit hours are mandated by an outside accrediting body to fulfill licensure or certification (i.e. ODHE, CAATE, TEAC, or CAEP as examples). At least 40 hours of the 124 semester hours required for a degree must be upper-division courses, i.e., courses numbered in the 300s and 400s. Majors, when regulations require, can have more than 66 hours. Additional majors may be completed as long as the rules in

this paragraph are not violated. Minors may also be completed, although a minor is not required for graduation.

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

Majors (all A.B. except as noted)	Minors
Accounting	Accounting
Agriculture (B.S.)	Agriculture
Biology (B.S.)	Art
Business Administration	Biology
Chemistry (B.S.)	Business Administration
Communication Arts	Chemistry
Criminal Justice	Coaching
Education (B.S. if licensure is in the sciences or Career Technical-Agriscience)	Communication Arts
Education Studies	Criminal Justice
English	Economics
Equine Business Management (B.S.)	English
Exercise Science (B.S.)	Equine Studies
History	Exercise Science
Mathematics	History
Political Science	Mathematics
Psychology	Music
Religion & Philosophy	Music and Media
Social Work	Peace Studies
Spanish	Political Science
Sport Management (B.S.)	Professional Writing
Theatre	Psychology
	Race/Gender/Ethnicity
	Religion & Philosophy
	Sociology
	Spanish
	Sustainability
	Theatre
	Special Programs
	Honors
	Peace Corp Prep Program

Self-Designed Major (SDM)

Students with special educational goals may design an alternative major in lieu of a traditional major. All General Education requirements must be fulfilled by those carrying out a Self-Designed Major. SDM forms are available in the Office of Academic Affairs or the Office of Academic Records. SDMs are to be developed in consultation with a Self-Designed Major Planning team and must be submitted to the Office of Academic Affairs before the completion of 44 semester hours. Transfer students with more than 44 semester hours must complete the SDM proposal process within the first semester of enrollment. A student must have a cumulative Wilmington College GPA of 2.5 or better before an SDM can be approved.

General Education

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

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

1. ENGLISH COMPETENCE:

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

Students earning a grade lower than "C-" [including drops after the drop/add period noted with the grade of "W" (Withdrawal)] in EN100, EN101, or EN103H are automatically registered to repeat the course the following semester.

Students earning lower than a "C-" in EN100, EN101, or EN103H following the second attempt* [including drops after the drop/add period noted with grade of "W" (Withdrawal)] are placed on academic

probation and automatically registered to repeat the course the following semester.

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

**Withdrawals are considered attempted credits*

2. MATHEMATICS COMPETENCE:

MT106 (or MT102 and MT103) or higher numbered mathematics course: a minimum of 3 semester hours required.

Students are strongly encouraged to begin the math requirement during the freshman year. Placement in MT099, 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.

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

4. BASIC AREAS OF THOUGHT AND EXPRESSION:

8 hours in each Basic Area of Thought and Expression OUTSIDE of the Major Area of Study (A., B., C., and D.), fine arts, humanities, natural science, and social science, must be completed.

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

AR – Any course in Art

CA230, 337

MU – Any course in Music

TH – Any course in Theatre

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

ED160, 161, 162, 163
EN150, 232, 233, 235, 239, 242, 244G, 245G, 250G, 251,
330, 331, 334, 338, 350, 430G
HI130, 131, 150, 160G, 161G, 170, 250G, 342, 350,
351G, 352, 353G, 381
ID134G
PC233, 332
RP – Any course in Religion and Philosophy, except RP495
SP – Any course in Spanish, except SP285, 385
TH330G, 331G

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

AG130G, 133, 250
BI100/100G, 131, 203, 230, 231
CH101G, 230, 231
EQ240, 349
ES101G
HS344, 345
PH – Any course in Physics

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

EC130, 131, 430G
ED230 and SE230
PS130, 231G, 234G, 330, 333G, 337G, 343, 348G, 350,
350G
PY130, 231, 331, 334, 336, 344G, 350, 350G
SW230
SY130, 230, 333G, 335, 340, 350

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

Accounting, Business Administration, and Economics

Faculty: Allen Beatty, Timothy Burgoyne, Sara Culler, Susan Lucas, Angela Mitchell, 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
 Banking 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 banking, finance

management, or marketing. 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 Banking, Finance, Management, or Marketing. 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	Financial Accounting	(4)
AC231	Managerial Accounting	(4)
EC130	Principles of Economics I: Microeconomics	(4)

EC131	Principles of Economics II: Macroeconomics	(4)
EC334	Business Statistics I	(4)
EC335	Business Statistics II	(4)
MA230	Introduction to Management & 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)
AC430	Special Situation and Issues: Issues in Contemporary Financial Reporting	(4)
AC431	Auditing	(4)

Electives: 4 hours of electives

AC340	Accounting Information Systems	(2)
AC342*	Cost Management	(4)
AC350	Topics in Accounting	(2 or 4)
EC233	Excel-Essential Skills	(2)

Required: Proficiency exam during senior year.

*Cost Management only available at Branch Campus

BUSINESS ADMINISTRATION MAJOR WITH BANKING

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:

EC339	Money and Banking	(4)
EC350	Topics in Economics	(2-4)
FN205	Personal Finance	(2)
FN430	Regulation, Commercial, & Consumer Lending	(4)
FN485	Wilmington Hands-On Learning Experience	(4)

Electives:

AG363*	Agricultural Finance	(4)
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CA332*	Foundations of Digital Design	(4)
EC233	Excel–Essential Skills	(2)
EN252	Professional Business Writing	(4)

Required: Proficiency exam during senior year.

*Prerequisites required

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:

AG336	Tax Accounting	(4)
AC350	Topics in Accounting	(2 or 4)
EC233	Excel–Essential Skills	(2)
EC341	Macroeconomics Theory	(4)
EC350	Topics in Economics	(2 or 4)
EC443	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, including 8 hours at upper division)

Required Courses:

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

Electives:

CA234	Public Speaking	(2)
EC233	Excel–Essential Skills	(2)
EC340	Microeconomic Theory	(4)
EC341	Macroeconomic Theory	(4)
EN252	Topics in Professional Writing	(4)
MA333	Entrepreneurship	(4)
MA336	Human Resources Management	(4)
MA350	Topics in Management	(2 or 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 (8 hours required, 16 hours elective)

Required Courses:

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

Electives:

EC233	Excel–Essential Skills	(2)
EC340	Microeconomic Theory	(4)
EC341	Macroeconomic Theory	(4)
MA330	Business Law	(4)
MK336	Retail Management	(4)
MK337	Consumer Behavior	(4)
MK350	Topics in Marketing	(2 or 4)
MK369	B2B Marketing/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	Financial Accounting	(4)
AC231	Managerial Accounting	(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)
AC350	Topics in Accounting	(2 or 4)
AC340	Accounting Information Systems	(2)
AC430	Special Situation and Issues: Issues in Contemporary Financial Reporting	(4)
AC431	Auditing	(4)
EC233	Excel-Essential Skills	(2)

*Cost Management only available at branch

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

Required courses:

AC230	Financial Accounting	(4)
EC130	Principles of Economics I: Microeconomics	(4)
MA230	Introduction to Management & Organizations	(4)
MK230	Introduction to Marketing	(4)

Electives: 12 hours from the following.

EC233	Excel-Essential Skills	(2)
EC334	Business Statistics I	(4)
EC335	Business Statistics II	(4)
EC339	Money and Banking	(4)
EC340	Microeconomic Theory	(4)
EC341	Macroeconomic Theory	(4)
EC430G	Equality, the Environment, Economic Growth, and Sustainable Development	(4)
EC433	Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics	(4)
MA330	Business Law	(4)
MA333	Entrepreneurship	(4)
MA336	Human Resources Management	(4)
MA350	Topics in Management	(2 or 4)
MA369	Corporate Finance	(4)
MA430	Stocks, Bonds, and Investments	(4)
MA495	Strategic Management	(4)
MK331	Marketing Research	(4)
MK336	Retail Management	(4)

MK337	Consumer Behavior	(4)
MK350	Topics in Marketing	(2 or 4)
MK369	B2B Marketing/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.

EC339	Money and Banking	(4)
EC350	Topics in Economics	(2-4)
EC430G	Equality, the Environment, Economic Growth, and Sustainable Development	(4)
EC433	Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics	(4)

ACCOUNTING

AC230 FINANCIAL ACCOUNTING (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 MANAGERIAL ACCOUNTING (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.

AC235 FINANCIAL ACCOUNTING FOR MANAGERS (2).

Covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of economic events on enterprises. Accounting information is examined from the perspective of effective management decision making. This is an overview of financial statement analysis. Prerequisite: MT100 or math placement into MT107 or higher.

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.*

AC340 ACCOUNTING INFORMATION SYSTEMS (2). An overview of accounting information systems as it pertains to processing and interpretation of accounting information. Special attention will be given to areas of IT that are covered under the BEC section of the CPA test. Application of an accounting software package will be utilized. *Prerequisite: AC230.*

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. (**only offered at Cincinnati branch campus**)*

AC350 TOPICS IN ACCOUNTING AND FINANCE (2-4). 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. *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. *Prerequisite: MT100 or math placement into MT106 or higher.*

EC233 EXCEL-ESSENTIAL SKILLS (2). This course is focused on developing the fundamental to intermediate level Excel skills desired by employers. Topics covered include creating and designing professional

spreadsheets, using formulas, formatting, lookups and data tables, functions, importing/exporting data, pivot tables, and data analysis tools.

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 mathematics 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.*

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 (2-4). 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. *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.*

FINANCE

FN205 PERSONAL FINANCE (2). This course is designed to prepare the student to deal with a constantly changing economy. The student will learn the importance and have a basic understanding of

financial planning techniques, will develop analytical skills, and through lecture and class discussion learn to make effective financial decisions. Specific topics covered include informed decisions regarding budgets, investment, insurance, retirement, and estate planning. Upon course completion, the student should have the ability to have a working knowledge of the materials covered in the course, thereby providing the student with the ability to make—and, if necessary, access, sources—for making appropriate financial decisions, both personal and business applications.

FN430 REGULATION, COMMERCIAL, AND CONSUMER LENDING (4). This course is designed to prepare the student with the skills necessary to work in consumer lending. The course will cover the fundamental principles of extending consumer credit. Topics include studying and practicing taking loan applications, verifying credit histories, evaluating credit reports, making credit decisions, processing, and disbursing the loan, and recognizing the importance of collateral, exercises in computing interest charges and rebates, insurance of consumer credit, pricing of loans, collections, and consumer compliance. Finally, the regulatory environment of the banking industry will be covered.

FN485 WILMINGTON HANDS-ON LEARNING EXPERIENCE (4). This course is designed to give the students a hands-on experience in the financial industry. It could encompass a variety of activities such as a project with a local banking institution, an internship with a financial planner, and the like. The intent is this course serves as the capstone for the concentration and also provides the student first-hand experience in this career field. The course will have a required classroom room component as well as the hands-on experience.

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.*

MA350 TOPICS IN MANAGEMENT (2-4). 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.*

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 BEHAVIOR (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: EN101 or EN103H, MK230.*

MK350 TOPICS IN MARKETING (2-4). An in-depth examination of a topic in Marketing. May be repeated when topics vary.

MK369 B2B MARKETING/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: EN101 or EN103H, MK230 plus one other MK course.

Agriculture and Equine Business Management

Faculty: Tania Burgos-Hernandez, Coreen Cockerill, Chad McKay, Javonne Mullins, Daryl Nash, Jason Parrish, Daren Wright.

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. Please note student pursuing the Equine Business Management major cannot also pursue the Equine Studies minor.

The **Equine Studies** minor curriculum is based on core Equine classes. Electives are offered areas of Agriculture, Business, and Equine. This provides students the opportunity to tailor their education and concentrate on their area of interest. Students will be offered hands-on opportunities to manage animals, integrate solutions, and explore the score 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 for All Agriculture Concentrations
EXCEPT Agricultural Communication and Plant, Environmental
and Soil Science (transfer concentration): (26 hours)**

AG132	Principles of Crop and Animal Science Production I	(4)
AG133	Principles of Crop and Animal Science Production II	(4)
AG134	Exploring Agriculture	(2)
AG138	Computer Applications in Agriculture I	(2)
AG244	Agricultural Economics	(4)
AG338	Computer Applications in Agriculture II	(2)
AG495	Seminar in Agriculture	(4)

Select one to complete Agriculture Natural Science Requirement

AG130G	Fundamentals of Horticulture	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
CH230	Principles of Chemistry I	(4)

**AGRICULTURE MAJOR WITH AGRICULTURAL BUSINESS
CONCENTRATION:** A total of 50 hours is required.

Required: Common Core 26 hours

Required: Agricultural Business Core 6 hours

AG234 Sustainable Regional Development (2)

AG363 Agricultural Finance (4)

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

AG350 Topics in Agriculture – Agribusiness Focus (2 hour maximum) (2)

AG361 Commodity Marketing (4)

AG362 Sustainable Agricultural Leadership (4)

AG460 Agriculture Policy (2)

AG462 Farm Management (4)

AG470 Internship (2 hour maximum) (2)

EC334 Business Statistics I* (4)

MA330 Business Law* (4)

MA369 Corporate Finance* (4)

MA430 Stocks, Bonds, and Investments (4)

MK369 Business to Business Marketing/Sales* (4)

Required: Agronomy Electives 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)

AG436G Grain Crop Production (4)

AG437 Forage Production and Management (4)

AG485 Agriculture Practicum – Crops, Horticulture, or Soil Focus (2 hour maximum) (2)

Required: Animal Science Electives 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)
EQ349	Principles & Study of Equine	
	Production/Reproduction*	(4)
EQ495	Equine Business Seminar	(4)

**prerequisite required*

AGRICULTURE MAJOR WITH AGRICULTURAL COMMUNICATIONS

CONCENTRATION: A total of 46 hours is required.

Required: Common Core 22 hours

AG133	Principles of Crop and Animal Science	
	Production II	(4)
AG134	Exploring Agriculture	(2)
AG138	Computer Applications in Agriculture I	(2)
AG244	Agricultural Economics	(4)
AG338	Computer Applications in Agriculture II	(2)
AG495	Seminar in Agriculture	(4)

Select one to complete Agriculture Natural Science Requirement

AG130G	Fundamentals of Horticulture	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
CH230	Principles of Chemistry I	(4)

Required: Agricultural Communications Core 10 hours

AG272	Introduction to Agricultural Communications	(2)
CA233	Communication Theory and Concept	(2)
CA234	Public Speaking	(2)

OR

TR291	Political Advocacy Practicum – Agriculture Focus	(2)
CA330	Copywriting and Copy Editing	(4)

Required: Agricultural Communications Electives 6 hours from the following.

CA332	Foundations of Digital Design	(4)
CA336	Broadcast Media	(4)
CA337	Digital Photography & Videography	(4)
CA350	Topics in Communication Arts	(4)
CA363	Public and Media Relations	(4)
CA364	Social Media Management	(4)
CA365	Advanced Digital Journalism	(2)

CA470	Internship	(1-4)
PS337G	Global Politics of Food	(4)
SY333G	Environmental Sociology and Communications	(4)

Required: Agricultural Agribusiness Electives 4 hours from the following.

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG362	Sustainable Agricultural Leadership	(4)
AG363	Agricultural Finance	(4)
AG460	Agriculture Policy	(2)
AG462	Farm Management	(4)

Required: Agronomy Electives 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)
AG436G	Grain Crop Production	(4)
AG437	Forage Production and Management	(4)
AG485	Agriculture Practicum – Crops, Horticulture or Soils Focus (2 hour maximum)	(2)

Required: Animal Science 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)
EQ349	Principles & Study of Equine Production/Reproduction*	(4)
EQ495	Equine Business Seminar*	(4)

**prerequisite required*

AGRICULTURE MAJOR WITH AGRONOMY

CONCENTRATION: A total of 50 hours is required.

Required: Common Core 26 hours

Required courses: Agronomy Core 6 hours

AG285 Agriculture Practicum – Crops, Horticulture,
or Soils Focus (2 hour maximum) (2)

AG330 Foundations of Soil Science (4)

Required: Agronomy Electives 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 Soils Focus (2 hour maximum) (2)

AG436G Grain Crop Production (4)

AG437 Forage Production and Management (4)

AG485 Agriculture Practicum – Crops, Horticulture
or Soils Focus (2 hour maximum) (2)

Required: Agricultural Business Elective 4 hours from the following:

AG350 Topics in Agriculture – Agribusiness Focus
(2 hour maximum) (2)

AG361 Commodity Marketing (4)

AG362 Sustainable Agricultural Leadership (4)

AG363 Agricultural Finance (4)

AG460 Agriculture Policy (2)

AG462 Farm Management (4)

Required: Animal Science Electives 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)
EQ349	Principles & Study of Equine Production/Reproduction*	(4)
EQ495	Equine Business Seminar*	(4)

**prerequisite required*

AGRICULTURE MAJOR WITH ANIMAL SCIENCE

CONCENTRATION: A total of 50 hours is required.

Required: Common Core 26 hours

Required courses: Animal Science Core 6 hours

AG240	Introductory Food Science	(2)
AG349	Animal Nutrition	(4)

Required: Animal Science Electives 10 hours from the following:

AG340	Meat & Food 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)	(1–2)
EQ349	Principles & Study of Equine Production/Reproduction*	(4)
EQ495	Equine Business Seminar*	(4)

Required: Agricultural Business Electives 4 hours from the following:

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG362	Sustainable Agricultural Leadership	(4)
AG363	Agricultural Finance	(4)
AG460	Agriculture Policy	(2)
AG462	Farm Management	(4)

Required: Agronomy Electives 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)
AG436G	Grain Crop Production	(4)
AG437	Forage Production and Management	(4)
AG485	Agriculture Practicum – Crops, Horticulture or Soils Focus (2 hour maximum)	(2)

**prerequisite required.*

**AGRICULTURE MAJOR WITH PLANT, ENVIRONMENTAL,
AND SOIL SCIENCE CONCENTRATION:** A total of 36 hours is
required.

Required: Common Core 24 hours

AG132	Principles of Crop and Animal Science Production I	(4)
AG133	Principles of Crop and Animal Science Production II	(4)
AG138	Computer Applications in Agriculture I	(2)
AG244	Agricultural Economics	(4)
AG338	Computer Applications in Agriculture II	(2)
AG495	Seminar in Agriculture	(4)

Select one to complete Agriculture Natural Science Requirement

AG130G	Fundamentals of Horticulture	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
CH230	Principles of Chemistry I	(4)

Required: Agronomy Electives 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)
AG436G	Grain Crop Production	(4)
AG437	Forage Production and Management	(4)
AG485	Agriculture Practicum – Crops, Horticulture or Soils Focus (2 hour maximum)	(2)

Required: Agricultural Business Electives 4 hours from the following:

AG350	Topics in Agriculture – Agribusiness Focus (2 hour maximum)	(2)
AG361	Commodity Marketing	(4)
AG362	Sustainable Agricultural Leadership	(4)
AG363	Agricultural Finance	(4)
AG460	Agriculture Policy	(2)
AG462	Farm Management	(4)

Required: Animal Science Electives 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)
EQ349	Principles & Study of Equine Production/Reproduction*	(4)
EQ495	Equine Business Seminar*	(4)

**prerequisite required.*

AGRICULTURE MINOR a total of 26 hours is required.

Required courses:

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

**prerequisite required.*

EQUINE BUSINESS MANAGEMENT MAJOR: a total of 40 hours is required.

Required courses: Equine Business Management Core 18 hours

EQ130	Introduction to Equine Studies	(2)
EQ136	Introduction to the Horse Industry	(2)
EQ138	Basic Horse Handling I	(2)
EQ240	Equine Health Management	(4)
EQ349	Principles and Study of Equine Production/Reproduction	(4)
EQ495	Equine Business Seminar	(4)

Required courses: 4 hours from the following:

MA230	Introduction to Management	(4)
MK230	Introduction to Marketing	(4)

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

EQ231	Beginning Horse Judging	(2)
EQ253	Stable and Facilities Management	(4)
EQ339	Basic Horse Handling II	(2)
EQ362	Equine Marketing	(2)
EQ372	Competitive Course Design	(2)

Required courses: 4 hours from the following.:

EC334	Business Statistics I	(4)
MA333	Entrepreneurship	(4)
MA336	Human Resources Management	(4)
MK337	Consumer Marketing	(4)
MK369	Business to Business Marketing/Sales	(4)

Required: 4 hours from the following.

AG347	Animal Health	(2)
AG349	Animal Nutrition*	(4)
AG363	Agricultural Finance	(4)
EQ342	Advanced Horse Judging*	(2)

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

EQ134	Beginning Equitation/Horsemanship	(2)
EQ234	Intermediate Equitation/Horsemanship	(2)
EQ334	Advanced Equitation/Horsemanship	(2)
EQ340	Equine Breaking and Training I	(4)
EQ441	Equine Breaking and Training II	(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)
EQ138	Basic Horse Handling I	(2)
EQ240	Equine Health Management	(4)
EQ363	Equine Marketing	(2)

Required: 4 hours from the following.

EQ134	Beginning Equitation/Horsemanship	(2)
EQ231	Beginning Horse Judging	(2)
EQ234	Intermediate Equitation/Horsemanship	(2)
EQ253	Stable and Facilities Management	(4)
MA230	Introduction to Management	(4)
MK230	Introduction to Marketing	(4)

Required: 8 hours from the following.

AG347	Animal Health	(2)
AG349	Animal Nutrition*	(4)
AG363	Agricultural Finance	(4)
EC334	Business Statistics I	(4)
EQ334	Advanced Equitation/Horsemanship and Teaching	(2)
EQ339	Basic Horse Handling II	(2)
EQ340	Equine Breaking and Training I	(4)
EQ342	Advanced Horse Judging*	(2)
EQ349	Principles and Study of Equine Production/Reproduction	(4)
EQ372	Competitive Course Design	(2)
EQ435	Equine Event Management	(4)
EQ441	Equine Breaking and Training II	(4)
MA333	Entrepreneurship	(4)
MA336	Human Resources Management	(4)
MK337	Consumer Behavior	(4)
MK369	B2B Marketing/Sales	(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)
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AG330	Foundations of Soil Science	(4)
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Required: 4 hours from the following.

AG132	Principles of Crop and Animal Sciences Production I	(4)
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AG133	Principles of Crop and Animal Sciences Production II	(4)
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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)
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AG460	Agricultural Policy	(2)
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AG470	Internship (focus on Sustainability)	(1-4)
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EN233	Literature of Rural Life and the Environment	(4)
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PS337G	Global Politics of Food	(4)
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PS348G	The Political Economy of Globalization	(4)
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SY333G	Environmental Sociology and Communication	(4)
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SY335	Rural Sociology	(4)
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TR330	Study/Service Trip	(2,4)
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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.

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.

AG134 EXPLORING AGRICULTURE (2). This course will serve as a foundation to ensure all agriculture students, regardless of concentration, will have a consistent level of proficiency across all agricultural disciplines. Specific areas introduced are the diversity of opportunities within agriculture, the challenges facing the food, agricultural, and natural resource system, agricultural terminology, and the relationships between different areas of agriculture, including agricultural business, agricultural communications, agronomy, and animal science.

AG138 COMPUTER APPLICATIONS IN AGRICULTURE I (2).

Introduces the student interested in agriculture to a variety of computer technologies which will assist in a successful career in agriculture. An emphasis in Microsoft Office application will be integrated as it pertains to running an agricultural business.

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. **[Skill: W] Prerequisite:** *EN101 or EN103H*.

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. Fee: \$20.00.

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.

AG250 TOPICS IN AGRICULTURE (2). Provides an opportunity for general exploration and introduction into various topics in agriculture. The topics will vary based on the changes in technology in the production of food and fiber. Possible topics might include: Soils of the Midwest; Genetically Modified Organisms (GMO);

Production Renewal Natural Fuels; Agriculture Pollinators; Agriculture Trade; Precision Agriculture; Legislative Issues in Agriculture: How the Farm Bill Works; and others. AG250-1 Fee: \$10.00.

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. *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 and Junior or Senior standing.*

AG338 COMPUTER APPLICATIONS IN AGRICULTURE II (2). This course is designed to build upon applications that were introduced in Computer Applications in Agriculture I. Excel skills are perfected to be applicable in agricultural business settings. Web page development and use of integrated farm management software are included as specific skills needed to run an agricultural business. *Prerequisite: AG138 and Junior or Senior standing.*

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. Fee: \$25.00. *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. Fee: \$25.00. *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. Fee: \$25.00. *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. Fee: \$300.00. *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 commonsense management practices involved. *Prerequisite: Jr/Sr Standing.*

AG349 ANIMAL NUTRITION (4). The fundamentals of animal nutrition and feedstuffs 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: EN101 or EN103H, AG244.*

AG362 SUSTAINABLE AGRICULTURAL LEADERSHIP (4). This course will serve as an opportunity for students to study agricultural leadership as it relates to the farm, the firm and society. Course work will be based on the principles of sustainability. People, planet, and profit, through an agricultural lens, will be studied by experiences in agriculture, business, and community involvement. Students will review multiple disciplines with an emphasis on servant leadership. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

AG363 AGRICULTURAL FINANCE (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. *Prerequisite: AG244.*

AG436G GRAIN CROP PRODUCTION (4). The course covers in-depth production practices of major commercial grain. Areas of focus include the principles of classification, varieties used, production practices, harvesting, marketing and seed production. **[Skill: W]**
Prerequisite: AG132 or AG133 and Junior/Senior standing.

AG437 FORAGE PRODUCTION AND MANAGEMENT (4). The course covers in-depth production practices of major forage crops. Areas of focus include the principles of classification, varieties used, production practices, harvesting, marketing and seed production. Laboratory work includes forage seed and plant identification.
Prerequisite: AG132 or AG133 and Junior/Senior standing.

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. *Prerequisite: Junior or senior standing.*

AG462 FARM MANAGEMENT (4). This course focuses on business practices and economic theory applied to production agriculture. Topics include problem identification, enterprise, and whole farm/firm budgeting. Production economic principles applied to production decisions, investment in land, capital improvements. Machinery and labor relations are topics of discussion. *Prerequisite: AG244.*

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. *Prerequisites: AG132 or AG133 and AG244, Seniors only.*

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 groundwork, saddle, mount/dismount, maintain proper riding position, ride at the walk and jog and maneuver the horse through a variety of patterns. The student will also be instructed on information about horses including basic behavior, parts of the horse, saddle, bridle, and grooming tools. These course topics are intended to give the student a basic foundation for further study. Fee: \$450.00. 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 groundwork, saddle, mount/dismount, maintain proper riding position, ride at the walk, trot, and canter as well as maneuvering the horse through a variety of patterns. These course topics are intended to give the student a basic foundation for the Advanced Western Horsemanship course. Fall. Fee: \$1,800 board of own horse or \$900 for 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.

EQ138 BASIC HORSE HANDLING I (2). This course will teach basic equine terminology and the fundamentals principles to successfully communicate with the horse through voice, touch, and body language. This course will acquaint the student with basic horse handling. It is designed for the student who wishes to become proficient in the care and handling of the horse. This course would include catching, grooming, leading, saddling, bridling, and basic handling skills.

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: \$1,800 board of own horse or \$900 for 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: \$500.00.

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: \$1,800 board of own horse or \$900 for lease of school horse. *Prerequisite: permission from instructor.*

EQ339 BASIC HORSE HANDLING II (2). This course will introduce students to various maneuvers used in horsemanship patterns. Students will ride with position and balance. Students will focus on showmanship, horsemanship, and basic training skills as it relates to general horse handling. *Prerequisite: EQ138.*

EQ340 EQUINE BREAKING AND TRAINING I (4). This course involves using previously developed skills to perfect a basic broke horse. Teaching walk, trot, lope, back up, spins and showmanship to a variety of horses in a short period of time. *Prerequisite: EQ339.*

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. Course taught Pass/No Pass only. May be repeated four times for credit. Fee: \$100.00. *Prerequisite: EQ231.*

EQ349 PRINCIPLES AND STUDY OF EQUINE PRODUCTION/REPRODUCTION (4). The purpose of this course is to build on the scientific principles and practices and provide an overview of equine reproductive physiology and common reproductive management techniques and proper care as introduced in EQ240. Principles of anatomy, exercise physiology, genetics, nutrition, reproduction, reproductive anatomy of the stallion and mare, heat detection, breeding management of the foal and health management will be emphasized. *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.

EQ362 EQUINE MARKETING (2). This course will introduce students to the principles and theories of modern marketing for the equine business, as well as effective marketing tools for reaching target markets. The course focuses on developing an effective marketing plan with an emphasis on sound marketing practices.

EQ372 COMPETITIVE COURSE DESIGN (2). This course introduces students to the basic concepts of course design for equine related events. It will also give students information and practice on course requirements, measurements, and designs. The info will give the students needed skills to work at equine related events.

EQ435 EQUINE EVENT MANAGEMENT (2). This course will prepare students to run a horse show series at Wilmington College Equine Center. Practical skills to plan, initiate, host, and evaluate an equine event will be presented and practiced. Emphasis will be placed on management skills, teamwork, community outreach, and safety concerns surrounding equine events.

EQ441 EQUINE BREAKING AND TRAINING II (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 students will be able to safely perform groundwork up to the beginning stages of riding the unbroken horse or young green broke horse including but not limited to leading, tying, lunging, ground driving, bridling, saddling, and performing the walk, trot, canter and back while mounted under a select training schedule. Barn and stable management skills will be included in this course. *Prerequisite: EQ340.*

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, permission of instructor.*

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.* Fee: \$500.00

EQ495 EQUINE BUSINESS SEMINAR (4). The current and future evolvement of the equine industry are the emphasis for in-depth study and discussion. This is a capstone course, which requires the student to study independently as well as give numerous individual and group projects and presentations. *Prerequisites: EQ130, EQ136 and EQ240, Seniors only, Equine Business majors only.*

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:

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 12 hours from the following:

AR130	Design	(4)
AR162	Drawing	(4)
AR240	Painting	(4)
AR251	Artists in Film	(4)

Required: 12 hours from the following.

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

ART

AR130 DESIGN (4). The elements and principles of design as it relates to compositions created within the visual arts. The course will analyze works of art in terms of shape, balance, color and more. Attention will be placed on creative problem solving and visual organization. Projects will be assigned to further illustrate the student's knowledge of two-dimensional design concepts.

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.

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.

AR251 ARTISTS IN FILM (4). Students will utilize video as a course of study to examine the lives of artists. With modern adaptations of biographical movies that use artistic license, the class will examine the history, movements and events that shaped the art world. Attention will be placed on research, writing and discussion as students analyze and interpret recent film surveys. May be repeated when topics vary.
[Skill: W] **Prerequisite:** *EN101 or EN103H*

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. *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. *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*

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. *Prerequisite: AR130 or AR162.*

Biology

Faculty: Kendra Cipollini, Ellie Gagliani, Savitha Krishna, Lindsey Mattern, Amanda Rollins

The Biology Program is designed to prepare students for careers in biology-related fields while simultaneously developing within the

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

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

The curriculum offers multiple options for students: a Bachelor of Science major in Biology with available concentrations in Life Science, Health Science, or Environmental Science, or a minor in Biology. A concentration in Biotechnology is available in cooperation with several regional institutions and a transfer program in Nursing is available in cooperation with Mount Carmel College of Nursing. **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)
BI493	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: 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.

BI330	Animal Diversity	(4)
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BI333	Plant Biology	(4)
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ES330/330G	Topics in Field Biology**	(4)
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ES350/350G	Advanced Topics in Ecology**	(4)
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Required: 16 hours from the following.

BI330	Animal Diversity**	(4)
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BI333	Plant Biology**	(4)
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BI336	Evolution	(4)
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BI338	Vertebrate Anatomy	(4)
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BI340	Animal Physiology	(4)
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BI343	Microbiology and Immunology	(4)
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BI344	Disease Ecology	(4)
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BI347	Animal Behavior	(4)
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BI349	Parasitology	(4)
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BI434	Biochemistry II: Molecular Biology	(4)
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BI494	Research Practicum	(2-4)
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ES330/330G	Topics in Field Biology**	(4)
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ES350/350G	Advanced Topics in Ecology**	(4)
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(repeatable when topics vary)

** repeatable when topics vary; may be taken if not chosen above

Required: Proficiency Exam during freshman 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

Required:

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

Required: 20 hours from the following.

BI336	Evolution	(4)
BI343	Microbiology and Immunology	(4)
BI344	Disease Ecology	(4)
BI346	Genetics	(4)
BI347	Animal Behavior	(4)
BI349	Parasitology	(4)
BI431	Biochemistry I: Principles of Biochem	(4)
BI434	Biochemistry II: Molecular Biology	(4)
BI494	Research Practicum	(2-4)
CH330	Organic Chemistry	(4)
HS350/350G	Advanced Topics in Health Science*	(4)

*Repeatable when topics vary

Required: Proficiency Exam during freshman 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.

BI330	Animal Diversity	(4)
BI333	Plant Biology	(4)
BI336	Evolution	(4)
BI338	Vertebrate Anatomy	(4)
BI340	Animal Physiology	(4)
BI343	Microbiology and Immunology	(4)
BI344	Disease Ecology	(4)
BI346	Genetics	(4)
BI347	Animal Behavior	(4)
BI349	Parasitology	(4)
BI350/350G	Advanced Topics in Biology	(4)
BI431	Biochemistry I: Principles of Biochem	(4)
BI434	Biochemistry II: Molecular Biology	(4)

BI494	Research Practicum	(2-4)
ES332	Ecology and Conservation Biology	(4)
ES330/330G	Topics in Field Biology	(4)

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

Required: Proficiency Exam during 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.

BI330	Animal Diversity	(4)
BI333	Plant Biology	(4)
BI336	Evolution	(4)
BI338	Vertebrate Anatomy	(4)
BI340	Animal Physiology	(4)
BI343	Microbiology and Immunology	(4)
BI344	Disease Ecology	(4)
BI346	Genetics	(4)
BI347	Animal Behavior	(4)
BI349	Parasitology	(4)
BI350/350G	Advanced Topics in Biology*	(4)

BI434	Biochemistry II: Molecular Biology	(4)
ES330/330G	Topics in Field Biology	(2-4)
ES332G	Ecology and Conservation Biology	(4)

*repeatable when topics vary)

Required: Proficiency Exam during freshman and senior year.

MOUNT CARMEL COLLEGE OF NURSING PARTNERSHIP

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

Required courses:

ID120	First Year Experience	(1)
BI131	Human Nutrition	(4)
BI230	Biological Sciences I	(4)
BI231	Biological Sciences II	(4)
BI343	Microbiology and Immunology	(4)
EN101	Writing II	(4)
HS344	Human Anatomy	(4)
HS345	Human Physiology	(4)
PY130	Introduction to Psychology	(4)
PY231	Developmental Psychology	(4)
RP239	Value and Ethics	(4)
RP240G	Comparative Religions I: Judaism & Islam	(2)
RP241G	Compar Relig II: Indigenous & Eastern	(2)
SY130	Introduction to Sociology	(4)

Required course: one of the following:

EC334	Business Statistics I	(4)
MT131	Introduction to Statistics	(4)

BIOLOGY

BI100/100G TOPICS IN BIOLOGY (4). A study of some of the areas of biology most relevant to today's students, such as ecology, sustainability, genetics, or evolution. (Intended for general education.) May be repeated when topics vary. May be designated as global when topic is appropriate. Laboratory.

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 course of study will best prepare them to meet their educational goals. The course also introduces the student to time management and study skills. Finally, the course introduces students to reading and analyzing biological research.

BI131 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.

BI203 HUMAN BIOLOGY (4). A survey of how the human body functions. The course will start with molecules and work up to organ systems and the body as a whole. Practical aspects of human biology will be discussed including nutrition, the effects of exercise on the body, reproduction, and disease prevention. Laboratory.

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.

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.

BI330 ANIMAL DIVERSITY (4). An overview of the biological diversity of animals and protozoa. Learn general principles of evolution, ecology, classification, systematics, and animal body plans. Understand the biology of all groups of animals, including the basic characteristics of each group and the evolutionary relationships among group members. Examine the current global status of animal diversity. Laboratory. 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. 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. Prerequisite: BI230 and BI231. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

BI338 VERTEBRATE ANATOMY (4). Study of the comparative anatomy of vertebrates and their invertebrate chordate relatives. Evolutionary trends in development, structure and function are studied to understand the various adaptations vertebrates have made to fit their environment. Laboratory. Prerequisite: BI231. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

BI340 ANIMAL PHYSIOLOGY (4). A comparative study of physiologic systems in all animals, emphasizing vertebrate species. Laboratory. 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.

BI344 DISEASE ECOLOGY (4). A study of infectious diseases in populations with emphasis on transmission, pathology, and epidemiology. Diseases of significant medical, veterinary and wildlife importance are the focus of this course. Laboratory activities include methods of diagnosis, modeling disease outbreaks, and techniques for minimizing disease transmission. Laboratory. Prerequisites: BI230 and BI231.

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. **[Skill: W]** Prerequisite: *EN101 or EN103H*.

BI347 ANIMAL BEHAVIOR (4). This course will help you understand the remarkable behaviors of animals from an evolutionary perspective. We will explore how scientists study animal behavior and evaluate the scientific rigor of animal behavior studies. We will draw on examples from across the animal kingdom to illustrate the complex mechanisms underlying behavioral adaptations, with a focus on how behavior is shaped by the evolutionary forces of natural and sexual selection. Topics include the acquisition of resources, enemy avoidance, mate choice, communication, and parental care and social behavior. We will also examine the roles of genes, the environments, and learning in regulating behavioral diversity, as well as in the domestication process. Laboratory. Prerequisite: BI231.

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. Prerequisite: BI231. **[Skill: W]**. *Prerequisite: EN101 or EN103H.*

BI350/350G ADVANCED TOPICS IN BIOLOGY (4). The advanced study of some of the areas of biology, such as physiology, pharmacology, and health science not offered as regular courses in the biology curriculum. May be repeated when topics vary. May be designated as global when topic is appropriate. May include a laboratory. *Prerequisites: BI230 and BI231, Biology majors only.*

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

BI431 BIOCHEMISTRY I: PRINCIPLES OF BIOCHEMISTRY (4). The molecular properties and biological significance of proteins, nucleic acids, lipids, carbohydrates, amino acids, and polysaccharides are studied. A detailed study of enzyme activity, metabolic pathways and bioenergetics is considered. Study of eukaryotic cell structure and function is undertaken along with an in-depth study of translation. Laboratory. 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 post-transcriptional levels will also be emphasized. The laboratory will focus on basic molecular techniques such as nucleic acid isolation, gel electrophoresis, cloning techniques, Southern and Western techniques, and PCR techniques. Laboratory. Prerequisite: BI230.

BI493 BIOLOGY RESEARCH EXPERIENCE (4). Students find, read, interpret, and analyze primary scientific literature in the context of a research project. Students will design and conduct one or more small scale experiments related to the research question and present the results and conclusions in oral and written professional

presentation formats. Laboratory. Prerequisites: BI230, BI231, Biology major or minor, and Junior or Senior standing. [Skill: W]
Prerequisite: EN101 or EN103H.

BI494 BIOLOGY RESEARCH PRACTICUM (2-4). Students conduct an independent research project under the supervision of a faculty member. The project is usually an extension of a research project initiated in BI493, Biology Research Experience. Students study appropriate background literature, design, and conduct experiments, analyze data and present data and conclusions in one or more professional presentation formats. Prerequisites: BI493 and permission of instructor.

ENVIRONMENTAL SCIENCE

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.

ES330/330G TOPICS IN FIELD BIOLOGY (4). An introductory series of lectures on campus will be followed by a one to two-week field research experience at biological field stations. Topics include tropical ecology and marine biology. May be repeated when topics vary. May be designated as global when topic is appropriate. Laboratory. Prerequisite: BI231.

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. Prerequisite: BI231.

ES350/ES350G ADVANCED TOPICS IN ECOLOGY (4).

Advanced study in areas of ecology and/or environmental science. May be repeated when topics vary. May be repeated when topics vary. May be designated as global when topic is appropriate. May include a laboratory. Prerequisite: BI231.

HEALTH SCIENCE

HS231 MEDICAL TERMINOLOGY (4). This course is designed for those students who intend to pursue careers in medicine, nursing, dentistry, microbiology, pharmacy, physical therapy, athletic training, and medical technology. This course will teach the prefixes, suffixes and combining forms necessary to form proper medical terminology. It will include the rules for proper medical term formation, pronunciation, spelling, and definition of basic terms and abbreviations used in medical records. It will also include learning common pharmaceutical and anatomical terms and terms related to symptoms, diagnosis, surgeries, therapies, and diagnostic tests. Prerequisites: Sophomore, junior or senior standing and Biology or 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. Prerequisite: BI203 or BI231.

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. Prerequisite: HS344.

HS350/350G ADVANCED TOPICS IN HEALTH SCIENCE (4).

The advanced study of some of the areas of biology, such as physiology, pharmacology, and health science not offered as regular courses in the biology curriculum. May be repeated when topics vary. May be designated as global when topic is appropriate. May include a laboratory. Prerequisites: BI230 and BI231.

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 I: Principles of 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.

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.

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.
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. *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. *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. **[Skill: W]** *Prerequisite: EN101 or EN103H, CH231.*

CH335 INSTRUMENTAL ANALYSIS (4). An emphasis on spectroscopic, chromatographic, and other instrumental methods of analysis. Equivalent of two labs per week. **[Skill: W]** *Prerequisite: EN101 or EN103H, 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, permission of instructor.*

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

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

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. *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, Jeff Hazelden, Audrey Wagstaff

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

The major in Communication Arts offers concentrations in two areas:

- Journalism and Public Relations
- Digital Media Production

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.

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

Common Core Courses: (28 hours)

AR130	Design	(4)
CA131	Mass Media in a Global Society	(4)
CA230	Basic Photography	(4)
CA233	Communication Theory and Concept	(2)
CA234	Public Speaking	(2)
CA332	Foundations of Digital Design	(4)
CA364	Social Media Management	(4)
CA470	Internship	(2)
OR		
CA185/385	Media Practicum	(2)
CA495	Senior Studio	(2)

COMMUNICATION ARTS MAJOR WITH DIGITAL MEDIA PRODUCTION CONCENTRATION: a total of 46 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required Courses: Common Core 28 hours

Required Courses: 10 hours from the following.

CA241	Basic Web Design	(2)
CA336	Broadcast Media	(4)
CA337	Digital Photography and Videography	(4)

Required: 8 hours from the following.

CA350	Topics in Communication Arts	(2-4)
CA363	Public and Media Relations	(4)
CA365	Advanced Digital Journalism	(2)
SM430	Facility and Event Management	(4)
TH335	Lighting Design*	(4)
TH336	Scene Design*	(4)
TH350	Advanced Topics in Theatre	(4)

**prerequisite required.*

COMMUNICATION ARTS MAJOR WITH JOURNALISM AND PUBLIC RELATIONS CONCENTRATION: a total of 46 hours with grades of "C-" or better is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this major.

Required Courses: Common Core 28 hours

Required Courses: 14 hours

EN131	Writing III: Advanced Writing and Practice	(4)
CA330	Copywriting and Copy Editing*	(4)
CA363	Public and Media Relations	(4)
CA365	Advanced Digital Journalism	(2)

Required: 4 hours from the following.

CA336	Broadcast Media	(4)
CA337	Digital Photography and Videography	(4)
CA350	Topics in Communication Arts	(2-4)
CJ339	Criminal Law and Investigation *	(4)
EN336	Creative Writing	(4)
PC332	Mediation *	(4)
SM430	Facility and Event Management	(4)
SY333G	Environmental Sociology & Comm	(4)
TH350	Advanced Topics in Theatre*	(4)

**prerequisite required*

COMMUNICATION ARTS MINOR: a total of 24 hours is required.

Required courses: 20 hours

CA131	Mass Media in a Global Society	(4)
CA230	Basic Photography	(4)

CA233	Communication Theory and Concept	(2)
CA234	Public Speaking	(2)
CA332	Foundations of Digital Design	(4)
CA364	Social Media Management	(4)
Required: 4 hours from the following.		
CA330	Copywriting and Copy Editing*	(4)
CA336	Broadcast Media	(4)
CA337	Digital Photography and Videography	(4)
CA350	Topics in Communication Arts	(2–4)
CA363	Public and Media Relations	(4)

COMMUNICATION ARTS

CA131 MASS MEDIA IN A GLOBAL SOCIETY (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 Mass Media in a Global Society.

CA185 MEDIA PRACTICUM (1–4). A practical involvement with student media, including The Witness campus newspaper, The Quake radio station, and WCTV video broadcasting. Through this practicum, students can develop a variety of skills in applied communication and media production, from entry-level to advanced. One (1) hour of credit is equivalent to 40 hours of work in a semester. No more than 6 hours of Media Practicum may be taken in the 124 semester hours required for graduation.

CA230 BASIC PHOTOGRAPHY 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 print processing and the study of photographic equipment and techniques. Digital

photography is introduced. Prerequisite: Access to a 35mm digital camera with manual settings. Offered Fall/Spring.

CA233 COMMUNICATION THEORY AND CONCEPT (2). This course provides an introduction to creative thinking techniques such as idea generating, brainstorming, message mapping, and lateral thinking. Group logistics are taught in various applications including problem solving, interviewing, and project management. Students will also explore the major theoretical underpinnings of communication art and design.

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.

CA241 BASIC WEB DESIGN (2). In this course, students will learn best practices in web design and web media management. Topics include web content planning, digital asset collection and management, web site wire framing, layout, and design. Students will also practice critical thinking through class interactions, projects, and online postings. May be repeated when topics vary.

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 or EN103H, EN131.

CA332 FOUNDATIONS OF DIGITAL DESIGN (4). This is a study of digital design and desktop publishing intended for a variety of communication-centered disciplines. Includes practice in digital illustration, photo manipulation and photo editing using a variety of contemporary software applications. Students will also learn advanced techniques in typography, layout and design intended for both print and electronic media. This course combines application with the discussion of design theory, problem-solving approaches, idea generation, and project execution and logistics. *Prerequisite: Junior or Senior standing and CA233.*

CA336 BROADCAST MEDIA (4). This course provides the skills and techniques of web and radio broadcasting. Students will learn pre-production, on-air, and postproduction roles and responsibilities of broadcasting. Specific applications in sports broadcasting and podcasting will be explored. This course is expected to advanced students' critical thinking, creative expression, and decision-making skills. *Prerequisite: Junior or Senior standing and CA233.*

CA337 DIGITAL PHOTOGRAPHY AND VIDEOGRAPHY (4). This course is a study of digital photography and videography. Topics of study include advanced photography applications, including photojournalism, documentary, nature, and sports. This course also combines the practical application of contemporary videography techniques and script writing in the production of video programs. Students will learn to use photo and video editing software. Group dynamics are studied and practiced. *Prerequisite: Junior or Senior standing and CA233.*

CA350 TOPICS IN COMMUNICATION ARTS (2-4). 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. *Prerequisite: Junior or Senior standing and CA233.*

CA363 PUBLIC AND MEDIA RELATIONS (4). This course explores strategic communication processes intended to build relationships between organizations and their publics. Students will learn about the theoretical underpinnings of public and media relations, in addition to the principles, strategies, and best practices common within the field. Skills taught include active listening, relationship building, interviewing, negotiating, making public presentations, and event planning. *Prerequisite: CA233.*

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. *Prerequisite: CA233.*

CA365 ADVANCED DIGITAL JOURNALISM (2). This course provides an in-depth exploration of modern digital journalism. Students will explore journalistic methods of writing for the web, headline writing, blogging, and developing copy for social media. The topic of media convergence is covered in order to advance students' understanding of the role of video, audio, and graphics in contemporary journalistic applications. *Prerequisite: Junior or Senior standing and CA233.*

CA385 MEDIA PRACTICUM (1-4). A practical involvement with student media, including The Witness campus newspaper, The Quake radio station, and WCTV video broadcasting. Through this practicum, students can develop a variety of skills in applied communication and media production, from entry-level to advanced. One (1) hour of credit is equivalent to 40 hours of work in a semester. No more than 6 hours of Media Practicum may be taken in the 124 semester hours required for graduation. *Prerequisite: Junior or Senior Standing.*

CA470 INTERNSHIP (1-4). 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. Taught Pass/No Pass.

Prerequisite: Instructor permission.

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: Paul Moke, Nicole Wilkes

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.

Core 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 in the Social Sciences	(4)
SS481	Advanced Research Seminar	(4)

OR

SS498	Applied Social Justice Capstone	(4)
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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)
PS343	Public Policy and Advocacy	(4)
PY433	Abnormal Psychology*	(4)
SY230	The Sociology of Crime and Deviance	(4)

** prerequisite required.*

CRIMINAL JUSTICE MINOR: A total of 24 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 in the Social Sciences	(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.

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.

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. *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]** *Prerequisite: EN101 or EN103H,*

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, EN101 or EN103H.

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. *Prerequisites: CJ130, CJ234 or PS231G 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: Jane Bogan, Martha Hendricks, Janice Kreiner, Peggy Larrick, Kathryn Nelson

Wilmington College of Ohio Teacher Education Program, which is designed to prepare teachers in the liberal arts tradition, is granted Accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through December 2025. 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 who are able to collaborate with a variety of stakeholders in establishing P-12 learning communities.

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

Teacher education candidates who satisfy all other degree requirements within their major without successfully completing student teaching cannot be recommended by Wilmington College for an Ohio teaching license. The Wilmington College Teacher Education Program cannot issue teaching licenses; it can only recommend

qualified teacher education candidates to the Ohio Department of Education for one of the following 4-Year Resident Educator licenses who have successfully completed the corresponding Education major and passed all required OAE tests.

Primary Childhood License – Pre-Kindergarten through Grade 3

Primary 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

Candidates must complete an Agriculture major.

APPLYING FOR A NEW 4-YEAR RESIDENT EDUCATOR LICENSE

Once you have successfully completed one or more of the above teacher licensure programs, passed the corresponding OAE tests, and the Wilmington College Office of the Registrar has issued official

transcripts, you must create OH|ID Account by accessing <https://safe.ode.state.oh.us/portal/> and clicking the link pertaining to “A teacher, superintendent, parent, or other customer of the Ohio Department of Education.” You will then be directed to a page where you can click on the option to create a new account. Once you have created your account and have logged into the system, click the Ohio Department of Education’s Connected Ohio Records for Educators system (CORE). From here, you will complete your application for a new 4–Year Resident Educator License from your CORE dashboard; completing your application should take approximately 10 minutes. Once your licensure application is submitted, the designated Wilmington College E–Signer/Education Area Coordinator will review all supporting documentation verifying successful completion of the corresponding licensure program(s) and approve the application recommending you for licensure. The Ohio Department of Education will then review your licensure application and make the final determination on whether or not to issue your license(s). You may log into your CORE dashboard at any time to review the status of your licensure application(s), amend an application for licensure, or withdrawal an application for licensure.

Note that all educator licensure effective dates are July 1 through June 30. If you are a December graduate, please apply for a substitute teaching license that is effective July 1 of your graduation year as well as a 4–Year Resident Educator License effective July 1 of the following year. Licensure applications should be submitted as soon as you successfully complete student teaching. Wilmington College Education Area cannot recommend candidates for licensure whose licensure programs were completed more than 5 years prior to the date of their licensure application(s).

ADMISSION TO THE TEACHER EDUCATION PROGRAM (FOR LICENSURE MAJORS ONLY)

Education majors who wish to become teacher education candidates for licensure must be admitted to the Teacher Education Program by the end of their fourth semester at Wilmington College. Education majors who transfer to Wilmington College with 60 or more hours must be admitted to the Teacher Education Program by the end of their second semester at Wilmington College. Candidates who have

not been admitted to the Teacher Education program on time may pursue an Education Studies major or choose another major apart from Education.

All candidates must:

1. Complete ED130 and ED230 with a grade of B- or better. If a student has transferred in either a Human Development OR Educational Psychology course from another institution with a B- or higher score, the student will need to complete the ED231 Human Development and Learning Connections course to complete the remaining content from our ED230 course.
2. Earn a cumulative grade point average of at least 2.70.
3. 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. Completion of the questionnaire required by the Ohio Department of Education regarding license eligibility and sign the ODE Office of Professional Conduct's good moral character statement of assurance.
7. Completion of BCI and FBI fingerprint report indicating "employable" (completed during ED130 or ED132).
8. Completion of Technology Survey in ED130/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.

DENIAL OF ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students denied admission to the Wilmington College Teacher Education Program may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to the Teacher Education Program once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

WARNING FLAG SYSTEM

Both prior to a student's admission to (including Education Studies majors) and after a candidate's admission to the Teacher Education Program, Education Area faculty, Wilmington College site supervisors, site school administrators, and cooperating teachers retain the right to issue a warning flag to a student or teacher candidate who engages in behavior that would jeopardize the student's or teacher candidate's ability to successfully fulfill the responsibilities of a professional educator. The behavior(s) necessitating a red flag may be academic in nature or indicate the student or teacher candidate does not possess the dispositions the Wilmington College Education Area has identified as being essential for effective educators. These dispositions and related behaviors necessitating a red flag are listed below. Please note that examples of warning flag behaviors listed do not constitute an exhaustive list and Education Area faculty, site supervisors, site school administrators, and cooperating teachers may address any other behaviors they deem related to a listed professional disposition. Documentation of each warning flag, and subsequent remediation plans and faculty decisions, will become part of a student's/teacher candidate's permanent file.

NOTE: *A total of three warning flags will result in a student's or teacher candidate's permanent removal from the Teacher Education Program.*

Professional Disposition	Examples of Warning Flag Behaviors
Responsible and ethical professional behavior	<ul style="list-style-type: none"> • A pattern of poor attendance in class and/or field experience • Repeated late assignments or failure to submit required work • Academic dishonesty or violations of the Wilmington College Student Code of Conduct • Unprofessional conduct at school sites documented by cooperating teachers or site supervisors • Violating student confidentiality/FERPA • Cumulative GPA below 2.75
Professional dress and demeanor in school settings	<ul style="list-style-type: none"> • Inappropriate clothing worn to field experience site • Inappropriate interactions or relationships with administrators, staff, students, or families • Befriending P-12 students via social media
Respect for cultural diversity	<ul style="list-style-type: none"> • Ethnic, racial, or religious slurs voiced in class or in a field setting • Inequitable treatment of students who are culturally or linguistically diverse • Negative attitude demonstrated toward students whose backgrounds or abilities may be different than the student's or teacher candidate's
Belief that all students can learn.	<ul style="list-style-type: none"> • Negative attitude about student potential demonstrated in the field or voiced to site supervisor or cooperating teacher
Appreciation of the vital role of families in facilitating student learning outcomes	<ul style="list-style-type: none"> • Negative interaction with parents or guardians of student in a field placement setting
Willingness to implement new instructional methods/technology	<ul style="list-style-type: none"> • Lack of response or negative response to repeated suggestions from faculty, site supervisors or

	cooperating teachers for improving instructional practice
Interest in professional growth	<ul style="list-style-type: none"> Negative attitude toward learning displayed in class or in a field setting
Willingness to positively impact student learning outcomes, teaching, and school improvement.	<ul style="list-style-type: none"> Lack of initiative observed by faculty, site supervisors, or cooperating teachers

The following steps occur in the warning flag system.

NOTE: *Students or teacher candidates will automatically be placed on program probation for one semester when a warning flag is issued. Those placed on program probation are encouraged to work closely with their academic advisors and Student Resource Center to develop strategies for improving overall academic and professional performance.*

1. The Education Area faculty member, site supervisor, site school administrator, or cooperating teacher notifies the Wilmington College Field Director, Education Area Coordinator, and Education Area Support Coordinator of the behavior(s) constituting a warning flag(s) in writing with supporting evidence as necessary.
2. A face-to-face meeting is scheduled with the student or teacher candidate, Education Area Coordinator, Field Director, and concerned party(ies) who submitted documentation of the behavior(s) in question in order to address the issues and/or concerns constituting the warning flag(s).
3. During this meeting, the Education Area Coordinator and Field Director will specifically review warning flag documentation with the student or teacher candidate.
4. The student or teacher candidate presents a written remediation plan and timeline that s/he feels will sufficiently address Education Area concerns.
5. The student's or teacher education candidate's proposed remediation plan is presented to Education Area faculty who will reach consensus as to whether or not they will accept the remediation plan, suggest revisions to the remediation plan, or (in the event of an unemployable offense as contained in Ohio Revised Code) permanently remove the candidate from the Teacher Education Program. The Education Area Coordinator then notifies the student or teacher candidate of this decision in writing.

6. If Education Area faculty accept the student's or teacher candidate's remediation plan, s/he is placed on program probation for one semester. At the conclusion of the probationary semester, Education Area faculty review the student's or teacher candidate's remediation plan and reach consensus as to whether or not to allow the student or teacher candidate to continue pursuing teacher licensure or to permanently remove the candidate from the Teacher Education Program.
7. If permanently removed from the Teacher Education Program, the student or teacher candidate will no longer be permitted to enroll in any Education Area coursework, internship, or field practicum course.

ADMISSION TO STUDENT TEACHING

Student teaching represents the culmination of the teacher education candidate's educational preparation and is open only to those who have demonstrated the competencies, attitudes, and dispositions characteristic of competent, caring P-12 practitioners. Requirements for admission to student teaching include the following:

1. An overall GPA of 2.75
2. Teaching field GPA of 2.75
3. Completion of all upper-division Education coursework with a grade of "C" or better.
4. Successful completion of all Field Practicum courses, with at least one in a pre-determined urban setting or approved urban alternative.
5. Completion of at least two-thirds of teaching field/concentration courses.
6. A 2.75 average in ED285, ED385 and ED485.
7. Achieve a passing score for the OAE professional content test(s) required for Ohio licensure by 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

DENIAL OF ADMISSION TO STUDENT TEACHING

Teacher candidates denied admission to student teaching may submit a written appeal to Education Area faculty. The required Education Area Appeal Form may be obtained from the Education Area office. Students are also encouraged to meet with their respective academic advisor to discuss remediation opportunities. Students should resubmit the required Application to Student Teach once all necessary admission criteria set forth in the Wilmington College Course Catalog have been met.

PRIMARY EDUCATION MAJOR: A total of 72 hours is required. Courses must be completed with a grade of "C" or better, with the exception of ED130 and ED230 which must be completed with a B- or better.

Required courses:

ED130 Foundations of Education (4)

ED133	Technology Integration in K-12 Classrooms	(1)
ED230	Human Development and Learning Theory	(4)
ED233	Integrated Fine Arts for Young Children	(2)
ED235	Basic Movement & 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)
ED360	Survey of Inclusion Philosophy & Strategies	(4)
ED368	Classroom and Behavior Management	(4)
ED373	Mathematical Methods for Primary Education	(4)
ED374	Social Studies/English Language Arts Methods for Primary Education	(4)
ED375	Science Methods for Primary Education	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)
SE230	Introduction to Exceptionalities	(4)

PRIMARY EDUCATION/INTERVENTION SPECIALIST MAJOR:

A total of 92 hours is required. Courses must be completed with a grade of "C" or better, except for ED130 and ED230 which must be completed with a B- or better.

Required courses:

ED130	Foundations of Education	(4)
ED133	Technology Integration in K-12 Classrooms	(1)
ED230	Human Development and Learning Theory	(4)
ED233	Integrated Fine Arts for Young Children	(2)
ED235	Basic Movement & 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)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
ED373	Mathematical Methods for Primary Education	(4)
ED374	Social Studies/English Language Arts Methods for Primary Education	(4)
ED375	Science Methods for Primary Education	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)
SE230	Introduction to Exceptionalities	(4)
SE332	The Law and Differentiated Instruction	(4)
SE343	Behavior and Classroom Management Strategies in Inclusive and Special Education Settings	(4)
SE358	Assessment of Students with Exceptional Learning Needs	(4)
SE361	Communication and Collaboration in Special Education	(4)
SE373	Math/Science Instructional Methods for Young Children with Exceptionalities	(4)
SE374	Social Studies/English Language Arts Instructional Methods for Young Children with Exceptionalities	(4)

MIDDLE CHILDHOOD EDUCATION MAJOR: A total of 64 hours is required. Courses must be completed with a grade of "C" or better, except for ED130 and ED230 which must be completed with a B- or better.

Required courses:

ED130	Foundations of Education	(4)
ED133	Technology Integration in K-12 Classrooms	(1)
ED230	Human Development and Learning Theory	(4)
ED240	Reading Core I: Phonemics, Phonics, and Language Acquisition	(4)
ED285	Field Practicum II	(1)
ED341	Reading Core II: Principles and Practices	

	for Literacy 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)
ED368	Classroom and Behavior Management	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)
SE230	Introduction to Exceptionalities	(4)

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

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 AND CAREER

TECHNICAL MAJOR: A total of 52 hours is required. Courses must be completed with a grade of "C" or better, except ED130 and ED230 which must be completed with a B- or better.

Required courses:

ED130	Foundations of Education	(4)
ED133	Technology Integration in K-12 Classrooms	(1)
ED230	Human Development and Learning Theory	(4)
ED285	Field Practicum II	(1)
ED341	Reading Core II: Principles and Practices for Literacy Instructors	(4)
ED349	Secondary General Methods	(4)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
ED368	Classroom and Behavior Management	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)

ED495	Student Teaching	(16)
SE230	Introduction to Exceptionalities	(4)
Required: 4 hours based on selected content discipline.		
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 74–76 hours is required. Courses must be completed with a grade of “C” or better, with the exception of ED130 and ED230 which must be completed with a B– or better.

Required core courses:

ED130	Foundations of Education	(4)
ED133	Technology Integration in K-12 Classrooms	(1)
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)
ED360	Survey of Inclusion Philosophy and Strategies	(4)
ED385	Field Practicum III	(1)
ED485	Field Practicum IV	(1)
ED495	Student Teaching	(16)

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|--|--|-----|
| SE230 | Introduction to Exceptionalities | (4) |
| Required: 4 hours based on content area concentration. | | |
| ED352 | Teaching Language Arts in Middle Childhood and Adolescence | (4) |
| OR | | |
| ED354 | Teaching Math in Middle Childhood and Adolescence | (4) |
| Required: One of the Intervention Specialist areas listed below (22 hours). | | |

Required courses for Mild/Moderate Intervention Specialist:

- | | | |
|-------|--|-----|
| SE332 | The Law and Differentiated Instruction | (4) |
| SE334 | Assistive Technology for Students with Mild/Moderate Disabilities | (2) |
| SE343 | Behavior and Classroom Management Strategies in 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:

- | | | |
|-------|--|-----|
| SE332 | The Law and Differentiated Instruction | (4) |
| SE343 | Behavior and Classroom Management Strategies in Inclusive and Special Education Settings | (4) |
| SE356 | Methods and Materials for Students with 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)
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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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Students seeking licensure must also choose one academic area.

Required: Complete 40 hours from one of the following academic areas.

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

MT102	Math for Teachers I	(4)
MT103	Math for Teachers II	(4)

MT106	Liberal Arts Math	(4)
MT107	Intermediate Algebra	(4)
MT109	College Algebra	(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)

EDUCATION STUDIES MAJOR (NON-LICENSURE): A minimum of 52 hours is required. Courses must be completed with a grade of "C" or better.

Required 28 credit hours of core courses:

ED130	Foundations of Education	(4)
ED230	Human Development and Learning Theory	(4)
ED270	Internship I	(2)
ED331	Foundations of Literacy	(4)
ED360	Survey of Inclusion Philosophy & Strategies	(4)
ED470	Internship II	(6)
SE230	Introduction to Exceptionalities	(4)

Choose from one of the following concentrations:

DIVERSE LEARNING

Required 24 credit hours:

ED160	Beginning American Sign Language I	(2)
ED161	Beginning American Sign Language II	(2)
ED162	American Sign Language III	(2)
ED163	American Sign Language IV	(2)
SE332	The Law and Differentiated Instruction	(4)
SE334	Technology in Special Education: Meeting the Needs of Students with Mild to Moderate Learning Needs	(2)

SE343	Behavior & Classroom Management	(4)
SE361	Collaboration in Special Education	(4)
SE364	Comm. Strategies & Tech: Mod/Intensive Needs	(2)

TEACHING AND LEARNING

Required: 24 credit hours

ED160	Beginning American Sign Language I	(2)
ED161	Beginning American Sign Language II	(2)
ED243	Primary Education Philosophy and Practices	(4)
ED347	Middle Childhood Philosophy and General Teaching	(4)
ED349	Secondary General Methods	(4)
SE343	Behavior & Classroom Management	(4)

Choose 4 credit hours from the following:

ED162	American Sign Language III	(2)
ED163	American Sign Language IV	(2)
ED352	Teaching Language Arts in Middle Childhood and Adolescence	(4)
ED354	Teaching Mathematics in Middle Childhood and Adolescence	(4)
ED356	Teaching Science in Middle Childhood and Adolescence	(4)
ED358	Teaching Social Studies in Middle Childhood and Adolescence	(4)
SE356	Methods and Mat. For Middle & HS Students with Mild, Mod or Int	(4)
SE361	Collaboration in Special Educations	(4)

RECOMMENDATION FOR LICENSURE

Licensure majors must successfully complete all degree requirements, including admission to the Teacher Education Program/teacher education candidacy and student teaching, as well as meet academic and field requirements prescribed 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: \$230.00. 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. Fees: \$230.00. *Prerequisite: ED130 in transfer, permission of instructor.*

ED133 TECHNOLOGY INTEGRATION IN K-12 CLASSROOMS (1). This is a required course for licensure seeking teacher candidates. It is focused on technology integration in teaching and learning. The content coverage reflects the International Society for Technology in Education (ISTE) standards for educators. Topics include the Internet, productivity software applications, multimedia and educational software applications, social and ethical issues related to technology, and integration of technology in lesson planning appropriate to particular instructional objectives and strategies.

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*

ED163 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: ED160, ED161 and ED162 or 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. Successful completion with a grade of "B-" or better is required. *Prerequisite: EN100 or placement in EN101.*

ED231 HUMAN DEVELOPMENT AND LEARNING

CONNECTIONS (1). This course is for transfer students who have already completed either a 3-hour Human Development or a 3-hour Educational Psychology with a B- or higher and need 1 more credit hour to meet WC's 4-hour ED230 Human Development and Learning requirement and attain adequate content. This course will address the content remaining from ED230 Human Development and Learning to ensure student understanding of this critical content needed for successful progress in the education majors at Wilmington College. This course must be completed with a B- or higher to be considered for admission to the licensure program. *Prerequisite: Human Development OR Educational Psychology course with B- or higher in transfer, permission of instructor.*

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 teacher candidates to the knowledge and skills necessary to teach and informally assess P–9 students in the areas of reading, phonics/spelling, speaking, listening, and writing. They will also learn how language acquisition, developmental stages, and cultural diversity affect the process of becoming literate. They will learn to analyze words using both units of sound and meaning. Teacher candidates will learn and practice: administration of formal and informal assessment skills in reading and word study/phonics/spelling; approaches for fostering motivation of reading; handwriting; planning for cross-curricular connections for literacy; and strategies for students to comprehend text as well as vocabulary words within the text. Teacher 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 PRIMARY EDUCATION PHILOSOPHY AND PRACTICES (4). This course explores the historical, philosophical, and social foundations of P–5 education as they relate to best practice. Culturally responsive program design and implementation, physically and psycho-socially safe and healthy learning environments, standards-based learning and teaching, research updates, the critical role of adult/child relationships, and collaborative partnerships with families and other professionals define the template applied to a variety of P–5 theories and model programs. The course also examines career options, social and policy issues, ethics, and child advocacy to help P–5 students become independent, self-regulated learners.

ED270 INTERNSHIP (2). 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. Taught Pass/No Pass.

Prerequisite: Instructor permission.

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. Fee: \$150.00. *Prerequisites: Admission to the Teacher Education Program.*

ED331 FOUNDATIONS OF LITERACY (4). This course provides students with an overview of literacy instruction by engaging students in reading about current issues, research, theory, policy, and practice in literacy instruction from PreK-12. Students will learn about the principles of literacy instruction including the components of literacy, the reading and writing processes, reading programs, methods of instruction, standards and assessments, discipline-specific literacy, diversity, and information literacy. **[Skill: W]** *Prerequisites: EN101 or EN103H and Admission to the Diverse Learner or Teaching and Learning concentration of Education Studies Program.*

ED341 READING CORE II: PRINCIPLES AND PRACTICES FOR LITERACY 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: EN101 or EN103H, 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.*

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 application in the P–12 classroom with the purpose of developing reflective practitioners. Developmentally appropriate education environments aimed to fulfill all students' needs is a focus of this course. Specifically, issues pertinent to middle level education, including but not limited to, current research about best practice, block scheduling, team teaching, collaboration across teaching specialties, and the uniqueness of middle childhood students and their education will be addressed. The importance of family involvement including sensitivity to family structures and assistance to families in need, as well as knowledge of community resources and collaboration with community professionals is stressed. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class. A special emphasis on reading and writing to learn is provided. Students develop units that integrate

reading and writing to learn, classroom management strategies, varied instructional techniques and assessments. Data generated by assessments are analyzed in order to guide remediation and future instruction. *Prerequisite:-Admission to the Teacher Education Program or Applicable Education Studies Concentration.*

ED349 SECONDARY GENERAL METHODS (4). This course emphasizes the connections between theories learned in college classrooms and their implementation in P-12 classrooms with the purpose of developing reflective practitioners. Classroom management and varied instructional techniques, including the uses of media and technology are discussed in class. An overview of the reading and writing processes with special emphasis on reading and writing to learn is provided. Students develop units that integrate reading and writing to learn classroom management strategies, varied instructional techniques and assessments. Data generated by assessments are analyzed in order to guide remediation and future instruction. The various types and symptoms of child abuse are presented, along with strategies for addressing suspected abuse. *Prerequisite Admission to the Teacher Education Program or Applicable Education Studies Concentration.*

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. *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. *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. *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. *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: SE230 and Admission to the Teacher Education Program or Applicable Education Studies Concentration.*

ED368 CLASSROOM AND BEHAVIOR MANAGEMENT (4). This course will provide opportunities for students to deepen their understanding on the following topics related to behavior and

classroom management: Positive behavior intervention and supports (PBIS); social-emotional development; classroom systems for establishing the foundation for positive behavior; classroom systems for responding to unwanted behavior; classroom data collection systems; effective instructional strategies and how to implement them with fidelity; matching curriculum to student needs and data; and the impact of trauma, toxic stress, and other environmental variables on learning behavior. Evidence-based, practical strategies for use in P-12 general education classrooms will be emphasized. *Prerequisite: Admission to the Teacher Education Program.*

ED373 MATHEMATICAL METHODS FOR PRIMARY EDUCATION (4). This course offers a balance of curricular and instructional approaches that include mathematical concepts, processes, and skills and how to facilitate learning for students in grades P-5. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking, and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. Students will apply specific P-5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to mathematics. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning. *Prerequisite: Admission to the Teacher Education Program.*

ED374 SOCIAL STUDIES, ENGLISH, LANGUAGE ARTS METHODS FOR PRIMARY EDUCATION (4). This course offers a balance of curricular and instructional approaches that include concepts, skill level and problem solving, and the appropriate use of technology software to support learning skills as they relate to Language Arts and Social Studies. The individuality of every learner and the importance of planning instruction and assessment that show

respect for all cultures and diversities, encourage critical thinking, and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. Students will apply specific P-5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to social studies and English/language arts. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning. *Prerequisite: Admission to the Teacher Education Program.*

ED375 SCIENCE METHODS FOR PRIMARY EDUCATION (4).

This course offers a balance of curricular and instructional approaches that include science concepts, processes, and skills and how to facilitate learning for students in grades P-5. Content includes explorations of life sciences, physical science, and Earth and space sciences. The individuality of every learner and the importance of planning instruction and assessment that show respect for all cultures and diversities, encourage critical thinking, and encourage habits of life-long learning are emphasized. Content specific assessment strategies are discussed and implemented, and data are analyzed in order to plan remediation and future instruction. Students will apply specific P-5 methods that include, but are not limited to: play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions pertinent to science. A summative final assignment is to create a detailed cross-cultural unit plan on a subject from the Ohio Model Curriculum complete with identified objectives, materials, lessons, teaching strategies, accommodations, assessments, and future planning. *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. Fee: \$150.00. *Prerequisites: ED285 and Admission to the Teacher Education Program.*

ED470 INTERNSHIP (4). 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. Taught Pass/No Pass. *Prerequisite: Instructor permission.*

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. Fee: \$150.00. *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 (EdTPA), in which planning, teaching, and assessment are described and analyzed. The project is nationally scored; failure to submit the EdTPA will result in a failing grade for the

course. Take remaining OAE test(s). Fees: \$65.00 fingerprinting fee, \$300 EdTPA fee, additional fees may be charged based on semester offered – check with the Education Department for clarification. Taught Pass/No Pass. **[Skill: W]** *Prerequisite: EN101 or EN103H, Permission of the Education department.*

SE230 INTRODUCTION TO EXCEPTIONALITIES (4)

This course is aligned to Social Science objectives and, when taken in addition to ED230 Human Development and Learning already required for all Education majors, satisfies the revised general education curriculum approved by the faculty September 11, 2017. In addition, SE230 will serve as a prerequisite course to ED360 Survey of Inclusion Philosophies and Strategies. This will equip WC Education Licensure and Education Studies majors to better serve diverse student/community populations and will surpass the 3-semester-hour intro to diverse learners ODHE course requirement.

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 and Admission to the Teacher Education Program.*

SE334 TECHNOLOGY IN SPECIAL EDUCATION: MEETING THE NEEDS OF STUDENTS WITH MILD TO MODERATE LEARNING NEEDS (2).

This course will have students analyze, design, develop, implement, and evaluate educational technology as an instructional resource to meet the needs of students with mild to moderate learning needs in various PreK–12 classroom settings as integrated with principles of learning and assessment. Students will utilize technology to incorporate principles of Universal Design for

Learning and differentiated instruction to meet the needs of learners through discussions, modeling, laboratory experiences, and completion of a comprehensive project. *Prerequisite: ED360 and Admission to the Teacher Education Program or Applicable Education Studies Concentration.*

SE343 BEHAVIOR AND CLASSROOM MANAGEMENT STRATEGIES IN 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 or Applicable Education Studies Concentration.*

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.*

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 or Applicable Education Studies Concentration.*

SE373 MATH AND SCIENCE INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES (4). This course is designed to provide specialized content and procedural strategies in mathematics and science for teacher candidates who will be involved in the education of young children with diverse learning needs and exceptionalities. It will help them develop a foundational understanding of the regulations, skills, and knowledge for assessing, identifying, and implementing services to young children with disabilities from Pre-school through 5th grade. This course will provide both practical guidelines and examples of how to implement evidence-based strategies in integrated and inclusive contexts and the rationale, legislation, and research base supporting the evidence-based practices. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

SE374 SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS INSTRUCTIONAL METHODS FOR YOUNG CHILDREN WITH EXCEPTIONALITIES (4). This course is designed to provide specialized content and procedural strategies in social studies and English/language arts for teacher candidates who will be involved in the education of young children with diverse learning needs and exceptionalities. It will help them develop a foundational understanding

of the regulations, skills, and knowledge for assessing, identifying, and implementing services to young children with disabilities from Pre-school through 5th grade. This course will provide both practical guidelines and examples of how to implement evidence-based strategies in integrated and inclusive contexts and the rationale, legislation, and research base supporting the evidence-based practices. *Prerequisites: ED360 and Admission to the Teacher Education Program.*

English

Faculty: Bonnie Erwin, Ursula McTaggart, Marci Rován, 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	Discovering Literature	(4)
EN242	American Literature Survey	(4)
EN244G	British Literature: From Castles to Colonies	(4)
EN245G	British Literature: Rule Britannia	

	to Cool Britannia	(4)
EN331	Shakespeare	(4)
EN430G	Studies in World Literature	(4)
EN495	Senior Seminar	(4)

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

EN131	Writing III: Advanced Writing and Practice	(4)
EN150	Topics in Literature	(2)
EN232	Varieties of Literature	(4)
EN233	Literature of Rural Life and the Environment	(4)
EN235	Literature for Children and Young Adults	(4)
EN250G	Topics in Global Literature	(4)
EN251/251G	Topics in the Literature of Race, Gender and Ethnicity	(4)
EN252	Topics in Professional Writing	(4)
EN330	Major Authors or Movements	(4)
EN334	Literary Studies	(4)
EN336	Creative Writing	(4)
EN338	Contemporary American Literature	(4)
EN350	Advanced Topics in Literature	(2)
ID134G	Introduction to Race, Gender and Ethnicity Studies	(4)
TH330G	Dramatic Literature I	(4)
TH331G	Dramatic Literature II	(4)

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. Please note students pursuing the English minor cannot also pursue the Professional Writing minor.

EN131	Writing III: Advanced Writing and Practice	(4)
EN134	Introduction to English Literature	(1)
EN150	Topics in Literature	(2)
EN232	Varieties of Literature	(4)

EN233	Literature of Rural Life and the Environment	(4)
EN235	Literature for Children & Young Adults	(4)
EN239	Discovering Literature	(4)
EN242	American Literature Survey	(4)
EN244G	British Literature: From Castles to Colonies	(4)
EN245G	British Literature: Rule Britannia to Cool Britannia	(4)
EN250G	Topics in Global Literature	(4)
EN251/251G	Topics in the Literature of Race, Gender and Ethnicity	(4)
EN252	Topics in Professional Writing	(4)
EN330	Major Authors or Movements	(4)
EN331	Shakespeare	(4)
EN334	Literary Studies	(4)
EN336	Creative Writing	(4)
EN338	Contemporary American Literature	(4)
EN350	Advanced Topics in Literature	(2)
EN430G	Studies in World Literature	(4)
EN495	Senior Seminar	(4)
ID134G	Introduction to Race, Gender and Ethnicity Studies	(4)
TH330G	Dramatic Literature I	(4)
TH331G	Dramatic Literature II	(4)

PROFESSIONAL WRITING MINOR: A total of 20 hours with grades of "C-" or better, including 12 hours at the 300- or 400- level is required. Courses other than those offered only as pass/no pass may not be taken on a pass/no pass basis for this minor. Please note students pursuing the Professional Writing minor cannot also pursue the English minor.

Required: 12 hours

EN131	Writing III: Advanced Writing and Practice	(4)
EN252	Topics in Professional Writing	(4)
CA330	Copywriting and Copy Editing*	(4)

Required: 8 hours – At least 6 hours must be upper-division

AG272	Agriculture Communications	(2)
Any English 200, 300, or 400 level class		(2–4)
(EN336: Creative Writing strongly suggested)		
EN270/470	Internship	(1–4)

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.

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. **[Skill: 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. **[Skill: 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 DISCOVERING LITERATURE (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. **[Skill: W]** *Prerequisites: EN101 or EN103H.*

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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

EN244G BRITISH LITERATURE: FROM CASTLES TO COLONIES (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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

EN245G BRITISH LITERATURE: RULE BRITANNIA TO COOL BRITANNIA (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. **[Skill: W]** *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.*

EN251/251G 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 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.

[Skill: W]. *Prerequisite: EN101 or EN103H.*

EN252 TOPICS IN PROFESSIONAL WRITING (4). This course introduces students to a variety of writing styles and conventions suitable to various workplaces and disciplines. Students will learn how to prepare written and oral reports for formal and informal settings. Students will learn basic communication principles in preparation for the real-world workplace. Students will learn to analyze different writing situations, how to plan and design communications, and how to write in an appropriate style. Topics may include "Business Writing," "Technical and Professional Writing," and "Research Writing." May be repeated when topics vary. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

EN330 MAJOR AUTHORS OR MOVEMENTS (4). An intensive study of a major literary figure, period, or movement. This course will emphasize in-depth knowledge of literature. It will also emphasize skills in critical reading, analytical writing, and information literacy. Examples of course titles: "Jane Austen," "Modern British Fiction," "The Harlem Renaissance," "Dickinson and Whitman," "Balzac and Zola." May be repeated when topics vary. **[Skill: W]** *Prerequisite: EN101 or EN103H, 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. **[Skill: W]** *Prerequisite: EN101 or EN103H, 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. **[Skill: W]** *Prerequisite: EN101 or EN103H, 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 or EN103H.*

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. **[Skill: W]** *Prerequisite: EN101 or EN103H, 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. *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.

[Skill: W] *Prerequisite: EN101 or EN103H, EN131, EN232, EN233, EN235, EN239, EN242, EN244G, EN245G, or EN250G.*

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, Nguyet Nguyen, 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 44 hours is required.

Required Core: 24 hours

HI130	American History I: Before 1865	(4)
HI131	American History II: After 1865	(4)
HI160G	World Civilization I	(4)
HI161G	World Civilization II	(4)
HI381	Historical Research Methods	(4)
HI495	Senior Seminar	(4)

Required: 20 hours from the following courses (including 16 upper division hours).

HI170	Ohio History	(4)
HI150	Topics in American History	(2)
HI250G	Topics in Global History	(2)
HI342	Public History	(4)
HI350	Topics in United States History	(4)
HI351G	Topics in World History	(4)
HI352	Eras in United States History	(4)
HI353G	Eras in World History	(4)
ID134G	Introduction to Race, Gender and Ethnicity Studies	(4)

HISTORY MINOR: A minimum of 24 hours.

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

HI130	American History I: Before 1865	(4)
HI131	American History II: After 1865	(4)
HI150	Topics in American History	(2)
HI160G	World Civilization I	(4)
HI161G	World Civilization II	(4)
HI170	Ohio History	(4)
HI250G	Topics in Global History	(2)
HI342	Public History	(4)
HI350	Topics in United States History	(4)
HI351G	Topics in World History	(4)
HI352	Eras in United States History	(4)
HI353G	Eras in World History	(4)

HI381	Historical Research Methods	(4)
HI495	Senior Seminar	(4)
ID134G	Introduction to Race, Gender and Ethnicity Studies	(4)

HISTORY

HI130 AMERICAN HISTORY I: BEFORE 1865 (4). This course examines the early history of the United States, starting with the settlement of the North American continent by nomadic hunter-gatherers and concluding with the American Civil War and its aftermath. The first half of the course will focus on the European incursion into North America. We will explore cultural encounters and conflicts between Europeans and Native Americans, the competition between empires for dominion over the New World, the settlement and development of British colonies, and the struggle for American independence. In the second half of the course, we will examine the formation and consolidation of the American nation-state in the early republic and antebellum era, focusing specifically on capitalist development, political democratization, slavery and race, westward expansion, and reform movements. The course will conclude by examining the growing conflict over slavery that would eventually lead to a crisis of disunion and the American Civil War.

HI131 AMERICAN HISTORY II: AFTER 1865 (4). This course examines the history of the United States from the end of the Civil War to the beginning of the twenty-first century. At the beginning of this period, America was a predominantly agrarian nation coming out of a devastating internal conflict, a second-class international player that could not assert military or political control over the continental territory it claims as its own. Yet, by the end of the twentieth century, the United States was the world's only superpower, able to confidently exert its power at home and abroad, while also boasting the most advanced economy on the face of the earth. This class will examine America's dramatic transformation over the last century and a half, surveying broad developments in modern US history along with close analysis of the lived experiences of individual historical figures and social groups.

HI150 TOPICS IN AMERICAN HISTORY (2). These courses are designed as introductions to topics in American history. In contrast to the surveys, these courses will emphasize specific topics in history. Topics shall vary and may be organized chronologically, geographically, 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 skills as long as students are not repeating a specific topic. May be repeated four times when topics vary.

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.

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.

HI170 THE HISTORY OF OHIO (4). This course aims to provide students with a functional knowledge of Ohio history, tracing developments from the ancient Indian civilizations of North America to the post-industrial era of the late twentieth century. The class will examine the dramatic economic transformation of Ohio, exploring how a land of nomadic hunter-gatherers successively transformed into a frontier economy, a market society, an industrial powerhouse, and finally a post-industrial landscape. The course will approach Ohio as a zone of cultural interchange, a place throughout history where different peoples, communities, and cultures have come into contact and conflict.

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.

HI342 PUBLIC HISTORY (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. *Prerequisite: HI130, HI131, HI160G or HI161G.*

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). A thematically focused examination of a selected topic in the history of an area other than the United States. Course content will emphasize the experiences of people from the Global South and/or marginalized backgrounds and encourage students to trace the origins of global inequality. Examples include, but are not limited to, U.S./Latin American Relations, the African Diaspora, and Latin American Agricultural History. May be repeated when topics vary. *Prerequisite: HI160G or HI161G.*

HI352 ERAS IN UNITED STATES HISTORY (4). This course provides an in-depth examination of various periods throughout US history. The topic of the course will change year-to-year, but some of the offerings will include: The Early Republic; the Era of Civil War and

Reconstruction; the Gilded Age; 1945 to the Present. While the specific time period will change, each course will provide a comprehensive overview of a historical epoch. Each class will examine an era's political, economic, social, and cultural landscapes, paying particular attention to the dynamics of race, class, gender, and ethnicity. May be repeated when topics vary. **[Skill: W]** *Prerequisite: EN101 or EN103H, HI130 or HI131.*

HI353G ERAS IN WORLD HISTORY (4). This course examines a single era in world history from a global perspective. Examples may include the Ancient World, the Early Modern World, the Long Nineteenth Century, and the Post-War Era. Regardless of the period studied, both primary and secondary sources related to the era will be used to advance students' knowledge of the historical chronology and to introduce students to the major historiographical debates in the discipline. May be repeated when topics vary. **[Skill: W]** *Prerequisite: EN101 or EN103H, HI160G or HI161G.*

HI381 HISTORICAL RESEARCH METHODS (4). An introduction to historical research with emphasis on identifying and locating primary and secondary sources, conducting basic research, and exposing students to the challenges of preparing and presenting a research paper in a seminar setting. *Prerequisite: EN101 or 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. *Prerequisites: HI381 and junior or senior standing.*

GLOBAL

GL131GH THE INDIVIDUAL IN A GLOBAL SOCIETY (4). This course is designed for students in their first year of the Honors Program. In this course, students will reflect on their own values and goals while increasing their understanding of the perspectives of other cultures, global issues, the interconnectedness of the world, and their roles as engaged citizens. *Prerequisites: Honors Program students only.*

GL320 WILMINGTON GLOBAL SIGNATURE (4). This “Big Ideas” course will be writing intensive. This is a traditional 4-credit hour course offered each semester and taken by students of junior or senior standing (transfers will be required to take it during their first year at Wilmington College). This course can take the form a “great book/s” model, or focus on any global or universal questions faced by and unifying the human condition. With reference to Wilmington College’s mission, vision, core values, and queries, students will continue to increase their understanding of the perspectives of other cultures, global issues, and the interconnectedness of the world through in-depth exploration of global topics. Students will also reflect on their future roles as engaged members of a global community. Topics will vary. *Prerequisites: EN101 or EN103H, and junior or senior standing.*

GL320H WILMINGTON GLOBAL SIGNATURE (HONORS) (4). This “Big Ideas” course will include an Information Literacy component and be Writing intensive. This is a traditional 4-credit hour course offered each semester and taken by student of junior or senior standing. This course can take the form a “great book/s” model, or focus on any global or universal questions faced by and unifying the human condition. With reference to Wilmington College’s mission, vision, core values, and queries, students will continue to increase their understanding of the perspectives of other cultures, global issues, and the interconnectedness of the world through in-depth exploration of global topics. *Prerequisites: EN103H, GL131GH, Honors Academic Track students only, junior or senior standing.*

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. 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.

ID110 EFFECTIVE COLLEGE STRATEGIES (2). Through assessment and self-reflection, students will uncover and understand the background, environmental, and individual characteristics that put them at risk for college persistence and identify characteristics that offer strengths for college success. This course will help students learn and improve skills, habits, and strategies that are essential for academic success. Students will focus on developing perseverance, an academic mindset, as well as social strengths. Taught Pass/No Pass. *Placement by Academic Affairs.*

ID111 STUDENT STRENGTHS AND GOAL SETTING (2). This course builds upon Effective College Strategies and focuses on student strengths and goal setting for academic success. Students will continue to develop academic skills as well as to learn the importance of personal social integration on campus. Student motivations will be explored. Long and short-term action plans will be used to understand the connections between their work at Wilmington College and the attainment of their personal and academic goals. Additional areas that improve student retention to second year explored. Students may be placed into this course by Academic Affairs, but registration is open to

all students to add during Add/Drop as space is available. Taught Pass/No Pass.

ID120 FIRST YEAR EXPERIENCE (1). A dedicated FYE course taught during the first 8-week abbreviated session of fall term. The course will focus on an introduction to Wilmington College, Quakers, adaptation to college life, study skills, introduction to campus services and facilities, and other life skills. This course will also include a unified "summer" reading and additional course materials used to introduce the areas of thought and expressions (as well as applied fields) and serve as a first introduction to advising with the creation of a 4-year education plan. Fee: \$10.00.

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 serves as a foundation for other courses in the Gender and Diversity Minor. **[Skill: W]** *Prerequisites: EN101 or EN103H.*

TR130/130G 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. Application 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. Fee: \$190.00.

TR330/330G STUDY/SERVICE TRIP (1-4). See TR130/130G.

Wilmington College Honors Program

Program Director: Michael Snarr

The Honors Program at Wilmington College is designed to enrich the academic experience of qualified students with special sections of courses, interdisciplinary seminars, opportunities for leadership and civic engagement, and a senior project.

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

Based on the respective scholarship agreement each student signed, some scholarship recipients are required to participate in and complete the Honors Program. To remain in the Program, students must maintain a 3.3 cumulative GPA, remain in good academic standing, comply with the Student Code of Conduct, and participate in the required Honors Program activities.

Students who complete the Honors Academic Program will receive notation on their official Wilmington College transcript and recognition at the commencement ceremony.

Anyone desiring further information should contact the Director of the Honors Program.

ACADEMIC HONORS TRACK: A total of 16 hours is required.

Core courses: (5 hours)

GL131GH The Individual in a Global Society (4)

HO231 Mediation Training (1)

Required courses: (11 hours)

HO230 Honors Seminars (3)

EN103H Great Debates (4)

GL320H Wilmington Global Signature (Honors) (4)

Required:

24 clock hours of Volunteer Service

24 clock hours of Civic Engagement

Senior Capstone Project

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: GL131GH.*

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: GL131GH.*

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 who wish to apply to participate are encouraged to apply early during their time at Wilmington College. Those who apply after the first semester of their junior year will be closely evaluated to ensure that they will have time to fully complete the program requirements prior to graduation.

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

- Minimum of 12 credits in Global Awareness Courses
- Minimum of 12 credits (from any discipline) that develop expertise in one of the following Peace Corps Work Sectors: Education, Environment, Youth in Development, Health, Agriculture, or Community Economic Development
- Minimum of 50 hours of service related to that same work sector, which may include participation in experiential learning:
 - Education Practica/Student Teaching
 - Study/Service Trip
 - Domestic or International Internship
- Optional for Latin America or West Africa Peace Corps Placement: Minimum of 8 credits in Spanish
- Participation in the Peace Corps' Prep-related student club

For application, specific course information or other questions, students should meet with the Peace Corps Prep Coordinator or contact the Peace Resource Center.

Mathematics

Faculty: Richard Buckalew, James FitzSimmons, Elizabeth Haynes-Wiget, Russell Kincaid, Mary Koshar

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 of mathematics courses and 8 additional hours of natural science are 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	(4)
MT358	Calculus Based Probability and Statistics	(4)
MT359	Differential Equations with Numerical Methods	(4)

Required: 8 hours of Natural Science courses from the General Education list of Natural Science courses.

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 Geometries	(4)
MT332	Calculus III	(4)
MT335	Abstract Algebra	(4)
MT338	History of Mathematics	(4)
MT341	Applied Mathematics	(4)

MT358	Calculus Based Probability and Statistics	(4)
MT359	Differential Equations with Numerical Methods	(4)

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 BEGINNING ALGEBRA (2). A review of high school algebra. Includes solving first degree equations, simplifying polynomials, the rectangular coordinate system, and graphing lines. May include factoring, solving literal equations, solving, and graphing linear inequalities, and/or solving simultaneous equations. Students scoring a 16 or below on the ACT test must take MT099 before taking MT100, unless placement 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. *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. *Prerequisite: MT099 or math placement in MT100 or higher level of math.*

MT106 LIBERAL ARTS MATH (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 INTERMEDIATE ALGEBRA (4). A continuation of a review of high school algebra and an introduction to more advanced topics. Includes operations with real numbers, factoring, exponents and radicals, functions, and solutions of equations and inequalities. *Prerequisite: MT100 or math placement.*

MT109 COLLEGE ALGEBRA (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. *Prerequisite: MT107 or math placement.*

MT111 TRIGONOMETRY (2). A study of the circular and angular trigonometric and inverse trigonometric functions and their graphs, and trigonometric forms of complex numbers. Emphasizes solving real-world problems using trigonometric functions. Includes the unit circle and right triangle applications. Provides essential background in pre-calculus mathematics to prepare students for Calculus I and Physics. *Prerequisite: MT107 or math placement. 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. *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. *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. *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. *Prerequisite: MT109 or higher.*

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. *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. *Prerequisite: MT140.*

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. *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. *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. *Prerequisite: MT141.*

MT341 APPLIED MATHEMATICS (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. *Prerequisite: 141.*

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. *Prerequisite: MT141.*

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 adds to the liberal arts fine arts experience. The liberal arts music minor provides preparation for further study, as well as for various careers in which a liberal arts degree is appropriate. Please note student pursuing the Music Minor cannot also pursue the Music and Media minor.

The Music and Media minor combines classes covering music theory and history, media, and communications, with training in music and media technology and computer skills. The minor prepares students for further exploration of the intersection between creativity and communication in today's marketplace and enables students to apply both critical thinking and creative skills to the complex realm of music and media. Please note students pursuing the Music and Media Minor cannot also pursue the Music minor.

MUSIC MINOR: A total of 24 hours is required.

Required Core courses:

MU130	Music in Human Society	(4)
MU140	Beginning Piano Class	(2)
MU230	Music Theory	(4)
MU346	Intermediate Piano Class	(2)
MU350/350G	Topics in Music	(4)

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

MU143/343	Wilmington College Chorale	(1)
MU148/348	Instrumental Ensemble	(1)
MU149/349	Quaker Thunder Pep Band	(1)

Required: 4 hours of electives from the following.

MU332/3/4	Private Lessons	(1-4)
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MU343	Wilmington College Chorale*	(1-4)
MU349	Quaker Thunder Pep Band*	(1-4)
MU350/350G	Topics in Music**	(4)
MU348	Instrumental Ensemble*	(1-4)
MU356	Survey of Music Technology	(4)

*may be taken additional semesters for elective credit

**Topics class must be a different topic from that taken under
Required Core Courses to receive elective credit

MUSIC AND MEDIA MINOR: A total of 26 hours is required.

Required courses (18 credits):

MU130	Music in Human Society	(4)
MU230	Music Theory	(4)
CA131	Mass Media in a Global Society	(4)
CA233	Communication Theory & Concept	(2)
MU356	Survey of Music Technology	(4)

Electives (8 credits) choose from:

CA336	Broadcast Media	(4)
CA350	Topics in Communication Arts	(4)
CA363	Public and Media Relations	(4)
CA364	Social Media Management	(4)
MU332/3/4	Private Lessons	(2-4)
MU343	Wilmington College Chorale	(1)
MU348	Instrumental Ensemble	(1)
MU349	Quaker Thunder Pep Band	(1)
MU350/350G	Topics in Music	(4)

MUSIC

MU130 MUSIC IN HUMAN SOCIETY (4). An introductory survey of music for all students, examining the role of music in human society. The course combines an integrated and interactive approach to the fundamentals of music through listening and live performances. Musical examples are drawn from a diverse range of cultures, societies, and historical time periods.

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.

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.

MU148 INSTRUMENTAL ENSEMBLE (1). Students study and become familiar with the tenets of instrumental performance in an ensemble setting. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Students perform as an ensemble at least once per semester. May be taken three times for credit.

MU149 QUAKER THUNDER PEP BAND (1). The Wilmington College "Quaker Thunder" Pep Band is comprised of students from across various academic disciplines on campus. The band performs at several events throughout the spring semester, including basketball games, pep rallies, and College events! Based on attendance, select students may also be eligible for post-season travel. Membership is open to all students that play a standard band instrument. Pep band rehearses weekly from January to late March during basketball season, and for select events in April. 1–2 optional performances may take place prior to the start of conference basketball season (usually late November). Students are required to perform at all assigned basketball games. Students must have previous experience playing a standard band instrument to join. Select instrument types (such as percussion or electric bass) may be required to audition prior to enrollment. Pep Band may be taken up to 8 times for credit—four credits at the lower level and four credits at the upper level. This course fulfills the Fine Arts Gen Ed requirement. *Prerequisite: Permission of instructor.*

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. *Prerequisite: MU130 or MU140.*

MU250 TOPICS IN MUSIC (4). This course explores a different musical topic each semester. Students will gain understanding of various musical fundamentals, as well as the ways in which music has influenced popular culture, global events, diversity, and other artforms. Previous 'Topics in Music' courses include the influence of jazz in "Pop" music, the Music of Film, and Heavy Metal. Course may be repeated as topic varies.

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.*

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.*

MU346 INTERMEDIATE PIANO (2). Continuation of MU140. Intermediate piano in a class format. *Prerequisite: MU140 and permission of instructor.*

MU348 INSTRUMENTAL ENSEMBLE (1). Students study and become familiar with the tenets of instrumental performance in an ensemble setting. Appropriate repertoire, varied styles and genres are studied to educate the student to the diverse musical opportunities open to them as instrumentalists. Students perform as an ensemble at least once per semester. May be taken three times for credit. *Prerequisite: Permission of instructor.*

MU349 QUAKER THUNDER PEP BAND (1). The Wilmington College "Quaker Thunder" Pep Band is comprised of students from across various academic disciplines on campus. The band performs at

several events throughout the spring semester, including basketball games, pep rallies, and College events! Based on attendance, select students may also be eligible for post-season travel. Membership is open to all students that play a standard band instrument. Pep band rehearses weekly from January to late March during basketball season, and for select events in April. 1–2 optional performances may take place prior to the start of conference basketball season (usually late November). Students are required to perform at all assigned basketball games. Students must have previous experience playing a standard band instrument to join. Select instrument types (such as percussion or electric bass) may be required to audition prior to enrollment. Pep Band may be taken up to 8 times for credit—four credits at the lower level and four credits at the upper level. This course fulfills the Fine Arts Gen Ed requirement. *Prerequisite: Permission of instructor.*

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.*

MU356 SURVEY OF MUSIC TECHNOLOGY (4). Survey in Music Technology is a project-based class in which students will create a musical composition for each unit, exploring the basics of sound, digital audio workstations (DAW), MIDI, and composition on computers using basic notation techniques. Please note: all assignments and instruction require regular access to the music technology lab. *Prerequisite: MU130 or MU140.*

Peace Studies Minor (see “Religion, Philosophy, and Peace Studies”)

Physics

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.*

PHYSICS

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. *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. *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. *Prerequisite: MT111 or higher (excluding MT131) or placement in MT140 or higher, co-requisite of MT111.*

PH231 FUNDAMENTALS OF PHYSICS II (4). A continuation of PH230. Topics include thermodynamics, electricity, magnetism, and optics. Laboratory. *Prerequisite: PH230.*

Political Science

Faculty: Evan Farr, 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.

Common Core Courses: (12 hours)

PS130	American Politics	(4)
PS234G	Global Politics	(4)
PS330	Philosophical Foundations of Western Political Thought	(4)

POLITICAL SCIENCE MAJOR WITH FOOD POLICY AND AGRICULTURE ADVOCACY CONCENTRATION: A total of 36 hours with grades of "C–" or better required.

Required: Common Core 12 hours

Required Courses: 16 hours

AG272	Agriculture Communications	(2)
AG460	Agriculture Policy	(2)
PS337G	Global Politics of Food	(4)
PS341	Environmental Law and Advocacy	(2)
PS343	Public Policy and Advocacy	(4)
TR291	Political Advocacy Practicum	(2)

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

AG130G	Fundamentals of Horticulture	(4)
AG132	Principles of Crop and Animal Science I	(4)
AG133	Principles of Crop and Animal Science II	(4)
AG234	Sustainable Regional Development	(2)
AG240	Introductory Food Science	(4)

AG330	Foundation of Soil Science	(4)
AG335	Organic Farming	(4)
AG350	Topics in Agriculture	(4)

POLITICAL SCIENCE MAJOR WITH A POLITICAL STUDIES

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

Required: Common Core 12 hours

Required Courses: 12 hours

PS231G	Human Rights and the Judicial Process	(4)
SS380	Research in the Social Sciences	(4)
SS481	Advanced Research Seminar	(4)

Required: 12 hours from the following (8 hours must be upper division)

PS237G	Political Simulation Practicum	(2)
PS333G	Case Studies in Nonviolence and Reconciliation	(4)
PS337G	Global Politics of Food	(4)
PS340	Constitutional Law	(4)
PS341	Environmental Law and Advocacy	(2)
PS343	Public Policy and Advocacy	(4)
PS348G	The Political Economy of Globalization	(4)
PS350/350G	Topics in Political Science	(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 in the Social Sciences	(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.

PS175 MOCK TRIAL SEMINAR (4). Participation on the Wilmington College Mock Trial team gives students a chance to develop real-world lawyer and witness skills in the courtroom. With a focus on oral advocacy, critical thinking, and legal analysis, students will have the opportunity to travel to area competitions as they take a legal case from start to finish. May be taken a total of 4 times for credit.

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. *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.

PS237G POLITICAL SIMULATION PRACTICUM (2). 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. Fee: \$75.00.

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: EN101 or EN103H, 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. *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. *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.*

PS341 ENVIRONMENTAL LAW AND POLICY (2). An in-depth look into the factors and events that stimulated the environmental movement and laid the foundation for today's eco-consciousness. This course will examine the management of natural resources at national, regional, state, and local levels. Students will explore the differences between preservation and conservation philosophies. They will also investigate policies that govern both point- and non-point source pollution, air, soil, and water quality, and how these policies aim to balance economic growth and stewardship. *Prerequisite: PS130.*

PS343 PUBLIC POLICY AND ADVOCACY (4). This course serves to introduce the study of public policy in the United States. It will examine the role of government in the policy process, the structure and process of policymaking, and the evaluation of policies. Cases studies will focus on several current issues, e.g., the budget, welfare, and defense policy. Students will have an opportunity to apply their knowledge through a lobbying visit to our state's capital in Columbus. *Prerequisite: PS130*

PS348G THE POLITICAL ECONOMY OF GLOBALIZATION (4). This course will focus on foundational concepts in political economy and globalization. Special emphasis will be placed on the differential experience of globalization for individuals living in more developed countries and less developed ones. **[Skill: W]** *Prerequisite: EN101 or EN103H, PS130, SY130, or PS234G.*

PS350/350G 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. *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: EN101 or EN103H, Junior or senior standing.*

Psychology

Faculty: Victoria DeSensi, Saskia Boggs

Psychology is the scientific study of the brain and behavior. Psychology majors learn about human behavior, experiences, and the functioning of the mind in relation to biological, cognitive, developmental, social, personality, and abnormal aspects. Students majoring in psychology complete requirements for a Bachelor of Arts (A.B.) degree.

The psychology major is designed to give students the academic foundation for success in graduate study and for employment in applied areas of psychology such as social work, counseling, education, business, and human services.

Careers in Psychology: Human service, not-for-profit organizations, and business professions offer the most entry occupations for students with an undergraduate degree in psychology.

- Psychology graduates often work with licensed clinicians to serve the needs of individuals, groups, and families.
- Businesses, non-profit private and public agencies also recruit psychology graduates. Marketing, human resources, sales, and development are examples of areas that hire psychology graduates.
- Graduate school training is required for certain careers in psychology including clinical psychology, counseling psychology, educational psychology, and experimental psychology. Students

who intend to pursue graduate studies should plan internships and research participation as parts of their academic plan.

PSYCHOLOGY MAJOR: A total of 44 hours with grades of "C-" or better is required.

Required courses:

PY130	Introduction to Psychology	(4)
PY231	Developmental Psychology	(4)
PY233	Careers in Psychology	(2)
PY235	History and Ethics in Psychology	(2)
PY334	Personality Psychology	(4)
PY336	Social Psychology	(4)
PY433	Abnormal Psychology	(4)
PY496	Capstone in Psychology	(4)
SS380	Research in the Social Sciences	(4)

Required: 12 hours from the following.

CJ435	Forensic Psychology	(4)
PY331	Health Psychology	(4)
PY342	Positive Psychology	(4)
PY344G	Psychology of Women	(4)
PY350/350G	Topics in Psychology	(4)
SS481	Advanced Research Seminar	(4)
SW230	Introduction to Addictions	(4)
SW335	Theories of Human Behavior and the Social Environment*	(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 in the Social Sciences	(4)

Required courses: 12 hours from the following.

PY231	Developmental Psychology	(4)
PY334	Personality Psychology	(4)
PY336	Social Psychology	(4)

PY433	Abnormal Psychology	(4)
Required: 8 hours from the following.		
PY233	Careers in Psychology	(2)
PY235	History and Ethics in Psychology	(2)
PY331	Health Psychology	(4)
PY342	Positive Psychology	(4)
PY344G	Psychology of Women	(4)
PY350/350G	Topics in Psychology	(4)
SS481	Advanced Research Seminar	(4)

PSYCHOLOGY

PY130 INTRODUCTION TO PSYCHOLOGY (4). This course will focus on key conceptual areas for understanding human behavior that include biological, cognitive, development, social and personality, and mental and physical health. Cross-cutting common themes in the field – cultural and social diversity, ethics, variations in human functioning, and applications – will be addressed for each topic included in the course. Students will also get to experience the integrative nature of contemporary psychology.

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. *Prerequisite: PY130.*

PY233 CAREERS IN PSYCHOLOGY (2). This course is designed for students who are interested in exploring career options available to them in the field of psychology. Students will also learn what elements are vital to academic and career success in the field. The course is centered on cultivating professional development. It will be taught in a seminar format with lectures, discussion, and activities. *Prerequisite: PY130 and limited to Psychology majors/minors only.*

PY235 HISTORY AND ETHICS IN PSYCHOLOGY (2). This course is a two-fold exploration of the history of psychology and the

ethical considerations inherent in psychological research and clinical practice. The course provides an overview of key figures who contributed to major theoretical developments and shaped the subdisciplines of psychology and recognizes the issue of diversity in the field. We will examine how ideas about what is "normal" shape and are shaped by psychology, and how cultural and political forces influenced the development of various psychological theories. Students will become familiar with the American Psychological Association (APA) and the standards it sets forth regarding ethics and conduct in research laboratories, professional practice, and clinical and educational settings. *Prerequisite: PY130 and limited to Psychology majors/minors only.*

PY331 HEALTH PSYCHOLOGY (4) This course provides an introduction to the field of health psychology, which addresses the bidirectional roles of behavioral/lifestyle, physiological, psychological, and social factors on health, illness, and disease. *Prerequisite: PY130.*

PY334 PERSONALITY PSYCHOLOGY (4). This course explores the science of personality from various perspectives including biological, psychoanalytic, humanistic, socio-cultural, cognitive/behavioral, and trait theory. The course discusses cultural variation of personality, critically evaluates the nature-nurture debate and the person-situation debate and examines the ways in which personality can relate to healthy/unhealthy adaptation, including personality disorders. This course also provides an exploration of personality assessment and test construction. *Prerequisite: PY130.*

PY336 SOCIAL PSYCHOLOGY (4). In this course, social perception, social influence, and social relations will be explored. The way that we perceive ourselves and others; how people influence others; and what causes us to like, love, help, or hurt others will be examined. Students will also learn how social psychology research is applied to address social problems in diverse fields. *Prerequisite: PY130.*

PY342 POSITIVE PSYCHOLOGY (4). This course is offered to students who are interested in learning about the scientific study of the

qualities that enable individuals and communities to thrive. The course is designed to be challenging and interactive. It will be taught in a seminar format with lectures, discussion, and activities. *Prerequisite: PY130.*

PY344G PSYCHOLOGY OF WOMEN (4). This course explores topics related to gender socialization and ideologies about gender that influence women's lives and experiences in a variety of different contexts and cultures. This course utilizes an intersectional perspective to explore how different aspects of individuals' social identities (e.g., race, class, sexuality, nationality, etc.) intersect with gender to create different conditions of relative power and oppression in society. Throughout the course students will integrate course material on psychological research with their own personal reflections and community engagement. The intention is for students to develop a critical awareness of the manner through which gender is socially constructed, and in turn, how the construction of gender affects women's lives. *Prerequisite: PY130.*

PY350/350G TOPICS IN PSYCHOLOGY (4). These courses explore areas of psychology in greater depth than in a general survey course. Potential topics include cross-cultural psychology, applied social psychology, community psychology, neuroscience, psychology of gender, etc. May be repeated when topics vary. *Prerequisite: PY130 or as specified.*

PY433 ABNORMAL PSYCHOLOGY (4). This course surveys fundamental issues in abnormal psychology, focusing on serious mental disorders articulated by the diagnostic and statistical manual (DSM V) of the American Psychiatric Association. The course is interdisciplinary, examining biological, medical, psychological, social, cultural, and political aspects of mental illness. Frameworks for understanding maladaptive behavior, the history of psychopathology, its epidemiology, cultural stigma around mental illness, and a variety of treatment models are presented and evaluated. *Prerequisite: PY130, Junior or Senior Standing.*

PY496 CAPSTONE IN PSYCHOLOGY (4). This course is intended to integrate the information learned in psychology courses and to culminate the

student's liberal education. The capstone enables students to explore current issues in the field and to draw upon knowledge and skills of their discipline using methods appropriate to the field, including relevant communication skills. **[Skill: W]** *Prerequisites: EN101 or EN103H, PY130, SS380, Senior Standing, Psychology majors only.*

RACE/GENDER/ETHNICITY MINOR: A total of 24 hours is required.

Required Courses:

ID134G Intro to Race, Gender and Ethnicity Studies (4)

EN251/251G Topics in the Literature of Race,
Gender and Ethnicity (4)

HI350 Topics in American History (4)

(All topics approved for minor. May be repeated and used below if topics vary)

OR

HI 351G Topics in World History (4)

(All topics approved for minor. May be repeated and used below if topics vary)

Required: 4 hours from the following

CJ201G International Criminal Justice (4)

EN232-1 Varieties of Literature: From MLKJ to Obama (4)

EN232-8 Varieties of Literature:
Smoke Signals: Two Worlds of Native
American Literature (4)

EN232-10 Varieties in Literature:
In the History of Sexuality (4)

EN242 American Literature Survey (4)

EN250G-1 Topics in Global Literature: Scarlet Women (4)

EN250G-3 Topics in Global Literature: Bombay to Boston (4)

EN250G-4 Topics in Global Literature: Growing Up Global (4)

EN250G-19 Topics in Global Literature: Latin Lovers (4)

EN250G-21 Topics in Global Literature: Global Gender
in Literature (4)

EN250G-22 Topics in Global Literature: Race, Gender, and
Religion in World Literature (4)

EN250G-23 Topics in Global Literature: Women Writers
in the Developing World (4)

EN250G-24	Topics in Global Literature: Coming to America	(4)
HI130	American History I: Before 1865	(4)
HI131	American History II: After 1865	(4)
HI250G-3	Topics in Global History: History of Education	(2)
HI250G-5	Topics in Global History: Borders and Migrants	(2)
RP240G	Comparative Religions I: Judaism and Islam	(2)
RP241G	Comparative Religions II: Indigenous and Eastern Religions	(2)
Required: 8 hours from the following		
CJ331	Corrections	(4)
CJ350-2	Topics in Criminal Justice: Race in Criminal Justice	(4)
CJ350-3	Topics in Criminal Justice: Women in Criminal Justice	(4)
CJ350-4	Topics in Criminal Justice: Gender, Law, and Society	(4)
CJ350-5	Topics in Criminal Justice: Drugs, Society & Justice	(4)
CJ430	Homicide and the Death Penalty	(4)
EC430	Equality, the Environment, Economic Growth and Sustainable Dev	(4)
EC433	Advanced Theoretical Economics: Labor, Industrial Organizations and International Economics	(4)
EN330G-3	Topics in Global Literature: Monstrous Perversions – Lit of the Fin de Siede	(4)
EN334-5	Literary Studies: Literature that Sparks Social Change	(4)
EN334-7	Literary Studies: Prison Experience	(4)
EN334-8	Literary Studies: Love, Marriage and Disaster	(4)
EN334-9	Literary Studies: Apocalyptic Literature	(4)
EN338	Contemporary American Literature	(4)
HI350	Topics in American History (all topics) (If not used above)	(4)
HI351G	Topics in World History (all topics) (If not used above)	(4)
HI352	Eras in United States History (all topics)	(4)
HI353G	Eras in World History (all topics)	(4)
MK350-2	Diverse Consumer Populations	(4)

MU350G-2	Topics in Music: Music in World Cultures	(4)
MU350G-6	Topics in Music: Uppity Women in Music	(4)
MU350-7	Topics in Music: Music of the Oppressed	(4)
MU350G-8	Topics in Music: Play Like a Girl: Women and Music	(4)
PS333G	Case Studies in Nonviolence	(4)
PS350-1	Topics in Political Science: Women in Politics	(4)
PY350-28	Topics in Psychology: Psychology of Diversity	(4)
PY350G	Psychology of Gender	(4)
PY350G-6	Topics in Psychology: Cross-Cultural Psychology	(4)
RP450-4	Topics in Religion/Philosophy: Women and Philosophy	(4)
RP450G-1	Topics in Religion/Philosophy: Indigenous Spirituality	(4)
SP335G	Introduction to Hispanic Arts	(4)
SP340G	The Culture of Latin America	(4)
SW333	Multicultural Social Work Practice	(4)
WS350-2	Topics in Leadership: Literacy in Prison	(4)
WS350-3	Topics in Leadership: Sust: True Multicultural Leadership	(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. *

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. **[Skill: W]**
Prerequisite: EN101 or EN103H.

EN251/251G 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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

Religion, Philosophy, and Peace Studies

Faculty: Stephen Potthoff

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 CORE course:

RP132G	Mysteries & Miracles of the OT: Bible I	(2)
RP133G	From the Gospels to Revelation: Bible II	(2)
RP140	Introduction to Philosophy	(4)
RP240G	Comparative Religions I: Judaism and Islam	(2)
RP241G	Comparative Rel II: Indigenous & Eastern	(2)

Required: 4 hours from the following

PC233	Introduction of Peace and Conflict Studies	(4)
RP231	Introduction to Quakers	(4)
RP236	Introduction to Critical Thinking	(4)
RP239	Values and Ethics	(4)

RELIGION AND PHILOSOPHY CONCENTRATION

16 Credit hours of Core and 16 credit hours of upper-level RP/PC courses

ECOLOGICAL ETHICS CONCENTRATION

16 Credit hours of Core and the following:

PS337G	Global Politics of Food	(4)
RP336	Ecological Ethics	(4)
RP450	Topics in Religion and Philosophy	(4)
RP470	Internship	
OR		
RP495	Senior Project	(4)

PEACE AND NONVIOLENCE CONCENTRATION

16 credit hours of Core and the following:

PC332	Mediation	(4)
PC470	Internship	
OR		
RP495	Senior Project	(4)
PS333G	Case Studies in Nonviolence	(4)
RP450	Topics in Religion and Philosophy	(4)

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)
RP140	Introduction to Philosophy	(4)

Required: 12 credit hours of upper division RP/PC courses.

Peace Studies Minor

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)
RP240G	Comparative Religions I: Judaism & Islam	(2)
RP241G	Comparative Religions II: Indigenous & Eastern	(2)

Required: 4 hours from the following.

PS333G	Case Studies in Nonviolence & Reconciliation	(4)
RP450	Topics: Topics in Religion and Philosophy	(4)

Required: 4 hours from the following.

PC470	Internship	(4)
RP495	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.

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. *Prerequisite: PC233, RP132G, RP133G, or RP140, Junior/Senior standing.*

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?

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?

RP140 INTRODUCTION TO PHILOSOPHY (4). This course provides an introduction to philosophy, the field which lies at the heart

of all academic inquiry. The course will explore the big questions, including ones we encounter in everyday life (e.g. What do I owe to other people?), ones that are part of philosophical traditions (e.g. Am I as free as I believe?), and ones that are important to other academic fields (e.g. Why should I trust scientific knowledge?). Question asking, critical inquiry and participation in discussion are essential features of this course.

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.

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: W]** *Prerequisite: EN101 or EN101H.*

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.

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.

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.

RP336 ECOLOGICAL ETHICS (4). This course will explore the intersections between ecology and ethics. Through both theoretical readings in moral philosophy and topic-based readings on particular environmental issues, students will engage in serious reflection on the obligations that we have toward the natural world. In addition to traditional coursework, students will also undertake a major, hands-on project that explores a substantial ecological issue in the Wilmington and/or tri-state area. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

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. *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. *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. *Prerequisite: Junior or senior standing.*

RP495 SENIOR PROJECT (4). A capstone course for the Peace and Nonviolence and Ecological Ethics Concentrations in the Religion and Philosophy major, the Senior Project provides an opportunity for students to pursue research, a practical project, or a combination of these two. Unlike the RP Internship, the Senior Project involves more traditional library research, though students would also be encouraged to consider internships on or off campus, study, service, or travel experiences abroad, as a basis for their senior paper, which will be completed in close and regular collaboration with Religion and Philosophy faculty. With its more substantial research and writing component, the RP Senior Project is designed particularly for those considering graduate work in the field. *Prerequisite: Senior standing, Religion and Philosophy majors only.*

Social Sciences

Faculty: Vicky DeSensi, Wendy Grab, Marlaina Leppert-Wahl, Paul Moke, Michael Snarr, Audrey Wagstaff

SS380 RESEARCH IN THE SOCIAL SCIENCES (4). Students will examine recent and historical social science research to become better acquainted with their chosen discipline's areas of concentration, approaches, and methodologies. Following are some of the humanistic and scientific methods used in the social sciences: analysis of existing data, content analysis, participant observation, experimental research design, case study, interview, and survey. Students will be expected to understand each methodology and select one that will help them develop a paper on a topic of interest. Students will prepare a research proposal starting with an original question, a scholarly literature review, hypotheses generation, and a proposed research methodology to answer their question. In addition, students will

examine basic descriptive statistics techniques (using appropriate software) that they may utilize in making decisions about their project proposal. *Prerequisite: MT106 or MT107.*

SS481 ADVANCED RESEARCH SEMINAR (4). A comprehensive examination of recent significant or historical exemplary research is undertaken to acquaint all majors with important aspects of the various social science disciplines. During this course, students will also rewrite and carry out their major original research that was proposed in the SS380 course. The prospectus must be in acceptable form to the professor and/or other faculty members within the discipline. The completed project will consist of a written scholarly paper and a formal oral poster presentation. **[Skill: W]** *Prerequisite: EN101 or EN103H, SS380.*

SS498 APPLIED SOCIAL JUSTICE CAPSTONE (4). This course will provide a cumulative, applied experience in social justice for Criminal Justice and Social Work majors. Students will study a problem with social justice implications and develop a project aimed at making a positive difference. Appropriate projects will be determined in cooperation with the course instructor and other relevant faculty members. Students should expect to gather information about the problem, understand the perspectives on social justice that could help improve it, and develop a project or intervention that can make a tangible contribution to their field. **[Skill: W].** *Perquisites: EN101 or EN103H, Junior or Senior standing or permission of instructor.*

Social Work

Faculty: Wendy Grab

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)
SS380	Research in the Social Sciences	(4)
SW130	Introduction to Social Welfare and Social Work	(4)
SW335	Theories of Human Behavior and the Soc. Env.	(4)
SW341	Psychosocial Intervention w/ Individuals	(4)
SW333	Multicultural Social Work Practice	(4)
SW343	Psychosocial Intervention with Groups	(4)
SW365	Social Work Macro Practice: Promoting Community Change	(4)
SW495	Field Placement (two semesters 4 hours each)	(8)
SY130	Introduction to Sociology	(4)

Required: 4 hours from the following.

PY231	Developmental Psychology	(4)
PY336	Social Psychology	(4)
PY433	Abnormal Psychology	(4)
SW230	Introduction to Addictions	(4)
SW330G	Perspectives on Substance Use	(4)
SW345G	Trauma, Recovery and Resilience	(4)

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.

SW230 INTRODUCTION TO ADDICTIONS (4). This course will utilize research, theory, and the history of addiction counseling to help understand substance misuse and other addictive behaviors. It explores an array of techniques and skills for the treatment of individuals, couples, families, and children. Attention to how to apply strengths-based perspective and client-centered practices will be the focus. This course is designed to assist in meeting the Phase One requirements for obtaining an Ohio Chemical Dependency Counselor Assistant Certification (CDCA).

SW330G PERSPECTIVES ON SUBSTANCE USE (4). Exploring substance use from a historical, and multicultural perspective will expand a student's understanding of the multiple factors that can contribute to addiction and substance misuse. New theories of addiction and treatment will be explored and applied to current trends/issues/ethical dilemmas related to addiction. Historical trauma will be researched to see the connections to current addiction challenges. This course is designed to assist in meeting the Phase Two requirements for obtaining an Ohio Chemical Dependency Counselor Assistant Certification (CDCA). *Prerequisites: SW230 or permission from instructor.*

SW333 MULTICULTURAL SOCIAL WORK PRACTICE (4). Social Workers need to develop knowledge of how culturally diverse populations experience their uniqueness and deal with their differences and similarities within a larger social context. An exploration of diversity and intersectionality is needed to respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic

backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each. *Prerequisites: SW130 and Junior standing.*

SW335 THEORIES OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (4). This course explores the human life cycle from a bio-psycho-social-spiritual perspective. Human challenges are viewed within their environmental context. Individuals, families, groups, organizations, and communities are in constant transaction with each other in the physical and social environmental context. People and environments reciprocally affect one another, and adequate assessments of human problems and plans of intervention must consider the reciprocal impact of people and a range of environmental systems. *Prerequisites: SW130 and Junior/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.*

SW345G TRAUMA, RECOVERY AND RESILIENCE (4). This class will explore trauma/stress reactions, interventions, recovery, and

resilience in the lives of children, adults, families, and communities. We will use a multicultural lens to explore the experiences of different groups in the USA and other countries. Special attention will be given to the many ways trauma can affect individuals biologically, psychologically, emotionally, and socially. We will review the signs and symptoms of trauma and ways to connect with those suffering from it. Areas highlighted will include Trauma Informed Care, Historical Trauma, Post Traumatic Stress, Adverse Childhood Experiences Veterans/Families Needs, Assault and Victimization. Interventions will be explored and practiced within the class and when possible in the community. *Prerequisite: SW130, PY231, CY130, or ED230.*

SW365 SOCIAL WORK MACRO PRACTICE: PROMOTING COMMUNITY CHANGE (4). Investigates knowledge and skills social workers need to be effective agents of change at the micro, mezzo and macro levels. It utilizes an empowerment strengths based approach to engage others in preventing and solving the problems commonly experienced by individuals, groups, and communities. *Prerequisite: SW335.*

SW495 CAPSTONE FIELD PLACEMENT (4). This Capstone course is a hands-on learning experience that utilizes the application of social work knowledge, values, and skills learned in the classroom at a professionally supervised placement in a community agency setting for a total of 400 clock hours of service (200 hours each semester). Regular class meetings are utilized to help students review daily experiences and apply social work competencies, values, and ethics. The field experience is planned and coordinated in collaboration with the student, 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 course in order to plan for their placement. Students take an active role in searching out and communicating with potential placements, as well as interviews, required paperwork, and background checks. Field Placement is taken over 2 semesters for 4 credit hours each semester (Total of 8 credits). **Junior/Senior Social Work majors only.** *Prerequisites: SW341 and permission of Social Work Field Coordinator.*

Sociology

Faculty: 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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SW230	Introduction to Addictions	(4)
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SW365	Social Work Macro Practice: Promoting Community Change	(4)
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Required: 12 hours from the following.

PY336	Social Psychology*	(4)
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SS380	Research in the Social Sciences	(4)
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SW333	Multicultural Social Work Practices*	(4)
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SW335	Theories of Human Behavior and the Soc. Env*	(4)
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SW330G	Perspectives on Substance Use	(4)
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SY333G	Environmental Sociology and Communication	(4)
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SY335	Rural Sociology	(4)
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SY340	Society and Business	(4)
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SY350	Topics in Sociology	(4)
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**prerequisite required.*

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.

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.

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.

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]** *Prerequisite: EN101 or EN103H.*

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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

SY350 TOPICS IN SOCIOLOGY (4). Advanced topics in sociology or social thought. Topics vary. May be repeated when topics differ.

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 "Proficiency Examinations"). Students may elect to substitute higher level Spanish courses for some or all of the lower-level courses they are not required to take due to Spanish placement. The total hour requirements, 32 for the major and 24 for the minor, remain the same.

SPANISH MAJOR: 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)
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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	(4-12)
SP335G	Introduction to Hispanic Arts	(4)
SP340G	The Culture of Latin America	(4)
SP343G	Salsa Y Sabor: Popular Music in Spanish	(2)
SP385	Cultures and Languages Across the Curriculum Module (CLAC)	(1-2)
SP430G	Masterpieces of Spanish-American Literature	(4)
SP433G	Masterpieces of Spanish Literature	(4)
*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)

SP343G	Salsa Y Sabor: Popular Music in Spanish	(2)
SP385	Cultures and Languages Across the Curriculum Module (CLAC)	(1-2)
SP430G	Masterpieces of Spanish-American Literature	(4)
SP433G	Masterpieces of Spanish Literature	(4)

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.

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.
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. *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. *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. *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. *Prerequisite: SP131G or placement.*

SP250G TOPICS IN SPANISH (2). A thematically focused examination of a selected topic in Modern Language and/or Hispanic culture. Course content will emphasize Hispanic experiences or cultural traditions. Topics vary. May be repeated when topics differ. *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. *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. *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. *Prerequisite: SP330G.*

SP343G SALSA Y SABOR: POPULAR MUSIC IN SPANISH (2).

This class uses popular music from Latin America (salsa, bachata, reggaeton, reap, etc.) to stimulate conversation about some of the more pressing issues facing Latin American society today, such as poverty, social justice, corruption, misogyny, etc. Problematic grammatical concepts like the subjunctive, preterite/imperfect, ser/estar, etc., will be reviewed throughout the semester. *Prerequisite: Any 200 level Spanish class.*

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. *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. *Prerequisite: SP330G.*

Sport Sciences

Exercise Science

Faculty: Matthew Bliss, Eric Dick, Beth Floyd, Erika Goodwin, Chris Silette, Jennifer Walker

The Exercise Science program is designed to prepare students for entry-level positions in various health and fitness occupations or for graduate education in exercise science or other such pre-professional, health-related disciplines as athletic training, physical therapy,

physician assistance or medicine. Students must complete one of three concentration areas: Allied Health (preferred track for students planning on a career in Physical Therapy, Occupational Therapy, Chiropractic Medicine, Nutrition, or other medical /clinical related field), Sport Performance (preferred track for students who plan on earning certification in Personal Training and/or Strength & Conditioning), or Pre-Athletic Training (AT). The Pre-AT concentration may be completed at either a traditional (4-year) or accelerated (3-year) pace. The student must have a minimal entrance Math placement of MT106/107 and an English placement of EN101 for consideration to the accelerated Pre-AT program.

The major requires a field experience that serves to complement the classroom learning and provide valuable on-the-job experience. The field experience is designed to allow students to gain professional experience in the fitness or allied health industry. The field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of Exercise Science. Students continuing to graduate education in a health-related discipline may utilize these field experience hours toward program required clinical observations.

The Wilmington College Athletic Training Program received approval for a Master of Science in Athletic Training in April of 2019 and will no longer be enrolling students in an undergraduate AT program. All students interested in pursuing Athletic Training at Wilmington College should follow the requirements for the Exercise Science major, Pre-AT Concentration (page 248), and contact Dr. Eric Dick, Interim AT Program Director, to schedule an interview and academic advising.

Common Core Courses: (42 hours)

AT340	Kinesiology	(4)
AT355	Physiology of Exercise	(4)
BI131	Human Nutrition	(4)
BI203	Human Biology	(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)
XS285	Field Experience in Exercise Science	(2)
XS360	Biomechanics	(2)
XS365	Exercise Testing and Prescription	(4)
XS485	Field Experience in Exercise Science	(2)
XS496	Senior Exercise Science Thesis	(4)

EXERCISE SCIENCE MAJOR WITH AN ALLIED HEALTH

CONCENTRATION: A total of 52 hours with grades of "C-" or better required.

Required: Common Core 42 hours

Required Courses: 6 hours

HS345	Human Physiology	(4)
XS332	Exercise Science Seminar: Ethics	(1)
XS432	Exercise Science Seminar: Professional Best Practices	(1)

Required: 4 hours from the following

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)
XS342	Principles of Physical Training	(2)
XS363	Strength and Fitness Programming	(2)
XS367	Ignition Speed Systems Certification	(2)
XS440	Principles of Athletic Nutrition/Drug Abuse/Policy Making	(2)

**prerequisite required*

EXERCISE SCIENCE MAJOR WITH A PRE-ATHLETIC

TRAINING (AT) CONCENTRATION: A total of 58 hours with grades of "C" or better required. (Math placement of MT106/107 and

English placement of EN101 required for the Pre-AT accelerated program of study)

Required: Common Core 42 hours

Required Courses: 16 hours

HP100	Personal Wellness	(2)
HS345	Human Physiology	(4)
MT131	Introduction to Statistics	(4)
PH230	Fundamentals of Physics I*	(4)
XS332	Exercise Science Seminar: Ethics	(1)
XS432	Exercise Science Seminar: Professional Best Practices	(1)

**co-requisite required*

EXERCISE SCIENCE MAJOR WITH A SPORT PERFORMANCE CONCENTRATION: A total of 52 hours with grades of "C-" or better required.

Required: Common Core 42hours

Required: 6 hours

SM230	Introduction to Sport Management	(4)
XS363	Strength and Fitness Programming	(2)

Required: 4 hours from the following.

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)
XS342	Principles of Physical Training	(2)
XS367	Ignition Speed Systems Certification	(2)
XS440	Principles of Athletic Nutrition/Drug Abuse/Policy Making	(2)

**prerequisite required*

Exercise Science Minor: A total of 24 hours with grades of "C-" or better is required.

Required Courses:

XS130	Introduction to Exercise Science	(2)
BI203	Human Biology	(4)
HS344	Human Anatomy	(4)
AT355	Physiology of Exercise	(4)
XS365	Exercise Testing & Prescription	(4)

Required: 6 hours from the following.

AT340	Kinesiology	(4)
BI131	Human Nutrition	(4)
XS360	Biomechanics	(2)
XS363	Strength & Fitness Programming	(2)
XS367	Special Topics – Ignition Speed Certification	(2)

Sport Management

Faculty: Alan Ledford, James Mattern, 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. The internship is designed to allow students to gain professional experience in sport industry. The field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management.

Off-site positions in professional sports, intercollegiate sports, health and fitness clubs, arenas and stadiums, sport marketing and management firms, and other sport entities should be used to fulfill this requirement. Students are required to complete satisfactory work under the direct supervision of a qualified professional. The internship is directed and evaluated by a faculty member with supervision of an on-site professional.

Mission of the Sport Management Major

The mission of the Wilmington College Sport Management program is to provide students with a practical learning environment, rich in educational and hands-on experiences, focused on developing

wide-ranging leadership and technical skills that are relevant to the diverse careers in the sport management industry.

SPORT MANAGEMENT MAJOR: A total of 56 hours with grades of "C–" or better required.

Required courses:

AC235	Financial Accounting for Managers	(2)
EC130	Principles of Economics I: Microeconomics	(4)
EC131	Principles of Economics II: Macroeconomics	(4)
SM230	Introduction to Sport Management	(4)
SM233	Sport Finance and Sales	(4)
SM235	Sport Marketing	(2)
SM237	Digital Sport Media and Communication	(4)
SM240	Introduction to Esports	(2)
SM333	Moral and Ethical Reasoning in Sport	(2)
SM385	Strategic Sport Management Practicum	(4)
SM430	Facility & Event Management	(4)
SM440	Leadership in Sport	(4)
SM445	Legal Aspects & Governance of Sport	(4)
SM470	Sport Management Internship	(12)

**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 helps prepare the student to meet Ohio Department of Education standards for a Pupil Activity Supervisor permit. This certification is needed to direct, supervise, or coach a pupil activity program in Ohio.

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)
XS342	Principles of Physical Training	(2)
XS440	Principles of Athletic Nutrition/Drug Abuse/Policy Making	(2)

Required: 4 hours from the following.

AT340	Kinesiology*	(4)
AT355	Physiology of Exercise*	(4)
SM430	Facility and Event Management	(4)
SM440	Leadership in Sport	(4)
SM445	Legal Aspects & Governance of Sport	(4)
XS360	Biomechanics	(2)
XS363	Strength and Fitness Programming	(2)
XS367	Ignition Speed Systems Certification	(2)

**prerequisite required*

EXERCISE SCIENCE

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.*

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.*

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.*

XS285 FIELD EXPERIENCE IN EXERCISE SCIENCE (1). An opportunity to gain knowledge and experience (within the fields of Athletic Training or Exercise Science) in professional settings. Experiences are integrated with educational objectives to broaden student learning.

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.*

XS342 PRINCIPLES OF PHYSICAL TRAINING (2). A course designed to teach the principles of physical training. Topics would include how the body works, energy for the body, developing and conducting a physical training program, how to assess and monitor fitness training programs, how to determine the muscular demands for a sport, and how to design a muscular fitness program. *Prerequisite: HP230.*

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. *Prerequisites: AT340 and MT107 or higher.*

XS363 STRENGTH AND FITNESS PROGRAMMING (2). This is a two-hour lecture/lab course covering the foundations of strength and fitness programming. The foundational anatomy and physiology are reviewed. The components of performance enhancement programming and team injury prevention programming are discussed in detail with lab time for application of learned skills. *Prerequisite: AT355.*

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: AT355.*

XS367 IGNITION SPEED SYSTEMS CERTIFICATION (2). The Ignition Speed System course is designed to teach students the entire Ignition Speed System. The Ignition Speed System is comprised of 7 essential elements that combine to help the athlete systematically and progressively develop quickness, speed and agility. Along with the 7 elements of the Ignition Speed System, students will learn testing methods, programming methods, cuing and skill development, as well as basics of energy systems utilized by the body during exercise. Fee: \$35.00. *Prerequisite: Sophomore standing or above.*

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.*

XS440 PRINCIPLES OF ATHLETIC TRAINING/DRUG ABUSE & POLICY MAKING (2). A course designed to teach the principles of athletic nutrition, drug abuse, and policy making. The course topics would include the following: fueling the athlete, drug abuse and the athlete, and how to write athletic policies. *Prerequisite: HP230.*

XS470 INTERNSHIP (4). 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. Taught Pass/No Pass. *Prerequisite: Instructor permission.*

XS485 FIELD EXPERIENCE IN EXERCISE SCIENCE (1-10). An opportunity to gain knowledge and experience (within the fields of Athletic Training or Exercise Science) in professional settings. Experiences are integrated with educational objectives to broaden student learning.

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. **[Skill: W]** *Prerequisite: EN101 or EN103H, Senior standing.*

HEALTH AND PHYSICAL EDUCATION

HP100 PERSONAL WELLNESS (2). 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.

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 \$75.00.

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 SALES (4). An analysis of financial, sales and economic concepts applied to sport environments. Sport enterprises will be viewed as economic systems which must

respond to changes in supply, demand, and market trends. Fundraising for various constituencies will also be explored. *Prerequisite: SM230.*

SM235 SPORT MARKETING (2). An introduction to the exciting field of sports marketing and its role in society. The subject includes: marketing through sport sponsorships, endorsements, naming rights, licensing, marketing and management, marketing of sports segmentation, distribution product decisions, pricing, promotion and emerging issues in sports marketing. *Prerequisite: SM230.*

SM237 DIGITAL SPORT MEDIA AND COMMUNICATIONS (4). This course is designed to provide students with an understanding of the role of digital media, communications, and public relations in the sport industry. The primary aim is to familiarize students with media relations, experience with photography, video streaming, production and marketing, creating, writing, editing, and publishing athletic publications and website as well as knowledge of statistical programs, Adobe Photoshop, InDesign, Premiere Pro, or other design/video production software, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking. *Prerequisite: SM230.*

SM240 INTRODUCTION TO ESPORTS (2). In this course, students will survey the Esports industry. Topics such as video game types and genres, the history of the games and organizations that drive Esports, positions in the Esports industry, as well as practical advice for starting and managing Esports teams will be discussed. This course introduces students to the business model framework in application of the Esports industry – the essential foundation of how to create value via solving problems and fulfilling consumers' wants and needs. Students explore financial, legal & ethical, marketing, and operational issues surrounding the eSports industry. Finally students explore career opportunities in eSports management. *Prerequisite: Sport Management majors only.*

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, Junior or Senior standing.*

SM385 STRATEGIC SPORT MANAGEMENT PRACTICUM (4).

Students develop and refine intermediate sport management skill competencies and proficiencies in a variety of formal classroom and experiential settings. Students are called upon to probe, question, and evaluate all aspects of their assigned preceptor's external and internal situation. Taught through extensive hands-on learning, students grapple with sizing up their preceptors standing in the marketplace and its ability to go head-to-head with rivals, learn the difference between winning strategies and mediocre ones, and become more skilled in spotting ways to improve the preceptors operational strategy. Students are assigned to commit 160 hours to their respective preceptors. Taught Pass/No Pass. *Prerequisite: Junior or senior standing.*

SM387 SPORTS EVENT PRACTICUM (2). This course is designed to examine aspects related to the Super Bowl/College Football Playoff/other travel site. Students will have the chance to experience Super Bowl/College Football week, the NFL/CFP Experience (interactive theme park) and game-day from behind the scenes. Students will have the chance to gain an understanding of what it takes to plan, organize, and execute a true sports mega-event. Primary areas of study include event management, organizational structure, operations and public relations. May be repeated four times for credit. *Prerequisite: SM230.*

SM430 FACILITY AND EVENT MANAGEMENT (4). Provides the requisite knowledge to become an event and facility manager. Preparation for becoming an effective manager of the unique environment specific to the athletic arena. Student will also be required to perform field experience in event management. *Prerequisite: SM230.*

SM440 LEADERSHIP IN 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.

Prerequisites: SM230 and junior or senior standing.

SM445 LEGAL ASPECTS AND GOVERNANCE OF SPORT (4).

An analysis of the legal process and governing organizations within the sport enterprise. Preparation for dealing with the legal ramifications and the governance organizations of the sporting world.

SM470 INTERNSHIP (1-4). 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. Taught Pass/No Pass.

Prerequisite: Instructor permission.

Theatre

Faculty: J. Wynn Alexander

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 38 hours with grades of "C-" or better is required.

Required courses:

TH130	Introduction to Theatre	(4)
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TH140	Stage Makeup	(2)
TH235	Stagecraft	(4)
TH240	Acting	(4)
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 4 hours at 300- or 400-level, from the following.

TH185	Applied Theatre Practicum	(1)
TH231G	Theatre for Social Change	(4)
TH250	Topics in Theatre	(2)
TH335	Lighting Design	(4)
TH336	Scene Design	(4)
TH350	Advanced Topics in Theatre	(4)
TH385	Applied Theatre 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)

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.

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.

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.

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.

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.

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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

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. **[Skill: W]** *Prerequisite: EN101 or EN103H.*

TH335 LIGHTING DESIGN (4). Explores the basic theories of lighting for the stage through lecture, projects, and demonstration. *Prerequisites: TH130 or TH235.*

TH336 SCENE DESIGN (4). Includes mechanical drawing, model-making, watercolor technique, period decoration, script analysis, and scene painting techniques. *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. *Prerequisite: TH130.*

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 or EN103H 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. *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: W]**
Prerequisites: Prerequisite: EN101 or EN103H, 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 and the adjoining Quaker Recreation Center.

The mission of the Athletic Department at Wilmington College is the formation of men and women into individuals who are intellectually, spiritually, socially, and morally mature. Toward this end, Wilmington College Athletic Department is committed:

1. To uphold the educational goals of Wilmington College as stated in the official College catalog.
2. To provide students with a value-oriented campus environment which affords them the opportunity to realize their full potential as human beings.
3. To complement the academic goals of the College by recruiting promising student athletes, demanding of them a dedication to and pride in academic achievement, and providing them the opportunity and assistance to succeed.
4. To initiate, stimulate, and improve intercollegiate athletic programs for student athletes and to promote and develop educational leadership, physical fitness, athletic excellence, and athletics participation as a recreational pursuit; and
5. To provide the College and local communities with a successful, honorable, exciting, and enjoyable athletic program which dramatically demonstrates the ideals of leadership and commitment to excellence.

Student Life

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.

Students considering residing off-campus should consult with the Student One Stop Center before making a final decision. A change in the student's housing status can cause a financial aid reduction in WC Institutional aid funds (grants, scholarships, and awards) of up to \$6,500.

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 24 hours a day/7 days a week including holidays.

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 Quaker Recreation 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 Office of Academic Affairs. 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), loan documents, tax data, and supplemental documentation. Those requesting to see their financial aid file should schedule an appointment with the Director of the 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.

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

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

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

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

Career Readiness Competencies:

- Critical Thinking/Problem Solving

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

Services:

- **Career coaching/counseling** (Variety of personal assessments, goal setting, career planning, graduate school)
- **Career development workshops**, webinars, and scheduled individual meetings in person, through Handshake or through digital meetings
 - Resume
 - Cover Letters
 - Job Applications
 - Interviewing
 - LinkedIn
 - Job Search Strategies
 - Hidden Job Market
 - Salary Negotiations
 - Culture/Fit
 - 60 Second Commercial (Elevator Speech)
 - Professionalism in the Workplace
 - Portfolio Development
 - Career Timeline Mapping
 - 4-year Career Readiness Strategy
- Facilitated opportunities for students to connect with potential employers such as **career fairs**, and **on-campus recruiting events**
- **Internship advising and administration for academic credit**
- Graduate school resources
- Employment/internship listings are through
HANDSHAKE: app.joinhandshake.com/login

Please visit the **Career Service webpage**
<https://www.wilmington.edu/career-services/>

for current internship policy, on-line resources, schedule of workshops, and on-line calendar. To schedule individual appointments schedule on HANDSHAKE on the career services website or call the office at 937-481-2299. Specific internship documents, internship postings and campus employment, job and internship postings can be found through HANDSHAKE as well.

Community Service 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 listening and viewing equipment. The library maintains thousands of subscriptions to magazines and journals as well as major state and national newspapers in print and online formats. Library personnel provide on-site, telephone, and e-mail assistance for selecting, locating, evaluating, and utilizing library materials.

Through membership in OPAL (Ohio Private Academic Libraries) and OhioLINK (the statewide academic library system), the library provides convenient delivery service from a base of 45 million titles, access to numerous periodical, research, and media databases at any time from any Internet connection, and permission to visit and borrow directly from any OhioLINK academic library. Wilmington College Cincinnati students and faculty have access to all electronic materials through OhioLink and OPAL. For hard copy items, such as books, students and faculty can receive items through the library at Cincinnati State or any local academic library.

Watson Library Special Collections include the College Archive, which preserves the history of Wilmington College, and several Quaker Collections, which include research materials representing Quaker history, culture, literature, philosophy, and thought among 7000+ volumes. The Quaker Rare Collection contains the historical records of the Wilmington Yearly Meeting and Ohio Valley Yearly Meeting.

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.
- Erin Bales, (2021), Assistant Professor of Occupational therapy
A.S., Southern State Community College; B.S., The Ohio State University; O.T.D., Rocky Mountain University of Health Professions
- Allen Beatty, (2017) Assistant Professor of Accounting
B.S., Franklin University; M.S., Capital University Law School, CPA.
- Matthew Bliss, (2017) Assistant Professor of Exercise Science
B.S., Mansfield University; M.A., Kent State University; Ph.D., Kent State University
- Jane Bogan, (2016), Associate Professor of Education
B.S., Bowling Green State University; M.Ed., Ph.D., University of Virginia.
- Saskia Boggs, (2020), Assistant Professor of Psychology
B.A., Kalamazoo College; M.S., Ph.D., The Pennsylvania State University.
- Lee A. Bowman, (2006), Assistant Professor of Religion & Philosophy, Cataloger/Reference Librarian
B.A., Cumberland College; M.A. Th. Bethany Theological Seminary, M.A., M.A.L.I.S. University of Wisconsin.
- Richard Buckalew, (2020), Assistant Professor of Mathematics
B.S., Muskingum University; M.S., Ph.D., Ohio University.
- Tania Burgos-Hernandez, (2021), Assistant Professor of Agriculture
B.S., University of Puerto Rico; M.S. and Ph.D., The Ohio State University
- Timothy Burgoyne, (2018), Assistant Professor of Management
B.S., Franklin University; M.A., Thomas More College; Ph.D., Union Institute & University.
- Mark Chrisman, (2017), Assistant Professor of Chemistry
B.S., Wilmington College; Ph.D., University of Cincinnati
- Kendra A. Cipollini, (2004), Professor of Biology
B.S., George Washington University; Ph.D., Pennsylvania State University.

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

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

Anne Daniels (2016), Assistant Professor of History
 B.A., Lewis & Clark College; M.A., University of Texas at Austin;
 Ph.D., University of Virginia.

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

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

Eric Dick, (2017), Assistant Professor of Athletic Training, Interim Athletic Training Program Director
 B.S., Wilmington College; M.B.A., Ashford University

Bonnie J. Erwin, (2013), Associate Professor of English
 B.A., Hamilton College; M.A., SUNY Binghamton; Ph.D., Indiana University.

Evan Farr, (2016), 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.

Elizabeth A. Floyd, (2007), Head Softball Coach/Instructor of Coaching
 B.S., University of Rio Grande.

Ellie Gagliani, (2021), Assistant Professor of Biology, B.A., Morehead State University; Ph.D. University of Cincinnati.

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

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

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

Cindy Hahn, (2019), Program Director and Professor of Occupational Therapy

B.A., Elmhurst College; M.O.T., Western Michigan University;
M.A., Northcentral University; O.T.D., Rocky Mountain University.

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

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

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

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

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

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

Savitha N. Krishna, (2015), Associate Professor of Biology
B.S., M.S., Ph.D., Mangalore University.

Peggy Larrick, (2018), Assistant Professor of Education
B.S., Miami University; M.Ed., Walden University; Ph.D., Miami
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, (2008), Associate Professor of Political
Science
B.A., M.A., University of Cincinnati; M.A., George Washington
University; Ph.D., University of Cincinnati.

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

Bernard F. Matt, (1990), Professor of Religion and Philosophy and
English
B.A., M.A., Georgetown University; Ph.D., Emory University.

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

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

Brianna Matzke, (2017), 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), Assistant Professor of
Agriculture
B.S., Wilmington College; M.S., Southern Illinois University;
Ph.D., Xavier University.

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

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

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

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.

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

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

Kathryn Nelson (2021), Assistant Professor of Education
B.S., Miami University; M.A., Ph.D., The Ohio State University

Nguyet Nguyen, (2021), Post–Doctoral Fellow in History
B.A., Diplomatic Academy; B.A., Academy of Journalism and
Communication; M.A., University of Oregon; Ph.D., American
University

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

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

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

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

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

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

Harland Shunk, (1985), Professor of Art
 B.F.A., Western Kentucky University; M.F.A., Pratt Institute.

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

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

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

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

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

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

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

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

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

Administration

Trevor M. Bates, (2021), President of Wilmington College

B.S., Millikin University; M.S. University of Illinois at Urbana-Champaign; D.HSc., A.T. Still University of Health Sciences.

Erika Goodwin, (1995), Provost

B.S., Wilmington College; M.A., Wright State University; Ph.D., Union Institute and University, N.A.T.A.

Beatriz Ibanez Alvarez, (2022) Chief Business and Finance Officer

Dennis M. Kelly, (2013), Senior Vice President and Chief Enrollment Officer

B.A., M.B.A., Fairleigh Dickinson University.

Kenneth Patterson, (2021), Academic Dean/Dean of Faculty

B.A., Samford University; M.A., University of Montevallo; Ed.D., Walden University

Terry Rupert, (1996), Vice President for Athletic Administration,

Director of Athletics, Associate Professor of Sport Management

B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D., University of Southern Mississippi.

Sigrid B. Solomon, (2007), Vice President for Students Affairs and Dean of Students

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

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

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

Leslie Nichols, (2008), Assistant to the President

B.A., The Ohio State University

Academic Affairs

Office of Academic Affairs

Kenneth Patterson, (2021), Academic Dean/Dean of Faculty

B.A., Samford University; M.A., University of Montevallo; Ed.D., Walden University

Deanna Vatan, (2021), Associate Vice President for Retention and Student Success

B.S., Bowling Green State University; M.Ed., Pace University

Ruth Clark, (2007), Academic Affairs Administrative Coordinator

B.S., Ohio Northern University

Daniel McCamish, (2016), Director of Institutional Effectiveness
B.A., University of North Carolina–Asheville.
Sonja Wilkins, (2021), Assistant to the Provost and Academic Affairs

Office of Academic Records

Sue Hutchens, (1989–1996, 2016) Registrar
B.S., University of North Dakota
Pamela Baessler, (1987–1996, 1998), Assistant Registrar
A.B., Wilmington College
Debra Arneson, (2016), Academic Records Coordinator
B.S., Wright State University
Erin E. Sheeley, (2021), Administrative Assistant
A.S., Southern State Community College

Harcum Art Gallery

Harland Shunk, (1985), Director of Harcum Art Gallery, Professor of Art
B.F.A., Western Kentucky University; M.F.A., Pratt Institute.

Library

Administration

Lucinda Chandler, (2017) , Director of Watson Library
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. Th. Bethany Theological
Seminary, M.A., M.A.L.I.S. University of Wisconsin.
Elizabeth House, (2020), Head Reference & Instruction Services,
Quaker Collection
B.A., Ohio Wesleyan University; MLIS, Kent State University

Support Staff

Kim Bowman, (2021), Circulation Coordinator
A.A., University of Cincinnati; B.A. Northern Kentucky University
Kathern Hatfield, (1992), Library Collections and Technical Services
Manager.

Peace Resource Center, Quaker Heritage Center

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

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

Office of Retention and Student Success

Deanna Vatan, (2021), Associate Vice President for Retention and Student Success

B.S., Bowling Green State University; M.Ed., Pace University

Tammi Carpenter, (2006), Retention Coordinator

A.B., Wilmington College.

Ruth Clark, (2007), Academic Affairs Administrative Coordinator

B.S., Ohio Northern University

Jillia Cook, (2021), Student Success Coordinator

B.S., Wilmington College

Margaret Hover, (2021), Student Success Coordinator

B.S., Wilmington College

Career Services

Nina Talley (2016), Director of Career Services

B.S., Bowling Green State University; M.S., Indiana Wesleyan

University; D.M., University of Phoenix

Disability Services

Amber Walters, (2017), Director of Disability Services

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

Student Resource Center

Haley Stammen, (2020), Manager of the Student Resource Center and Director of the Quaker Writing Center

A.A., Umpqua Community College; B.A., Eastern Oregon

University; M.A., Northern Arizona University.

Supplemental Academic Affairs Personnel

Trent Czartoski, (2020), Academic Farm Manager

B.S., Wilmington College

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

A.B., Wilmington College.

Tricia S. Kairn, (2019), Education Support Coordinator

A.A., Southern State Community College

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

Stephen Wadsack, (2018), Director of Athletic Band

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

Bryan Wallingford, (2019), Theatre Production Specialist
A.B., Wilmington College

Advancement

Administration

Joseph O. Bull, (2021), Interim Vice President of Advancement
B.S., M.A., J.D., The Ohio State University
Amie Denkenberger, (2012), Director of Development – Midwest
Region
B.A., Fairmont State University; M.Ed., Wilmington College
John Schrantz, (2020), Director of Alumni Engagement
B.S., University of Cincinnati
Tammy Shadley-Hutton, (1997), Managing Director of Advancement
Operations
A.B., Wilmington College; M.S., University of Cincinnati
Tony Vittorio, (2019), Director of Athletic Development
B.A., Hanover

Support Staff

Hanna Fugett, (2020), Event Coordinator
B.A., Northern Kentucky University
Sarah Holtsclaw, (2020), Annual Fund Coordinator
B.S., Wilmington College
Donna Painter, (2001), Database Coordinator
B.A., The University of Findlay

Athletics

Administration

Terry Rupert, (1996), Vice President for Athletic Administration,
Director of Athletics, Area Coordinator Sport Sciences
B.S. Ed., M.S., Indiana University of Pennsylvania; Ed.D.,
University of Southern Mississippi.
Mitch Blankespoor, (2017), Director of Athletic Communications
B.S., Calvin College; M.S., Indiana State University.
Stacey Conley, (2014), Associate Director of Athletics, Senior Woman
Administrator
A.B., Wilmington College.
Brian Dykhuizen, (2012), Head Athletic Trainer
B.S., University of Cincinnati; M.S., Iowa State University.

Elizabeth A. Floyd, (2007), Head Softball Coach/Instructor of Coaching Minor

B.S., University of Rio Grande.

Support Staff

Carl Coatney, (1998), Athletics Equipment Manager.

Coaches

Garyck Todd, (2021), Head Coach Men's Lacrosse

B.A., Wilmington College.

Janel Blankespoor, (2018), Head Women's Basketball, Director of Compliance,

B.A., Otterbein College; M.Ed., Kent State University.

Mitch Blankespoor, (2018), Director of Athletic Communications

B.S., Calvin College.

James "Trip" Breen, (1998), Aquatics Director and Head Coach Men's and Women's Swimming

B.S., Wright State University.

Robbie Brown, (2018), Assistant Football Coach,

B.S., Ohio Dominican University; M.S., Defiance College

Lucas Skibba, (2021), Assistant Football Coach

B.S. University of Wisconsin – Whitewater, M.S. in Education,

University of Wisconsin – Whitewater,

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

A.B., Wilmington College.

Corey Fillipovich, (2018), Associate Football Coach

B.A., Muskingum University; M.A., Heidelberg University.

Kenneth C. Hunt, (2003), Head Coach Men's Basketball

B.S., The Ohio State University.

Justin Kihn, (2018), Head Wrestling Coach

B.S.; M.Ed., Heidelberg University.

Micah Mills, (2015), Associate Head Men's Basketball Coach, Assistant Director of Athletics, Director of Intramurals

B.S., Ohio Valley University; M.S., Otterbein University.

Bryan Moore, (2018), Head Football Coach

B.A., Hiram College

Jazzmine McGuire, (2021), Head Cheerleading Coach

A.B., Wilmington College

Sophie Windover, (2021), Head Volleyball Coach

B.S. Emmanuel College.
Hayden Thomas, (2019), Asst. Football Coach
B.S., Bluffton University
Cassie Lastivka, (1997), Assistant Women's Basketball
B.S., Ohio Northern University, M.B.A., Tiffin University.
Steve M. Spirk, (1985), Head Coach Women's Soccer, Director of
Special Events
A.B., Wilmington College.
Paula Stewart, (2013), Assistant Swim Coach, Quaker Fit Director
A.B., Wilmington College.
Alex Vandersluijs, (2019), Head Men's Soccer Coach,
A.B., Wilmington College
Tony Vittorio, (2018), Head Baseball Coach, Director of Athletic
Development
B.A., Hanover College; M.S. University of Kentucky

Business and Finance

Business Office

Beatriz Ibanez Alvarez, (2022) Chief Business and Finance Officer
Angie Clements, (2021), Accounts Payable Clerk
Kelly Duffy, (2018), Controller
B.A., Michigan State University; M.B.A., University of Michigan
Mark L. James (2021), Senior Accountant
Sara Scott, (2018), Budget Director
Alison Wells, (2021), Accounts Payable and Purchasing Supervisor

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

George Dimidik, (2018), Director of Information Technology
B.S. DeVry Institute of Technology
Kristin Zeller, (2012), Assistant Director of Information Technology
B.S., College of Mt. St. Joseph.

Vinson Harcourt, (2012), Systems Analyst
B.S. Western Governors University
Mary Beth Corcoran, (2010), Help Desk Manager
Zachary Sizemore, (2020), Desktop Technician

Physical Plant

Administration

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

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.
Vince Duggins, (1991), Plumbing Supervisor.
Ian Jones, (2021), Carpenter Assistant
A.B., Wilmington College
Bob Metcalf, (1988), Carpenter
B.S., Wilmington College.
Michael Pyle, (2012), Assistant Groundskeeper
Dave Rupp, (1985), Carpenter.
Matthew Siders, (2016), Plumbing Assistant
A.A.S., Southern State Community College.
Branden Southworth, (2019), Plumbing Assistant
Aaron Young, (2021), Electrician Assistant

Enrollment Management

Dennis M. Kelly, (2013), Senior Vice President and Chief Enrollment Officer
B.A., M.B.A., Fairleigh Dickinson University.

Office of Admission

Administration

Adam Lohrey, (2010), Senior Director of Admission
B.S., The Ohio State University; M.A., University of Dayton
Steve Cukovecki, (2015), Senior Admission Counselor

A.S., Fairmont State University; B.S., Wilmington College.

Danny Harp, (2013), Associate Director of Admission

B.S., Johnson University.

Jesse Madzia, (2020), Admission Counselor

B.A., Bluffton University

Heather Miller, (2015), Assistant Director of Admissions

A.B., Wilmington College; M.A. Wright State University.

Jenny Tower, (2016), Senior Admission Counselor

B.S., Wilmington College

Bailey Wagner, (2019), Admission Counselor

B.S., The Ohio State University

Support Staff

Christonia Fouch, (2013), Campus Visit Coordinator

A.S., Southern State Community College; A.B., Wilmington College.

Christina Murdock, (2018), Manager of Admission Operations

A.B., Wilmington College.

Sandy Pierson, (2013), Administrative Assistant.

Public Relations

Randall F. Sarvis, (1995), Senior Director of Public Relations

B.S., Bowling Green State University.

Ashleigh Wellman, (2019), Associate Director for Digital Communication

B.A., M.P.A., Morehead State University.

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.

Lori L. Chaney, (2020), Student Account and Billing Coordinator

April L. Crank, (2019), Senior Financial Aid Counselor

A.A.S., Southern State Community College; B.A., Ohio Christian University.

Laura Johnson, (2018), Loan Coordinator

B.S., M.S.O.L., Mount St. Joseph.
Sonia Thompson, (2013), Associate Director of Student One Stop
Center/Bursar

B.S., Morehead State University.

Support Staff

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

External Programs

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

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

Sharron Colón, (2014), Associate Director of External Programs

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

President's Office

Trevor M. Bates, (2021), President of Wilmington College

B.S., Millikin University; M.S. University of Illinois at Urbana–
Champaign; D.HSc., A.T. Still University of Health Sciences.

Leslie Nichols, (2008), Assistant to the President

B.A., The Ohio State University.

Student Affairs

Sigrid B. Solomon, (2007), Vice President for Student Affairs and
Dean of Students/Title IX Coordinator

B.S., Cornell University; M.Ed., East Carolina University;
Ed.D., Ashland University (December 2021)

Michael Allbright, (2010), Associate Vice President for Student Affairs

A.B., Wilmington College; M.Ed., Wright State University.

Je'Taysia Johns, (2020), Administrative Assistant to the Vice President
of Student Affairs

B.A., Wilmington College

Nicholas Hoover, (2018), Director of Housing & Residence Life

B.S., Wilmington College; M. Ed., Wright State University

Jerica Johnson–Cole, (2018), Administrative Resident Director
 B.A., Wilmington College; MBA., Wright State University.

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

Nancy McCormick, (2016), Campus Minister, Recorded Friends
 Minister of Society of Friends
 B.A. Wilmington College

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

Carissa Macella, (2011), Resident Director
 A.B., Wilmington College.

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

Sheree "SJ" Henderson, (2021), Director of Violence Prevention and
 Education/OVW Project Director
 B.S., Alabama Agricultural and Mechanical University; M. SW,
 M. PH., University of Georgia

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

Jill Young, (2010), Director of Health Services
 R.N., B.S.N., Wright State University.

Becky Bryant, (2019), DNP

Deborah Sarkees, (2020), RN

Angela Speaks, (2020) RN, BSN

Mailroom

Gary McCoy, (1998–2002, 2004), Supervisor of Mail Room

Emeriti Faculty

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

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

Steven A. Allen, (1997–2015), Associate Professor Emeritus of
 Accounting

B.A., M.B.A., Ph.D., State University at New York, University of Buffalo.

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

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

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

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

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

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

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

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

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

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

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

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

Mir-Esmail Hejazifar, (1985–2017), Professor Emeritus of Physics

B.S., University of Tabriz, Iran; M.S., University of Teheran, Iran; Ph.D., University of Michigan.

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

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

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

Terry Miller, (1999–2014), Associate Professor Emeritus of Education
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
B.S., M.S., Indiana State University. Industrial Education

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

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

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

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

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

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

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

Linda S. Tecklenburg, (1999–2017). Associate Professor Emeritus of Athletic Training

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

Harold Thomas, (1981–1991), Associate Professor Emeritus of Economics and Administration

B.S., B.A., University of Arizona ; M.B.A., Xavier University.

Donald E. Troike, (1977–2013), Professor Emeritus of Biology

B.S. Capital University; Ph.D., The Ohio State University.

Douglas Woodmansee, (1991–2018), Professor Emeritus of Biology

B.A., The Ohio State University; M.S., Ph.D., Iowa State University of Science and Technology.

Mary Rose Zink, (1986–2015), Associate Professor Emeritus of Psychology

B.A., Marquette University; M.S., University of Georgia; Ph.D., University of Dayton.

WILMINGTON COLLEGE BOARD OF TRUSTEES

2021–22

<i>Edmund Besong</i>	New York, New York
<i>J. Brent Bill</i>	Mooreville, Indiana
Daniel J. Buckley	Cincinnati, Ohio
<i>Timothy A. Buren</i>	Westerville, Ohio
Christen Clougherty.....	Savannah, Georgia
<i>Aaron DeNu</i>	Washington, D.C.
Henry B. Freeman	Richmond, Indiana
<i>Elizabeth J. Garvey</i>	Howell, Michigan
Jeremiah Guappone.....	Cleveland, Ohio
Delores Hargrove–Young.....	Cincinnati, Ohio
Marcy Hawley.....	Wilmington, Ohio
Ellen Hiatt.....	St. Louis, Missouri
Jonathan C. McKay.....	Wilmington, Ohio
Evans N. Nwankwo	Cincinnati, Ohio
<i>David Raizk</i>	Wilmington, Ohio
JR Reid.....	Columbus, Ohio
William P. Shaw	Sidney, Ohio
<i>William D. Shoecraft</i>	Wyoming, Ohio
Lawrence W. Sidwell	West Des Moines, Iowa

Richard F. Sidwell.....Beallsville, Ohio
Daniel Smith–Christopher.....Redondo Beach, California
Lucy Steinitz.....Baltimore, Maryland
Taylor Stuckert.....Wilmington, Ohio
Nancy Summers.....Harrisburg, Pennsylvania
Tyrone C. Taylor.....Laurel, Maryland
Evan Williams.....Milpitas, California

Life Trustee

Sidney Mishkin (Named Second Life Trustee, 2014).....Indianapolis,
Indiana

Wilmington College Alumni

Trustees Emeriti

Charles S. Allyn Pauma Valley, California
*Joseph E. Balmer..... Dayton, Ohio
Lawrence E. Barker Wilmington, Ohio
Sarah E. Barker Wilmington, Ohio
*Craig Beam Wilmington, Ohio
J. Kenneth Blackwell Cincinnati, Ohio
Elroy E. Bourgraf..... Cincinnati, Ohio
*Robert E. Buerger Xenia, Ohio
Donald W. Campbell Cincinnati, Ohio
Samuel L. Chapman..... Friendsville, Tennessee
*Robert E. Chason Davis, California
Bronson Clark..... Vinalhaven, Maine
*Stephen W. Collett Farsund, Norway
*Wilmer A. Cooper..... Richmond, Indiana
Elisabeth Harvey Custer Wyndmoor, Pennsylvania
Lyn Day..... Cincinnati, Ohio
Robert Dolphin, Jr..... Durango, Colorado
*S. Forry Eisenhart, Jr. Hanover, Pennsylvania
*Merrill E. Evans LaHabra, California
Peter H. Forster Dayton, Ohio
*Robin Galvin Cincinnati, Ohio
*Thomas E. Gravlin Centerville, Ohio
*John A. Haas..... West Chester, Ohio
Thomas G. Hamilton Wilmington, Ohio
Lawrence C. Hawkins..... Cincinnati, Ohio

G. David Hawley.....Cincinnati, Ohio
 Muriel Hiatt Wilmington, Ohio
 Mary Kathryn Hilberg..... Wilmington, Ohio
 *Fred Krisher..... Clarksville, Ohio
 * G. Renee LaPineWilmington, Ohio
 *Carolyn Matthews.....Wilmington, Ohio
 Theodore Mauser Lebanon, Ohio
 Pamela K. McCoy New Vienna, Ohio
 Reuben R. McDaniel, Jr..... Austin, Texas
 Douglass W. McDonald Cincinnati, Ohio
 *R. Bruce Mickey Cincinnati, Ohio
 Robert Q. Millan..... .Mason, Ohio
 *Barbara P. Moore Leesburg, Ohio
 *A. Alexander Morisey Philadelphia, Pennsylvania
 Paul Neumann Louisville, Kentucky
 Michael Norris Oregonia, Ohio
 William E. Peelle Wilmington, Ohio
 Mark R. Policinski..... Cincinnati, Ohio
 *David L. Raizk.....Wilmington, Ohio
 Mary Ann RaizkWilmington, Ohio
 John B. Reid Dublin, Ohio
 C. Wesley Rowles Boynton Beach, Florida
 *Edgar T. Shaudys Columbus, Ohio
 J. Stephen Smith.....Liberty Township, Ohio
 Christine H. Snyder..... Clarksville, Ohio
 Marsha R. Snyder..... Wilmington, Ohio
 Dwight Spann-Wilson..... .Poughkeepsie, New York
 *Roy Joe Stuckey..... Sabina, Ohio
 *Peggy J. Sturdivant.....Leitchfield, Kentucky
 *James A. Terrell..... New Vienna, Ohio
 Lee B. Thomas, Jr..... Louisville, Kentucky
 *Robert E. Touchton.....Maineville, Ohio
 *Richard L. Traa.....Egg Harbor Township, New Jersey
 *Timothy P. Trayer.....Palmyra, Pennsylvania
 Joe Volk.....Arlington, Virginia
 Franklin W. Wallin..... Weaverville, North Carolina
 *Starr D. Wheeler Brick, New Jersey

*Alumni of Wilmington College

Life Trustee (Deceased)

*David A. Harcum (Named First Life Trustee, 2008), Reynoldsburg OH

Presidents of Wilmington College

Lewis A. Estes 1871–1874

Benjamin F. Trueblood 1874–1879

David Dennis 1879–1881

James B. Unthank 1881–1903

Albert J. Brown 1903–1912

Samuel H. Hodgins 1912–1915

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 2012–2020

+*Erika Goodwin 2020

Trevor M. Bates, 2021

+*Acting President

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