

**WILMINGTON
COLLEGE**

**2023-2024
and
2024-2025
Undergraduate
Catalog**

**Prison Education
Programs**

**Wilmington College
1870 Quaker Way
Wilmington, Ohio 45177
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www.wilmington.edu**

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

Volume CXI

This catalog contains regulations in effect as of January 2024, and information for students matriculating in May 2024, August 2024, and January 2025. 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.

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General Information

Summer 2024-Summer 2025 Undergraduate Calendar

Summer Term 2024 (12 weeks)

Monday, May 13	Classes Begin
Monday, May 20	Last Day of Drop/Add Period
Monday, May 27	Memorial Day Holiday
Wednesday, June 19	Juneteenth Holiday
Tuesday, July 2	Last Day to Drop Classes
Thursday–Friday, July 4–5	Independence Day Holiday
Friday, August 2	Last Day of Classes
Tuesday, August 6, 9:00 am	Final Grades Due to Academic Records

Fall Semester 2024

Monday, August 19	Classes Begin—Full Semester and Abbreviated Session I
Tuesday, August 20	Last Day of Drop/Add Period for Abbreviated Session I
Friday, August 23	Last Day of Drop/Add Period for Full Semester
Monday, September 2	Labor Day Holiday
Thursday, September 17	Last Day to Drop Abbreviated Session I Classes
Monday, October 7	Last Day of Abbreviated Session I Classes
Friday, October 11, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records
Monday, October 14	Fall Break
Tuesday, October 15	In-Service Professor Development Day – No Class
Thursday, October 17	First Day of Abbreviated Session II Term
Friday, October 18	Last Day of Drop/Add Period for Abbreviated Session II
Wednesday, October 23	Last Day to Drop Full Semester Classes
Monday, November 18	Last Day to Drop Abbreviated Session I Classes
Wed. – Friday, November 27–29	Thanksgiving Holiday
Friday, December 6	Last Day of classes – Full Semester and Session II
Monday – Wed., December 9–11	Final Exams for Full Semester and Session II classes
Friday, December 13, 9:00 a.m.	Final Full Semester and Session II Grades Due

Spring Semester 2025

Monday, January 13	Classes Begin – Full Semester and Abbreviated Session I
Tuesday, January 14	Last Day of Drop/Add Period for Abbreviated Session I
Friday, January 17	Last Day of Drop/Add Period for Full Semester
Monday, January 20	MLK Holiday
Tuesday, February 11	Last Day to Drop Abbreviated Session I Classes
Monday, March 3	Last Day of Abbreviated Session I Classes
Thursday, March 6, 9:00 a.m.	Abbreviated Session I Grades Due to Academic Records

Monday – Friday, March 10–14
 Monday, March 17
 Monday, March 17
 Tuesday, March 18
 Wednesday, April 16
 Friday, April 18
 Thursday, April 24
 Friday, May 2
 Mon. – Wed., May 5 – 7
 Tuesday, May 13 at 9:00 a.m.

Spring Break
 First Day of Abbreviated Session II
 Last Day to Drop Full Semester Classes
 Last Day of Drop/Add Period for Abbreviated Session II
 Last Day to Drop Abbreviated Session II Classes
 Good Friday Holiday
 In Service/Professor Development Day – No Classes
 Last Day of Classes – Full Semester and Session II
 Final Exams for Full Semester and Session II classes
 Session II and Full–Term Final Grades Due

Summer Term 2025 (12 weeks)

Monday, May 19
 Monday, May 20
 Monday, May 26
 Thursday, June 19
 Friday, July 3
 Monday, July 7
 Friday, August 8
 Tuesday, August 12, 9:00 a.m.

Classes Begin
 Last Day of Drop/Add Period
 Memorial Day Holiday
 Juneteenth Holiday
 Independence Day Holiday
 Last Day to Drop Classes
 Last Day of Classes/Exams
 Final Grades Due to Academic Records

2023-2024 and 2024-2025 Undergraduate Tuition and Fees

Annual	\$29,837
Semester (12–18 hours)	\$14,919
Per Credit Hour (9–11 hours)	\$1,000
Excess Hours Per Credit Hour (over 18 hours)	\$650
Part–time, Fall & Spring 1–8 hours	\$500
Part–time, Fall & Spring 9–11 hours	\$1,000
Summer semester, per credit hour	\$500
Summer Internship and Field Placement	\$150

Your actual cost of attendance will be covered by Pell Grants and state funding. You will receive a letter that details how federal, state, and Wilmington College grant money cover the cost of your education.

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.

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 and requires each of us to assume responsibility for our actions.

Community – This value is defined 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.

Wilmington College Prison Education Program

Wilmington College, located in Wilmington, Ohio, was founded in 1870 by members of the Religious Society of Friends (Quakers) to educate, inspire, and prepare each student for a life of success and service according to its core Quaker values: equality, community integrity, peace and social justice, excellence, service and civic engagement, and diversity.

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

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

History of Wilmington College and Prison Education

The prison education program grew out of Wilmington College's Quaker heritage of commitment to the incarcerated as well as a belief in being an enabling institution – giving students the educational opportunities and training that enable them to lead successful and rewarding lives.

The College has been a consistent presence in Southwest Ohio prison education since 1967, especially Warren Correctional, Lebanon Correctional, and Franklin Pre-Release institutions. In 1967, the College began to offer courses in Lebanon Correctional Institution, and in 1982, it expanded into Warren Correctional. In 1985, Wilmington College became the first Ohio institution to offer bachelor's degrees in ODRC prisons. In 1988, the College began offering education in Franklin Pre-Release Center for Women. Until 2012, Wilmington College offered bachelor's degrees and associate's degrees in these prisons.

Since 2012, Wilmington College faculty and faculty emeriti have continued to offer non-credit-bearing

programming in prisons through Inside–Out courses, book groups, and music education. WC professor emerita Catherine Roma continues to lead choirs in London Correctional, Chillicothe Correctional, and Marion Correctional and has worked on behalf of Wilmington College in many institutions between 2012 and 2023, providing musical programming and education. Similarly, faculty have initiated Inside Out programming within the prisons during this time period.

In 2024, Wilmington College was approved by the Higher Learning Commission to renew its bachelor’s programming in ODRC facilities, this time in Dayton Correctional Institution (DCI), Lebanon Correctional Institution (LeCI), and Warren Correctional Institution (WCI).

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>. Within ODRC facilities, request help from the Program Manager in accessing this website.

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. 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.
3. NC-SARA Student Complaints Procedure

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

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

Perspectives on Wilmington College

Quaker History and Heritage

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

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

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

Quaker traditions are important to the Wilmington campus atmosphere. Their influence is felt in the personal working relationships among members of the College community and in the concern for each individual.

Students, faculty, administration, and staff are addressed by names rather than titles. This reflects Quaker values of mutuality and equality.

Decisions at Wilmington College are not reached by voting. Rather, the group seeks for a plan of action upon which all can unite. This approach to problem solving, based on consensus, reflects a Quaker approach to business and can be seen operating in almost any group meeting on-campus, from the trustees to faculty-staff meetings to small informal committees. Many student groups also follow this way of decision-making.

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

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

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

Main Campus

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

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

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

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

ODRC Locations

Wilmington College offers bachelor's degrees in three Ohio correctional facilities: Dayton Correctional Institution, Lebanon Correctional Institution, and Warren Correctional Institution. The curricula of study in these locations are identical to the curricula on main campus.

Admissions

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 Prison Education Program), using that campus's specific Admission Application Form and following their admission requirements. The online application found on the College's website is for main campus, undergraduate students. Prison Education Program applications will be provided during intake sessions with Wilmington College staff in each ODRC facility. Each individual campus determines the admission requirements, fees, and availability of majors for their students. Students in degree-seeking programs wishing to transfer from one campus to another must complete an Internal Transfer Application Form from the Office of Admission (main campus) or from the branch campus. An internal transfer will be granted on the admission and academic requirements of the campus to which the student is transferring. Students in non-degree programs wishing to complete an internal transfer must follow the regular admission process for the campus to which they are applying. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation, or disability in the administration of educational policies, financial aid, employment or any other college program or activity.

Admission Requirements and Application Procedure for Freshmen

To qualify for admission, a student must be a graduate of an accredited secondary school and should have passed all high school proficiency exams. Also, home schooled students should have sixteen units of study and provide an official secondary transcript. Students with satisfactory scores on the General Education Development (GED) Test will also be considered for admission. Careful consideration is given to the academic record, including the pattern of courses taken in high school or home schooling, recommendations from guidance counselors, ACT and SAT results (optional), extracurricular activities, interviews with college admission staff, and other relevant factors. Admission to Wilmington College is based on academic performance as well as social conduct and personal reputation. The following documents are needed to complete an admission file:

- Application for Admission – Admissions applications will be provided by Wilmington College staff in ODRC locations
- Official high school transcript or copy of high school transcript provided by ODRC that includes a graduation date
- 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 requested

All documents should be given to an Admissions staff member or the Program Manager/Site Coordinator or 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.

Incarcerated students should not provide a personal email address on their FAFSA application due to delays and costs of email delivery in correctional facilities. Instead, they should provide their mailing address and the email address pep@wilmington.edu. The Department of Education will communicate with students through those methods.

In addition to Wilmington College requirements, students must meet the requirements of ODRC. These requirements, also found in ODRC policy 57-EDU-04, are:

- High school diploma or a GED
- A reading score logged within the prior two years of 231 or above on a C level test or higher of the CASAS OR a 536 and above on the full battery TABE OR a 12 on the locator TABE
- Enough time before release date or parole hearing to complete one semester
- No previously completed bachelor's degree or two associate's degrees in ODRC facilities, unless using self pay or scholarship money (or otherwise exempted)
- Free of violations resulting in restricted housing for at least 30 days
- Free of violations resulting in extended restricted housing for at least 6 months
- Signed Enrollment Agreement Form

Transfer Student Application Procedure and Credit Evaluation

Transfer students are welcome to Wilmington College. 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 –Admissions applications will be provided by Wilmington College staff in ODRC locations
- 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. Wilmington College staff will assist incarcerated students with transcript retrieval, as they are able, upon request.

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. Associates of Applied Science degrees do not automatically qualify for the completion of general education at Wilmington College. A.A.S. degrees must be evaluated individually or through articulation agreements between the two institutions. Wilmington College maintains articulation agreements with Sinclair Community College in ODRC locations.

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.

Transfer from One Campus to Another

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

Readmission Procedure for Former Wilmington College Students

All former students seeking readmission after withdrawal or suspension from a degree-seeking program at Wilmington College must complete an Application for Readmission. In addition, official transcripts of additional academic study and a Transfer Recommendation Form completed by the Vice President for Student Affairs at the most recent institution, must be forwarded to the Office of Admission. Please see the Program Manager for help in acquiring these forms and following this process. 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.

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, 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 a Wilmington College Financial Aid employee or designed on site to determine the conditions that must be met to regain financial aid eligibility.

Transfer Credit Evaluation

Credits are evaluated as indicated below:

1. All credits earned from a regionally accredited institution at the 100-level or above will be transferred to Wilmington College subject to the limits described below. The appropriate academic area coordinator will determine whether the credits should transfer as specific courses or as electives.
2. Credits are accepted when the coursework is similar in nature to courses normally taught at four-year liberal arts colleges. Transfer approval of any coursework not parallel to courses offered at Wilmington College must come from the appropriate academic area coordinator. A maximum of 18 semester hours of purely vocational or highly technical courses that are consistent with Quaker principles will be accepted.
3. Acceptable coursework showing a grade of "C-" or better is transferable to Wilmington College. With the exception of physical activity courses, those with grades of "Pass" or "Satisfactory" are acceptable for transfer if it can be verified that such a grade is equivalent to "C-" or better work. Physical activity courses with grades of "Pass" or "Satisfactory" are acceptable for transfer without further verification.
4. Credit hours are transferred at face value (i.e. 3 semester hours = 3 semester hours, 3 quarter hours = 2 semester hours, 1 unit = 3.33 semester hours)
5. Coursework from 2-year schools will be transferred in at sophomore or freshman level only but may be used to satisfy an upper division requirement with academic area approval.
6. A maximum of 67 semester hours credit is acceptable from institutions offering only an Associate Degree Program.
7. A maximum of 97 semester hours credit is transferable from 4-year institutions.
8. International credit evaluations and recommendations, subject to the credit hour limitations listed in 1-8 above, are the responsibility of the student and must be provided to Wilmington College by either Foreign Credentials Service of America or World Education Services (WES). Fees associated with such evaluations are the responsibility of the student.

Non-Traditional Acquisition of Credits and Application of Prior Knowledge

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

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

Advanced Placement Examinations

Advanced Placement credit is awarded on the following basis:

Subject Area	AP Exam	Score Needed	WC Credit Hours	Equivalent WC Course(s)
Art	Art History	3	4	AR330G
	Art History	4,5	8	AR330G AR331G
	2-D Design	3,4,5	4	AR195
	3-D Design	3,4,5	4	AR162
	Studio Art; Drawing	3,4,5	4	AR130
Business	Microeconomics	3,4,5	4	EC130
	Macroeconomics	3,4,5	4	EC131
	Statistics	3,4,5	4	EC334
English	Language and Composition	3	4	EN100
	Language and Composition	4,5	4	EN101
	Literature and Composition	4,5	4	EN232
Geography	Human Geography	3,4,5	4	GE195
History	American History	4,5	8	HI130 HI131
	European History	3,4,5	4	HI195
	World History	3,4,5	8	HI160G HI161G
Languages	Spanish Language	3	4	SP130G
	Spanish Language	4	8	SP130G SP131G
	Spanish Language	5	12	SP130G SP131G SP230G SP232G

Math	Calculus: AB	4,5	4	MT140
	Calculus: BC	4,5	8	MT140 MT141
Music	Music Theory	3,4,5 (in all sections)	4	MU230
Natural Sciences	Biology	3,4,5	4	BI195
	Chemistry	3,4,5	4	CH195
	Environmental Science	3,4,5	4	PH195
	Physics B	4,5	8	PH195
	Physics C Mechanic	4,5	4	PH195
	Physics C Electricity & Magnetism	4,5	4	PH195
Social & Political Studies	Government & Politics US	3,4,5	4	PS130
	Government & Politics Comparative	3,4,5	4	PS195
Social Sciences	Psychology	4,5	4	PY130

Advanced Placement Honors

AP Honors	WC Credit Hours	Equivalent WC Courses	
Capstone Diploma or Seminar & Research Certificate	12	4 hours – EN101	Credit for freshman English
		4 hours – ****W	Credit for one writing intensive (W course)
		4 hours – **** 195 topic specific	Credit for one course (based on research topic)

Waiver

1. Students seeking to waive any coursework in the General Education requirements must submit all such requests to the Office of Academic Affairs by the end of the third semester enrolled. The Vice President, Chief Academic Officer/Dean of Faculty will review General Education requirement waiver requests.
2. Students seeking to waive coursework in the major field of study should consult with the academic area coordinator or the Vice President, Chief Academic Officer/Dean of Faculty. Final approval must be obtained through the Office of Academic Affairs.
3. There is no charge for a waiver.

Refunds

Refund money for incarcerated students will be a transaction between Wilmington College and the federal or state agency offering financial aid. Incarcerated students who receive Pell funding are not legally permitted to receive account credits.

Withdrawal or Leave of Absence from Wilmington College

Students who withdraw before the 60% period of time will have a percentage of their financial aid returned by the school to the appropriate federal or state agency. The amount of Title IV aid 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. Refund money for incarcerated students will be a transaction between Wilmington College and the federal or state agency offering financial aid. Incarcerated students are not legally permitted to receive tuition refunds from Pell or state funding.

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. Wilmington College will ensure that incarcerated students are able to attend Wilmington College by providing an aid package that covers tuition, books, and supplies.

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.

You must complete a FAFSA application, and Wilmington College staff on site will help you to do so, either electronically or via mail. 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 federal, state, and institutional grants. A Financial Aid Offer notification will be sent to the student via mail or via Wilmington College staff in ODRC sites.

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 follows ODRC policies regarding priorities for students seeking college attendance and adheres to the waiting list established by the ODRC facility.

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

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 Wilmington College Program Manager, who will contact the Office of Disability Services on main campus. The Director of Disability Services will also be present periodically, at announced times, in ODRC facilities to meet with students who need disability accommodations. A student with a documented disability and/or functional limitations is still held to the same academic standards as other students. The student must be able to maintain Satisfactory Academic Progress in order to receive financial aid funding.

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

Satisfactory Academic Progress Requirements

1. **Cumulative Grade Point Average (GPA)**

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

2. **Completion Rate (67% Rule)**

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

- Course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, and DS will be considered attempted and successfully completed.
- Course grades of F, N, and W will be considered attempted and unsuccessfully completed.
- Course grades of P (pass) will be considered attempted and successfully completed, but it will not affect the student's grade point average.
- Course grades of I (incomplete) or NR (no grade reported) indicate a student has not yet completed the course, therefore, will not be considered as successfully completed. An incomplete grade does not earn credit or influence the grade point average. However, an incomplete grade will count toward total credits attempted. If an "I" or "NR" grade is later changed to a grade noting successful completion, the change will be caught in the next SAP review. If an SAP ineligible student believes the changed grade will bring him/her back in line with the SAP Policy, the student may submit an appeal requesting review of eligibility.
- Course grades of W (dropped after the 100% drop/add period) do not earn credit toward graduation or toward satisfying the minimum credit hours requirement; however, these credits will count toward your total attempted credits and could possibly affect the Maximum Timeframe requirement. Within the 100% drop/add period (usually the first week of a term), students may drop courses without a grade. These courses disappear from the academic record and will not count as attempted hours.
- Students with transfer, Post-Secondary Educational Opportunity (PSEO), College Credit Plus (CCP), College Level Examination Program (CLEP), military, experiential learning, and/or

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

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

4. **Federal Financial Aid Planning**

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

Satisfactory Academic Progress Status

Financial Aid Good Standing Status

Students who are meeting all 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 Appeal

If a student fails to meet SAP standards after the semester of warning, they will lose federal financial aid eligibility and will be suspended from Wilmington College. Appeals for reinstatement of Federal Financial Aid should be made to the Director of Financial Aid. Submitting an appeal does not guarantee approval.

Financial Aid Probation Status

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

Satisfactory Academic Progress Reinstatement

Students who lose financial aid eligibility because they are not meeting SAP Standards may use any

semester to regain eligibility in one of the following ways: By successfully appealing loss of eligibility. To appeal, the student must submit a Satisfactory Academic Progress (SAP) Appeal for Financial Aid Form with supporting documentation. By completing one full-time semester (12 credit hours for undergraduate students or 6 credit hours for graduate students) at Wilmington College at his/her own expense (without financial aid funding). The student must demonstrate he/she is capable of completing a semester without any failures, incompletes, withdraws, or grades lower than a "C". Courses taken must be chosen in consultation with the Associate Vice President of Retention and Academic Success. Student must advance toward attaining a degree and show progress within student's SAP Academic Plan for graduation. Once the student regains eligibility, financial aid will be awarded the following semester subject to the availability of funds. By completing one full-time semester or two full-time quarters at another college/university. Keep in mind that credits taken elsewhere will not resolve the Cumulative GPA component of SAP but may be used to resolve the Completion Rate requirement. Courses taken must be chosen in consultation with the Associate Vice President of Retention and Academic Success. Simply sitting out of school for a semester or two will not restore eligibility for a student who has lost eligibility to receive financial aid funding due to not meeting SAP Standards. Students who have been academically suspended/dismissed from Wilmington College by the Office of Academic Affairs but are subsequently given permission to re-enroll are not automatically eligible to receive financial aid funding. Admission/Re-admission decisions are separate from funding decisions.

Satisfactory Academic Progress Appeal Process

Students who fail to meet the Satisfactory Academic Progress Standards for Financial Aid have the right to appeal the suspension of their financial aid funding. The appeal cannot be based upon the student's need for assistance or student's lack knowledge that his/her funding was in jeopardy. Appeals must be based on some type of extenuating circumstance (death, illness, accident, 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 (via the Program Manager in ODRC facilities). This appeal should include a detailed statement explaining the extenuating circumstance(s) along with third party documentation (doctor's statement, death certificate, etc.) verifying his/her claim. In addition, the appeal must address what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. The appeal will be reviewed and a determination of whether or not the appeal has merit will be made. Appeals submitted without all required documents within the required timeframe, will be considered incomplete and denied due to lack of sufficient evidence.

The student must also complete an Academic Plan with the Associate Vice President of Academic Affairs. Approval/denial of the SAP Appeal will be dependent upon the student's Academic Plan and his/her ability to meet the terms of Satisfactory Academic Progress. Appeals can only be approved if the Financial Aid Appeals Committee determines that the student will be able to meet the SAP Standards after the next

payment period or if the student has agreed to follow an Academic Plan that, if followed, will ensure the student can meet SAP Standards by a specific point in time. If the appeal is approved, the student will receive financial aid funding for the appealed semester subject to the availability of funds. At the end of that semester and subsequent semesters, the student's academic progress will be reviewed, and the conditions of the student's appeal will be evaluated. If the conditions of the appeal are not met, the student will no longer be eligible for financial aid funding until such time as SAP Standards are met. If the conditions of the appeal are met, the student will continue to be eligible for financial aid funding; however, the conditions of the appeal will still be reviewed each semester. Appeals will be reviewed within two weeks of submission.

The student will be notified in writing 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. In the case of incarcerated students, this would result in forced withdrawal of the student from college programming until the financial aid issue is resolved.

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. Changes made to the FAFSA data.

Students are required to contact the Program Manager in their ODRC location if they encounter any of the above situations. The Program Manager will help them direct the issue to the main campus Office of Financial Aid.

Scholarships and Awards

In addition to federal financial aid, Wilmington College scholarships are available to help incarcerated students attend college. You will receive a financial aid package and information about scholarship

funding.

Academic Regulations

Degrees Offered

Wilmington College offers a Bachelor of Arts (B.A) in Business Administration in Dayton Correctional, Lebanon Correctional, and Warren Correctional Institutions.

Degree Completion Requirements for Bachelor's Degrees

Students are responsible for meeting the following graduation requirements:

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

Students in ODRC facilities have a right to one diploma at no charge. After that time, they follow the regular fee schedule. After diplomas have been printed there will be a \$35.00 charge to change a diploma name. Official transcripts for all transfer credit must be on file with the Registrar/Office of Academic Affairs at least one month prior to the expected date of graduation. Contact the Program Manager or a Wilmington College staff member in your ODRC facility if you need to communicate with the Registrar's office.
6. **Hours required.** The completion of 124 semester hour or credits of academic work is required for graduation.
7. **Minimum number of hours.** A minimum of 32 semester hour credits must be registered for and completed at Wilmington College in order to receive a Wilmington College degree.
8. **Residence Requirement.** Candidates for degrees are required to take 24 of their 32 semester hours at Wilmington College (either in the PEP program or on main campus). Students who have

completed 88 credit hours at Wilmington College may do part or all of the senior work off campus with the approval of the Office of Academic Records. Experiential Learning and Proficiency Examinations credits do not count in the Wilmington College residency requirements.

9. **Upper division work.** All students must have 40 hours of upper division work. One-half of the hours required for a major must be upper division hours. Upper division courses are numbered in the 300s and 400s.
10. **General Education requirement.** All students must satisfactorily complete the General Education requirements listed in this catalog.
11. **Writing Competency.** All students are required to complete EN101 (or, for Honors Program students, EN103H) with a grade of “C-“ or better. See Writing Competence under General Education.
12. **Major requirement.** All students must satisfactorily complete a major program acceptable to the College. Degree-seeking students must declare a major upon completion of 44 hours at Wilmington College. Transfer students with more than 44 semester hours must declare by the end of their first semester at Wilmington College. Failure to declare a major within this time frame will result in an administrative hold on records, preventing a student from registering for subsequent semesters until a major is declared. Once declared, a student’s major may be changed using a Major Declaration form obtained from a Wilmington College staff member onsite. Majors are listed under Academic Programs.
13. **Grade point average and academic standing.** All candidates for a degree must have a grade point average of not less than 2.00 (“C” average), within the major, minor, and overall. Determination of grade point averages is explained in this catalog. All candidates for a degree must be in academic good standing.
14. **Second bachelor’s degree.** Incarcerated students are not typically accepted for second bachelor’s degrees due to limitations on state and federal funding for those degrees. Inquire to Admissions staff if you want to explore possible waivers to this policy.

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

Registration and Class Policies

All students register for classes during the announced registration period. Students plan a program of study and register with the approval and aid of their advisors. 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 in the PEP program may not typically register for more than 18 hours. If a student wishes to seek an exception to this policy, they should consult with their advisor. Any exception must be granted by the Associate Vice President of Academic Affairs. There is an extra fee for each credit hour over 18. Students wishing to coordinate payment of this fee or to have the extra credit hour fee waived should contact the Associate Vice President of Academic Affairs prior to registration. Generally, extra hours are recommended only if the student earned a B average in the previous semester.

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 needs to consult the College catalog for information on course offerings and sequencing of courses, considering annual changes in course sequencing.
- The student needs to consult with his/her advisor regularly.

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

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

The United States Department of Education mandates that **financial aid only be awarded towards credit hours needed to fulfill degree requirements. This requires full-time students have a minimum of 12 credit hours per semester that fulfill degree requirements to be eligible for financial aid.** Once a student has completed the degree requirements for all Wilmington College major(s), minor(s) or special programs, additional federal financial aid may not be available. Students should plan their coursework so that minimum requirements and additional courses in an enhanced area of study are met concurrently. For all questions concerning course credit and financial aid requirements, contact the Wilmington College Prison Education Program Manager, who can put you in touch with the main campus 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 at will during the Drop/Add period. After the Drop/Add period, students must receive the instructor's permission to drop a course. The change

becomes official only after the Drop/Add Form has been deposited and acted upon in the main campus Student One Stop Center. Please submit your Drop/Add form to the Program Manager or Site Coordinator at your ODRC facility.

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. In general, Wilmington College's PEP programs in ODRC facilities only admit regular students. Requests for exceptions to this policy may be directed to the Program Manager.

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 federal financial aid funding

Class Attendance

Each member of the Wilmington College faculty will provide all students enrolled in their courses with a written statement on the attendance policy for each particular course during the first week of the semester. This statement will specify what role, if any, class attendance plays in grading and the specific penalties for excessive absences as the professor defines that term. Individual faculty members may elect to impose consequences on students who have excused absences in excess of 10% of class

meetings, e.g., more than 4 excused absences in a full-semester, three-day per week course or more than 3 absences in a full-semester, two-day per week course. The College accepts these four categories of excused absences in ODRC facilities:

1. Personal illness, with documentation by a nurse or 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
2. Family or personal emergencies
3. In person visits
4. Required ODRC activities

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

Faculty members are expected to accept the College's basic definition of excused absences in their individual policies and to 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 requested) and for arranging to make up all work missed because of absences. Students who will have to miss class to represent the College should provide schedules of these absences to the faculty member as soon in the semester as they are known. Faculty are encouraged to make a good faith effort to accommodate students with excused absences through alternative assignments when possible but are not required to do so.

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 the computer 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 participating in scheduled academic activities; or
5. 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 completing assigned work, 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 the computer 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 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, attending scheduled physical classroom, and corresponding synchronous sessions, completing required assignments, 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 reschedule a final examination for some other reason must file a written request on a form available from the Student One Stop Center (via the Program Manager) and obtain permission from the instructor.

Grading System

The grading system used at Wilmington College is the following: "A", "A-" (range of outstanding achievement) ; "B+", "B", "B-" (range of good achievement) ; "C+", "C", "C-" (range of average or satisfactory achievement) ; "D+", "D" (range of below average achievement) ; "F" (inadequate achievement: achievement does not meet minimum standards) ; "K" (transfer credit) ; "P" (credit: average achievement or better) ; "N" (no credit: below

average or inadequate achievement); "W" (no credit: course dropped after the drop/add period); "WF" (inadequate achievement: achievement does not meet minimum standards). An "I" (incomplete) and an "NR" (grade not reported) are used as temporary grades under certain conditions. A "W" grade could impact average hours, see Academic Good Standing Policies.

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

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

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

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

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

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

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. Contact Academic Records, through the Program Manager as a liaison, for a repeat involving a transfer course. A course will only count once for graduation.

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

Grade Appeals. Students requesting a change of grade must initiate that request with the instructor of record or by filing a formal grade appeal no later than one semester after receipt of the final grade. Requests for grade changes from fall term must be initiated by the last day of the following spring semester; requests for grade changes from spring and summer terms must be initiated by the last day of the following fall semester.

Instructors must respond within one month of the request, including filing a change of grade form with the Office of Academic Affairs.

Academic Honors

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

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

credit transferred to Wilmington College.

Dean's List

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

Academic Merit List

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

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

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

Green Key

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

- Seniors – 90 semester hours completed, 3.50 cumulative GPA
- Transfer students are eligible for membership in Green Key after completing a minimum of 32 Wilmington College semester hours and fulfilling the above hour and GPA requirements. The GPA is calculated including all grades, Wilmington and transfer.

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

Academic Good Standing Policies

Full Time Students

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

AND

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

AND

- c. The student must complete EN101 or EN103H (and EN100, if required) with a grade of "C-" or better. *Students earning a grade lower than "C-" [including drops after the drop/add period noted with the grade of "W" (Withdrawal)] in EN100, EN101, or EN103H will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning 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 will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-" following the third attempt [including drops after the drop/add period noted with grade of "W"] are subject to immediate academic suspension.*

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

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

Part-Time Students

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

- a. The student must pass 67 percent of attempted Wilmington College credits.
AND
- b. the student must have a minimum cumulative GPA of:
1.80 at close of first semester at Wilmington College
2.00 at close of all subsequent semesters
AND
- c. The student must complete EN101 or EN103H (and EN100, if required) with a grade of "C-" or better. *Students earning a grade lower than "C-" [including drops after the drop/add period noted with the grade of "W" (Withdrawal)] in EN100, EN101, or EN103H will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning 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 will be required to repeat the course. Students will work with Student Success team and their Advisor to determine when the class(es) will be repeated. Students earning a grade lower than "C-" following the third attempt [including drops after the drop/add period noted with grade of "W"] are subject to immediate academic suspension.*

*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).

Academic Early Alert System

Staff and faculty are asked to submit referrals to the Office of Academic Affairs (and the Prison Program Manager for ODRC locations) on students of concern. The purpose of this system is to facilitate early intervention with at-risk students and to improve overall student success. Referrals may be related to excessive absences, missing assignments, or poor academic performance. Students are then notified if a faculty or staff member has made a referral on their behalf. Notices may also be sent to advisors. 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.

Academic Probation

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

Students meeting the criteria for good academic standing at the conclusion of a probationary semester will return to academic good standing.

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

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

Academic Suspension

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

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

Students subject to academic suspension may make a written appeal to the Academic Standards and Appeals Committee. If the Committee views the appeal favorably, the student will be allowed to remain on academic probation for an additional semester. Students should consult with the Program Manager about the appeal process.

Academic suspension from Wilmington College spans one full semester after which an individual may apply for readmission. During the period of suspension from Wilmington College, the individual is encouraged to

reexamine educational and career goals. Readmission is not automatic and depends on an individual's circumstances. If readmitted, an individual will return to Wilmington College on academic probation. Readmission does not guarantee eligibility for financial aid.

Academic Dismissal

A student who fails to meet probationary requirements, and has been suspended previously from Wilmington College, is subject to academic dismissal. The student subject to academic dismissal may make a written appeal to the Academic Standards and Appeals Committee requesting an additional semester of academic probation or a second academic suspension. If the Committee views the appeal for probation favorably, the student will be allowed to remain on academic probation for an additional semester. If the Committee grants a second academic suspension, it will be treated like the first academic suspension. Students should consult the Vice President for Academic Affairs or the Vice President for Community and Business Development about the appeal process.

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

Academic Appeals

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

Students should complete the form giving particular attention to the rationale for the appeal while making sure to include pertinent facts. Supporting documents, such as syllabi, tests, papers, and statements from a physician or a professor, may be attached. Students should seek assistance from an academic advisor or other Wilmington College staff member, as necessary.

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. The Committee will consider whether a Wilmington College staff member from the ODRC facility should represent the student's interests at the meeting or whether it is possible to hold a virtual meeting in which the student appears before the Academic Standards and Appeals Committee.

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

Typically, a grade appeal takes a minimum of one month to cycle through the various offices where

responses and signatures are required before the grade appeal can be presented to the Committee.

Administrative Appeals

Administrative appeals are reviewed and acted upon by the Vice President of Academic Affairs 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. The Program Manager can assist you in obtaining one.

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 Program Manager or designated Wilmington College staff member. Students interested in withdrawing from the college should contact the Program Manager or a site coordinator for further information. Withdrawals after the final official drop day of any semester will result in failure of all classes unless unusual circumstances are judged to exist by a committee consisting of the Vice President of Academic Affairs, the Associate Vice President of Academic Affairs, and the Registrar.

Administrative Withdrawal

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.

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 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 College degree, but who need to interrupt their studies for a period of one to two semesters because of a documented illness, financial circumstances, or other reasons must apply for a leave of absence. Students requesting a leave of absence

from the college should contact the Office of Academic Affairs for further information (the Program Manager on site can assist you with this process). An appeal for a leave of absence after the final official drop date may be approved if unusual circumstances are judged to exist by a committee consisting of the Vice President of Academic Affairs, the Associate Vice President of Academic Affairs, and the Registrar.

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.

Readmission after Suspension

Academic suspension from 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.

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 or the learning management system available at your ODRC site. Participation in the scheduled live class sessions and all weekly course requirements must be completed and submitted electronically in the prescribed manner to the course instructor within the instructor's assigned deadlines for assignments and participation that week.

Hybrid Traditional Courses

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

Course Credits are Expressed in Semester Hours of Credit

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

Available Types of Courses

- I. **REGULAR. (1, 2 or 4 semester hours).** Most of the courses described in this catalog are Regular Courses. For each credit granted, the student attends 45 minutes of lecture/ discussion per week and spends approximately two hours preparing for that class. Laboratory/Studio classes receive one

credit for two or three hours of instruction per week, depending on the discipline involved, and each student will spend about one-half hour in preparation for each laboratory/studio hour. A syllabus for each Regular Course should be on file in the Office of Academic Affairs.

- II. **SPECIAL TOPICS. (1, 2 or 4 semester hours).** Special Topics courses are essentially the same as the Regular Courses, but they are experimental courses. They must be approved by the Vice President, Chief Academic Officer/Dean of Faculty and may be offered once before submission to the Academic Policies Committee for consideration as a Regular Course. They carry the number 198 or 398. Because such courses are not repeated, they are not listed separately in the catalog.
- III. **COURSE BY APPOINTMENT. (1, 2 or 4 semester hours).** These are regular courses, which, under exceptional circumstances, are given on a basis arranged between student and professor. Course by appointment can only be taken after completing a form available through the Student One Stop Center, the Office of Academic Records, or the Office of Academic Affairs.
- IV. **INDEPENDENT STUDY. (1 to 4 credit hours).** Independent Study courses are informal courses offered on a tutorial basis. The content may be suggested by the student to supplement work in his/her major field of concentration. The professor will determine if the student has a sufficient background of regular courses to pursue independent study successfully. Independent Study courses can only be taken after completing a form available in the Student One Stop Center, the Office of Academic Records, or the Office of Academic Affairs.

The student and professor should meet once every week or every other week for a total of 15 hours per semester to assess the progress of the study. Independent Study courses carry the number 199 or 399. Students are limited to one independent study per semester and a maximum of four (4) semester hours of independent study in any one (1) semester. Exceptions to this rule must be approved by the Academic Dean/Dean of Faculty prior to the beginning of the semester.

Course by Appointments and Independent Studies are subject to the following policies.

Exceptions to policy may be made by the Vice President, Chief Academic Officer/Dean of Faculty.

1. Course by Appointment or Independent Study are taught only by full-time faculty.
 2. Students must be in academic good standing to register for a Course by Appointment or Independent Study.
 3. Completed paperwork, including signatures, must be submitted to the Student One Stop Center by 5:00 p.m. the first day of classes.
 4. There is no obligation on the part of a professor to accept a Course by Appointment or Independent Study.
 5. Any Course by Appointment or Independent Study with more than six students must be offered as a regular class in the schedule.
 6. Students wishing to repeat courses may not do so by taking Course by Appointment or Independent Study.
 7. No more than 12 hours of the 124 semester hours required for graduation may be taken as a combination of Independent Study and Course by Appointment. No more than one course per major or minor may be taken as a Course by Appointment.
- V. **INTERNSHIP. (1 to 6 semester hours).** An internship is an intensive career-oriented work experience related to the student's academic studies, professional and educational goals. It is also an opportunity to gain practical experience in one's major field of study, apply knowledge gained in the classroom, and make useful contacts in a professional field. The experience is ideally unique to the

student and must be supervised by a qualified supervisor who is not an immediate family member. Eligibility requirements are qualification through ODRC for inside or outside of the facility internships, 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 and may be unavailable at ODRC locations, depending upon staffing availability. 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, ODRC facility, 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, contact a Wilmington College employee on site for help consulting 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. **TRANSIENT STUDENT STATUS.** Students wishing to take courses not part of the Wilmington College 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 Academic Success is required.

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

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

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

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

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.

Incoming Undergraduate Articulation Agreements for Wilmington College Prison Education Program			
Student source	Field of Study	Student destination	Field of study
Sinclair Community College	Entrepreneurship	Wilmington College	Business Administration - Management Concentration
Sinclair Community College	Entrepreneurship	Wilmington College	Business Administration - Marketing Concentration
Sinclair Community College	Entrepreneurship	Wilmington College	Business Administration - Finance Concentration
Sinclair Community College	Management	Wilmington College	Business Administration - Management Concentration
Sinclair Community College	Management	Wilmington College	Business Administration - Marketing Concentration

College			
Sinclair Community College	Management	Wilmington College	Business Administration – Finance Concentration

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)

General Course Policies

1. Wilmington College does not discriminate on the basis of age, race, color, religion, national or ethnic origin, gender, sexual orientation, veteran status, or disability in the administration of education policies, admission policies, financial aid, employment, or any other College program or activity.
2. It is the policy of the College that 10 students registered for a lower division course and 7 students registered for an upper division course constitute the minimum enrollment. Courses below the minimum enrollment are subject to cancellation by the Vice President, Chief Academic Officer/Dean of Faculty.
3. It is the policy of the College that credit can be counted toward a degree only once for a course covering a specific body of knowledge. No credit can be given for a second course covering essentially the same body of knowledge, even though there is a difference in title and/or number.
4. It is the policy of the College that certain courses may count toward a major in more than one discipline. Such courses are usually listed at the end of each discipline’s course listing section.
5. In order to give a wider range of courses to those majoring in a discipline, certain of the advanced courses are offered every other year, indicated in the course inventory as "Alternate years." Other courses may be offered less frequently and are listed as "Offered irregularly."

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 services in ODRC locations need to meet with the Director of Disability Services from main campus, who will visit ODRC facilities periodically, at announced times, OR a Site Coordinator who is licensed to act as the onsite Liaison for Accessibility and Disability Services. The student must provide verification of their disability. To register with Accessibility and 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 Site Coordinator or Program Manager at your ODRC location. The Director of Accessibility and Disability Services can be reached directly 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

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).

In addition, no more than 66 out of the 124 semester hours required for a degree may be taken from any one academic field. 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.

Currently approved majors 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.

At this time, only one major is offered in ODRC locations. Additional majors and minors may be added in the future.

Major (B.A.)

Business Administration

General Education

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

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

1. **ENGLISH COMPETENCE:**

EN101 OR EN103H (for the Honors Program student) with a grade of “C-“ or better.

Students are strongly encouraged to take EN101 or EN103H during their freshman year. Placement in EN100, EN101, or EN103H is based on ACT/SAT scores, if available, and high school GPAs or GED test scores. A writing sample is used to confirm placement the first week of classes.

Students earning a grade lower than “C-“ [including drops after the drop/add period noted with the grade of “W” (Withdrawal)] in EN100, EN101, or EN103H will be required to retake the course for a better grade.

Students earning lower than a “C-“ in EN100, EN101, or EN103H following the second attempt* [including drops after the drop/add period noted with grade of “W” (Withdrawal)] are placed on academic probation and will be required to repeat the course. Students will work with their advisor to determine when the class(es) will be repeated.

Students earning a grade lower than “C-“ following the third attempt (including drops after the drop/add period noted with grade of “W” (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, MT104 or MT109 (or MT102 and MT103), MT109, or MT140 is based on ACT/SAT scores and high school GPAs. Tests will confirm placement the first week of class. MT099 does not count toward the 124 hours required for graduation; however, it does count for the purpose of determining academic standing, financial aid completion rate, and student classification.

Students failing MT099 will be required to repeat the course. Students will work with the Student Success team and advisor to determine when the class(es) will be repeated.

3. **GLOBAL AWARENESS:**

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

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

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

AR – Any course in Art

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

ID134G **PC**233, 332

RP – Any course in Religion and Philosophy, except RP495

SP – Any course in Spanish, except SP285, 385

- C. **Natural Science: 8 hours of designated natural science credits, with a minimum of one (1) laboratory course**, from Agriculture, Biology, 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

ES101G

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

PS130, 231G, 234G, 330, 333G, 337G, 343, 348G, 350, 350G

PY130, 231, 331, 334, 336, 350, 350G

SW230

SY130, 230, 333G, 335, 340, 350

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.

Student Activities

Wilmington College will offer extra-curricular programming, including performances, guest speakers, and literary publications. Students are encouraged to consider working with Wilmington College staff to plan their own clubs and activities associated with their College experience.

Religious Opportunities

As a Quaker institution, the College encourages active pursuit of spiritual and moral development. Students are welcome to start new organizations, as desired, under the direction of the Program Manager and in consultation with the Campus Minister on main campus. The Campus Ministry Board is comprised of representatives from these organizations and coordinates efforts to plan campus religious programs.

Academic Support Services

Office of Academic Records ACADEMIC RECORDS

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

DEFINITIONS

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

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

Education records maintained by the College include:

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

Education records do not include the following:

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

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

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

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

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

DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION IN EDUCATION RECORDS

With Consent

The College will not disclose personally identifiable information contained in a student's education records without prior written consent, except as authorized by applicable state or federal law. Federal law prohibits the disclosure of personally identifiable information from educational records to a third party without written consent from the student who is at least 18 years old, or written consent from their parent or guardian if the student is a minor. New students may sign a consent form when they are admitted to the College that allows them to consent to the release of educational records of their choosing to certain individuals (e.g., parents).

Students can change their consent form at any time by visiting Academic Affairs in College Hall 202.

Without Consent

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

- School officials with a legitimate educational interest;
- Authorized agents of the state or federal government in connection with an audit or evaluation of federally or state supported programs;
- Authorized agents in connection with financial aid for which the student has applied or which the student has received;
- Accrediting organizations in order to carry out their accrediting functions;
- To comply with a lawfully issued court order or subpoena (the College will make reasonable efforts to notify the student prior to compliance with the subpoena) ;
- To appropriate persons in relation to a health and safety emergency, as specifically determined by

the College, in accordance with FERPA;

- To an alleged victim, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non–forcible sexual offense. The disclosure will be made regardless of whether the alleged perpetrator was found to have violated any College policy with respect to the alleged crime or offense;
- To third parties, the final results of any disciplinary proceeding conducted by the College, where the behavior alleged constituted a crime of violence, or a non–forcible sexual offense, only when the alleged perpetrator has been found to have violated any College policy with respect to the alleged crime or offense;
- To comply with a court order obtained under the USA Patriot Act for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student;
- To disclose to a student’s parent information regarding any violation of law or of College rule or policy as to alcohol or use or possession of other drugs, if the student is under age 21 at the time of the disclosure and the College determines that such alcohol/drug use or possession constitutes a disciplinary violation; · To disclose information provided to the College under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section; and · To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M non–immigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA Patriot Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h). Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.
- To the National Student Clearinghouse to function as the College’s agent in matters including but not limited to:
 - FELP loan deferment;
 - Reporting enrollment to the NSLDS and other related enrollment and degree verification services.

Directory Information

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

At Wilmington College, directory information may include the following:

- Student name;
- Home and local address and telephone numbers;
- Major fields of study and College of enrollment;
- Degrees, honors, awards, and dates received;
- Teaching certificates/licensures received;
- Class (year of study);
- Dates of attendance;

- Most recent institution previously attended;
- Previous degrees earned and granting institutions;
- Participation in officially recognized activities and sports;
- Height and weight of members of athletic teams;
- Enrollment status (enrolled, withdrawn, full or part-time);
- Date of birth;
- Student email address; and,
- Student photo.

Records of Disclosures

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

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

Destruction of Records

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

STUDENTS' RIGHTS WITH RESPECT TO EDUCATION RECORDS

Inspection

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

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

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

Amendment

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

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

Formal Hearing

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

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

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

If the decision is in favor of the student, the education records will be amended according to the decision of the panel. If the panel finds against the student, the student has the right to place a statement commenting on the information in the record and that the student disagrees with the panel. The statement will be maintained as part of the student's education records and released whenever those records are disclosed.

Any student who believes that the adjudication of the student's request for amendment was unfair or not in keeping with the provisions of FERPA may make a written request for the assistance of the President of the College. In addition, students who believe the College is not in compliance with FERPA may file a complaint with the:

Family Policy Compliance Office
U.S. Department of
Education 400 Maryland
Avenue SW Washington,
DC 20202-5920
Phone: 1-800-872-5327 10

Student Resources

Wilmington 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 – appointment service for help with writing papers.
3. Math Center – 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.

Accessibility and Disability Services

The office of Accessibility and Disability Services, provides advocacy and consultation services to students with disabilities and their faculty to ensure that a disability will not be a barrier to equal opportunity or access to educational programs and services. Documentation verifying disabilities is also reviewed by Accessibility and Disability Services, and formal recommendations for appropriate academic adjustments and other accommodations for students are made. Students may disclose a disability and receive accommodations at any point in their college career.

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.

All the services offered are geared towards the ultimate objective of 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. 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**
 - 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
- **Internship advising and administration for academic credit**
- Graduate school resources

Library

Watson Library supports the college mission by providing individual and collaborative learning spaces, research consulting services, and resource collections for students, faculty, and staff. The library provides an on-site library collection of over 135,000 items including current reference sources, circulating books, media materials, and listening and viewing equipment. The library maintains thousands of subscriptions to magazines and journals as well as major state and national newspapers in print and online formats. Library personnel provide on-site, telephone, and e-mail assistance for selecting, locating, evaluating, and utilizing library materials. Students in ODRC facilities may request materials from Wilmington College librarians through a Materials Request Form available through the Program Manager.

Directory

Administration

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

Edmund Besong (2024), Interim Chief Financial Officer
B.A., Wilmington College; J.D., Ohio Northern University

Joe Bull, (2022), Vice President, Chief Advancement and Alumni Affairs Officer B.S., M.A., J.D., The Ohio State University

Coreen H. Cockerill, (2008), Interim President of Wilmington College
B.S., M.S., Ph.D., The Ohio State University

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

Sigrid B. Solomon, (2007), Vice President, Chief Student Affairs Officer/Dean of Students B.S., Cornell University; M.Ed., East Carolina University

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

Bill Wilson, (2022), Senior Director, Athletics
B.S., Eastern Kentucky University; M.Ed., Slippery Rock University

Prison Education Program

John Callahan (2023), Program Manager for Prison Education
B.A., The Ohio State University; M.Ed., Wright State University

Wilmington College Board of Trustees

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 *A. Alexander Morisey Philadelphia,
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 Michael Norris Oregonia, Ohio
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Dwight Spann–Wilson	Poughkeepsie, New York
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*James A. Terrell	New Vienna, Ohio
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*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, Ohio
*Sidney Mishkin	Indianapolis, Indiana

Presidents of Wilmington College

Lewis A. Estes	1871–1874	*W. Brooke Morgan	1959–1960
Benjamin F. Trueblood	1874–1879	James M. Read	1960–1969
David Dennis	1879–1881	*W. Brooke Morgan	1969–1970
James B. Unthank	1881–1903	Robert E. Hinshaw	1971–1975
Albert J. Brown	1903–1912	Robert E. Lucus	1975–1982
Samuel H. Hodgin	1912–1915	Neil Thorburn	1982–1995
J. Edwin Jay	1915–1927	Daniel DiBiasio	1995–2011
Henry G. Williams	1927–1928	James M. Reynolds	2012–2021
Beverly O. Skinner	1928–1931	*Erika Goodwin	2020–2021
Walter Collins	1932–1940	Trevor M. Bates	2021–2023

S. Arthur Watson	1940-1947	*Corey Cockerill	2023
Samuel D. Marble	1947-1957	+ *Acting President	

Degrees & Certificates

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 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.

Business Administration Major with Finance Concentration

Degree Type

Major

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

Required Courses

Common Core 32 hours

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

Depth Requirements

24 hours (16 hours required, 8 hours elective)

Required Courses

Item #	Title	Credits
EC339	MONEY AND BANKING	4

EC340	MICROECONOMIC THEORY	4
MA369	CORPORATE FINANCE	4
MA430	STOCKS, BONDS, AND INVESTMENTS	4

Required Electives

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

Required: Proficiency exam during senior year.

Total Credits

Includes 48.00 Credits of **General Education**

Business Administration Major with Management Concentration

Degree Type

Major

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

Required Courses

Common Core 32 hours

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

Depth Requirements

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

Required Courses

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

Required Electives

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

Required: Proficiency exam during senior year.

Total Credits

Includes 48.00 Credits of **General Education**

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

Business Administration Major with Marketing Concentration

Degree Type

Major

Required Courses

Common Core 32 hours

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

Depth Requirements

24 hours (8 hours required, 16 hours elective)

Required Courses

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

Required Electives

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

Required: Proficiency exam during senior year.

Total Credits

Includes 48.00 Credits of General Education

Courses

Accounting

AC230 : FINANCIAL ACCOUNTING

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

Credits 4

Prerequisites

[MT100](#) or math placement into [MT106](#) or higher

AC231 : MANAGERIAL ACCOUNTING

A continuation of [AC230](#). The study of accounting for manufacturing firms and activities. Includes the study of short-term decision making, budgeting, pricing, performance evaluation, and capital investment. In addition, the course examines accounting for cash flows and the analysis of financial statement information.

Credits 4

Prerequisite Courses

[AC230: FINANCIAL ACCOUNTING](#)

AC235 : FINANCIAL ACCOUNTING FOR MANAGERS

Covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of economic events on enterprises. Accounting information is examined from the perspective of effective management decision making. This is an overview of financial statement analysis.

Credits 2

Prerequisites

[MT100](#) or math placement into [MT106](#) or higher

AC330 : INTERMEDIATE ACCOUNTING I

A thorough review of the accounting process and financial statements. In-depth analysis of all assets, current liabilities and contingencies, bonds, leases, and revenue recognition.

Credits 4

Fee

\$118.00

Prerequisite Courses

[AC231: MANAGERIAL ACCOUNTING](#)

AC335 : INTERMEDIATE ACCOUNTING II

A continuation of [AC330](#). Includes an in-depth study of accounting for income taxes, pensions and other benefits, shareholders equity and financial statement analysis and the accounting procedures for business combinations and consolidated entities.

Credits 4

Prerequisite Courses

AC330 : INTERMEDIATE ACCOUNTING I

AC336 : TAX ACCOUNTING

A study of personal and corporate income tax accounting, determining gross income, deductions, credits, tax rates, and capital gains.

Credits 4

Prerequisite Courses

AC231: MANAGERIAL ACCOUNTING

AC340 : ACCOUNTING INFORMATION SYSTEMS

An overview of accounting information systems as it pertains to processing and interpretation of accounting information. Special attention will be given to areas of IT that are covered under the BEC section of the CPA test. Application of an accounting software package will be utilized.

Credits 2

Prerequisite Courses

AC230: FINANCIAL ACCOUNTING

AC342 : COST MANAGEMENT

A study of the processing and reporting of information for the purpose of decision making, planning and control, and performance evaluation. A major objective is to prepare students to use and critically evaluate cost management information. Topics covered include job order and activity-based costing, cost estimation, budgeting, and cost variance analysis. (**only offered at Cincinnati branch campus**)

Credits 4

Prerequisite Courses

AC231: MANAGERIAL ACCOUNTING

AC350 : TOPICS IN ACCOUNTING AND FINANCE

An in-depth examination of a topic in Accounting. May be repeated when topics vary.

Credits 2-4

AC430 : SPECIAL SITUATIONS AND ISSUES IN CONTEMPORARY FINANCIAL REPORTING

A study of governmental and not-for-profit accounting, effects of international operations on financial reporting including foreign currency translations, financial statement analysis including standards formation, researching standards, professional ethics and responsibilities, and other issues of current interest to financial accountants.

Credits 4

Fee

\$117.35

Prerequisite Courses

AC330: INTERMEDIATE ACCOUNTING I

AC431 : AUDITING

A study of the audit objectives and procedures of the professional auditor, in accordance with generally accepted auditing standards; techniques for audit decision internal control, audit evidence, statistical sampling, computerized systems, auditing standards, professional ethics, and legal responsibility.

Credits 4

Prerequisites: [AC335](#) and senior standing

Agriculture

AG130G : FUNDAMENTALS OF HORTICULTURE

A study of the fundamental of horticulture, emphasis on plant physiology, plant propagation, vegetable, flow, and fruit production as well as basic marketing functions. The laboratories will involve exploring the scientific method through experiment in plant propagation, seed germination as well as production of vegetables and flowers.

Credits 4

Type

Laboratory

AG250 : TOPICS IN AGRICULTURE

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.

Credits 2

Fee \$10.00

Art

AR130 : DESIGN

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

Credits 4

AR162 : DRAWING

Fundamentals of graphic expressions including development of forms in space in line, value, and texture through a variety of media, techniques, and concepts. Media covered are graphite, charcoal, and pastels. **Credits** 4

AR240 : PAINTING

Introduction to creative and individual expression through the employment of basic painting techniques and design concepts. Examines aspects of the professional community through visits, slides, and lectures.

Credits 4

AR251 : ARTISTS IN FILM

Students will utilize video as a course of study to examine the lives of artists. With modern adaptations of biographical movies that use artistic license, the class will examine the history, movements and events that shaped the art world. Attention will be placed on research, writing and discussion as students analyze and interpret recent film surveys. May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites: [EN101](#) or [EN103H](#)

AR330G : ANCIENT ART CULTURES

Focuses on the art of prehistoric man throughout Europe, the Middle East and Africa up through the art of the European Renaissance during the 14th, 15th, and 16th centuries. Study is in conjunction with the permanent collection of the Cincinnati Art Museum. Islamic and Far Eastern treasures in the Museum holdings will also be studied. The course encompasses the architecture, painting, sculpture, and printmaking of these early societies. **Credits** 4

Prerequisites: Sophomore, junior or senior standing

AR331G : MODERN ART CULTURES

Focuses on the art of the 17th, 18th, 19th, and 20th centuries studied in conjunction with the permanent collection of the Cincinnati Art Museum. Study of the Museum holdings will include works from the Baroque, Romantic and Impressionistic movements. The course will encompass the paintings, sculptures, prints and

photographs of modern societies as well as art of the Americas and African art. Includes special emphasis on women and minority artists.

Credits 4

Prerequisites: Sophomore, junior or senior standing

Biology

BI100/100G : TOPICS IN BIOLOGY

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

Credits 4

Fee

\$20.00

Type

Laboratory

BI131 : HUMAN NUTRITION

Studies the basic principles of nutrition and their application to good health. Applied topics include physical activity, pregnancy, age-related changes, weight control and other contemporary issues.

Credits 4

Fee

\$20.00

Type

Laboratory

BI203 : HUMAN BIOLOGY

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

Credits 4

Fee

\$20.00

Type

Laboratory

Criminal Justice

CJ130 : INTRODUCTION TO CRIMINAL JUSTICE

A basic overview of crime and justice in America. Includes the criminal process, problems and prospects of policing, the courtroom workgroup, prisons, and correctional policy.

Credits 4

CJ201G : INTERNATIONAL CRIMINAL JUSTICE

This course will examine crime and criminal justice from a global perspective. Issues surrounding the definition, incidence, trends, control, treatment, and prevention of crime will be explored using theoretical and empirical resources from mainstream and international criminology.

Credits 4

CJ231 : JUVENILE JUSTICE

Introduces the juvenile justice system in the United States. Includes classifications of juvenile offenders, the family and the offender, the role of the juvenile court, and the legal approach to combating juvenile crime. Causation models are outlined, as well as current treatment methods used in juvenile rehabilitation.

Credits 4

Prerequisites

[CJ130](#)

recommended

CJ234 : POLICING

A study of the history, structure, and function of police in America. Includes police management and supervision; constitutional limitations on police; law enforcement and community relations; and the sociological implications of contemporary policing.

Credits 4

Prerequisite Courses

[CJ130: INTRODUCTION TO CRIMINAL JUSTICE](#)

CJ331 : CORRECTIONS

This course will focus on forms of supervised release including probation and parole, home confinement, electronic monitoring, and halfway houses. We will also examine the institution of incarceration as it exists in American society. Includes many of the current issues in the field such as overcrowding, prison violence, rehabilitation, and prison construction.

Credits 4

Skill

W

Prerequisites

[CJ130](#) and [CJ231](#) are recommended, [EN101](#) or [EN103H](#)

CJ336 : VICTIMOLOGY

This course addresses the victim's experience in the justice system. Using case studies of individual and organizational victims, examines the costs of crime, prevention services, intervention, and public compensation. Students will also explore the concepts of vulnerability, culpability, and intra-family crime.

Credits 4

Prerequisites

[CJ130](#) and [CJ234](#)

CJ339 : CRIMINAL LAW I: SUBSTANTIVE CRIMINAL LAW

This course provides a general overview of classification and analysis of selected areas of the substantive law of crimes, including basic principles of criminal law, general assumptions, and elements of crime, against persons and property, and defenses. The particular emphasis of this course is the intersection of the common law and statutory law (drawn from various states and the federal system). Topics addressed include criminal liability, actus reus, mens rea, defenses, inchoate crimes, crimes against persons, crimes against property, crimes against public order, and crimes against the state.

Credits 4

Prerequisite Courses

[CJ130](#): INTRODUCTION TO CRIMINAL JUSTICE

CJ341 : CRIMINAL LAW II: PROCEDURAL CRIMINAL LAW

Examines the general principles, theories, and laws of criminal procedure, including concepts of due process, arrest, search and seizure, wiretapping, lineups, and other recent developments. This course will focus on federal constitutional criminal procedure with some time dedicated to exploring differences in procedure among the states.

Credits 4

Prerequisites

[CJ130](#), [CJ234](#) or [PS231G](#)

CJ350 : TOPICS IN CRIMINAL JUSTICE

Exploration of areas of special interest in criminal justice. Potential topics include organized crime, computer crime, criminal evidence, legal issues in corrections, women in the criminal justice system and others.

Credits 4

CJ430 : THE DEATH PENALTY

This course provides an in-depth examination of the historical and contemporary use of capital punishment in American society. The course explores arguments surrounding the death penalty, death row, the historical and modern execution process, constitutional issues, alternatives to capital punishment, and related topics.

Credits 4

Prerequisites

[CJ130](#); Junior or senior standing

CJ435 : FORENSIC PSYCHOLOGY

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

Credits 4

Prerequisites: Junior or senior standing

Economics

EC130 : PRINCIPLES OF ECONOMICS I: MICROECONOMICS

Focuses on the individual consumer, firm, and specific market; the principle of supply and demand for specific goods and services; and the role of the price mechanism in allocating resources. Examines when markets work well and when they do not.

Credits 4

Prerequisites

[MT100](#) or math placement into [MT106](#) or higher

EC131 : PRINCIPLES OF ECONOMICS II: MACROECONOMICS

Focuses on the economy as a whole. The macroeconomic problems of inflation and unemployment are addressed. The role of government as manager of prosperity is scrutinized.

Credits 4

Prerequisites

[MT100](#) or math placement into [MT106](#) or higher

EC233 : EXCEL-ESSENTIAL SKILLS

This course is focused on developing the fundamental to intermediate level Excel skills desired by employers. Topics covered include creating and designing professional spreadsheets, using formulas, formatting, lookups and data tables, functions, importing/exporting data, pivot tables, and data analysis tools.

Credits 2

EC334 : BUSINESS STATISTICS I

The course is particularly focused on descriptive statistics, probability, sampling, inference, and simple regression and correlation. Additionally, a focus is placed on utilizing statistics to make business decisions and the interpretation of the data beyond the calculations.

Credits 4

Prerequisites

Completion of the mathematics competence requirement of General Education

EC335 : BUSINESS STATISTICS II

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

Credits 4

Prerequisite Courses

EC334: BUSINESS STATISTICS I

EC339 : MONEY AND BANKING

An economic analysis of the banking and financial system with special emphasis upon the structure, policy goals and targets of the Federal Reserve. The role of money in influencing the macroeconomy will be examined.

Credits 4

Prerequisite Courses

EC131: PRINCIPLES OF ECONOMICS II: MACROECONOMICS

EC340 : MICROECONOMIC THEORY

The analysis of rational human behavior, particularly in specific markets affecting consumer and producer decision making. The role of the price mechanism in allocating scarce resources, and the role of competition, externalities, and public goods play in the determination of market efficiency.

Credits 4

Prerequisite Courses

EC130: PRINCIPLES OF ECONOMICS I: MICROECONOMICS

EC341 : MACROECONOMIC THEORY

Focuses on the problems of the national economy. A variety of viewpoints are examined. Each of these schools of thought, Keynesian, Monetarist, Classical and Rational Expectations, is described and critically evaluated.

Theoretical points of view are then shown to have very decipherable effects upon policy.

Credits 4

Prerequisite Courses

EC131: PRINCIPLES OF ECONOMICS II: MACROECONOMICS

EC350 : TOPICS IN ECONOMICS

Topics to be announced, such as Contemporary Economic Problems, Environmental Economics, Women and the Economy, Transportation, and Economic Geography. May be repeated when topics vary.

Credits 2-4

EC430 : Equality, the Environment, Economic Growth and Sustainable Dev

Economic analysis will be used in a study of the issues and problems involved in the sustainable development of first world and third world countries. Both the trade-off and the complementary aspect between economic growth and environmental protection will be considered. National and international plans and policies which impact sustainable development, equality, economic growth, and environmental protection will be scrutinized from the global social welfare perspective.

Credits 4

Prerequisites

Junior or senior standing

EC430G : EQUALITY, THE ENVIRONMENT, ECONOMIC GROWTH, AND SUSTAINABLE DEVELOPMENT

Economic analysis will be used in a study of the issues and problems involved in the sustainable development of first world and third world countries. Both the trade-off and the complementary aspect between economic growth and environmental protection will be considered. National and international plans and policies which impact sustainable development, equality, economic growth, and environmental protection will be scrutinized from the global social welfare perspective.

Credits 4

Prerequisites

Junior or senior standing

EC433 : ADVANCED THEORETICAL ECONOMICS: LABOR, INDUSTRIAL ORGANIZATIONS, AND INTERNATIONAL ECONOMICS

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

Credits 4

Prerequisites

[EC130](#) and [EC131](#) and junior or senior standing

Education

ED160 : BEGINNING AMERICAN SIGN LANGUAGE I

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

Credits 2

ED161 : BEGINNING AMERICAN SIGN LANGUAGE II

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

Credits 2

Prerequisite Courses

[ED160: BEGINNING AMERICAN SIGN LANGUAGE I](#)

ED162 : AMERICAN SIGN LANGUAGE III

This is the third in a series of introductory courses in American Sign Language (ASL) emphasizing basic signs used with English context. Classwork will stress everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about our environment, deaf culture, and continued instruction in ASL grammar with an emphasis on developing question and answering skills. Students learn pragmatic strategies to help maintain a conversation. In addition, a variety of interactive activities will enable students to rehearse and apply skills they have learned.

Credits 2

Prerequisite Courses

[ED160: BEGINNING AMERICAN SIGN LANGUAGE I](#)

[ED161: BEGINNING AMERICAN SIGN LANGUAGE II](#)

ED163 : AMERICAN SIGN LANGUAGE IV

This 2-semester-hour course is the fourth in a series of introductory courses in American Sign Language (ASL) emphasizing basic signs used with English context. Classroom work will stress everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about our environment, deaf culture and continued instruction in ASL grammar with an emphasis on develop question and answering skills. Students learn conversation strategies to help maintain a conversation. Interactive activities will allow students to rehearse what they have learned.

Credits 2

Prerequisites

[ED160](#), [ED161](#) and [ED162](#) or ED198-3

ED230 : HUMAN DEVELOPMENT AND LEARNING

THEORY

Introduces major theories of cognitive, social, emotional, and linguistic development. The relationship among these theories and the teaching and learning process in school and other professional contexts with regard to the age of students and clients is emphasized. Research from the relatively new area of the Learning Sciences is taught. Successful completion with a grade of “B-” or better is required.

Credits 4

Prerequisites

[EN100](#) or placement in [EN101](#)

English

EN100 : WRITING I

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

Credits 4

EN101 : WRITING II

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

Credits 4

EN131 : WRITING III: ADVANCED WRITING AND PRACTICE

Presents the terminology traditionally used to describe the structure of Standard Written English. Students receive intensive practice in the analysis of grammar and syntax. Emphasizes correctness for both authorship and critical editing. Recommended for those seeking a career in professional writing and for future teachers of English.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN150 : TOPICS IN LITERATURE

This course is designed to introduce students to the study, analysis, and joy of literature. Students will read a variety of literary works connected by a specific aesthetic or cultural theme such as seduction poetry, revenge, the concept of the "alien," etc. Intended primarily for first- and second-year students, this course will encourage them to draw connections between works of different genres, eras, and authors and communicate those ideas to others. May be repeated when topics vary.

Credits 2

EN232 : VARIETIES OF LITERATURE

An introduction to literature. Topics vary and may be organized by genre (introduction to poetry, to drama, to fiction) or by theme (African American literature, War and Peace). Emphasis is placed on developing skill in analytical writing about literature. Topics are announced in the semester schedule. May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN233 : LITERATURE OF RURAL LIFE AND THE ENVIRONMENT

This course will increase student awareness of environmental issues and literary analysis by examining literature depicting agriculture, rural life, nature, and/or environmentalism. Emphasis will be placed on developing skill in analytical writing about literature.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN235 : LITERATURE FOR CHILDREN AND YOUNG ADULTS

This study of literature for children and young adults surveys the field from traditional origins to modern times. Culturally diverse fiction, nonfiction, poems, and plays written for, by, or about children and young adults are read and/or viewed and critically analyzed. Students develop an understanding of problems posed by stereotyping and censorship. Emphasizes books written and illustrated by authors of diverse gender, ethnicity, race, and religion. The course elicits student responses to the literature to develop analytical and critical thinking skills.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN239 : DISCOVERING LITERATURE

This course will provide students with an introduction to literature, literary terms, and techniques for analysis, such as prosody, figures of speech, and close reading. This course will also introduce students to the rudiments of literary theory and schools of thought. Emphasis is placed on developing skills in critical reading and analytical writing. In addition, students will explore issues of diversity that may include, but are not limited to, racial identification, cultural and linguistic heritage, class privilege, sexual identity, religious practice, geographical background, and gender.

Credits 4

Prerequisites

[EN101](#) or [EN103H](#)

EN242 : AMERICAN LITERATURE SURVEY

A historical survey examining American literature in various periods of its development from precolonial writing to the twentieth century. Students analyze the representations of American culture, examine the

historical and cultural contexts underlying American literature, and interpret literature through discussion and written assignments.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN244G : BRITISH LITERATURE: FROM CASTLES TO COLONIES

A historical survey of British literature from the medieval period to 1798. The course covers: the nature of the oral tradition; the blending of languages and culture; manuscript culture and the transition to print culture; the development of drama; the traditions of epic and romance; medieval, Elizabethan, Cavalier, and metaphysical poetry; and the origins of the novel. Students will examine the historical and cultural contexts underlying the literature and interpret texts through written assignments, discussion, and other activities.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN245G : BRITISH LITERATURE: RULE BRITANNIA TO COOL BRITANNIA

A historical survey of British literature from 1798 to the twenty-first century. The course covers the development of the novel, the characteristics of Romanticism, the conflicting nature of the Victorian period, and the developments of modernism and post-modernism that mark the twentieth century. Students will examine the historical and cultural contexts underlying literature and interpret texts through written assignments, discussion, and other activities.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN250G : TOPICS IN GLOBAL LITERATURE

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

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN251/251G : TOPICS IN THE LITERATURE OF RACE, GENDER, AND ETHNICITY

This course teaches students about concepts of race, gender, and ethnicity in literature. It will explore the representations of women, people of color, and/or LGBTQ people and also include a substantial number of works written by authors from those communities. Topics will vary, and course can be repeated for credit with new themes. Themes may include: "African American Literature Survey," "How to be a Girl," or "MLK to Obama: African-American Political Literature." The course will include regular reading, short weekly writing assignments, and two major essays to meet requirements for a lower-division W course.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN252 : TOPICS IN PROFESSIONAL WRITING

This course introduces students to a variety of writing styles and conventions suitable to various workplaces and disciplines. Students will learn how to prepare written and oral reports for formal and informal settings. Students will learn basic communication principles in preparation for the real-world workplace. Students will learn to analyze different writing situations, how to plan and design communications, and how to write in an appropriate style. Topics may include "Business Writing," "Technical and Professional Writing," and "Research Writing." May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

EN330 : MAJOR AUTHORS OR MOVEMENTS

An intensive study of a major literary figure, period, or movement. This course will emphasize in-depth knowledge of literature. It will also emphasize skills in critical reading, analytical writing, and information literacy. Examples of course titles: "Jane Austen," "Modern British Fiction," "The Harlem Renaissance," "Dickinson and Whitman," "Balzac and Zola." May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

EN330G : Topics in Global Literature

Credits 4

EN331 : SHAKESPEARE

An in-depth study of the plays and sonnets of Shakespeare with emphasis on the great tragedies. Works by Shakespeare's contemporaries may be included. Plays are read closely and analyzed in conjunction with the reading of criticism and theory. Live performances, readings, videos, and electronic resources will be used as appropriate. Students will be expected to write papers which demonstrate an informed close reading of the primary texts, as well as competence in library research and in the evaluation of theoretical and critical approaches.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

EN334 : LITERARY STUDIES

A special topics course for upper-division students, focusing upon a particular theme, author, period, or genre. Attention is given to developing advanced skills in reading, analyzing, and writing. May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

EN336 : CREATIVE WRITING

An intensive experience in writing poetry, short stories, drama, or other creative genres. May be repeated when topics vary or by permission of the instructor.

Credits 4

Prerequisites

[EN101](#) or

[EN103H](#)

EN338 : NEW AMERICAN STORIES

An examination of contemporary American literature from the twentieth century to the present. The course emphasizes the ways writers have challenged Americans toward a broader, more inclusive vision of literature, culture, and identity. Students will examine the cultural contexts underlying the literature and interpret texts through discussion and written assignments.

Credits 4

Prerequisites

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

EN350 : ADVANCED TOPICS IN LITERATURE

Designed to focus on depth rather than breadth, this course allows students to pursue their study of literature at a higher level by immersing them in a cluster of related texts, an author's body of work, or perhaps even a single great book. Intended primarily for juniors and seniors, this course emphasizes close textual analysis, the understanding of research in literary criticism, and the application of secondary source materials.

Credits 2

Prerequisites

[EN101](#) or [EN103H](#)

EN430G : STUDIES IN WORLD LITERATURE

This course will be alternately organized under two formats: First; as a survey of World Literature, highlighting major representative works from various national literatures and spanning the Early Modern period through post-modernism. Second; as a special topics course isolating at least two works from three or four different national literatures, thus allowing for greater in-depth familiarity and exploration of a chosen literature, author and/or period. May be repeated when topics vary.

Credits 4

Prerequisites

[EN101](#) or [EN103H](#), [EN131](#), [EN232](#), [EN233](#), [EN235](#), [EN239](#), [EN242](#), [EN244G](#), [EN245G](#), or [EN250G](#)

Environmental Science

ES101G : ENVIRONMENTAL SCIENCE

This course examines the interaction of humans and the environment, within the context of key ecological and evolutionary principles. Topics include conservation, ecotoxicology, agriculture, climate change, natural resource use, environmental ethics, environmental policy, and sustainability. Intended for general education.

Credits 4

Fee

\$20.00

Type

Laboratory

Global

GL320 : WILMINGTON GLOBAL SIGNATURE

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

Credits 4

Prerequisites

[EN101](#) or [EN103H](#), and junior or senior standing

History

HI130 : AMERICAN HISTORY I: BEFORE 1865

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

Credits 4

HI131 : AMERICAN HISTORY II: AFTER 1865

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

Credits 4

HI150 : TOPICS IN AMERICAN HISTORY

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.

Credits 2

HI160G : WORLD CIVILIZATIONS I

An overview of the development of the world's civilizations from earliest times to the European Renaissance. The major focus is on developments in the West, but societies in China, India, Southwest Asia, and Africa are also examined.

Credits 4

HI161G : WORLD CIVILIZATIONS II

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

Credits 4

HI170 : THE HISTORY OF OHIO

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

HI250G : TOPICS IN GLOBAL HISTORY

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.

Credits 2

HI342 : PUBLIC HISTORY

Public history defines a constellation of historical work outside the academy. It most often refers to historians who work in institutions like museums, 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.

Credits 4

Prerequisites

[HI130](#), [HI131](#), [HI160G](#) or [HI161G](#)

HI350 : TOPICS IN UNITED STATES HISTORY

This course focuses on the in-depth examination of varying topics in United States history. Topics may include, but are not limited to Andrew Jackson, Native-American History, Race, Gender, and Ethnicity in American History, Depression-Era America, and The Sixties. May be repeated when topics vary.

Credits 4

Prerequisites

[HI130](#) or [HI131](#)

HI351G : TOPICS IN WORLD HISTORY

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

Credits 4

Prerequisites

[HI160G](#) or [HI161G](#)

HI352 : ERAS IN UNITED STATES HISTORY

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.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [HI130](#) or [HI131](#)

HI353G : ERAS IN WORLD HISTORY

This course examines a single era in world history from a global perspective. Examples may include the Ancient World, the Early Modern World, the Long Nineteenth Century, and the Post-War Era. Regardless of the period studied, both primary and secondary sources related to the era will be used to advance students' knowledge of the historical chronology and to introduce students to the major historiographical debates in the discipline. May be repeated when topics vary.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [HI160G](#) or [HI161G](#)

Interdisciplinary

ID100 : CREATING YOUR PERSONAL SUCCESS

This course provides students with additional preparation in the organization, study skills, and self-discipline needed to develop and understand their long and short term goals, strengths, and barriers to success, understand the connections between their work at Wilmington and the attainment of these goals, create a plan of action which uses students' individual strengths to overcome their barriers, learn and apply effective strategies for life management, establishing personal priorities, effective use of resources, and making choices which support their personal goals. Students may be placed into this course by Academic Affairs but will be open to all students to add during Add/Drop as space is available.

Credits 1

Semester Offered

Offered each abbreviated session.

Notes: Taught Pass/No Pass. Placement by Academic Affairs.

ID102 : COLLEGE TO CAREER – PERSONAL CAREER PLANNING

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.

Credits 2

Notes: Taught Pass/No Pass.

ID120 : FIRST YEAR EXPERIENCE

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

Credits 1

Fee: \$10.00

ID134G : INTRODUCTION TO RACE, GENDER, AND ETHNICITY STUDIES

People of color, women, differently labeled communities, and people in the Lesbian, Gay, Bi-Sexual, Transgender (LGBTQ) community have historically faced oppression and inequality in society, and they continue to fight for equal treatment and opportunities. This introductory course to the minor provides an introduction to the methods, ideas, and theories used in race, gender, and social theory research and studies. Reading and oral communication skills will be stressed. No previous background is required. This

course develops the Oral (O) Communication Skill and serves as a foundation for other courses in the minor.

Credits 4

Skill W

Prerequisites EN101 or EN103H

Management

MA230 : INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS

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

Credits 4

MA330 : BUSINESS LAW

An introduction to legal terms, practices, and procedures. The objectives are to help the student identify legal issues from a business perspective. Areas covered include ethics, the legal system, dispute resolution, the law of property, contracts, agency, torts, property and business formation, and related topics.

Credits 4

Prerequisites

Junior or senior standing

MA333 : ENTREPRENEURSHIP

This course is designed to explore the personality of the entrepreneur and how innovative business ideas are created. Specifically, students examine opportunity assessment, business planning, self-assessment, and idea generation in relation to new business enterprises. In addition, specific types of entrepreneurship such as corporate entrepreneurship are addressed.

Credits 4

Prerequisites

[AC230](#), [MA230](#), and [MK230](#) or [SM235](#)

MA336 : HUMAN RESOURCES MANAGEMENT

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

Credits 4

Prerequisite Courses

[MA230: INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS](#)

MA350 : TOPICS IN MANAGEMENT

An in-depth examination of a topic in Management. May be repeated when topics vary.

Credits 2-4

MA369 : CORPORATE FINANCE

A study of the corporate financial environment; techniques of financial analysis and planning; basic financial concepts; capital budgeting; and the management of working capital.

Credits 4 Prerequisites [AC231](#) and [EC334](#)

MA430 : STOCKS, BONDS, AND INVESTMENTS

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

Credits 4

MA495 : STRATEGIC MANAGEMENT

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

Credits 4

Skill **W**

Prerequisites

[AC231](#), [EC130](#), [EC131](#), [MA230](#) and [MK230](#) and senior standing

Marketing

MK230 : INTRODUCTION TO MARKETING

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

Credits 4

MK331 : MARKETING RESEARCH

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

Credits 4

Prerequisites

[EC334](#) and [MK230](#)

MK336 : RETAIL MANAGEMENT

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

Credits 4

MK337 : CONSUMER BEHAVIOR

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

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [MK230](#)

MK350 : TOPICS IN MARKETING

An in-depth examination of a topic in Marketing. May be repeated when topics vary.

Credits 2-4

MK369 : B2B MARKETING/SALES

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

Credits 4

Prerequisite Courses

[MK230: INTRODUCTION TO MARKETING](#)

MK496 : MARKETING MANAGEMENT

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

Credits 4

Skill

[W](#)

Prerequisites

[EN101](#) or [EN103H](#), [MK230](#) plus one other MK course

Mathematics

MT099 : BASIC MATH

Designed to develop mathematical skills that are a prerequisite for MT100. Students perform operations on whole numbers, fractions, and negative numbers. Topics include exponents, using the order of operations to simplify expressions, solving linear equations, and an introduction to graphing. Calculators are prohibited.

Credits 4

Notes

Taught Pass/No Pass.

MT100 : BEGINNING ALGEBRA

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.

Credits 2

Prerequisites

[MT099](#) or math placement

MT104 : ALGEBRA

A review of high school algebra. Includes operations with real numbers, graphing and functions, solving equations, and problem solving.

Credits 4

Prerequisites

[MT100](#) or math placement

MT109 : COLLEGE ALGEBRA

A study of rational and polynomial functions and their graphs and techniques for solving rational and polynomial equations. Includes logarithms, inequalities, complex numbers, sequences, and matrices and determinants, as time permits. Provides essential background in pre-calculus mathematics to prepare students for Calculus I. Emphasis is given to exploring and analyzing the behavior of functions and the connections among those functions and real-world problems.

Credits 4

Prerequisites

[Math 104](#) or math placement

MT131 : INTRODUCTION TO STATISTICS

Students learn the fundamental tools used to analyze sets of data and the standard methods for displaying data.

Credits 4

Prerequisites

[MT104](#) or placement in [MT109](#) or higher

Music

MU130 : MUSIC IN HUMAN SOCIETY

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

Credits 4

MU143 : WILMINGTON COLLEGE CHORALE

Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit.

Credits 1

MU230 : MUSIC THEORY

The study of common practice harmony and elementary melodic structure, fundamentals of transposition sight-singing and dictation, chart and lead sheet familiarity and computer music notation software.

Credits 4

Prerequisites

[MU130](#) or

[MU140](#)

MU250 : TOPICS IN MUSIC

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

Credits 4

MU343 : WILMINGTON COLLEGE CHORALE

Open to all students. Four to five performances per year, one major concert each semester. Diverse and eclectic repertoire from traditional choral literature to contemporary pop music. May be taken three times for credit.

Credits 1

Prerequisites

By

audition

MU350/350G : TOPICS IN MUSIC

This course explores a particular aspect of music or contemporary music culture selected that semester.

A variety of subjects will be covered including: topics that study a particular world music and culture,

topics in musical technology, and contemporary popular music.

Credits 4

Skill

Vary with Topic

Prerequisites

[MU130](#) and junior or senior standing

Peace Studies

PC233 : INTRODUCTION TO PEACE AND CONFLICT STUDIES

An introduction to the field of Peace Studies, exploring topics from various disciplinary and cultural perspectives. Examination of theory and practice included.

Credits 4

PC332 : MEDIATION

Study of the theory and practice of mediation. Opportunity to learn from practitioners of mediation on campus and in the local community.

Credits 4

Prerequisites

[PC233](#), [RP132G](#), [RP133G](#), or [RP140](#), Junior/Senior standing

Physics

PH100 : BASICS OF PHYSICAL SCIENCE

Students investigate properties of matter, motion and force, temperature and heat, electricity, and magnetism, and light and optics using guided inquiry. The course work stresses cooperative learning and is designed to model inquiry teaching for Early Childhood and Middle School education majors.

Credits 4

Fee \$20.00

Type Laboratory

Prerequisites High School algebra

PH101G : BASICS OF EARTH SCIENCE

Students investigate the basic concepts and principles of geology, meteorology, and astronomy using guided inquiry. The work stresses cooperative learning and is designed to model teaching for Early Childhood and Middle School education majors.

Credits 4

Fee
\$20.00

Type
Laboratory

Prerequisites High
School
algebra

Political Science

PS130 : AMERICAN POLITICS

An introduction to American politics, focusing on issues, ideas, and institutions. Topics include the structural foundation of American government, political linkages between citizens and government officials, dynamics of governmental institutions, and policy outcomes in the areas of civil liberties and rights, economic and social welfare, and international affairs.

Credits 4

PS231G : HUMAN RIGHTS AND THE JUDICIAL PROCESS

An analysis of human rights in the context of national and international politics. Students will study recent American cases in civil rights and civil liberties, as well as global problems involving genocide, religious freedom, ethnic cleansing, and access to medical care. Students will master skills in logical reasoning and argument and apply these skills to material covered in the class.

Credits 4

Prerequisites

[PS130](#), [SY130](#), or [PS234G](#)

PS234G : GLOBAL POLITICS

An introduction to global politics investigating the behavior of countries and other actors in the global system. Students will be introduced to theories and approaches to global politics and will apply these to historical and contemporary events. Key actors such as countries, international governmental and nongovernmental organizations, terrorists, and others will be analyzed. Substantive topics examined include the global political economy, conflict and security, human rights etc.

Credits 4

PS330 : THE PHILOSOPHICAL FOUNDATIONS OF WESTERN POLITICAL THOUGHT

An overview of modern social and political thought with a focus on its origins in Western rationality and its application to contemporary issues and ideologies. Philosophers include Socrates, Augustine, Machiavelli, Marx, Nietzsche and Freud.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [PS130](#), [SY130](#), or [PS234G](#)

PS333G : CASE STUDIES IN NONVIOLENCE AND RECONCILIATION

Using several historical and contemporary cases, this course will introduce students to the power of

strategic nonviolence against some of the most repressive governments in history, including Hitler, Milosevic, the Soviet Union, etc. The course will also examine attempts at post-conflict nonviolent reconciliation. The motivation behind these nonviolent movements and approaches to reconciliation, their strategies, and why so little is known about them will be considered.

Credits 4

Prerequisites

Junior or senior standing

PS337G : GLOBAL POLITICS OF FOOD

How can one billion of earth's people be hungry at that same time that one billion people are obese? Who influences what food you eat and the price you pay for it? This course will answer these and many other questions by examining the global politics of food and the power dynamics between key actors such as countries, global corporations, international government organizations, nongovernmental organizations, communities, and individuals. Alternative models of food policies will also be explored.

Credits 4

Prerequisites

Junior or senior standing

PS343 : PUBLIC POLICY AND ADVOCACY

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

Credits 4

Prerequisite Courses

[PS130: AMERICAN POLITICS](#)

PS348G : THE POLITICAL ECONOMY OF GLOBALIZATION

This course will focus on foundational concepts in political economy and globalization. Special emphasis will be placed on the differential experience of globalization for individuals living in more developed countries and less developed ones.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), [PS130](#), [SY130](#), or [PS234G](#)

PS350/350G : TOPICS IN POLITICAL SCIENCE

This course develops knowledge of international politics with respect to a specific context. It explores in detail the politics of a region, the politics of an issue or issue area, or a specific theory in the discipline of

international politics. Topics vary and may include, but are not limited to, the Middle East, US foreign policy issues, Human Rights, and the Politics of Women. May be taken two times for credit.

Credits 4

Prerequisites

Junior or senior standing

Psychology

PY130 : INTRODUCTION TO PSYCHOLOGY

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

Credits 4

PY231 : DEVELOPMENTAL PSYCHOLOGY

This course introduces the study of developmental growth and behavior throughout the life span. Frameworks for understanding physical, cognitive, psychosocial, and moral development will be addressed. Major concepts, terms, and theories in developmental psychology will be presented and evaluated.

Credits 4

Prerequisite Courses

PY130: INTRODUCTION TO PSYCHOLOGY

PY331 : HEALTH PSYCHOLOGY

This course provides an introduction to the field of health psychology, which addresses the bidirectional roles of behavioral/lifestyle, physiological, psychological, and social factors on health, illness, and disease.

Credits 4

Prerequisite Courses

PY130: INTRODUCTION TO PSYCHOLOGY

PY334 : PERSONALITY PSYCHOLOGY

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

Credits 4

Prerequisite Courses

PY130: INTRODUCTION TO PSYCHOLOGY

PY336 : SOCIAL PSYCHOLOGY

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

Credits 4

Prerequisite Courses

PY130: INTRODUCTION TO PSYCHOLOGY

PY350/350G : TOPICS IN PSYCHOLOGY

These courses offer students the opportunity to explore additional areas of research and practice in psychology. Potential topics include multicultural psychology, community psychology, sport physiology, sport psychology, etc. May be repeated when topics vary.

Credits 4

Prerequisites

[PY130](#) or as specified

Religion, Philosophy, and Peace Studies

RP132G : MYSTERIES AND MIRACLES OF THE OLD TESTAMENT: BIBLE I

This course surveys some of the most famous and inspiring characters and stories in the Christian Old Testament. Our study will be guided by questions concerning the many moral dilemmas, mysteries, and miracles the Old Testament presents: Where did the universe come from, and why do people die? Did God have a wife? What does the Old Testament say about charging interest, slavery, war, sexuality, and homosexuality? Where did Satan come from? Did other figures in biblical history besides Jesus heal and raise people from the dead?

Credits 2

RP133G : FROM THE GOSPELS TO REVELATION: BIBLE II

This course surveys the New Testament Christian Scriptures from the Gospels to Revelation, focusing on the mysterious, miracle-working Jesus of Nazareth whom Christians worship as messiah and savior. Guiding our study will be such questions as: What led early Christians to conclude that Jesus was not merely the messiah, but God in the flesh? What did Jesus teach about God and God's kingdom, about war, treatment of the poor, the sick, the stranger or the immigrant? What does Jesus have to teach about sexual relationships, and was he married, as suggested by gospels that were censored from the Christian Bible? Did Jesus and his followers predict the end of the world?

Credits 2

RP140 : INTRODUCTION TO PHILOSOPHY

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.

Credits 4

RP231 : INTRODUCTION TO QUAKERS

An introductory study of the faith and practice of the Religious Society of Friends (Quakers) with more emphasis on current Friends' experience than the history of this religious community.

Credits 4

RP236 : INTRODUCTION TO CRITICAL THINKING

Introduction to the attitudes and skills of critical thinking. Emphasis on the identification and analysis of informal fallacies and some features of formal logic.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN101H](#)

RP239 : VALUES AND ETHICS

A survey of major ethical theories and contemporary moral issues (possible topics include abortion, war and pacifism, sexual ethics, environmental ethics) emphasizing the human experience of moral decision-making in a changing world of competing values. Includes a Service component.

Credits 4

RP240G : COMPARATIVE RELIGIONS I: JUDAISM AND ISLAM

This course surveys two of the world's great monotheistic faiths. As much as modern conflict between these two religions might suggest otherwise, Judaism and Islam, like Christianity, trace their roots back to Abraham, the Old Testament patriarch traditionally identified as the first person to worship the one God. In addition to introducing the historical origins and sacred scripture of these two faiths, this course will also explore Judaism and Islam as they are practiced and lived today.

Credits 2

RP241G : COMPARATIVE RELIGIONS II: INDIGENOUS AND EASTERN RELIGIONS

This course surveys the major religious traditions of India, Southeast Asia, China, and Japan. We begin our survey with a consideration of world indigenous (including Native American) religions, whose ancient, nature- and-land-based belief systems continue to shape and find expression in contemporary Eastern religions. Our survey will then study the ancient roots and contemporary expressions of Hinduism in India. We then turn our attention to Buddhism which, after originating in the teachings of the Buddha in the sixth century BCE, spread eastward into China and Japan, where it still exists alongside Daoism, Confucianism, and Shintoism to this day. As an example of interreligious dialogue, Vietnamese Buddhist monk Thich Nhat Hanh's book *Living Buddha, Living Christ* will guide us in tracing the common ground Buddhism and Christianity share, along the way also introducing various Buddhist meditation techniques.

Credits 2

RP336 : ECOLOGICAL ETHICS

This course will explore the intersections between ecology and ethics. Through both theoretical readings in moral philosophy and topic-based readings on particular environmental issues, students will engage in serious reflection on the obligations that we have toward the natural world. In addition to traditional coursework, students will also undertake a major, hands-on project that explores a substantial ecological issue in the Wilmington and/or tri-state area.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

RP344 : MINDS AND SOULS: GREAT PHILOSOPHERS I

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.

Credits 2

Prerequisites

Junior or senior standing

RP345 : PROPAGANDA AND DEATH: GREAT PHILOSOPHERS II

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.

Credits 2

Prerequisites

Junior or senior standing

RP450 : TOPICS IN RELIGION/PHILOSOPHY

Topics of current interest and concern to students and faculty in the field of religion and philosophy, such as the following topics: Dreams and World Mythology, Baseball and Philosophy. Course may be repeated when topics vary.

Credits 4

Prerequisites

Junior or senior standing

Social Sciences

SS380 : RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES I

Students will examine recent and historical social science research to become better acquainted with their chosen discipline's areas of concentration, approaches, and methods. Some of the humanistic and scientific methods used in the social sciences that will be included are analysis of existing data, content analysis, participant observation, experimental research design, case study, interview, and survey. Students will be expected to understand each method and select one that will help them develop a research paper on a topic of interest. Students will prepare a research proposal starting with an original question, a scholarly literature review, hypothesis generation, and a proposed research method to answer their question. In addition, students will calculate descriptive statistics (using the Statistical Package for the Social Sciences) that they may utilize in making decisions about their project proposal as well as adjustments about the social world.

Credits 4

Prerequisites

MT104

SS481 : RESEARCH METHODS AND STATISTICS IN THE SOCIAL SCIENCES II

During this course, students will complete the original research project proposed in the SS380 course as approved by the professor and faculty within the student's major discipline. This will involve completing an approved Institutional Review Board application (if human subjects are used), data collection, quantitative and/ or qualitative data analysis, discussion, and limitations and suggestions for future research. The completed project will consist of a written scholarly paper and a formal oral poster presentation. In additions, students will also learn how to calculate and interpret inferential statistics (using the Statistical Package for Social Sciences) including: chi square, t-test, ANOVA, correlation, and regression analysis.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#) , must take [SS380](#) first

SS498 : APPLIED SOCIAL JUSTICE CAPSTONE

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.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#), Junior or Senior standing or permission of instructor

Social Work

SW230 : INTRODUCTION TO ADDICTIONS COUNSELING

Engage in learning about research, theory, and through practical experiences in the community to help understand substance misuse and other addictive behaviors. Explore an array of techniques and skills for the assessment and treatment of substance use disorder and process/behavioral addictions. A strengths-based and client-centered perspective will be presented. This class assists in meeting the Preliminary requirements for obtaining an Ohio Chemical Dependency Counselor Assistance Certificate (CDCA).

Credits 4

Sociology

SY130 : INTRODUCTION TO SOCIOLOGY

The study of society with special emphasis on critical thinking in sociological analysis. Topics covered include theory, methodology, culture, socialization, social institutions, deviance, race and ethnicity, gender, stratification, aging, marriage and family, and social change.

Credits 4

SY230 : THE SOCIOLOGY AND CRIMINOLOGY OF DEVIANCE

A survey of crime and delinquency from the perspective of sociology and criminology. Emphasis is on explanations of criminal behavior, models of deviant behavior, and societal reactions to all forms of deviance.

Credits 4

SY333G : ENVIRONMENTAL SOCIOLOGY AND COMMUNICATION

This course examines society's relationship with the environment. Students will gain a better understanding of the inherent social nature of many contemporary environmental problems, including population change, food production systems, global climate change and natural resource depletion, and how communities have mobilized to address these issues. A significant portion of the course will focus on the development of an environmental ethic.

Credits 4

SY335 : RURAL SOCIOLOGY

This course is designed to examine key dimensions of rural society throughout the United States and the world. What does it mean to be rural? Are rural people different from those who live in other areas? What are the trends that are affecting rural areas, both globally and in this country? What are some of the problems that people in rural areas must confront? Are rural areas likely to grow or to decline? This course will provide the information and analytical tools to understand rural society in a sociological context.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

SY340 : SOCIETY AND BUSINESS

Critically examines the interrelationships among current and historical social, economic and demographic trends, both in the U.S. and globally. Areas of study include workplace inequalities, work/family trends, problems of the working poor, and economic decline and revitalization of the Midwest.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

SY350 : TOPICS IN SOCIOLOGY

Advanced topics in sociology or social thought. Topics vary. May be repeated when topics differ.

Credits 4

Spanish

SP130G : ELEMENTARY SPANISH I

A study of the essentials of Spanish grammar; written and conversational exercises. Designed to help students understand, speak, read, and write Spanish. Emphasis is on speaking the language.

Credits 4

SP131G : ELEMENTARY SPANISH II

A continuation of SPN111, designed to give the student intensive practice in oral–aural skills and further study of the structure of the Spanish language.

Credits 4

Prerequisite Courses

[SP130G: ELEMENTARY SPANISH I](#)

SP232G : THE CARTOON NETWORK

Comic strips are a great way to learn a foreign language. In this class students will translate, primarily from Spanish to English, popular comic strips like Calvin and Hobbes, Dilbert, Zits and the popular Argentinean comic strip Mafalda, among others. Students will also create their own comic strips with the help of simple web sites. The course will introduce students to many idiomatic expressions and everyday vocabulary as well as develop their conversational skills. The grammar that will be stressed includes present tense, preterite and imperfect, object pronouns, the use of se, verbs like gustar and the present subjunctive.

Credits 2

Prerequisites

[SP131G](#) or placement

SP235G : WHO AM I THIS TIME? ROLE-PLAYS IN SPANISH

I hear and I forget. I see and I remember. I do and I understand. This is the idea behind role–play in a classroom setting. Role–play means putting yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. So, in one class you might be an atheist who encounters an evangelist. In another you might be a rock star back stage deciding what groupies get invited back to your hotel room to party with you. Whatever the situation, this course is all about using your imagination to develop conversational skills and strategies. Grammar that will be covered in this class includes: the present and past subjunctive, all uses of se, the passive voice, future and conditional tenses, all perfect tenses.

Credits 2

Prerequisites

[SP131G](#) or placement

SP237G : SEXO, DROGAS Y ROCK Y ROLL: EL MUNDO CONTEMPORANEO

In this class students will have the opportunity to discuss current events in the Hispanic world. Topics may include, but are not limited to, politics, religion, show business, music, Hispanics in the United States, the drug trade, basically anything you find in any Spanish language newspaper or magazine. Developing conversational skills and strategies is a vital component to this class. The grammar that will be covered includes: the present and past subjunctive, all uses of se, the passive voice, future and conditional tenses, all perfect tenses.

Conducted in

Spanish. **Credits**

2 Prerequisites

[SP131G](#) or

placement

SP250G : TOPICS IN SPANISH

A thematically focused examination of a selected topic in Modern Language and/or Hispanic culture. Course content will emphasize Hispanic experiences or cultural traditions. Topics vary. May be repeated when topics differ.

Credits 2

Prerequisites

[SP131G](#) or placement

SP330G : SPANISH CONVERSATION AND COMPOSITION I

Engenders and integrates all of the language strategies to produce conversation and composition in Spanish. Daily group conversations, pair work and oral presentations are conducted in Spanish on a variety of topics, controversies and current issues germane to the Spanish speaking world. Frequent writing on the same subjects reinforces language skills. Problematic grammar (ser/estar, preterite/imperfect, the subjunctive, among others) will be reviewed throughout the semester. May be taken three times for credit.

Credits 4

Prerequisites

any two 200-level Spanish classes

SP335G : INTRODUCTION TO HISPANIC ARTS

An introduction to reading and/or interpreting complex works of art from the Hispanic world, including film, art, prose, poetry, drama, and the essay. Attention is given to helping students analyze these works from an aesthetic, cultural, social, and political perspective while intending to develop a more sophisticated level of oral and written expression in Spanish. Complex areas of Spanish grammar will be reviewed as needed.

Credits 4

Prerequisite Courses

[SP330G: SPANISH CONVERSATION AND COMPOSITION I](#)

SP340G : THE CULTURE OF LATIN AMERICA

An advanced course that provides an introduction to the culture of Latin America while continuing to

enhance students' Spanish skills. The course will encompass Latin American society from pre-Colombian civilization to the contemporary era. Along the way, the diverse voices that make up Latin American culture will be explored.

Particular attention will be given to the dynamic between change and tradition in society. Themes for this course include, but are not limited to: social class, ethnicity, family, religion, machismo, and the military.

Credits 4

Prerequisite Courses

SP330G: SPANISH CONVERSATION AND COMPOSITION I

SP343G : SALSA Y SABOR: POPULAR MUSIC IN SPANISH

This class uses popular music from Latin America (salsa, bachata, reggaeton, 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.

Credits 2

Prerequisites

Any 200 level Spanish class

SP430G : MASTERPIECES OF SPANISH-AMERICAN LITERATURE

Study of major writers and selected masterpieces of Spanish-American literature. Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations.

Credits 4

Prerequisite Courses

SP330G: SPANISH CONVERSATION AND COMPOSITION I

SP433G : MASTERPIECES OF SPANISH LITERATURE

Study of major writers and selected masterpieces of Spanish literature. Emphasis on the cultural content and the influence of significant writers on literary concepts and trends. Includes written analysis of selected passages and oral presentations.

Credits 4

Prerequisite Courses

SP330G: SPANISH CONVERSATION AND COMPOSITION I

Theatre

TH130 : INTRODUCTION TO THEATRE

A survey of theatre for the general student. Includes an examination of the origins of theatre, directing, acting, forms of drama, structure and texture of drama, physical theatres, theatre history, and theatrical styles.

Provides the student an opportunity to be exposed to many aspects of theatrical production.

Credits 4

TH185 : APPLIED THEATRE

A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre (TH 185 or 385) may be taken in the 124 semester hours required for graduation.

Credits 1

Prerequisites

Freshman or sophomore standing

TH231G : THEATRE FOR SOCIAL CHANGE

Framed by critical investigations of the relationship between theatre/art, ideology, and social change/justice, this participatory course will explore theories on, and creative processes for, devising and employing various theatre forms with the intension of affecting personal, political, institutional, social, and/or community change. **Credits** 4

TH240 : ACTING

Exposes the actor to freedom found through expressiveness, the discipline of the actor in acting theories, and the relationship between freedom and discipline. Introduces movement and vocal training as well as stage terminology and technique.

Credits 4

TH250 : TOPICS IN THEATRE

Explores a particular aspect of theatre, selected that semester. A variety of subjects will be covered including scene painting, stage combat, stage management.

Credits 2

Skill

Vary with Topic

TH330G : DRAMATIC LITERATURE I

Traces the history and development of two phases of dramatic literature. Phase I: modern drama—a study of drama beginning with Ibsen, with attention paid to social and philosophical significances as well as technique. Phase II: modern American drama—a study of American drama in its historical, cultural, and social reform perspective with special emphasis on the development of the American theatre as an art.

Credits 4

Skill

W

Prerequisites: [EN101](#) or [EN103H](#)

TH331G : DRAMATIC LITERATURE II

An overview of dramatic and contemporary theatre from 1960 to the present. Offers a survey of the development of global theatre from pre-World War I to the million-dollar spectacular musicals of the present day, as well as a study of dramatic literature beginning with the "Happenings of the 1960s" to the present day social/historical comment theatre.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#)

TH340 : DIRECTING I

The student learns the function of a director and develops the necessary basic techniques of stage direction. Includes production problems, directing movement and action, direction for character, climax, and tempo. Includes workshop experience.

Credits 4

Prerequisite Courses

[TH130: INTRODUCTION TO THEATRE](#)

TH342G : THEATRE HISTORY

An Investigation of theatre as the evolution of a multidisciplinary artistic, cultural, social, economic, religious, and political form. Dramatic texts representing eras will be studied as well as evidence of historical theatre practice. Course will focus on the origins of the theatre through Elizabethan.

Credits 4

Skill

W

Prerequisites

[EN101](#) or [EN103H](#) and [TH130](#)

TH350 : ADVANCED TOPICS IN THEATRE

Explores in depth a particular aspect of theatre, selected that semester. A variety of subjects may be covered including Advanced Acting Methods, Period Styles, Advance Scenic or Lighting Design or Theatre Production Workshop.

Credits 4

Skill

Vary with Topic

Prerequisites

[TH130](#) or based on topic

TH385 : APPLIED THEATRE

A practical involvement with the actual preparation of a play for production. Phases of production involved are: acting, stage management, and technical theatre. 1 hour of credit requires 40 hours of work in a semester. No more than 6 hours of Applied Theatre ([TH185](#) or 385) may be taken in the 124 semester hours required for graduation.

Credits 1

Prerequisites

Junior or senior standing

TH441 : DIRECTING II

A continuation of [TH340](#) Directing I, including the direction of a one-act play.

Credits 4

Prerequisite

Courses [TH340](#):

DIRECTING I