WILMINGTON COLLEGE

Graduate Catalog

2002–2003

Revised Edition

WELCOME TO WILMINGTON COLLEGE

Wilmington College is a private, non-sectarian school which offers both undergraduate and graduate degree programs in a variety of instructional areas. The College began with a charter class of 194 students in 1968 and has grown to serve a student body of over 8,000 students of all ages, races, and creeds.

The program of day, evening, and weekend classes serves traditional high school graduates as well as non-traditional adult students in need of flexible scheduling. Classes are primarily offered in 15-week, 7-week, and weekend modular formats.

Wilmington College's main campus is located near the city of Wilmington and historic New Castle, Delaware. The campus is easily accessible by air, rail, and bus. Our central location in the northeast corridor of the United States provides Wilmington College students convenient access to the major cities of New York, Philadelphia, and Washington D.C. Recreational areas such as beaches and ski resorts are within easy driving distance.

Additional sites include the Wilmington Graduate Center; Dover Air Force Base; Dover; the William A. Carter Partnership Center in Georgetown, Delaware; and the College Information Center in Rehoboth Beach, Delaware.

Wilmington College generally serves commuter students and does not provide student housing facilities. However, the College welcomes all qualified students and assists those needing living accommodations by providing a listing of nearby rental opportunities, as well as other students seeking housing.

The College Mission

Wilmington College exists to meet the needs of a diverse population facing rapid social, economic, and technological changes. Education programs are designed to prepare students to begin or continue a career, to improve their competitiveness, and to enhance personal growth.

The career orientation of Wilmington College is reflected in programs that offer undergraduate and graduate degrees with practical applications in the fields of study. The College is dedicated to offering these programs at convenient times and locations.

Wilmington College will fulfill its commitment to students as a private, non-residential, open-access college that serves people with varying interests, aspirations, and abilities. Quality programs and services will be provided on an affordable, convenient basis. Students at Wilmington College will realize their potential, further their ambitions, and improve their lives.

A Message from the President

I would like to thank you for considering Wilmington College as you look toward your future in higher education. For over 30 years, individuals such as you have been choosing Wilmington College for undergraduate and graduate programs.

Our educational program is designed to be flexible. Whether you are a recent high school graduate or an adult ready to begin or resume higher education, you will find that Wilmington College meets your needs. Our small classes and involved instructors provide an atmosphere for individualized attention that results in success for our students.

We offer educational choices that include associate, baccalaureate, master's, and doctoral degree programs. We also have non-credit programs that can help you make the transition to higher education by supplementing or reviewing your high school preparation. Wilmington College offers course work that is suitable for you—at your level.

You are at an exciting crossroads as you select a school for your college education. The institution you choose will play an important part in your future. I urge you to make your next step Wilmington College—where we measure our success by yours.

Dr. Audrey K. Doberstein
President

Accreditation

Wilmington College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, a non-governmental, nationally recognized organization whose members comprise approximately 500 collegiate institutions. The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

Accreditation of an institution by the Commission on Higher Education indicates that an institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the future.

Wilmington College programs have been approved for training of eligible veterans and foreign students.

Nondiscrimination Policy

It is the policy of Wilmington College not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or affectional preference in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Wilmington College actively supports the rights of students with disabilities to have equal access to education. Wilmington College makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Office of the Vice President of Student Affairs as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities.

Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Office of the Vice President of Student Affairs, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

College Sites

To obtain information, please call, fax, or write the following Wilmington College sites:

College Information Center (302) 227-6295
41 Rehoboth Avenue FAX: (302) 227-6507
Rehoboth Beach, DE 19971-2119

Dover (302) 734-2594
3282 N. DuPont Highway FAX: (302) 734-2618
Building 1
Dover, DE 19901

Dover Air Force Base (302) 674-8726
520 Main Gate Way FAX: (302) 674-5034
436 MSS/DPE
Dover Air Force Base, DE 19902-5520

Georgetown (302) 856-5780
William A. Carter Partnership Center FAX: (302) 856-5787
Rt. 18, P.O. Box 660
Georgetown, DE 19947

Graduate Center (302) 655-5400
 518 N. King Street FAX: (302) 655-7360
Wilmington, DE 19801-3700

New Castle (302) 328-9407
Office of Admissions FAX: (302) 328-5902
320 DuPont Highway
New Castle, DE 19720-6491

For additional information about Wilmington College, please visit our world-wide-web site at **www.wilmcoll.edu.**

CONTENTS

THE GRADUATE ADMISSIONS PROCESS

The primary components in Wilmington College's graduate programs are admission, candidacy, and graduation. The admissions process includes document collection and the completion of specific criteria necessary for approval to pursue a specific graduate-level degree. Candidacy requires the successful completion of both the admissions process and four courses (13 for doctoral program) as evidenced by an acceptable grade point average. Graduation follows satisfactory completion of all required course work and related projects associated with a specific academic program.

Wilmington College is a nondiscriminatory institution of higher learning and welcomes men and women of every race, color, creed, and national origin. Admission is granted to students who show promise of academic success. Multiple criteria are considered for admission, and special attention is directed toward one's present motivation and employment setting.

To begin the graduate admissions process, the applicant should call or write the site of attendance. Applicants seeking entry to the Doctor of Education program, the Master of Science in Nursing program, or the Master of Science in Counseling program with concentrations in either Community Counseling or Student Affairs and College Counseling should contact the Office of Graduate Admissions, 320 DuPont Highway, New Castle, DE 19720-6491, (302-328-9407).

Program Admission

Admission requirements for specific programs (MBA, MS, MED, MSCC, MSN, and Ed.D.) are located in the individual program sections of this catalog.

Degree Candidacy

Graduate students are considered in good academic standing if their grade point average is 3.0 or above. After completing 12 credit hours (39 for Ed.D. program), a student's academic standing will be reviewed. If all criteria are met, candidacy will be granted. Students not in good academic standing at the time of candidacy review may be placed on probation or dismissed from the College. Candidacy review occurs at the following times:

- End of the fourth course or 12 credit hours for all master's degree programs.
- End of the thirteenth course or 39 credit hours for the doctoral program.

Individual programs may have additional candidacy requirements. Please refer to the student handbook of the specific program.

FINANCIAL AID FOR GRADUATE STUDENTS

Financial aid is available to those who qualify. Essentially, when educational expenses are greater than family resources as federally defined, a student is in need of financial aid. Since the primary responsibility for financing college education rests with parents and students, financial aid is provided to supplement the total family contribution and is awarded on the basis of demonstrated financial need.

Federally Funded Support

**The Federal Stafford Loans and
the Federal Family Supplemental Loans**

These funds include allowance for tuition and fees, books and supplies, transportation, modest living expenses, and dependency expenses. Interested students should consult the Office of Financial Aid for changes in federal policies when applying for admission. Detailed information on these programs is available to all students in the Wilmington College Guide to Financial Aid.

Determination for Financial Aid

Those who desire financial assistance under the Federal Financial Aid programs must submit a Federal Financial Aid application to the appropriate processing service.

Application forms are usually available as early as January 1st preceding the academic year for which the student is applying. Financial aid applicants should also complete an admissions application, as no funds can be awarded until the application has been officially accepted by the College.

Wilmington College encourages students to submit their form well in advance of the registration period for the term in which they plan to enter. Applications are generally processed on an ongoing basis and are considered as long as funds are available. Those who submit their application late may have a smaller percentage of their need met than those who apply early.

Application Procedures for Financial Aid

1. Obtain student aid applications and/or forms from the Office of Financial Aid at Wilmington College. Wilmington College accepts a needs analysis determined through the federal aid application. The web address is: www.fafsa.ed.gov.
2. Complete all forms according to instructions and return them to the appropriate addresses listed in the instructions.
3. The Master Promissory Note (MPN) goes to the Office of Financial Aid at Wilmington College along with the "Request for Funds" form. The MPN is then forwarded to the lending institution. The applicant will be notified by the lending institution (bank, credit union, savings and loan association, etc.) concerning the loan approval.
4. The applicant receives an award letter from the College listing the types and amount of aid that will be available to him/her.
5. The applicant must be fully admitted and maintain a minimum of six credits per semester.

Renewal of Award Process

Students must reapply for financial aid each year using the steps outlined previously.

Student Refund and Withdrawal Policy

Wilmington College refund and withdrawal policies are published in the Wilmington College Guide to Financial Assistance which is available to all Wilmington College applicants and enrolled students. Please contact the Wilmington College Office of Admissions and Financial Aid for copies of the guide.

College Policies Regarding Substance Abuse

Wilmington College policies regarding substance abuse are detailed in the Wilmington College Student Handbook which is distributed to all students and on the Wilmington College home page address at http://www.wilmcoll.edu.

Wilmington College Guide to Financial Assistance

This guide is a comprehensive booklet which lists policies, procedures, and regulatory requirements; it is available to all students. Satisfactory academic progress requirements for maintenance of financial aid eligibility are outlined in the guide. Please contact the Office of Admissions or the Financial Aid Office for a copy of this publication.

STUDENT SERVICES AND ACTIVITIES

College Library

The Wilmington College Library serves all students regardless of program site. Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the library holds a collection of over 110,000 volumes and subscribes to over 450 periodicals. The library features state-of-the-art technologies, including online catalog, electronic databases, and the Internet, which allow students and faculty from all sites to access and retrieve information resources in a variety of formats. The library maintains a toll-free telephone reference service to assist users from all program locations. Students living out-of-state or in Kent or Sussex counties in Delaware may use a books-by-mail service with prepaid two-way postage provided on materials sent directly to the home residence. In addition, two academic libraries in Delaware are providers of information and services to Wilmington College students: Delaware State University, Dover, and Delaware Technical and Community College, Owens Campus, Georgetown.

Information about the library can be found on the Wilmington College web site at: www.wilmcoll.edu/library.

Facilities for the Handicapped

Most of the College's facilities are wheelchair accessible. For further information, please contact the Office of Student Affairs.

Office of Student Affairs

Under the direction of the Vice President of Student Affairs, the Office of Student Affairs is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington College enhance the educational process.

The Student Government Association and other organizations sponsor cultural and social affairs throughout the year. The College sponsors additional extracurricular events and group activities. Any member of the student body may request any type of activity through the Student Government Association.

The Alumni Association

The Wilmington College Alumni Association was founded with the first graduating class of 150 students in 1972 to strengthen and promote the growth of the College.

The Alumni Association recruits students to the institution and communicates students' accomplishments to the community-at-large. The Association is involved in coordinating special events and fund-raising activities.

An alumni representative is elected to the College's Board of Trustees and participates in College governance. The Association is comprised of undergraduate and graduate alumni.

For further information on the Alumni Association, contact the Wilmington College Office of Alumni Relations.

Guest Speakers

Wilmington College and participating campus organizations sponsor guest speakers on a wide range of subjects. The College is eager to have a variety of points of view expressed and to have the best available representatives of each point of view. The College does not allow itself to be used as an arena for extremist political activism, which may result in disruption of peaceful procedures or the destruction of property. Policy pertaining to guest speakers and entertainment can be obtained from the Office of Student Affairs.

ACADEMIC INFORMATION

Graduation Competencies

It is intended that graduate students will achieve the following competencies:

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to one's field of study.
2. Utilize research methods and findings as they apply to one's profession.
3. Demonstrate advanced oral and written communication skills.
4. Apply legal and ethical principles to guide professional behaviors and decision-making.
5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning.
6. Apply the principles associated with a pluralistic society to increase respect for our multicultural world.
7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment.
8. Demonstrate the ability to access, use, and evaluate information and information technologies.
9. Demonstrate flexible thinking while maintaining a results-oriented outlook.
10. Meet the unique competencies in one's academic program.

Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree requirements as outlined in the College catalog or published curriculum in effect during the time following the student's readmission as a degree candidate.

Students planning to graduate in January must complete their academic program requirements by the end of the fall semester; program requirements must be completed by the end of the spring semester for those wishing to graduate in May. Students file the Registration for Graduation form with the Office of the Registrar on or before the date established in the academic calendar. Payment of the graduation fee required for all degree candidates is due upon submission of the Registration for Graduation form. Students who register to graduate beyond the date announced in the academic calendar may be required to pay a late fee in addition to the graduation fee.

Full-time Graduate Students

A full-time graduate student is one who registers for a total of three courses (nine credit hours) in a 15-week semester. Course loads of 12 or more credit hours per semester or nine or more credit hours per block must be approved.

For foreign graduate students and Master of Science in Nursing students, 18 credit hours or six courses over a one-year period will constitute full-time status.

Grading System

Wilmington College utilizes a plus/minus grading system in assessing student achievement. The following grading chart provides the grading translation for graduate courses.

Grade	Quality	Rating	Quality Points
A	95-100	Excellent	4.00
A-	92-94		3.67
B+	89-91	Good	3.33
B	86-88		3.00
B-	83-85		2.67
C+	80-82		2.33
C	77-79		2.00
C-	74-76		1.67
F	Less than 74		0
FA	Failure due to absence		0
S	Satisfactory		0
U	Unsatisfactory		0
I	Incomplete		0
W	Withdrawal		0
AU	Audit		0

"I" Grade for Incomplete Work

An "incomplete" may be granted with prior approval of the course instructor. The student must complete course work within 60 days following the end of the grading period for the course. After 60 days, incomplete ("I") grades are converted to a grade of "F" unless the student arranges for an additional extension and the instructor notifies the Office of the Registrar before the initial 60-day period expires.

Registration

Students can register for classes during official registration periods as announced by the College in the academic calendar. The College publishes dates for advance registration, open registration, late registration, drop/add, and withdrawal each semester in the registration booklet, as well as in the annual academic calendar. Copies are available at the Office of the

Registrar, any site offices, or on our website. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

Dropping/Adding Courses

Course drop/add instructions and dates are listed in registration booklets, the academic calendar, and on our website. If a class is dropped during the drop/add period, tuition is refunded; fees are not refunded. If a class is added after the drop/add period ends, regardless of the reason, the student must pay tuition and all fees in full at that time. The payment plan cannot be used for courses added after the drop/add period. To drop or add a course after initial registration, students should go directly to the Registrar's Office or home site office during the scheduled drop/add period. Students receiving financial aid should consult with the Financial Aid Office to determine potential consequences of any changes in course credit load.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the College academic calendar. Course withdrawals are completed at the Office of the Registrar, a student's home site office, or by mail or fax using an official withdrawal form. Withdrawing from a course does not release a student from financial responsibility or obligation for the course. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. A grade of "W" is recorded on the student's record for official withdrawals. Failure to withdraw before the withdrawal deadline results in a grade of "FA."

However, Wilmington College has employer/medically-based withdrawals on both a per course basis and an entire semester basis. Students are required to complete the withdrawal form and submit it as stated previously. Additionally, a brief letter explaining the employer/medical conditions that warrant a withdrawal and supporting documents from an employer or doctor should be submitted to the Student Billing Office for appropriate consideration.

Modular Drop/Add and Modular Withdrawal

Modular adds must be completed before the first class meeting. Modular drops must be completed by the Monday following the first class meeting. Modular withdrawals must be completed by Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of "FA."

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript. For the purpose of grade point average (GPA) computation, the new grade will be used so that only one grade is calculated into the cumulative GPA. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

Transfer Credit Policy

Up to six credit hours of graduate study from a fully accredited graduate school may be accepted. Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to Wilmington College and a catalog course description from that institution. Transferred course work must be relevant to the major area of study. Courses graded below a "B" will not be considered. Transfer students need to have all transcripts from other accredited institutions in the possession of the Admissions Office or home site office at least two months prior to registration. Failure to attend to this can result in duplication of courses previously completed at those institutions. Credit will not be granted for course duplication.

Challenge by Examination

Challenge by examination measures graduate-level knowledge through an examination process. Challenge by examination is limited to graduate prerequisites. Students interested in challenge by examination must register in advance for the specific course and, upon payment of the specified fee, will receive notification of prearranged date, time, and place of examination. Results of the examination will be available to the student no later than one week prior to registration for the next block.

Enrollment as an Auditor

Students who wish to audit a specific course for no credit may do so by seeking permission of an academic advisor or site manager. Students may then follow established registration procedures, clearly stating which courses they wish to audit. Course auditors pay the same tuition as non-auditors and may participate fully in classroom activities. They are not required to take examinations or complete class assignments. Course auditors receive a grade of "AU" (audit) that does not affect grade point average (GPA).

Attendance/Absences

Regular and prompt class attendance is an essential part of the educational experience. Wilmington College expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled

meeting of each class on time. Exceptions may be made for Wilmington College-sponsored or work-related activities, illness, or valid emergencies.

Appeal of Grade or Course Grievance Procedure

A student who seeks appeal of a problem in a course or with a final grade should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should speak with the appropriate Program Coordinator. If not resolved with the Program Coordinator, the student should submit the appeal, in writing, to the Division Chair. Student appeals must be received no later than 60 days from the end of the block or semester in which the course was scheduled in order for appeal to be considered.

Request for Hearing

If there is question about the decision of the Division Chair, a student can register the grievance in writing to the Vice President for Academic Affairs to determine whether or not a legitimate grievance still exists. Should a legitimate grievance exist, the Vice President will convene the Academic Review Committee and forward a copy of the student's request to the committee. If the Vice President finds that a legitimate grievance does not exist, the student will be so informed within ten days. The decision of the Academic Review Committee or the Vice President will be final.

Probation and Academic Standing

A graduate student is expected to make satisfactory academic progress toward a degree. Failure to achieve this process may result in academic probation and even suspension from the College, as determined by the Academic Review Committee.

The following leads to academic probation:
1. A cumulative GPA of less than 3.0
2. An "F" grade in a credit course

The Academic Review Committee will meet after each academic session to review academic records. For a first occurrence, a student with a cumulative GPA below 3.0 will be placed on academic probation. A second occurrence of unsatisfactory academic progress may result in continued probation, academic suspension, or permanent suspension from the institution.

A graduate student placed on probation will be called in for advisement by the appropriate Program Coordinator. While on probation, a student may enroll in no more than one course per block. A suspended student may be reinstated on probationary status by presenting a written appeal to the Academic Review Committee chairperson.

Dual Degree Policy

A minimum of 15 additional credit hours above the total credit hour requirement for a primary master's degree (usually 36 credit hours) must be completed in order to earn a second master's degree, and all course requirements of the second degree must be met. The 15 additional credit hours required to earn a second master's degree must be earned at Wilmington College (See Program Coordinator for specific course requirements.), but the completion of the two degrees does not have to occur simultaneously. As long as a student earns the minimum additional credits and the specific program requirements are met, the second degree may be completed at a later time.

Veterans' Benefits

The Graduate Program is approved for retraining of veterans. In order to establish eligibility, inquiring veterans must register with the Veterans' Affairs Coordinator at each Wilmington College site. Students attending courses at the Wilmington Graduate Center may obtain information by contacting the Financial Aid Office at the New Castle campus. Students attending classes at the Dover Air Force Base, Dover, or Georgetown sites must contact the site director at the appropriate site.

Foreign Students

Wilmington College welcomes foreign students who wish to enroll. Foreign students must satisfy general requirements and admissions procedures and have the necessary immigration documents allowing them to pursue a course of study in the United States.

If a foreign student has not previously attended an accredited English-speaking college or university, he/she will be required to take the TOEFL and obtain a score of at least 500.

Change of Policy

Wilmington College reserves the right to change or adjust its academic policies, tuition, fees, payment plan procedures, academic calendar, and to cancel or add courses at any time.

Release of Student Information

In accordance with the Family Educational Rights and Privacy Act, students have the following rights:

Right to inspect and review student's record: Students should submit a written request to the Registrar, indicating which records they wish to inspect. The College will make such records available within 30 days of the receipt of the request. Students do not have the right to inspect confidential letters and recommendations if the student has waived the right to inspect.

Right to seek amendments to records: Students should submit a written request to the Registrar, indicating which records they wish to have amended and the reasons. The College will notify the student in writing of the decision regarding amendment of the record.

Right to consent to disclosure: The College may disclose the following directory information unless the student or parent of a dependent student makes a written request to withhold information: name, address (only for official requests for group lists for legitimate agencies such as the US Air Force), major field of study, dates of attendance, grade level, enrollment status, GPA, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, awards, most recent educational agency attended. Written request for nondisclosure should be submitted to the Office of the Registrar.

Exceptions to student rights regarding disclosure: The College is authorized to disclose student information without consent in the following circumstances:
- Information designated as "directory information"
- Disclosure to school officials with legitimate educational interests
- Disclosure to an alleged victim of a crime of violence
- Disclosure to officials of another institution where student seeks to enroll
- Request from Comptroller General of US, Secretary, or state/local educational authorities
- Disclosure in connection with financial aid for which student has applied
- Disclosure to accrediting agencies
- Disclosure to parents of dependent students
- To comply with judicial order or subpoena (reasonable attempt to notify must be made)
- Disclosure in connection with a health or safety emergency

Right to file a complaint: Students have a right to file a complaint concerning alleged failure of Wilmington College to comply with the requirements of the Family Educational Rights and Privacy Act. Complaints should be mailed to :

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 29292-4605

Annual Notification to Students: Wilmington College is required to notify students annually of their rights regarding privacy. An ongoing message is inserted in each registration booklet, directing students to a web address: http://www.wilmcoll.edu/studentlife/privacy.html.

Academic Awards

Master of Business Administration

The Master of Business Administration Award is given annually to a graduating student in the MBA program. The student must have a distinguished academic record, as evidenced by cumulative grade point average, and must have made significant contributions to his/her field of expertise, academically or in the work center.

Master of Science (Business)

The Master of Science Award is given annually to the graduating Master of Science student who has demonstrated sustained academic excellence, documented by cumulative grade point average. The student must also provide evidence of superior graduate-level scholarship, as well as demonstrate excellence in fulfilling the purpose of the MS program.

Master of Education

The Master of Education Award is given annually to a graduating student in a Master of Education degree program who has achieved the highest academic standing, has consistently exemplified the highest standards of graduate-level scholarship, and has made significant contributions in his/her respective fields.

Graduate Behavioral Science

The Graduate Behavioral Science Award is given annually to the graduating student in the Behavioral Science Division who has a distinguished academic record, has exemplified the highest standards of graduate-level scholarship, and has demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

Master of Science in Nursing

The Master of Science in Nursing Award is given annually to the graduating MSN student who has a distinguished academic record and who exemplifies the spirit of professional nursing.

Doctor of Education

The Doctor of Education Award is given annually to a graduating student in the Doctor of Education degree program who has a distinguished academic record, has consistently demonstrated the highest standards of professional scholarship, has made a significant contribution to a professional field, and has demonstrated excellence in fulfilling the ideals of the Ed.D. program.

COMMUNITY COUNSELING /
STUDENT AFFAIRS AND COLLEGE COUNSELING

MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Science degree with a concentration in Community Counseling (MSCC) or Student Affairs and College Counseling (MSA), applicants must submit the following:

1. A graduate application for admission and a non-refundable application processing fee ($25.00).
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington College Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
3. Responses to the two required MSCC/MSA thought questions. These questions are to be typed. Each response must not exceed two and one half pages.
4. Two recommendations attesting to the applicant's aptitude for graduate-level study, openness to self-reflection, and personal and professional self-development. Graduate recommendation forms that are included in the MSCC/MSA application packet must be completed. A letter of recommendation alone is not acceptable. The reference individual must complete the appropriate form.
5. A current resume.
6. The MSCC program has a two-stage evaluation process. The first stage consists of an in- depth evaluation by the MSCC/MSA faculty admission committee of the application materials. Candidates who have met the standards on all of the application packet materials will be invited for on-campus interviews (group and individual) with MSCC faculty and asked to submit a short writing sample.

Candidates for admission who have not met the standards in terms of all required written materials will be denied admission to the program. Only candidates who have satisfactorily met the first stage of evaluation will be invited for on-campus interviews. Decisions regarding final acceptance are made by the MSCC/MSA faculty admissions committee. As this is a selective enrollment program, all steps of the admissions process and notification of formal acceptance must be completed before program entry. The MSCC/MSA admissions process adheres

to the standards required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The MSCC concentration is accredited by CACREP.

Program Purpose

The Master of Science degree with concentrations in Community Counseling and Student Affairs and College Counseling is designed to prepare students to be practicing counselors in either the mental health setting or in higher education. The Master of Science program emphasizes counseling skills, field experience (practicum and internship), and the role of helping relationships. Students are prepared to sit for the National Counseling Exam (NCE) upon completion of the program. Also, upon completion of the program and two years of post-master's supervised experience under a licensed professional, individuals may apply for state licensure to become a Licensed Professional Counselor (LPC).

Those individuals who have an interest to work in a higher education setting are encouraged to pursue the concentration in Student Affairs and College Counseling.

Program Competencies (Community Counseling)

1. Provide research, theory, and practical application pertaining to individual human development with an ecological perspective emphasizing understanding of diversity.
2. Promote an understanding of normal and abnormal development and what promotes and hinders each.
3. Facilitate an understanding of the philosophy, theory, and professional activities needed to organize and administer a counseling program.
4. Provide an understanding of the components of a successful counseling program, including testing, assessment, and counseling techniques to use with families, individuals, and groups.
5. Facilitate an understanding of how testing, measurement, and research tools are used in counseling.
6. Develop specific skills and techniques related to individual, group, and family counseling.
7. Promote the exploration and use of technology to deliver counseling services.
8. Facilitate learning about information and informational services considered an integral part of a counseling program.
9. Promote an understanding of ethical and legal issues in counseling.
10. Enhance the understanding of referral resources in school districts and the community through group and individual counseling.
11. Demonstrate professional and personal growth consistent with the standards required by the counseling profession.

Program Competencies (Student Affairs and College Counseling Concentration)

The general objective of the Student Affairs and College Counseling concentration is to prepare professional student affairs practitioners and college counselors to provide services in a wide variety of college and university settings. In addition to the CACREP common core curriculum objectives, the Student Affairs and College Counseling student will:

1. Be aware of significant events and relationships in the development of higher education and student affairs.
2. Understand the role of student affairs in higher education and be aware of the student personnel point of view.
3. Develop a personal position and rationale for student affairs practice and be able to justify the student services field to other university personnel and the public.
4. Know the major professional associations in student affairs and college counseling and their role in the development of the profession.
5. Possess an understanding of the current issues and problems in higher education and student affairs.
6. Be familiar with the major student affairs services and develop a rationale for each of these services.
7. Be familiar with the current literature and research in student affairs practice.
8. Understand legal and ethical practice in higher education and student affairs.
9. Be able to conceptualize, administer, and evaluate a student affairs program.
10. Be familiar with several student development theories.
11. Be familiar with the characteristics of college students and the diversity of the college population and higher education environments.
12. Be familiar with procedures for assessing the needs of college students and the atmosphere of the college environment.
13. Develop skills in working with the special problems of specific college populations.
14. Possess specialized knowledge of problems and issues impacting on college students.

The specific program components (Community Counseling or Student Affairs and College Counseling) will require students to complete the core course curriculum and the specialized courses listed below.

Core Course Curriculum   (27 credits)

These courses are required for both concentrations.

MCC 6401	Theories of Counseling	(3 credits)
MCC 6402	Human Development	(3 credits)
MCC 6502	Tools & Techniques of Individual Counseling (semester course)	(3 credits)
MCC 6505	Principles & Practices of Counseling	(3 credits)
MCC 7202	Group Counseling	(3 credits)
MCC 7203	Counseling for Career Development	(3 credits)
MCC 7605	Counseling Diverse Populations	(3 credits)
MCC 7805	Appraisal Techniques	(3 credits)
MCC 7806	Research & Evaluation	(3 credits)

Community Counseling Concentration   (21 credits)

MCC 6901	Classification of Psychopathology	(3 credits)
MCC 7501	Family Counseling	(3 credits)
MCC7905	Practicum (Community Site)	(3 credits)
MCC8000-03	Internship (Community Site)	(12 credits)

Student Affairs and College Counseling Concentration
                                                          (21 credits)

MSA 7701	Administration in Student Affairs	(3 credits)
MSA 7702	Student Development in a College Setting	(3 credits)
MCC7905	Practicum (Student Affairs Site)	(3 credits)
MCC8000-03	Internship (Student Affairs Site)	(12 credits)

The total credits required for the Master of Science degree in Community Counseling or Student Affairs and College Counseling concentration is 48 credits. The practicum and internship field experiences are supervised by highly experienced professionals in conjunction with the MSCC/MSA faculty.

Qualifications for the Master of Science Degree

To qualify for the Master of Science degree, a student must complete the prescribed 48 credit hours (including practicum and internship) with a 3.0 grade point average (GPA). All course work, practicum, and internship should be completed within three years of starting the program, but must be completed within five years. Re-application to the program is required if the program is not completed within a five-year period.

The MSCC and MSA concentrations require a comprehensive examination as part of the graduation requirements. Students are expected to demonstrate competencies in the eight core areas required by CACREP and NBCC. This exam is an objective type exam designed by the National Board of Certified Counselors.

Students are evaluated throughout the program in three major areas:

1. Academic Performance — Each student is expected to maintain at least a 3.0 GPA.
2. Interpersonal Skills - Each student is expected to demonstrate effective interpersonal skills considered requisite to the counseling field, including:
   - Effectiveness in close interpersonal relationships.
   - Ability to establish facilitative relationships with many different kinds of people.
   - Flexibility and openness to feedback and learning.
   - Self-awareness, openness to self-examination, and commitment to personal growth.
   - Appropriate attitudes.
3. Ethical Behavior - Each student is expected to demonstrate awareness of and concern for the ethical standards of mental health and all other disciplines within the counseling field.

ADMINISTRATION OF JUSTICE

MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process" for general graduate admission information. For consideration and admission to the Administration of Justice program, applicants must submit the following:

1. A graduate application for admission and a non-refundable application processing fee ($25.00).
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington College Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
3. Completed recommendation forms (2).
4. A current resume.
5. A statement of career goals.

The Administration of Justice program has a two-stage evaluation process for admission. The first stage consists of an evaluation of the above information. Successful applicants will then be invited to the New Castle campus for a personal interview. All students must attend a mandatory program Orientation Day before they are fully matriculated into the program.

Program Purpose

The Master of Science in Administration of Justice is dedicated to the creation of a pool of scholarly practitioners who are poised to pursue careers or enhance their current positions in a variety of criminal justice professions. Graduates are provided the necessary skills to succeed in both the public and private sectors as upper-level management decision-makers. The program will also provide a concentration in the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level or to teach in the college environment. The degree has been developed in close consultation with the professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program.

Program Design

The Master of Science in Administration of Justice is designed to meet the educational needs of emerging managers and scholars who will be challenged by the many complex issues in criminal justice and private sector settings in the future. Emphasis

is placed on producing scholarly practitioners who have the theoretical, operational, and practical educational foundation to be successful in their professional fields. The concentration in Leadership and Administration provides specialized studies, while there is also a more general approach for those with other interests.

The core of the program is anchored in the identified disciplines of research, theory, and ethics. This core will provide the student with the academic quality and rigor required as a base from which to build, according to individual interests and needs. Elective course offerings provide the students with the flexibility to choose from topics that will best prepare them to meet their own goals and aspirations. Faculty provides individual attention which gives each student the opportunity to design a personal plan of study within the program. Courses have been carefully selected and designed in consultation with professional practitioners to ensure that the most current issues and topics are included in the curriculum. The faculty is carefully recruited from the field to ensure that the class presentations are as current as the events in the profession that day.

Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today's learners have while pursuing their goal of advanced academic studies. Classes are presented in semester-long, seven-week blocks and weekend modular offerings, as well as Distance Tutorials to conveniently fit the busy schedules of the students. The program is designed to be completed in two years of continuous study but may be accelerated by some students. Students will build a personalized schedule in consultation with their individual faculty advisor.

Program Competencies
1. Develop an understanding of the professional, ethical, social, and legal issues that challenge the criminal justice system.
2. Recognize the relationships between the theoretical and practical approaches to the study of criminal justice that are associated with the explanations of crime and criminal behavior.
3. Provide a rigorous, challenging, and comprehensive curriculum that will deliver the learning experiences necessary to prepare participants to succeed as scholarly practitioners in their chosen endeavor.
4. Develop advanced written and verbal communication skills.
5. Foster an environment that encourages students to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the decision-making process.
6. Design and interpret research in criminal justice.

7. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them to defined criminal justice issues.
8. Demonstrate a commitment to self-directedness, self-discipline, and life-long learning in the field of criminal justice.
9. Apply the principles associated with a pluralistic society to increase respect for our multicultural society in the administration of justice.
10. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in any professional environment.
11. Demonstrate flexible thinking while maintaining a results-oriented outlook.
12. Incorporate the use of technology and computer-based research in a variety of applications that are necessary for modern criminal justice practitioners.

Program Requirements

The Master of Science in Administration of Justice requires 36 credit hours. All students must satisfactorily complete five core courses in residence. A total of four courses may be chosen from an area of specialized concentration. The remaining three courses are taken as electives from any of the courses offered in the program that may include up to three courses from the Distance Tutorial format. Students who do not declare a specialization will take a total of seven electives from any of the courses offered in the Master of Science in Administration of Justice program.

NOTE: A master's thesis is not required; however, students who plan to continue studies in a doctoral program are encouraged to write a master's thesis, which is offered as a three-credit elective. Thesis Supervision will be arranged through individual application to the program coordinator. Quantitative Applications in Criminal Justice (MAJ 6632) is a prerequisite to Thesis Supervision (MAJ 6900).

Course Requirements

The Master of Science in Administration of Justice is intended to provide students with the academic capital needed for successful careers in teaching and research. The degree also provides a sound foundation for entry into other professional endeavors and/or the opportunity to meet an intellectual interest in this very challenging field of study.

Core Courses:

All students must satisfactorily complete the following core courses:

MAJ 6600   Criminological Theory
MAJ 6602   Criminal Justice Ethics
MAJ 6603   Managing Diversity
MAJ 6604   Technology and Modern Policing
MAJ 6633   Research Methods in Criminal Justice

Electives:

Select seven courses from any of the courses offered in the program (Up to three may be Distance Tutorial [DT] format).

Specialized Concentration in Leadership and Administration

This concentration focuses primarily upon the identified leadership and administrative skills that are necessary for the successful criminal justice practitioner in today's challenging environment. Students will broaden their understanding of the management function and the administrative process as they relate to criminal justice organizations.

Core Courses:

Five courses as listed above

Area Specialization Courses - Four courses listed below:

MAJ 6605   Supervision and Management
MAJ 6606   Crisis Management
MAJ 6607   Workplace Law and Liability
MAJ 6608   Police Executive Leadership

Electives:

Select any three electives.

MAJ 6601   Typologies of Crime*
MAJ 6609   Violent Crime
MAJ 6610   White Collar Crime
MAJ 6611   Victimology
MAJ 6612   Drugs and Society
MAJ 6613   Mental Health and the Law
MAJ 6620   Criminal Justice System: Policy and Process*
MAJ 6621   Law and Social Control*
MAJ 6632   Quantitative Applications
MAJ 6701   Special Topic: Ireland Study Abroad
MAJ 6900   Thesis Supervision

* Available in Distance Tutorial format

New electives and special topics are added based upon changes in the discipline and the identified needs and interests of the students.

Distance Tutorial

After successful completion of the core courses, students will have the option of taking courses in the Distance Tutorial format. This off-campus format is intended for the student who demonstrates the ability to be self-directed, self-disciplined, and self-motivated. The student must also demonstrate the ability to work alone on significant projects. The student will work individually on a one-to-one basis with a committed faculty mentor who will guide the student through the course material to meet mutually established goals within the framework of a structured course. Tutorial assignments differ from the conventional course assignments in that tutorials are designed specifically for individuals rather than for groups. Contacts with faculty will rely heavily upon the use of technological tools.

Qualifications for Degree

To qualify for the Master of Science in Administration of Justice degree, a student must satisfy the candidacy requirements and complete a minimum of 36 credit hours, maintaining a grade point average of 3.0. The program must be completed in five years. Students may transfer up to six credits from accredited graduate programs completed before matriculation at Wilmington College. This may include graduate studies completed as part of the Federal Bureau of Investigation National Academy, Northwestern School of Police Staff and Command, and similar accredited programs based upon transcript review and the approval of the program coordinator.

MASTER OF BUSINESS ADMINISTRATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Business Administration program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation. (Also, see section on candidacy.)
4. A record of work experience; a minimum of three years of work experience is preferred.
5. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that the candidate plans to attend, unless otherwise indicated.

Exceptional candidates without an undergraduate degree may be considered for acceptance into the Master of Business Administration or the Master of Science in Management programs on an individual basis. Decisions will be based upon current level of responsibility, length of time spent in management positions, academic experiences, and future potential. Interested individuals should make an appointment with the appropriate graduate Program Coordinator.

Program Purpose

Implicit in the Master of Business Administration (MBA) curriculum design is the belief that a carefully integrated selection of courses will introduce students to the knowledge and professional capabilities necessary for the execution of complex managerial duties. The central purpose of the Wilmington College MBA program is to develop managers who understand decision-making methodology and its applications. The MBA program provides an educational experience which allows students the opportunity to develop creative thinking and problem solving skills. The Wilmington College MBA program is specifically directed to individuals who 1) expect an advancing career in middle or upper management, 2) are already embarked on an advancing career, and 3) would find it beneficial to study with faculty members who have extensive experience and professional knowledge.

Program Competencies

1. Demonstrate the ability to apply the principles of accounting and financial management to efficiently operate and control the business enterprise.
2. Use the methods of quantitative analysis to design and efficiently operate today's technically involved business systems.
3. Apply macro and micro economic theory and econometric modeling to the strategic management, decision making processes, and policy formulation of the organization.
4. Demonstrate the ability to design and execute a strategic marketing plan that supports the organization's long range goals and objectives.
5. Demonstrate an understanding of management and organizational theory and the principles of organized labor as they apply to the efficient and effective operation of the organization.
6. Demonstrate the ability to design, formulate, and present a long range strategic plan for the organization.

Program Design

The philosophy of the Wilmington College MBA program is so closely aligned with its instructional format that scheduling becomes an important part of the curriculum. The program is organized through a series of coordinated seven-week modules and is scheduled to accommodate the needs of people who maintain full-time employment while pursuing the degree. The program design permits students to complete the requirements for the MBA at their own pace. Classes at the Graduate Center are scheduled on weeknights and Saturdays. Classes at Georgetown and Dover are scheduled on weeknights.

Students who need the prerequisite undergraduate background in business may enroll in specially designed courses or appropriate undergraduate courses which carry no credit toward the MBA degree. With the approval of their advisor, students may have a prerequisite course waived through prior related course work or by registering for and successfully passing a challenge by examination.

MBA Program Requirements

The MBA program is based upon the belief that students must understand the complex relationships of the various organizational functions of economics, finance, marketing, operations, and management. The program consists of twelve 3 (three)-credit hour courses. Ten courses are required and reflect in-depth and integrated exposure to the core areas of economics, finance, operations management, and marketing. Students select two additional courses from the elective list to complement the core courses.

MBA Prerequisite Courses

For students who lack sufficient undergraduate background or business experience, the following are the program prerequisites. Prerequisites may be waived through challenge by examination or at the discretion of the Program Coordinator. Students who do not have proficiency with word processing, spreadsheet application, and data processing technology may be required to take an undergraduate course in personal computer applications.

MBA 5100	Intensive Accounting or two semesters of undergraduate accounting.
MBA 5200	Business Finance or an undergraduate finance course.
MBA 5300	Math for Decision Making I or an undergraduate course in college calculus.
MBA 5301	Math for Decision Making II or an undergraduate course in statistics.
MBA 5400	Principles of Economics or two semesters of undergraduate courses in micro and macroeconomic principles.

MBA Course Requirements

The ten core courses listed below are required for program completion. Two additional courses are to be selected from the elective offerings.

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Methods in Management
MBA 6400	Economic and Financial Environment of Business
MGT 6501	Organizational Management
MBA 7200	Financial Management
MBA 7301	Operations Management
MBA 7410	Managerial Economics for Decision Making
MGT 7501	Labor Relations and Collective Bargaining Procedures
MBA 7600	Marketing Management
MBA 8800	Business Policy

MBA Electives

Two elective courses may be taken from any of the electives offered in the graduate business programs. Students should consult with their academic advisor when selecting MBA electives.

Weekend MBA Program

Admission

Applicants must possess an undergraduate degree from an accredited institution, have a minimum of five years' relevant experience in management positions within their organizations, and have their organizations' support in pursuing the program. In addition to a completed application form, they must provide two letters of recommendation (including one from their supervisor at work) and an essay describing why they wish to pursue the program and how they plan to achieve their goals. They must also successfully complete an interview with the Admissions Committee.

Program Purpose

The eighteen-month Weekend MBA (WMBA) program introduces students to the knowledge and professional capabilities necessary for the execution of complex managerial duties. The purpose of the program is to develop managers and executives who understand decision making methodology and its applications. It provides students the opportunity to develop creative thinking and problem solving skills. The program is specifically directed to individuals who (1) expect an advancing career in upper management, (2) are already embarked on an advancing career, and (3) would find it beneficial to study with faculty members who have extensive experience and professional knowledge.

Program Design

The WMBA program is designed for experienced managers (typically with five years of corporate experience) who wish to further develop their executive managerial skills. It provides opportunities for students to strengthen their functional skills, understand the business environment, and learn how to make decisions that enhance the value of their stakeholders' investment.

The program features "one stop shopping." Students will receive a laptop computer equipped with the latest software. Books and syllabi will be delivered to them. Meals and refreshments will be provided during class and other learning events to minimize disruption of the learning process. Students will participate in orientation at the start of the program, go on a retreat to examine personal values and learn team-building, and attend special lectures and seminars where they can learn from experts in the field.

Classes meet on Friday evenings (6:30 p.m. - 9:30 p.m.) and on Saturdays (9:00 a.m. - 2:30 p.m.) over a five-week block. The unique weekend format is ideal for students who (1) travel during the week on business, (2) have child-care issues, (3) commute long distances to work, (4) cannot leave work in time to attend a 5:30 p.m. class on week nights, and (5) prefer a cohort model and/or weekend classes. Students join a cohort and learn with their peer group for the duration of the program (arrangement may be made for special needs and circumstances).

To enhance their educational experience, students are asked to clearly identify their educational goals prior to entering the program. Every effort will be made to help them realize those goals by the time they graduate. Throughout the program, oral and written communication is emphasized, as is reflective writing. A technology-enabled classroom will be made available to each cohort during class times to help integrate technology into the learning process.

A distinguished Advisory Council helps develop strategic direction for the program. The Council consists of leaders from a wide variety of organizations - corporate (manufacturing and service), government, military, and not-for-profit. The Council is expected to become an integral part of the program by providing speakers, mentors for students, and employment for graduates.

Course Requirements

The program consists of twelve three-credit courses. These courses are designed to help students understand the complex relationships of the various organizational functions of economics, finance, marketing, operations, and management. Students who lack sufficient undergraduate background or business experience will be required to complete the following prerequisite courses prior to starting the WMBA program. Prerequisites may be waived through challenge by examination or at the discretion of the Program Coordinator. Students not proficient in the use of a computer and MS Office Suite may be required to obtain additional training.

Prerequisites

MBA 5100	Intensive Accounting or two semesters of undergraduate accounting
MBA 5200	Business Finance or an undergraduate corporate finance course
MBA 5300	Math for Decision Making I or an undergraduate course in college calculus
MBA 5301	Math for Decision Making II or an undergraduate statistics course
MBA 5400	Principles of Economics or two semesters of undergraduate courses in micro and macro economic principles

Course Requirements and Program Sequence

MGT 6501   Organizational Management
MBA 6400   Economic and Financial Environment of
            Business
MBA 7410   Managerial Economics for Decision Making
MGT 7501   Labor Relations and Collective Bargaining
            Procedures
MBA 7600   Marketing Management
MBA 6300   Quantitative Methods in Management
MBA 7301   Operations Management
MBA 6100   Managerial Accounting
MBA 7200   Financial Management
MBA 7390   Management Information Systems
MBA 7592   International Business Management
MBA 8800   Strategic Planning

MBA with a Concentration in Health Care Administration

To fulfill the requirements for the MBA with a concentration in Health Care Administration, students must complete an 18-credit hour business management core and an 18-credit hour concentration in Health Care Administration. While some course sequencing is important, the program is designed to permit students to complete requirements at their own pace. The 12 courses listed below are required for completion of the MBA with a concentration in Health Care Administration.

MBA 6100   Managerial Accounting
MBA 6300   Quantitative Methods in Management
MBA 6400   Economic and Financial Environment of
             Business
MBA 7200   Financial Management
MGT 6501   Organizational Management
MGT 7501   Labor Relations and Collective Bargaining
             Procedures
HCA 7700   Seminar in Health Care Administration
HCA 7720   Health Policy and Economics
HCA 7730   Health Insurance and Reimbursement
HCA 7740   Legal Aspects in Health Care
HCA 7745   Marketing in the Health Care Sector
HCA 8800   Strategic Management of Health Organizations

MBA with a Concentration in Transportation and Business Logistics

To fulfill the requirements for the MBA with a concentration in Transportation and Business Logistics, students must complete an 18-credit hour Business Management core and a 15-credit hour concentration in Transportation and Logistics, plus one elective. While some course sequencing is important, the program is designed to permit students to complete requirements at their own pace. The 11 courses listed below plus one elective are required for completion of the MBA with a concentration in Transportation and Business Logistics.

MBA 6100   Managerial Accounting
MBA 6300   Quantitative Methods in Management
MBA 6400   Economic and Financial Environment of
             Business
MBA 7200   Financial Management
MGT 6501   Organizational Management
MGT 7501   Labor Relations and Collective Bargaining
             Procedures
MGT 6601   Seminar in Supply Chain Management
MGT 6667   Logistics Management
MGT 6668   Transportation Management
MGT 7600   International Intermodal Transportation
MGT 7601   Logistics and Transportation Simulation
Elective   One elective course may be taken from any
             electives offered in graduate business.

Qualifications for Degree

To qualify for the Master of Business Administration degree, a student must complete the 12-course graduate program with a cumulative grade point average of at least 3.0. The program should be completed within five years.

MANAGEMENT

MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Science in Management program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation. (Also, see section on candidacy.)
4. A record of work experience; a minimum of three years of work experience is preferred.
5. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Exceptional candidates without an undergraduate degree may be considered for acceptance into the Master of Business Administration or the Master of Science in Management programs on an individual basis. Decisions will be based upon current level of responsibility, length of time spent in management positions, academic experiences, and future potential. Interested individuals should make an appointment with the appropriate graduate Program Coordinator.

Program Purpose

The purpose of the Management program is to develop and refine the management skills required in both the public and private sectors in a holistic framework. The management skills of planning, budgeting, organizing, leading, and controlling are developed in four specific areas: Health Care Administration, Human Resources Management, Public Administration, and Transportation and Business Logistics.

Program Competencies

1. Develop rigorous and comprehensive skill-building management competencies in the areas of health care, human resources, public administration, and transportation and logistics.
2. Demonstrate knowledge of the literature and theory of health care, human resource management, public administration, and transportation and logistics.
3. Demonstrate use of the scientific method as a framework for solving problems in a constantly changing management environment.
4. Demonstrate high level skills in the area of diagnosis, data gathering, interpretation, synthesis, planning, decision making, evaluation, and human resource development.
5. Demonstrate the ability to apply technology in information processing and successful administration.
6. Demonstrate the capacity to synthesize and apply knowledge in a research project focusing on one's academic discipline and research interest.
7. Demonstrate flexibility in meeting the challenges of constantly changing management environments.
8. Demonstrate knowledge of interdependence of organizational systems when solving problems.
9. Demonstrate the ability to objectively present all sides of an issue in the designated field of study.
10. Demonstrate the ability to correctly interpret financial information, develop budgets, and manage financial affairs appropriate to one's field of study.
11. Demonstrate an understanding of the appropriate legal implications of management action to the field of study.
12. Demonstrate an appreciation for the complexities of the international environment.
13. Demonstrate an appreciation for the ethical standards of the business environment within the public and private sector.
14. Demonstrate the ability to communicate both orally and in writing.

Program Design

The Management program's curriculum is designed to provide experiences that develop students' managerial skills. This design includes course work in planning, budgeting, organizational coordination, leading, communicating, and legal and human resources considerations in both the public and private sectors. The culminating independent project and exit interview serve to provide students the opportunity to demonstrate their managerial knowledge.

Program Requirements

The Master of Science program with a specialization in Management is a 36-credit hour program. Students must complete a 15-credit hour program core and 12-15 credit hours from one of four concentrations in either Health Care Administration, Human Resources Management, Public Administration, or Transportation and Business Logistics. The remaining credits are met by completing elective courses.

The Program Coordinator must approve the independent study project.

Course Requirements

Core Courses

These five core courses are required for program completion:

MGT 6501   Organizational Management
MGT 7591   Leadership and Communications
MSM 7400   Analysis of Decision Making
MSM 7710   Organizational Research
MSM 8800   Integrative Independent Study Project

Health Care Administration Concentration:

HCA 7700   Seminar in Health Care Administration
HCA 7720   Health Policy and Economics
HCA 7730   Health Insurance and Reimbursement
HCA 7740   Legal Aspects in Health Care

Human Resources Management Concentration:

MHR 6503   Law, Regulation and the Workplace
MHR 7508   Design and Development of Human Systems
MHR 7800   Seminar in Human Resources Management
MHR 7830   Finance and Accounting for Non-Financial Managers

Public Administration Concentration:

MPA 6501   Seminar in Public Administration
MPA 7202   Public Budgeting Systems
MPA 7502   Analysis of Public Policy
Choose one of the following courses:
MPA 6503   Administrative Law
MPA 7201   State and Local Financial Management

Transportation and Business Logistics Concentration:

MGT 6601   Seminar in Supply Chain Management
MGT 6667   Logistics Management
MGT 6668   Transportation Management
MGT 7600   International Intermodal Transportation
MGT 7601   Logistics and Transportation Simulation

Electives

Each student must complete six to nine hours of electives, depending upon the student's concentration. Students may select any business course as long as they satisfy the prerequisite requirements.

Qualifications for Degree

To qualify for the Master of Science degree, a student must successfully complete a minimum of 36 credit hours (12 courses), including an independent study project intended to enhance a student's occupational interest through the correlation of theory and practice. Students must maintain a minimum cumulative grade point average of 3.0 and complete the program within five years.

ORGANIZATIONAL LEADERSHIP

MASTER OF SCIENCE

Admission

Applicants must possess an undergraduate degree from an accredited institution, have a minimum of five years' experience in management or leadership positions within their organizations, and have their organization's support in pursuing the program. In addition to a completed application form, they must provide two letters of recommendation (including one from their supervisor at work) and an essay describing why they wish to pursue the program and how they plan to achieve their goals. They must also successfully complete an interview with the Admissions Committee.

Program Purpose

The eighteen-month MSOL program focuses on developing creative and innovative leaders for contemporary organizations, professions, and communities as they prepare for new challenges. It combines elements of leadership, organizational change, and strategic management to promote development of a leader who is innovative and creative. The program focuses on developing an understanding of self as well as the organization. It is designed to transform a high potential participant into a leader who can maximize the potential within organizations. This type of leader is capable of reflecting on a broad range of issues and translating them into meaningful action that will promote organizational effectiveness in a manner that is ethical and creates value.

Program Competencies

1. Develop breadth and depth of relevant functional skills in an interdisciplinary framework of leadership and change.
2. Grow in understanding oneself through self-knowledge and awareness, team dynamics, and cultural sensitivity.
3. Develop demonstrable skills for effective leadership guided by ethical values at the levels of self, group, organization, and society.
4. Nurture critical thinking and analytical skills needed to affect self and organizational change.
5. Develop an increased recognition and ability to integrate an interdisciplinary perspective within the framework of leadership behaviors.
6. Develop an understanding of contemporary leadership models and theories as they prove useful in personal leadership development and growth as a professional and as a member of a community and society.
7. Develop an understanding of economic and financial methods used within organizations and their application to budgeting, financial, and investment decisions.

8. Develop a capability to think strategically in the planning and execution of marketing, events, and human resource strategies within organizations.
9. Develop a capability to analyze organizations and apply the appropriate leadership models to effect change consistent with the organization's strategic needs.
10. Demonstrate a capability to strategically develop learning strategies that address internal and external environmental needs and the socio-technical aspects of the organizational system.
11. Develop clarity and confidence to apply knowledge and skills of leadership and change as a contributor to the growth and betterment of organizations and society.

Program Design

The MSOL program is designed for experienced managers and leaders (typically with five years of leadership experience) who wish to further develop their leadership skills. It provides opportunities for students to analyze their own leadership styles, reflect on personal values and ethics, and understand how their values align with those of their organizations. By understanding their leadership styles at the beginning and end of the program, students can better understand how to bring about change - in themselves as well as in organizations.

The program features "one stop shopping." Students receive laptop computers with the latest software. Books and syllabi will be delivered to them. Meals and refreshments are provided during class and other learning events to minimize disruption of the learning process. Students participate in orientation at the start of the program, go on a retreat to examine personal values and learn team building, and attend special lectures and seminars where they can learn from experts in the field.

Classes meet on Friday evenings (6:30 p.m. - 9:30 p.m.) and on Saturdays (9:00 a.m. - 2:30 p.m.) over a five-week block. The unique weekend format is ideal for students who (1) travel during the week on business, (2) have child-care issues, (3) commute long distances to work, (4) cannot leave work in time to attend a 5:30 p.m. class on week nights, and (5) prefer a cohort model and/or weekend classes. Students join a cohort and learn with their peer group for the duration of the program (arrangement may be made for special needs and circumstances).

To enhance their educational experience, students are asked to clearly identify their goals prior to entering the program. Every effort will be made to help them realize those goals by the time they graduate. Throughout the program, oral and written communication is emphasized, as is reflective writing.

A technology-enabled classroom will be made available to each cohort during class times to help integrate technology into the learning process.

A distinguished Advisory Council helps develop strategic direction for the program. The Council consists of leaders from a wide variety of organizations; corporate (manufacturing and service), government, military, and not-for-profit. The Council is expected to become an integral part of the program by providing speakers, mentors for students, and employment for graduates.

Course Requirements and Program Sequence

Students must successfully complete twelve three-credit courses to earn the degree of Master of Science in Organizational Leadership. These courses are taken in the sequence shown below. There are no prerequisites to enter the program (see "Admission" section above).

MOL 6100	Leadership Foundations
MOL 6200	Group Processes and Facilitation Skills
MOL 6300	Communication for Leaders
MOL 6400	Leadership and People
MOL 6500	Decision Making for Leaders
MOL 6600	Legal and Ethical Aspects of Organizations
MOL 7100	Performance Measurement and Control
MOL 7200	Marketing and Event Management
MOL 7300	Organizational Reality
MOL 7400	Organizational Development and Change
MOL 7500	High Performance Teams
MOL 8800	Crafting the Future

INNOVATION AND LEADERSHIP

DOCTOR OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Doctor of Education program, applicants must satisfactorily complete credential screening and a committee interview, including a written component. All applicants must also submit the following:

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from an accredited college or university verifying completion of a master's degree. Send official transcript(s) directly to Wilmington College Admissions Office from the identified college or university.
3. Three statements of recommendation.
4. Written statement of professional and academic interest and intent.
5. Foreign students only: the results of the Test of English as a Foreign Language (TOEFL).

All of the above documents should be sent directly to Wilmington College, Office of Graduate Admissions, 320 DuPont Highway, New Castle, DE 19720-6491.

Purpose

The doctoral program facilitates the professional development of teachers, specialists, administrators, corporate trainers, and other personnel committed to the concept that those responsible for the nation's educational agenda must be innovative instructional leaders. The program prepares students to translate research into effective systems of instruction, supervision, and administration. It features a core of studies, a practicum component, and an applied research dissertation. This program of studies meets the needs of public, private, and post secondary educators, as well as corporate trainers and other professionals.

The program format allows for completion of course work in three to four years, even though students attend classes only once a week. Courses are taught by both full-time and adjunct faculty who are experts in their fields, providing an insight into innovative, leading-edge theories and practices.

Program Competencies

Program graduates are expected to meet the following program competencies through attainment of the competencies detailed in specific course objectives:

1. Demonstrate innovation and leadership in areas of curriculum/instruction, supervision/administration, and research;
2. Recognize needs and develop strategies to overcome identified problems in education;
3. Identify, apportion, and utilize human and material resources effectively in meeting educational needs;
4. Demonstrate knowledge and skills relating to the legal, social, economic, technological, and policy-making functions of educational enterprises;
5. Demonstrate an ability to function as effective consumers and practitioners of educational research;
6. Display an awareness of and sensitivity to the cultural diversity in our society and use appropriate tools to foster that awareness and sensitivity in others; and
7. Demonstrate efficiency in gathering, storing, retrieving, and disseminating pertinent information.

Program Design

The Doctor of Education program is designed to combine theory, practice, and inquiry to enhance the innovative and leadership skills of educators. The program has three major components. The first is a core program of 42 credit hours emphasizing Curriculum/Instruction, Supervision/Administration, and Research.

A second component consists of a practicum totaling three credit hours. The practicum may relate to Curriculum/Instruction or to Supervision/Administration. The practicum provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems.

The third component of the program is a comprehensive applied research dissertation that serves as a culminating activity for all previously completed courses and the practicum. Students must be raised to candidacy before beginning the research component of the program. This doctoral dissertation totals 12 credit hours. The research should demonstrate the student's design and analysis skills, as well as the student's ability to write for a professional audience.

Program Requirements

Students are expected to successfully complete the five following program phases:

Phase I: Admission (completing the application procedures)
Phase II: Course Completion (completing 42 credit hours)
Phase III: Practicum Completion (completing 3 credit hours)
Phase IV: Degree Candidacy (completing degree candidacy review)
Phase V: Dissertation Completion (completing the applied research dissertation and related oral presentation—12 credit hours)

Courses (including the practicum and the dissertation) are developed as follows:

Curriculum/Instruction   **(12 credit hours)**

Supervision/Administration   **(18 credit hours)**

Research   **(27 credit hour)**

Course Sequence

Year Block	Course	Title
1 Fall I	EDD 7107	Introduction to Qualitative Research Methods
Fall II	EDD 7101	Preparing School Environments for Culturally Diverse Learners
Spring I	EDD 7106	Introduction to Quantitative Research Methods
Spring II	EDD 7100	Curriculum Development and Elements of Instruction
Summer I	EDD 7105	Educational Law
Summer II	EDD 7102	Incorporating Technology into Instruction
2 Fall I	EDD 7202	Dynamics of Change
Fall II	EDD 7200	Developmental Supervision
Spring I	EDD 7201	Managing Human and Material Resources
Spring II	EDD 7300	Examining Educational Policy
Summer I	EDD 7301	Finance and Structure of Educational Systems
Summer II	EDD 8100	Practicum
3 Fall I	EDD 7302	Management Information Systems
Fall II	EDD 7400	Statistics
Spring I	EDD 7401	Research Design
Spring II	EDD 9000	Applied Research Dissertation
Summer I	EDD 9001	Applied Research Dissertation
Summer II	EDD 9002	Applied Research Dissertation
4 Fall I	EDD 9003	Applied Research Dissertation

Research Projects

Under the supervision of an advisor, the student will develop a practicum project (3 credit hours).

The applied research dissertation will be supervised by a committee mutually agreed upon between the student and his or her advisor (12 credit hours).

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating applied research dissertation is required. Course work should be completed within a three-year period. The entire program must be completed within seven years. If the program is not completed within a seven-year period, a petition for reinstatement is necessary.

SCHOOL LEADERSHIP

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

The School Leadership program addresses current and emerging standards for preparing school administrators. Students are provided with the knowledge, skills, and experiences to be leaders in school improvement. The program is based on the premise that there is a constant need for school administrators who understand the variables which affect their environments, will take reasoned and constructive leadership roles for improving the effectiveness of their school environments, and possess the professional skills necessary to contribute to the development, implementation, and evaluation of the desired organizational outcome.

Program Competencies

It is intended that MED students will achieve the following competencies:

1. Identify and explain the significance of human relations in school systems, particularly as they impact staff functions, student performance, community groups, school leadership, and decision making.
2. Develop effective plans for communication within an organization and the community it serves.

3. Construct an effective observation and evaluation model for classroom instruction using relevant theories, practices, and developments in the evaluation of and supervision of classroom instruction and staff.
4. Construct a plan for organizing and managing a classroom to maximize student behavior and student engaged time in lesson-related activities using selected relevant theories and techniques.
5. Explain and demonstrate the use of the classroom measurement procedures used in the assessment of student performance.
6. Identify and explain the administrative and institutional aspects of law that affect the environment of the school and the school district.
7. Design a written plan for curriculum renewal and implementation in a content area and instructional level (K-12) of choice.
8. Demonstrate the knowledge and skills required to effectively apply selected instruction and administrative technology applications in the school.
9. Design a master plan for operating an effective school, including staffing, program finances, and other support elements.
10. Design a school district organization structure with appropriate budget considerations.
11. Successfully complete the required assignments for the administrative practicum portfolio.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

Students are expected to complete all requirements associated with the School Leadership program. A total of 36 credit hours is required for students to complete the program. A culminating three credit hour independent study project is also required. Students are required to attend at least one project workshop held throughout the year to prepare for this experience.

Course Requirements

MED 6490	School Law/Legal Issues in Education
MED 6501	Organizational Development
MED 7201	School Business Management
MED 7502	Human Relations
MED 7503	Communications and Public Relations
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7702	Classroom Organization and Management
MED 7705	Educational Measurement

Choose one: MED 7706 or 7707

MED 7706	Elementary/Middle School Administration
MED 7707	Secondary School Administration

MED 7708	Curriculum Development
MED 7710	Technology: Instructional and Administrative Applications
MED 8900	Supervised Administrative Practicum

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete a minimum of 36 credit hours, including the capstone Supervised Administrative Practicum, with a GPA of at least 3.0. The program must be completed within five years.

School Certification Courses

Wilmington College offers graduate-level courses that can be taken to obtain state certificates. Students are responsible for verifying applicable course work and experience requirements for certificates with the Delaware Department of Education. Note: There is a three-year experience requirement for these certificates. Further information may be obtained from the Delaware Department of Education.

**Courses required for Administrative-Elementary School Principal or Assistant Principal Certificate
(Valid for principal of middle school):**

MED 6490	School Law/Legal Issues in Education
MED 7201	School Business Management
MED 7502	Human Relations
MED 7701	Evaluation and Supervision of Instruction/Staff
MED7706	Elementary/Middle School Administration
MED 7708	Curriculum Development

A minimum of three credit hours of undergraduate or graduate course work is required in each of the following areas:

- Child Development
- Methods of Teaching Elementary Reading at the Elementary Level
- Methods of Teaching Elementary Mathematics at the Elementary Level

Courses required for Administrative-Secondary School Principal or Assistant Principal Certificate:

MED 6490	School Law/Legal Issues in Education
MED 7201	School Business Management
MED 7502	Human Relations
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7707	Secondary School Administration
MED 7708	Curriculum Development

A minimum of three credit hours of undergraduate or graduate credit in adolescent development is required.

Courses required for Administrative-Superintendent Certificate:

MED 6490	School Law/Legal Issues in Education
MED 7201	School Business Management
MED 7502	Human Relations
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7707	Secondary School Administration
MED 7708	Curriculum Development
MED 7709	Personnel Administration

A master's degree plus 30 credit hours or a doctorate is required.

The Division of Education at Wilmington College reserves the right to change requirements to comply with any certification/licensure mandates by the Delaware State Department of Education.

INSTRUCTION

MASTER OF EDUCATION

Admission

Please refer to the "Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education in Instruction program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree in education.
3. Two letters of recommendation.
4. A departmental interview including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as a Foreign Language (TOEFL).

Program Purpose

The Instruction program is designed to address the needs of practicing teachers. Students are provided with the knowledge, skills, and experiences to increase their effectiveness in the classroom and to be leaders within the school environment. The program is based on the premise that there is a constant need for teachers who understand the variables which affect their environments and possess the professional skills necessary to contribute to the development, implementation, and evaluation of programs, procedures, and policies to effect increased learning and demonstration of desired outcomes.

Program Competencies - Instruction

It is intended that students taking the Master of Education in Instruction program will achieve the following competencies:

1. Identify and explain the significance of human relations in school systems, particularly as they impact staff functions, student performance, community groups, school leadership, and decision making.
2. Develop effective plans for communication within an organization and the community it serves.
3. Construct an effective observation and evaluation model for classroom instruction using relevant theories, practices, and developments in the evaluation of and supervision of classroom instruction and staff.
4. Construct a plan for organizing and managing a classroom to maximize student behavior and student engaged time in lesson-related activities using selected relevant theories and techniques.
5. Explain and demonstrate the use of the classroom management procedures used in the assessment of student performance.
6. Identify and explain the administrative and institutional aspects of law that affect the environment of the school and the school district.
7. Design a written plan for curriculum renewal and implementation in a content area and instructional level (K-12) of choice.
8. Demonstrate the knowledge and skills required to effectively apply selected instructional and administrative technology applications in the school.
9. Develop an instructional leadership plan in a selected critical issue for any level of K-12 school based upon selected theories and principles.
10. Demonstrate a knowledge of criteria for selected lesson designs that incorporate strategies for effective learning for a diverse student population.
11. Develop and apply classroom strategies for ensuring equal treatment of all students in the learning process and demonstrate familiarity with several models for dealing with behavior problems in the classroom.
12. Develop and implement a self-directed research project addressing a major instructional issue in the school environment.

Program Competencies - Literacy

1. Understand theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.
2. Create learning environments to teach word identification, phonemic awareness, letter- sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies.
3. Provide literacy services to students.
4. Assess student performance and progress and communicate assessment results.
5. Communicate information about reading to various groups.
6. Develop literacy criteria.
7. Identify and explain the administrative and institutional aspects of law that affect the environment of the school and the school district.

8. Explain and demonstrate the use of the classroom measurement procedures used in the assessment of student performance.
9. Construct an effective observation and evaluation model for classroom instruction using relevant theories, practices, and developments in the evaluation of and supervision of classroom instruction and staff.
10. Participate in research of literacy.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

Students are expected to complete all requirements associated with the Master of Education in Instruction program. A total of 36 credits is required for students to complete either the Instruction or Literacy concentrations. A culminating three credit hour independent study project is also required. Students are required to attend at least one project workshop held throughout the year to prepare for this experience.

Basic Instruction

MED 6490	School Law/Legal Issues in Education
MED 7502	Human Relations
MED 7503	Communications and Public Relations
MED 7590	Contemporary Theories and Issues in School Leadership
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7702	Classroom Organization and Management
MED 7703	Teacher Expectations and Effect on Student Behavior
MED 7704	Instructional Strategies for Diverse Learners
MED 7705	Educational Measurement
MED 7708	Curriculum Development
MED 7710	Technology: Instructional and Administrative Applications
MED 8800	Integrative, Independent Study Project

Literacy Concentration

MED 6490	School Law/Legal Issues in Education
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7705	Educational Measurement
MED 7708	Curriculum Development

MEE 7632	Language and Literacy
MEE 7633	Methods of Teaching Reading/Writing
MEE 7636	Fine Arts and Literature
MEE 7652	Reading in the Content Areas
MRD 7801	Language Development
MRD 7901	Diagnosis and Correction of Reading Difficulties I
MRD 7902	Diagnosis and Correction of Reading Difficulties II
MRD 7950	Seminar in Reading Research

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete a minimum of 36 credit hours, including the capstone independent study course, with a GPA of at least 3.0. The program must be completed within five years.

State Certification

Neither the Instruction nor Literacy programs lead to state certification. The Literacy program does meet the requirements in Maryland for certification as "Reading Teacher"; no such certification presently exists in Delaware. Further information may be obtained from the Delaware Department of Education.

ELEMENTARY & SECONDARY SCHOOL COUNSELING

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

The Elementary and Secondary School Counseling program addresses the needs of diverse school populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of the philosophy, ethics, and theories necessary for a professional counselor. The program enables participants to acquire the skills and attitudes needed to become school counselors in a developmental and multicultural setting.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Competencies

1. Develop an understanding of human behavior and child development in order to address the needs of children and adolescents.
2. Acquire an understanding of a comprehensive guidance program in schools.
3. Analyze and understand the scope and purpose of testing programs and the process of test administration.
4. Examine various psychological theories that are used as the basis of counseling.
5. Develop the knowledge and confidence to counsel individuals.
6. Become familiar with contemporary issues.
7. Gain the knowledge, skills, and techniques to lead counseling groups in a school setting.
8. Acquire an understanding of the family and marital systems and the effects they have on a child's behavior and performance in school.
9. Develop the knowledge and expertise needed to provide youth with career development information and resources that will facilitate academic, social-personal, and career decision-making.
10. Acquire knowledge of the consultation process.
11. Become competent in developing skills and expertise as a school counselor.
12. Develop a complete understanding of the American Counseling Association Ethical Standards.

Program Design

The Elementary and Secondary School Counseling program is designed to meet the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC), which should facilitate reciprocity for certification with other member states. The program's course work reflects elementary and secondary school counseling certification requirements in the State of Delaware and the National Standards for School Counseling Programs. The program adheres to a conceptual framework that prepares students to implement a developmental, comprehensive counseling program.

The two primary program components are the course sequence (totaling 30 credit hours) and the competency demonstration (6 or 12 credit hours). The competency demonstration consists of six credit hours for students with at least three years of appropriate educational experience. For students with no experience in a school setting, 12 credit hours are required in the form of a supervised 1000-hour internship, as required for state certification. All students must complete the required course sequence prior to beginning the practicum or internship experience.

Program Requirements

Students are expected to complete all requirements associated with the Master of Education degree. A total of 36 credit hours is required for students with at least three years of appropriate educational experience who complete the 6-credit practicum. A total of 42 credit hours is required for students who must complete the 12-credit internship. Before applying for the Supervised Counseling Practicum/Internship, students are required to provide a copy of their state teaching certification or passing scores on all sections of PRAXIS I:PPST.

Course Requirements

Students must complete ten courses and either a supervised practicum or supervised internship from the list below:

MEC 6401	Theories of Counseling (Prerequisite to MEC 6502 and MEC 6503)
MEC 6402	Human Behavior and Child Development
MEC 6501	Principles and Practices of the Guidance Program
MEC 6502	Tools and Techniques of Individual Counseling: Part I (Prerequisite to MEC 6503)
MEC 6503	Tools and Techniques of Individual Counseling: Part II
MEC 7202	Group Counseling
MEC 7203	Career Development and Information Services
MEC 7501	Family Counseling
MEC 7502	The Counselor as Consultant
MEC 7701	Testing, Measurements, and Research in School Counseling
MEC 7781	Supervised Practicum: Elementary
MEC 7782	Supervised Practicum: Secondary
MEC 8000	Supervised Internship: I Elementary
MEC 8001	Supervised Internship: II Elementary
MEC 8002	Supervised Internship: I Secondary
MEC 8003	Supervised Internship: II Secondary

All students who are not MEC majors must have prior permission from the MEC program coordinator to register for a course in the MEC program.

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete a minimum of 36 credit hours (with practicum), or 42 credit hours (with internship), maintain a GPA of at least 3.0, and submit passing scores on all PRAXIS I:PPST tests. All course work (including practicum or internship) must be completed within five years.

The Division of Education at Wilmington College reserves the right to change requirements to comply with any certification/licensure mandates by the Delaware State Department of Education.

ELEMENTARY STUDIES

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

The Elementary Studies program prepares teachers to meet the academic and social needs of students. The program is built on a model of the teacher as a learner, a researcher, and a facilitator of knowledge. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to use technology in all aspects of their profession; must make important decisions about how and what to teach in the face of an overwhelming knowledge explosion; and must reach out more effectively to parents and the community.

Program Competencies

Numbers 1-12 are based on the 1998 Delaware Professional Teaching Standards. All relate to the Division of Education Conceptual Framework.

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.
3. Adapt instruction for diverse learners based on an understanding of how students differ.
4. Demonstrate proficiency in oral and written communication.
5. Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.
6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards to demonstrate knowledge of instructional planning.
7. Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge.
8. Use multiple assessment strategies for the continuous development of students.
9. Pursue opportunities to improve teaching and thereby enhance professional growth.
10. Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
11. Use educational technology as an instructional and management tool.
12. Understand and maintain standards of professional conduct guided by legal and ethical principles.
13. Exhibit enthusiasm, vigor, strength of inner self, humor, fairness, and concern for students.
14. Obtain and retain successful employment in the profession of education.

Wilmington College's pass rate submitted on the HEA Title II report for the 1999-2000 academic year is 100% on the PPST Reading, CBT Reading, PPST Writing, CBT Writing, PPST Mathematics, and CBT Mathematics. The HEA Title II full report is available on the web site: wilmcoll.edu.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

The Master of Education degree is designed to meet the standards for certification at the primary or middle level in the State of Delaware, particularly for students holding a bachelor's degree in a field other than education. The curriculum is an alternative route to certification at the primary level, grades K-4, or at the middle level, grades 5-8. Although the program is designed for students with bachelor's degrees in fields other than education, the courses will also be available to certified teachers who wish to add either the K-4 or 5-8 endorsement. Wilmington College will accommodate teachers who are already certified with alternative experiences for the clinical semester.

Both the K-4 and 5-8 options are offered at the Graduate Center in Wilmington; the 5-8 option is offered at the Dover site and the K-4 option at the Georgetown site. A core of courses common to both K-4 and 5-8 is available at all three sites.

The primary components of the program are the course sequence of 11 courses totaling 36 credit hours and the clinical experiences which total 12 credit hours.

Program Requirements

Students are expected to complete all of the requirements associated with the Master of Education degree with a concentration in Elementary Studies, including both the course work and the clinical experiences. The PRAXIS I:PPST must be passed prior to admission to methods classes. All courses have one or more goals for both diversity in education and writing across the curriculum. A diagnostic math test is administered to students without three (3) prior math courses. Students who need extra course work in math are advised of options to satisfy requirements in mathematics.

Practicum and student teaching applications are available in the Office of Clinical Studies in the Division of Education. Students must meet the deadlines for application for the clinical experiences. Students must apply to the Office of Clinical Studies for a practicum and student teaching placement for the fall semester by March 1 or for the spring semester by October 1. Applications to the Office of Clinical Studies do not take the place of registration. Registration and payment for practicum and student teaching are still necessary.

Course Requirements

Primary Education: Kindergarten–Grade 4

MEE 7631	Child Growth and Development*
MEE 7603	Strategies for Effective Teaching
MEE 7632	Language and Literacy*
MEE 7633	Methods of Teaching Reading/Writing
MEE 7634	Methods of Teaching Social Studies K-4
MEE 7635	Professional Issues, Parenting, and Families*
MEE 7601	Education of Exceptional Children
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7604	Multimedia Education
MEE 7637	Methods of Teaching Mathematics K-4
MEE 7638	Methods of Teaching Science K-4
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching

> * Courses required for "bridge" certification from Middle Level 5-8. In addition, MEE 7639 Integrated Methods for Primary Level Education K-4 is required.

Middle-Level Education: Grade 5–8

MEE 7651	Adolescent Growth and Development**
MEE 7603	Strategies for Effective Teaching
MEE 7652	Reading in Content Areas**
MEE 7653	Methods of Teaching Reading/Writing 5-8
MEE 7654	Methods of Teaching Social Studies 5-8
MEE 7655	Advising, Mentoring, and Counseling**
MEE 7601	Education of Exceptional Children
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7604	Multimedia Education
MEE 7657	Methods of Teaching Mathematics 5-8
MEE 7658	Methods of Teaching Science 5-8
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching

> ** Courses required for "bridge" certification from Primary Level K-4. In addition, MEE 7659 Integrated Methods for Middle Level Education 5-8 is required.

Qualifications for Degree

To qualify for the Master of Education degree, a student must complete the course work and clinical experiences with at least a "B" average, (a cumulative grade point average of

3.0). A portfolio and journal are required for the clinical experience. The portfolio must demonstrate mastery of program competencies.

The Division of Education at Wilmington College reserves the right to change requirements to comply with any certification/ licensure mandates by the Delaware State Department of Education.

READING

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview, including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

The Master of Education in Reading prepares teachers for a reading specialist role. Reading specialists must demonstrate the ability to produce high levels of student achievement in literacy. Literacy requires an understanding of reading and writing intertwined with the ability to interpret critically and apply new information to existing knowledge. Every school should have access to reading specialists who have specialized training related to addressing reading difficulties and who can give guidance to classroom teachers.

Program Competencies

1. Understand theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.
2. Create learning environments to teach word identification, phonemic awareness, letter-sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies.
3. Provide literacy services to K-12 students in compensatory or special education programs.
4. Provide instructional guidance to paraprofessionals in the field of reading.
5. Assess student performance and progress and communicate assessment results.
6. Communicate information about reading to various groups.
7. Develop literacy curricula.
8. Participate in research of literacy.
9. Collaborate with and supervise other literacy practitioners.
10. Engage in professional development.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

The Master of Education in Reading program was designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), National Association of State Directors of Teacher Education and Certification (NASDTEC), National Council for Accreditation of Teacher Education (NCATE), and International Reading Association (IRA). Students who complete the program are eligible for a State of Delaware Certificate as a Reading Specialist.

When compared to other current graduate programs in reading, two unique features are evident. First, the reading practicum is six (6) credits and must be completed over the length of a full semester. This practicum is in addition to two other courses in diagnosis and remediation which many institutions view as a practicum experience. The second, and most unique, requirement is a practicum in content area reading. Many programs have the content area reading course but not a follow-up practicum in content area reading.

Students in this program are required to collaborate and partner with teachers, administrators, specialists, and parents in assessment of reading, instruction in reading, designing reading programs, and conducting research in reading. Students, then, develop partnerships with a wide network of parties to support reading achievement in the school, home, and community as learning environments.

This program is designed to serve students with several career options:

- 15 credits for a Certificate of Advanced Study (cluster of graduate study in reading)
- 24 credits required for a State of Delaware license as a Reading Specialist (total of 30 graduate credits required by State of Delaware, but 6 may be in any area)
- 36 credits required for the master's and guaranteed Reading Specialist license through completion of the approved program
- add 12 credits beyond the master's to qualify for a State of Delaware license as a Supervisor of Reading (experience also required)

Program Requirements

A current teaching certificate is required for admission to this program.

Completion of the degree includes successful completion of core courses, clinical courses, and a research course. Fifteen (15) semester credits of core courses in language, literacy, content area reading, fine arts and literature, and educational measurement are required. The required clinical sequence includes eighteen (18) semester credits with a minimum of 500 clock hours of practice. All of the core courses require some collaboration and practice in schools. The research seminar is three (3) semester hours and includes analyses of research and conducting research.

The clinical component requires students to arrange for time to be spent in elementary and secondary schools. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. In addition, time must be arranged to work with other teachers at the elementary and secondary levels, specialists, parents, and community organizations. Experience serving as a resource person to other professionals in middle and secondary schools is required.

A research project in a secondary classroom is required. Another research project of wider scope is also required. This research project may be qualitative or quantitative and designed for a classroom or a school.

Qualifications for a Degree

To qualify for a Master of Education in Reading, a student must complete all courses: core, clinical, and research for a total of 36 semester credits. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed in five years.

Course Requirements

Master of Education in Reading and State Certification as a Reading Specialist (36 credits)

Core Courses

MRD 7801	Language Development	
MEE 7632	Language and Literacy	
MEE 7652	Reading in Content Areas	
MEE 7636	Fine Arts & Literature for Children and Adolescents	
MED 7705	Educational Measurement	

Clinical Courses

MEE 7633	Methods of Teaching Reading/Writing
MRD 7901	Diagnosis and Correction of Reading Difficulties I
MRD 7902	Diagnosis and Correction of Reading Difficulties II
MRD 7920	Practicum in Reading
MRD 7921	Practicum in Content Area Reading

Research Course

MRD 7950	Seminar in Reading Research

Certificate of Advanced Study (15 credits)

MRD 7801	Language Development
MEE 7652	Reading in Content Areas
MRD 7901	Diagnosis and Correction of Reading Difficulties I
MRD 7902	Diagnosis and Correction of Reading Difficulties II
MRD 7950	Seminar in Reading Research

State Certification as Reading Coordinator/Supervisor

Complete the Master of Education in Reading curriculum and add 12 credit hours

MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7708	Curriculum Development
MED 7710	Technology: Instructional and Administrative Applications

and choose one of the following:

MED 6490	School Law/Legal Issues in Education
MED 7590	Contemporary Theories/Issues in Education

Note: Talk with an advisor if your career goals include a limited standard certificate or a standard certificate without the master's degree.

State of Maryland Requirements

Maryland requires four (4) courses for elementary teachers and two (2) courses for secondary teachers. The Maryland State Department of Education approved Wilmington College courses for all six (6) required courses in Maryland. Following are the Maryland competencies and the equivalent Wilmington College courses:

Maryland Competencies for Elementary Teachers

Processes and Acquisition of Reading
Instruction of Reading
Assessment for Reading Instruction
Materials for Teaching Reading

Wilmington College Course

MEE 7632   Language and Literacy
MEE 7633   Methods of Teaching Reading/Writing
MRD 7901   Diagnosis & Correction of Reading Difficulties
MEE 7636   Fine Arts & Literature for Children and
                    Adolescents

Maryland Competencies for Secondary Teachers

Teaching Reading in the Content Area Part I
Teaching Reading in the Content Area Part II

Wilmington College Course

MEE 7652   Teaching Reading in the Content Areas
MRD 7921   Practicum in Content Areas

The Division of Education at Wilmington College reserves the right to change requirements to comply with any certification/licensure mandates by the Delaware State Department of Education.

ELEMENTARY SPECIAL EDUCATION

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview, including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

Students with special needs must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Master of Education in Elementary Special Education program has three distinct options which allow the master's candidate to focus on his/her individual needs and career goals. This program reflects an inclusion model of special education service delivery.

Career Goals

Courses which include specific content addressing elementary special education, humanistic and behavioral studies, emerging technologies, interactions with other professionals and parents, legislation, policy, procedures, and research are included. A supervised clinical experience is required for students seeking certification (Option A); a core of electives is to be selected by students seeking an instructional focus (Option B); and administrative courses are mandated for those students enrolled in the administrative option (Option C).

Program Competencies

All options

1. Critique current research in the area of curriculum and methods of teaching students with exceptionalities.
2. Interpret and use behavioral programming while recognizing the significance of relationships in classroom management.
3. Analyze the informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives.
4. Enable professionals in schools to understand and utilize assistive technology for students with disabilities.
5. Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities.
6. Apply knowledge of legislation, policy, and procedure during IEP meetings with professional colleagues and parents.
7. Apply best practices and research in special education to program development, administration, supervision, and evaluation.
8. Examine language development and its particular relationship for students with disabilities.
9. Practice methods, techniques, and instruments used to diagnose and remediate reading-related problems.

Option A

10. Immerse oneself in an actual special education setting through active participation as a teacher.
11. Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse society.

Option B

12. Design classroom strategies that serve diverse populations, attend to development issues, and recognize parenting issues.

Option C

13. Demonstrate a curriculum plan based on theory and practice that includes leadership, management, classroom organization, and school support services for special education programs.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

The Elementary Special Education Master's program is designed to serve students with a variety of educational needs. Options follow:

• Students who wish to obtain a master's degree and a standard teaching certificate for elementary special education grades 1-8 (Option A)
• Students who wish to obtain a master's degree with an instructional focus (Option B)
• Students who wish to obtain a master's degree with an administrative focus (Option C)

The program is designed for individuals who have completed at least a bachelor's degree and already hold a Delaware teaching certificate, as well as students who have at least a bachelor's degree in a field other than education and wish to become a certified teacher in Elementary Special Education.

Students who are seeking certification only, and not a master's degree, should contact the Professional Standards and Certification Office, Delaware Department of Education, for an official analysis of requirements for limited standard and standard teaching certificates in Elementary Special Education. These required courses can also be obtained at Wilmington College on a non-degree candidate status.

Program Requirements

To obtain a Master of Education degree in the Elementary Special Education program, students must complete five courses as program prerequisites. Some of the courses have course prerequisites and some also have the successful completion of the PRAXIS I:PPST as a prerequisite. Students who have completed a bachelor's degree with a major in education or a Master of Education degree with a concentration in Elementary Studies at Wilmington College should have completed all program prerequisites. Students with education degrees from other institutions must have their transcripts evaluated to assure that program prerequisites have been met. To fulfill the requirements of this program, students must complete all course requirements as specified, depending on the option which is chosen.

Students choosing to pursue Option A must apply to the Office of Clinical Studies for a student teaching placement for the fall semester by March 1 or for the spring semester by October 1. Applications are available in the Office of Clinical Studies in the Division of Education, but they do not take the place of registration. Registration and payment for student teaching are still necessary. In addition to the requirement of a cumulative GPA of 3.0, passing scores on the PRAXIS I:PPST or a current, standard Delaware teaching certificate are required prior to receiving a student teaching placement.

Program Prerequisites

Each option has five program prerequisite courses, namely:

• Methods in Elementary Reading
• Methods in Elementary Mathematics
• Classroom Management
• Introduction/Education of Exceptional Children
• Child Growth and Development

Course Requirements

Each option has the same eight core courses:

MSE	7401	Methods/Curriculum in Elementary Special Education
MSE	7402	Applied Behavior Analysis
MSE	7403	Diagnosis/Assessment/IEP Development
MSE	7404	Assistive Technology (MH, SED, LD)
MSE	8102	Legislation and Implementaion of Policy & Procedure
MSE	8103	Supervision and Evaluation of Special Education Programs
MRD	7801	Language Development
MRD	7901	Diagnosis and Correction of Reading Difficulties I

Also, each option has specific courses which must be acquired in addition to the eight core courses listed above. By option, these requirements follow:

Option A - Certification Program

MSE	8101	Severe Disabilities
MSE	8802	Student Teaching in Special Education (6 credits)

and choose one of the following:

MEE	7655	Advising, Mentoring, and Counseling
MEE	7602	The School in a Multicultural Society
MEC	6401	Theories of Counseling

Option B - Instructional Program

Electives (choose four): (Courses applied as prerequisites may not serve as electives)

MEC	6501	Principles and Practices of the Guidance Program
MEC	7203	Career Development and Information Services
MED	7703	Teacher Expectations and Effects on Student Behavior
MED	7704	Instructional Strategies for Diverse Learners
MEE	7602	The School in a Multicultural Society
MEE	7631	Child Growth and Development
MEE	7651	Adolescent Growth and Development
MEE	7635	Professional Issues, Parenting, and Families
MEE	7655	Advising, Mentoring, and Counseling
MSE	8101	Severe Disabilities
MSE	7400	The Gifted and Talented Child

Option C - Administrative Program

MED	6490	School Law/Legal Issues in Education
MED	7201	School Business Management
MED	7708	Curriculum Development
MED	7502	Human Relations
MED	7701	Evaluation and Supervision of Instruction/Staff
MED	7706	Elementary/Middle School Admin.
		OR
MED	7707	Secondary School Administration

Qualifications for Degree

To qualify for a Master of Education in Elementary Special Education degree, a student must complete all necessary course work and student teaching (Option A) with at least a "B" average. A portfolio that demonstrates program competencies is also required for graduation from this master's program. A review committee member evaluates the portfolio. The program must be completed in five years.

The Division of Education at Wilmington College reserves the right to change requirements to comply with any certification/licensure mandates by the Delaware State Department of Education.

APPLIED TECHNOLOGY IN EDUCATION

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Education program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. A departmental interview including a writing exercise.
5. A record of work experience; a minimum of three years of work experience is preferred.
6. Foreign students only: the results of the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the College site that you plan to attend, unless otherwise indicated.

Program Purpose

The Master of Education in Applied Technology in Education is designed to provide a solid knowledge foundation and a related and meaningful set of experiences to enable educational professionals to assess emerging trends and to implement informational technologies in an educational setting in order to enhance teaching and learning.

Program Competencies

1. Facilitate an understanding of school leadership and instruction that improves schools, school districts, and the teaching/learning process.
2. Provide an environment that fosters creative thinking and problem solving skills pertaining to school improvement.
3. Provide a balanced theoretical and practical curriculum in a) leadership, b) management, c) legal issues, d) classroom organization, and e) school support services.
4. Examine issues related to the dynamics of school change.

5. Provide teachers a basic foundation in the use of computers and technology including: operations and concepts, personal use of technology, and the application of technology to instruction.

6. Prepare teachers in educational computing and technology literacy including: social, ethical, and human issues; productivity tools; research; problem solving; and product development.

7. Provide professional preparation through instruction in teaching methodologies and hardware/software selection, installation, and maintenance.

8. Prepare teachers in application of telecommunications and networking methods and equipment.

Outcomes Assessment

The assessment of outcomes consists of multiple assessments. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address measurement of the program competencies. Other assessment measures include observation of application of knowledge in practical settings and alumni surveys that query such things as preparation levels for careers and life-long learning activities.

Program Design

The use of information systems and technology in schools continues to increase steadily, as do the numbers of students, administrators, and staff who are routinely exposed to computers and associated devices. Computers-in-the-classroom has become a populist issue and a subject prominent on many local, state, and national agendas. For certain individual teachers, computers and technology are the objects of instruction; however, an already large and growing cadre of professionals can be described as technology-using educators. The increased presence - throughout the enterprise of education - of computers and related technologies has, therefore, created educational opportunities unknown a scant few years ago. Consequently, among educators several unmet needs have emerged, namely:

1. A need to become competent practitioners, able in the use of technology and capable of assuming a leadership role in its implementation;

2. A need to be effective problem solvers, with the ability to integrate information systems and technology into curricula;

3. A need to be active learners attuned to emerging trends and technical innovations, with the attendant capabilities to appropriately position the proper trends/innovations within academe.

The expressed intent of the Applied Technology in Education program is to satisfy those needs by fostering an application level of practical expertise at an intermediate level of experience. The individual student will, following completion of this program, possess working knowledge of the technology and will be capable of demonstrating uses of educational technology to apply the integration of it into classroom or administrative activities. The technical courses included in the program are based upon the "National Standards for Technology in Teacher Preparation" issued by the International Society for Technology in Education.

Program Requirements

Students are expected to complete all requirements associated with the Master of Education degree. The program includes a 15-credit technical component and an 18-credit core of education courses. Students must complete the 33-credit program within five years and must maintain a GPA of at least 3.0 to qualify for the degree.

Course Requirements

Technical Courses

EDT 6000	Computer Basics for Teachers
EDT 6010	Instructional Applications of Technology
EDT 6020	Emerging Trends in Educational Technology
EDT 6030	Electronic Delivery Systems
EDT 6040	Special Topics in Educational Computing

Core Courses

MED 6490	School Law/Legal Issues in Education
MED 7502	Human Relations
MED 7701	Evaluation and Supervision of Instruction/Staff
MED 7702	Classroom Organization and Management
MED 7705	Educational Measurement
MED 7708	Curriculum Development

Certificate Program

Students who complete the five technical courses, with a minimum GPA of 3.0, are eligible for a Certificate of Advanced Study in Applied Technology in Education issued by the College.

MASTER OF SCIENCE IN NURSING

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Science in Nursing program, all applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. A legible copy of current registered nurse license.
3. Official transcripts reflecting the following:
   - graduation from a nationally accredited baccalaureate program in nursing.
   - completion of an undergraduate statistics course within the past five years, with a grade of "C" or higher (a program prerequisite).
   - completion of an undergraduate health assessment course, with a grade of "C" or higher, or an equivalent continuing education course.
4. Two written professional recommendations using the form included with the application. One of the recommendations must be from an individual with knowledge of the applicant's clinical experience.
5. A written statement of career goals and explanation of reasons for applying to the MSN program.
6. Professional resume.

All of the documents indicated above should be sent directly to Wilmington College, Office of Graduate Admissions, 320 DuPont Highway, New Castle, DE 19720-6491.

Program Purpose

The Master of Science in Nursing (MSN) program is designed to prepare professional nurses for roles in advanced practice. The curriculum emphasizes the relationships among advanced nursing practice, theory, and scholarly inquiry. Nurses educated at the graduate level demonstrate competency in the roles of advanced caregiver, leader, teacher, and consumer of research. Nurses prepared at the graduate level also have the opportunity to influence health policy and to practice with a high level of autonomy in a variety of settings.

Accreditation

The BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The BSN program first earned accreditation in 1988. The MSN program earned initial accreditation in 1996. Both programs conducted site visits in 2001 and earned accreditation for eight years from the NLNAC.

NLNAC
61 Broadway - 33rd Floor
New York City, NY 10006
Phone: 212-363-5555

The BSN and MSN programs hold preliminary approval from the Commission on Collegiate Nursing Education, an agency recently approved to accredit baccalaureate and master's nursing programs. The first site visit for the programs at Wilmington College was completed in spring 2001. Full accreditation is expected as of fall 2001.

Commission on Collegiate Nursing Education
One DuPont Circle, NW, Suite 530
Washington, DC 20036-1120
202-887-8476

Goals

The goals of the Master of Science in Nursing program are to prepare graduates:
1. to function effectively in advanced nursing practice,
2. to pursue a course of lifelong learning, and
3. to consider doctoral studies.

Program Competencies

Through completion of the Master of Science in Nursing program, graduates will:

1. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity;
2. Synthesize theoretical, experiential, and research knowledge as the scientific basis for advanced nursing practice;
3. Use the ethical and legal standards recognized by the nursing profession to guide advanced nursing practice;
4. Implement knowledge of qualitative and quantitative research to improve nursing practice by evaluating published research, applying findings to practice, and participating in research activities;
5. Incorporate findings from teaching/learning theories and research to educate individuals and groups;
6. Implement knowledge of health policy, financial aspects of health care, and the organization of health delivery systems to influence continuous improvement in health care;
7. Fulfill a leadership role in advanced nursing practice through effective collaboration, client and peer advocacy, sensitivity to diversity, and ongoing participation in professional organizations;
8. Negotiate an appropriate role for advanced nursing practice in the context of a dynamic health care system.

Prerequisite Course Requirements

All students are required to have prerequisite knowledge of statistics. If the student has not completed a course in statistics, he or she will be required to complete statistics prior to consideration for degree candidacy (completion of 12 credits). The following course is appropriate:

MAT 308   Fundamentals of Statistics

If statistics was completed more than five years ago, the student has a choice of one of the following, which must be completed prior to consideration for degree candidacy (completion of 12 credits):

MAT 308   Fundamentals of Statistics
MSN 5100   Statistics for Nurses

Core Requirements

All MSN degree students are required to take the following courses:

MSN 6501   Advancement of Nursing Science
MSN 6606   Research in Nursing Practice
MSN 6650   Critical Analysis of Systems of Care
MSN 7740   Health Care Policy

Nursing Leadership Concentration
Executive or Educator Emphasis

Program Design

Today's health care environment requires competent, innovative leaders. Nurse leaders are needed for managed care initiatives, roles in nursing education, entrepreneurial pursuits, consultation, interdisciplinary coordination of health care, and clinical research projects. The purpose of the Nursing Leadership concentration is to provide the opportunity for nurses to acquire and refine the skills needed for leadership roles in nursing.

To fulfill the requirements of the MSN Leadership concentration, students must complete all courses, consisting of 36 credit hours, while maintaining a grade point average of 3.0 or better. Students complete course work in each of four areas with an emphasis in either the executive practice or educator role. The concentration is interdisciplinary, with course work through the Divisions of Education and Business in addition to the Division of Nursing. An individualized course of study is designed to meet career goals. Technology is integrated into the program, and selected nursing courses may be offered in a distance learning format. The course of study culminates with a project, practicum, or thesis.

Practice

Course work in this area is designed to strengthen the student's awareness of contemporary influences on health care needs of individuals, families, and communities. Philosophy of nursing and health care provides a foundation for ethical decision-making. The student develops skills in working within the context of the prevailing systems of care.

Critical Inquiry

This course work helps the student develop knowledge of research to improve the practice of nursing. Nurses are expected to rely on scholarly literature in administration, clinical practice, and education to analyze research findings that can be applied to practice.

Executive Practice

Knowledge of local, national, and global health care policies will enable the professional nurse to work with other professionals in establishing priorities. Beyond this foundational knowledge, the nurse leader needs to develop skills relevant to individual career goals. Selected course work may emphasize entrepreneurial, policy, or management roles of the nurse leader.

Nurse Educator

Skilled educators are needed to teach students, clients, and staff. Depending on the student's particular interest, course work will provide the opportunity for increased knowledge and skills for the current or future educator.

Legal Nurse Consultant

The Legal Nurse Consultant (LNC) role is a functional specialty practice of nursing. Legal Nurse Consultants use critical thinking and expert knowledge of health care systems and professions to assess health care practice standards applicable to nursing and other health care professions. Courses at Wilmington College prepare students to meet the standards of LNC practice. For LNC students, the capstone experience is a required six-credit practicum.

Course Requirements

Core Courses (12 credits)

MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 6650	Critical Analysis of Systems of Care
MSN 7740	Health Care Policy

Leadership Courses (15 credits)

MSN 6641	Philosophical Perspectives of Nursing Practice
	OR
MSN 6645	Bioethics in Nursing Practice
	(for LNC emphasis)
MSN 7750	Teaching and Learning in Nursing
MSN 6691	Critical Inquiry II
MSN 8400	Capstone*
MSN 8500	Capstone*

    * Student selects a practicum, project, or thesis.

Students select an emphasis in Executive Practice, Education, or both.

Executive Emphasis

Students in this emphasis are required to select three of the following courses:

MBA 7593	Total Quality Management
MGT 6501	Organizational Management
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
HCA 7745	Marketing in the Health Care Sector
MHR 7800	Seminar in Human Resources Management

(other choices as approved by advisor)

Educator Emphasis

Students in this emphasis are required to select three of the following courses:

MSN 7751	Client-Focused Teaching
MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MED 7705	Educational Measurement
MED 7710	Technology: Instructional and Administrative Applications

(other choices as approved by advisor)

Legal Nurse Consultant Emphasis

Students in this emphasis are required to take:

MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7330	Entrepreneurship for Nurses

Dual degree MSN with MSM/HCA or MBA/HCA (Health Care Concentrations)

Students may wish to earn both the Master of Science in Nursing (MSN) and either the Master of Science in Management or the Master of Business Administration with the Health Care Administration concentration.

Admission, progression, and graduation requirements are essentially the same as the MSN program.

MSN Courses

A total of 21 credits are required for the MSN portion of the dual degree. Students must seek advisement from both the Graduate Nursing and Graduate Business programs.

MSN 6501	Advancement of Nursing Science
MSN 6641	Philosophical Perspectives of Nursing Practice
MSN 7750	Teaching and Learning in Nursing
MSN 7740	Health Care Policy

ONE of the following:

MSN 6606	Research in Nursing Practice (MBA/HCA)
MSN 6691	Critical Inquiry (MSM/HCA)

Capstone

The six-credit capstone is earned by completing a project, practicum, or thesis.

MSN 8400	3 credits
MSN 8500	3 credits

Please refer to the Graduate Nursing Division MSN Leadership Handbook for further information regarding the Capstone.

Nurse Practitioner Concentrations

Program Design

These concentrations emphasize the direct caregiver role while combining nursing and related theory, advanced nursing practice, and scholarly inquiry. Nurses prepared as nurse practitioners have advanced health assessment skills; the ability to determine, implement, and evaluate a plan of health care; and the ability to implement strategies aimed at both health promotion and health restoration.

The Nurse Practitioner concentrations are designed to meet the standards for advanced registered nurse practice established by the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners. The course of study adheres to criteria for accreditation established by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education.

Several courses contain laboratory and/or clinical experiences in conjunction with the classroom experience. Selected courses have an associated fee. In order to participate in clinical experiences, students will need to show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. Professional liability insurance coverage is also required; the program directs students through the appropriate process at the time of enrollment.

Family Nurse Practitioner Concentration

This program can be completed in 28 months. Students attending part-time can complete the program in three years. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete 600 clinical hours.

Family Nurse Practitioner Course Requirements

Core Courses (12 credits)

MSN	6501	Advancement of Nursing Science
MSN	6606	Research in Nursing Practice
MSN	6650	Critical Analysis of Systems of Care
MSN	7740	Health Care Policy

Related Courses (6 credits)

MSN	6603	Advanced Physiology/Pathophysiology
MSN	7703	Advanced Pharmacology

Primary Care Courses (30 credits)

MSN	7701	Child Development and Assessment
MSN	7702	Advanced Adult Health Assessment
MSN	7704	Primary Care I
MSN	7705	Primary Care II
MSN	7707	Primary Care III
		Practicum I
		Practicum II
		Practicum III
		Practicum IV
		Practicum V

Adult Nurse Practitioner Concentration

This program requires the student to complete 42 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete 600 clinical hours.

Adult Nurse Practitioner Course Requirements

Core Courses (12 credits)

MSN	6501	Advancement of Nursing Science
MSN	6606	Research in Nursing Practice
MSN	6650	Critical Analysis of Systems of Care
MSN	7740	Health Care Policy

Related Courses (6 credits)

MSN	6603	Advanced Physiology/Pathophysiology
MSN	7703	Advanced Pharmacology

Primary Care Courses (24 credits)

MSN	7702	Advanced Adult Health Assessment
MSN	7705	Primary Care II
MSN	7707	Primary Care III
		Practicum I
		Practicum II
		Practicum III
		Practicum IV
		Practicum V

Gerontology Nurse Practitioner Concentration

Gerontology is described as the discipline of nursing specifically devoted to the care of the elderly. The impetus for the mastery of gerontological principles and their application toward care of the elderly by health care professionals is supported by the changing demographics of the population.

Core Courses (12 credits)

MSN 6501   Advancement of Nursing Science
MSN 6606   Research in Nursing Practice
MSN 6650   Critical Analysis of Systems of Care
MSN 7740   Health Care Policy

Related Courses (6 credits)

MSN 6603 Advanced Physiology/Pathophysiology
MSN 7703 Advanced Pharmacology

Primary Care Courses (24 credits)

MSN 7702   Advanced Adult Health Assessment
MSN 7709   Geriatric Assessment and Health Promotion
MSN 7708   Primary Care IV
           Practicum I
           Practicum II
           Practicum III
           Practicum IV
           Practicum V

Total Credits   42

Total Clinical Hours   600

Women's Health Nurse Practitioner Concentration

Partnership Program between Wilmington College & Planned Parenthood Federation of America, Inc.

Program Design

An articulation agreement has been formulated to provide for the enrollment of graduates from the Philadelphia-based Planned Parenthood Federation of America, Inc. (PPFA) Women's Health Nurse Practitioner program in the Master of Science in Nursing Program at Wilmington College. The agreement also provides for students who enroll concurrently in both programs. A Master of Science in Nursing degree, with a concentration in Women's Health, will be awarded upon satisfactory completion of the PPFA Nurse Practitioner program and the required course work for the graduate nursing program.

Students are admitted to the graduate nursing program and to the PPFA Nurse Practitioner program according to the admission policies of both institutions. Enrollment in the graduate nursing courses at Wilmington College requires the completion of a baccalaureate degree in nursing. After admission to Wilmington College, and upon satisfactory completion of PPFA Nurse Practitioner program requirements, 26 credits will be recorded on the student transcript to apply toward the 42-credit master's degree.

Students may enroll in the graduate nursing program before or after completion of the PPFA Nurse Practitioner program. Individuals graduating from the PPFA Nurse Practitioner program prior to 1979 will not be eligible to complete the master's degree program at Wilmington College unless they document subsequent completion of the PPFA's didactic and clinical rotation in obstetrics. Without the satisfactory completion of the PPFA portion of the program, the student will not have earned a degree from the College.

Admission Requirements

In addition to the general MSN admission criteria, the following requirements are specific for this concentration:

- Graduates of the PPFA Nurse Practitioner program will submit a transcript letter indicating successful completion of the program and any subsequent course work through that agency.
- An undergraduate health assessment course is ***not*** required for this concentration.
- Admission requirements specific to PPFA must also be fulfilled.

Course Requirements

Wilmington College Course Requirements

MSN 6501   Advancement of Nursing Science
MSN 6606   Research in Nursing Practice
MSN 7740   Health Care Policy
MSN 6650   Critical Analysis of Systems of Care
MSN 7000   Independent Study (1 credit)
Select one elective from any MSN courses.

PPFA Nurse Practitioner Course Requirements

26 credits are awarded upon completion of the following didactic and clinical course work:

- General Health Assessment
- Gynecological Care for Advanced Practice Nurses: Parts A & B
- Obstetrical Care for Advanced Practice Nurses: Parts A & B
- Health Maintenance and Prevention
- Professional Issues
- Clinical Practicum I (Residential)
- Clinical Practicum II (Preceptorship)

Post-MSN Certificate Options

As employment opportunities and demands change, nurses educated at the graduate level need additional specialty education. The Division of Nursing at Wilmington College has developed five options for nurses holding an earned MSN degree: Family Nurse Practitioner, Adult Nurse Practitioner, Gerontology Nurse Practitioner, Educator, and Executive Practice certificates. Courses of study are individualized based on the type of MSN held by the candidate.

Family Nurse Practitioner Certificate
Students will complete a minimum of 24 credits and 500 clinical hours.

Courses

MSN 7740   Health Care Policy
MSN 7701   Child Development and Assessment
MSN 7702   Advanced Adult Health Assessment
MSN 7703   Advanced Pharmacology
MSN 7704   Primary Care I
MSN 7705   Primary Care II
     Practicum I
     Practicum II
     Practicum III

Adult Nurse Practitioner Certificate
Students will complete a minimum of 21 credits and 500 clinical hours.

Courses

MSN 7740   Health Care Policy
MSN 7702   Advanced Adult Health Assessment
MSN 7703   Advanced Pharmacology
MSN 7705   Primary Care II
     Practicum I
     Practicum II
     Practicum III

Gerontology Nurse Practitioner Certificate
Students will complete a minimum of 24 credits and 500 clinical hours.

Courses

MSN 7740   Health Care Policy
MSN 7702   Advanced Adult Health Assessment
MSN 7703   Advanced Pharmacology
MSN 7709   Geriatric Assessment and Health Promotion
MSN 7708   Primary Care IV
     Practicum I
     Practicum II
     Practicum III

Note: Students may opt to combine the NP concentrations, however, to sit for certification in a specialty, a minimum of 500 clinical hours in that specialty is required.

Educator Certificate
The student completes 18 credits from the Nursing Leadership concentration.

Courses

MSN 7750   Teaching and Learning in Nursing
MSN 7751   Client-Focused Teaching
MSN 7752   Clinical Teaching and Evaluation
MSN 7753   Curriculum Development
MED 7705   Educational Measurement
MED 7710   Technology: Instructional and Administrative Applications

Executive Practice Certificate
The student completes the following two required courses:

Courses

MSN 7740   Health Care Policy
MSN 7750   Teaching and Learning in Nursing

The student selects four courses from the list of business courses below:

MGT 6501   Organizational Management
MBA 7593   Total Quality Management
HCA 7730   Health Insurance and Reimbursement
HCA 7740   Legal Aspects in Health Care
HCA 7745   Marketing in the Health Care Sector
MHR 7800   Seminar in Human Resources Management
(other courses as approved by advisor)

COURSE DESCRIPTIONS

EDD 7100   **3 credits**
Curriculum Development And Elements of Instruction

This course is designed to provide a framework for understanding the current research in the core elements of curriculum development and instruction. Students examine curriculum development models that focus on planning, interdisciplinary concepts, implementation, and assessment, and their relationship to the application of state standards. Students consider the integration of curriculum planning and the elements of instruction with emphasis on teaching and learning styles research, the theory of multiple intelligences, cooperative learning, and the recognition of the individual needs of diverse student populations. Students also apply a research approach to curriculum and instruction learning theory.

EDD 7101   **3 credits**
Preparing School Environments For Culturally Diverse Learners

This course examines research pertaining to cultural diversity and its application to human development, group instruction, school administration, and educational policy. Cultural differences and similarities are explored so that significant understandings may be reached and innovative leadership strategies may be formed in relation to preparing persons from diverse environments to live and work creatively in a pluralistic society. Students are expected to work individually and cooperatively to review literature and practices and develop projects that impact multicultural education.

EDD 7102   **3 credits**
Incorporating Technology Into Instruction

This course is designed as an introduction to the components of information technologies, specifically computer technology. It will focus on both lecture and 'hands on' experiences to familiarize students with the terminology, the hardware and software components, and the instructional applications of information technologies. Word processing, database management, and electronic spreadsheets will be discussed. This course will also focus on issues related to incorporating technology into instruction. Students will be introduced to techniques for planning, implementing, and evaluating information technology in the curriculum.

EDD 7105   **3 credits**
Educational Law

This course is designed to create an awareness of legal issues likely to confront an educator. The course will distinguish between statutory, regulatory, constitutional law, and common law. An overview of administrative and judicial issues will include student rights, employee rights, constitutional due process for employees, administrative and judicial proceedings, school governance, school finance, and desegregation.

EDD 7106   **3 credits**
Introduction to Quantitative Research Methods

The main focus of this course is to help students become critical consumers of educational research literature and competent practitioners related to testing their ideas in the somewhat messy world of applied research. The basics of descriptive statistics and research design from a quantitative perspective will be examined. Students will identify a research question, conduct a review of the question, and produce an outline for a quantitative practicum.

EDD 7107   **3 credits**
Introduction to Qualitative Research Methods

The underlying premise of this course is that there are traditions in qualitative research and design features specific to the type of methodology employed. Students will learn the distinguishing characteristics of five research traditions: biography, phenomenology, grounded theory, case study, and ethnography. Students will also learn the phases of design in one of the traditions and gain experience with a format for planning a study by formulating a proposal for a small pilot qualitative project.

EDD 7200   **3 credits**
Developmental Supervision

This course addresses a concept of supervision designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while reflecting the importance of sensitivity to individual needs. Developmental supervision, as used in this course, refers to the function that improves instruction through direct assistance, curriculum development, professional growth, and action research. Developmental supervision helps educational leaders to identify their own supervisory behaviors so that they may adjust and control those behaviors in a manner that best serves their clients. While contrasting adult development with professional development, this course explores directive, collaborative, and

non-directive approaches to supervision. Students will examine and expand both their technical and interpersonal skills, and are expected to share and analyze their supervisory experiences with their classmates.

EDD 7201 3 credits
Managing Human and Material Resources

This course addresses the art of supervising and managing human and material resources needed to operate an education system. Educational leaders must identify, mobilize, and direct available resources for the benefit of all of their students and those who are responsible for providing services to those students. Individuals in leadership positions in education must possess the vision and sensitivity to search out additional resources that have the potential of improving education, therefore, this course will focus on that premise.

EDD 7202 3 credits
Dynamics of Change

This course examines the concept of organizational change. Topics include types of change; forces affecting change; techniques to successfully implement, manage, and evaluate change; and the affects of change on the individual and on the organization. Students will design and implement change projects using selected processes.

EDD 7300 3 credits
Examining Educational Policy

This course is designed to create an awareness of the relationship between politics and leadership in the educational setting. Students will review the history and current influence of educational policies and laws at the federal, state, and local levels. In the process, they will relate concepts in political science to educational decision making. Students will examine how policy affects the administration of individual schools, institutions of higher learning, and a variety of educational programs, as well as the impact of various tactics of interest groups.

EDD 7301 3 credits
Finance and Structure of Educational Systems

The course will begin with an overview of state, federal, and local funding of education and how these revenues are allocated to expenditures among various educational support systems including personnel, operations, transportation, and district services. Following this review, in-depth explorations will be undertaken in the areas of budgeting, staffing, referenda and local taxation, construction, purchasing, and site-based decision

making. Students will explore these topics as a class, in small groups, and individually, paying particular attention to political dynamics that the values of equity, choice, and efficiency exert upon school financial decisions.

EDD 7302 3 credits
Management Information Systems

This course provides an overview of the role of technology – particularly Information Systems and Computer Technology (IS&T) – in education. The course will focus on the changing landscape of technology-assisted, technology-enabled, and technology-managed educational offerings and administration. The course will concentrate on "information systems" as well as the use of electronic information to foster informed management decisions. This course briefly examines the national, state, and local information/reporting needs and relationships, and the shifting environment surrounding educational technology with a special emphasis on the Internet and the World Wide Web. Management Information Systems and the technologies surrounding them will be studied from a practitioner's point-of-view. Administrative, research, operations, security, and data maintenance issues will be addressed in the context of workaday policy. Decision-making strategies, and common-sense responses to external and internal demands will be discussed. Data husbandry, educational reporting, social and ethical issues, budgetary considerations, operational concerns (training, classroom readiness, administrator responsibilities, etc.), administrative applications, and academic applications all factor into the content of this course.

EDD 7400 3 credits
Statistics

This course prepares students to analyze data and draw meaningful conclusions while at the same time recognizing the limitations of the data and the procedures employed. Students will study a variety of descriptive and inferential procedures; however, the emphasis will be placed on the use of common statistical procedures and the interpretation of results rather than on the theoretical basis for the procedures. The class is taught in a workshop format. Students will also receive assistance in formulating research questions and/or testable hypotheses, and in designing a data collection and analyses protocol.

EDD 7401 3 credits
Research Design

This course has been designed as a workshop to assist students in formulating appropriate research strategies that can be used in their own professional pursuits. The topics for discussion include conducting a literature review and determining inclusion criteria, instrument reliability and validity, and qualitative

and quantitative research designs and their limitations. The selection of appropriate statistical data analysis techniques for the various research designs will be emphasized. Students will receive continued assistance in the development of their dissertation proposals, which should be completed in outline form by the conclusion of this course. A proposal and research design framework will be given to students to assist them in the planning stages of their dissertation.

EDD 8100   **3 credits**
Practicum
This course provides an opportunity for students to apply what they have learned in the curriculum/instruction, supervision/ administration, and research strands. Students work closely with a practicum advisor to refine a proposal and implement the practicum. Students implement the practicum over a designated period of time, evaluate the impact of the intervention, and submit a completed document to the Ed.D. faculty for evaluation and grading.

EDD 9000-03   **12 credits**
Applied Research Dissertation
The student works closely with a dissertation advisor to develop a proposal that seeks to improve education in a veridical setting. The scope of the project draws on the student's total program experiences. Once the proposal has been approved, the student implements the applied research dissertation over a 32-week period, evaluates the impact of the project, shares the results with colleagues, submits a written document to a doctoral committee, and orally defends the project before that same committee. Prerequisite: EDD 8100

EDD 9004   **0 credits**
Continuing Applied Research Dissertation
These are continuing dissertation units for students who have not completed their dissertation but have completed EDD 9000, EDD 9001, EDD 9002, and EDD 9003. Students are required to complete the 9000-03 series before registering for these units. Prerequisite: EDD 9000-03

EDT 6000   **3 credits**
Computer Basics for Teachers
This course is designed as an introduction to the uses of micro-computers and related technology in the classroom. Major areas of interest covered by the course include: hardware fundamentals, navigating the desktop, basic hardware troubleshooting and diagnosis, basic microcomputer differences (manufacturer and operating systems), and rudimentary microcomputer

applications. The course will focus upon: computer/technology fundamentals and concepts; the personal and professional uses of technology; and the societal, ethical, and human issues associated with technology in popular use within the classroom.

EDT 6010   **3 credits**
Instructional Applications of Technology
Building upon EDT 6000, this course concentrates on integrating the microcomputer into the classroom, with particular emphasis on productivity tools and the curriculum. Internet applications, statewide network applications, access to electronic data bases, multimedia, and instructional techniques will be the major areas of emphasis. The course will focus on: the application of technology in instruction; strategies for hardware/software selection, installation, and maintenance; and the use of technology-based tools to support instruction. Prerequisite: EDT 6000

EDT 6020   **3 credits**
Emerging Trends in Educational Technology
This class builds on the skills and understandings that a student should possess after completion of EDT 6000 and EDT 6010. The course focuses on planning, delivering, and assessing concepts and skills relevant to responsible (legal and ethical) computing and technological literacy across an appropriate grade-level curriculum. The course will look at the historical development of educational technology and will amplify two topics introduced in prior courses: the societal, ethical, and legal issues surrounding the use of technology in education, and the integration of technology into the classroom. Prerequisite: EDT 6010

EDT 6030   **3 credits**
Electronic Delivery Systems
This course focuses on the principles, theory, and applications of modern telecommunications services and equipment for the classroom, and on the current network topologies in use or enabled by typical educational infrastructures. The course includes: e-mail usage and fundamentals, network-enabled applications, the World Wide Web, and special-purpose network-centric hardware. To those ends, successful students will capably use telecommunications and information access resources in support of instruction.

EDT 6040   **3 credits**
Special Topics in Educational Computing
This is the capstone course in the program on applying technology in education. With assistance and coordination provided by the instructor, each student will complete two projects (one group and one individual). Topics such as the

following examples could be addressed: integrated instructional management systems; student accounting systems; administrative uses of technology; marketing educational opportunities and experiences; information resource management; teaching or training others in the use of technology; technology planning, including the operational, tactical, and strategic processes; and private-sector uses of technology. Prerequisites: EDT 6020 and 6030

HCA 7700 3 credits
Seminar in Health Care Administration
This course is a survey of the health service delivery system with an emphasis on the evolving nature of the health-care system. Issues related to multi hospital systems integration, physician hospital organizations, and alternative delivery systems for the aged are explored.

HCA 7720 3 credits
Health Policy and Economics
This course explores the relationship between the general economic environment and the health care system. A macro-economic framework is used to examine issues related to the demand and supply for health services, reimbursement rates, and cost controls within the health sector.

HCA 7730 3 credits
Health Insurance and Reimbursement
This course focuses on existing and emerging insurance products in the health care system and the impact of these products upon provider arrangements. Risk sharing and contracting issues in managed care organizations, preferred provider networks, and integrated delivery systems are assessed.

HCA 7740 3 credits
Legal Aspects in Health Care
This course provides an understanding of ethical and legal issues inherent in the provision of health services. The course considers issues related to disclosure and confidentiality, provider relationships, exclusive contracts, restrictive covenants, and social issues such as the provision of uncompensated care.

HCA 7745 3 credits
Marketing in the Health Care Sector
This course explores the application of marketing theories to the health care industry. Issues related to the measurement of patient satisfaction, physician recruitment, and product development will be examined through case analysis and an applied research project focused on the utilization of various marketing strategies.

HCA 7900 3 credits
Special Topics in Health Care Administration
This course addresses different topics of interest in Health Care Administration. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered. Topics might include organizational learning, women in leadership, adult learning, leadership and culture, re-engineering, or organizational resizing. The course may be used to meet part of the elective requirements for business degree programs.

HCA 8800 3 credits
Strategic Management of Health Organizations
This is the capstone course that integrates theory in business administration and health care administration using a strategic management framework. Case studies emphasize the evaluation of strategic alternatives and strategy formulation within the health care industry.

MAJ 6600 3 credits
Criminological Theory
This course provides an overview of the nature and scope of crime and deviance through a comprehensive survey of criminological theories that presents a systematic and critical analysis of traditional and contemporary theory. Existing theories will be examined within the context of contemporary issues as students build upon classical theory in a variety of contexts and become familiar with the work of the theoreticians in the field. Major emphasis will be placed upon analyzing topics that demonstrate the relationship of theory to practice.

MAJ 6601 3 credits
Typologies of Crime
Criminal behavior and the various typologies of criminal activity will be studied through applied and theoretical perspectives. Case studies and court cases will be used to highlight the issues that impact on the various types of criminal activity. The course provides an examination of the criminal behavior that has lead to the development of specialized categories of crime and criminals, including criminal career offenders and the occasional offender as it relates to white collar crime, organized crime, political crime, violent crime, property crime, and the variations of each.

MAJ 6602 3 credits
Criminal Justice Ethics
This course will explore the ethical issues that confront modern practitioners in the various criminal justice settings. Both the theoretical and applied applications will be presented. Topics will include individual moral responsibility, dual relationships, falsification and lying, perjury, abuse of force and authority, and

the concept of use of discretionary authority. The development and enforcement of the organizational code of ethics will be discussed, as well as the role of the Internal Affairs unit and the body of law that has been developed in that area. Case studies will be reviewed.

MAJ 6603   **3 credits**
Managing Diversity
This course addresses the diversity issues that impact the criminal justice agency both internally and externally. Students will review the cultural contributions of the several populations that criminal justice agencies serve. The behavioral cycle that produces prejudice, stereotyping, scapegoating, discrimination, and racism will be discussed. Recruiting, testing, hiring, retention, and promotion will be presented as management issues. Discussions will focus on developing positive solutions to more adequately meet the challenges of working with and serving diverse populations.

MAJ 6604   **3 credits**
Technology for Modern Policing
The topics in this course are geared toward the modern police executive who must be conversant in the application and operation of the variety of systems that are used in contemporary police work. Subject matter will include the Internet, National Crime Information Center, project management, crime mapping, major case applications, interfacing networks, computerized record keeping, communication systems, mobile data terminals, and other topics identified by the interests of the participants. Discussions will include issues of implementation of programs and obtaining funding sources for equipment. Agency training issues will also be addressed.

MAJ 6605   **3 credits**
Supervision and Management
This course focuses on the supervision and management function of the criminal justice agency through an examination of the principles, structures, and processes of supervision and management. An analysis of the current principles and theories of professional management will be presented in a problem-solving format that will emphasize practice. A focus on the impact of policy decisions on the criminal justice organization will test the decision-making process. Specific operational and staff functions of personnel, planning, organization, budgeting, labor relations, employee assistance, and other identified topics will be presented.

MAJ 6606   **3 credits**
Crisis Management
The focus of this course is the study of the crisis phenomenon as it affects law enforcement and private industry. Topics include hostage/barricade incidents, workplace violence, school violence, product tampering, and major case issues. Emphasis is placed on the decision-making process. Protocols for dealing with several types of incidents and the behavioral issues of perpetrators will be discussed. Topics will also include crisis management theory, planning responses to crisis, formation of crisis management response teams, and dealing with the aftermath of crisis situations.

MAJ 6607   **3 credits**
Workplace Law and Liability
Federal and state laws that impact on the criminal justice workplace will be presented in a case study seminar format that emphasizes civil liability. The topics of negligence in hiring, retention, promotion, and dismissal will be discussed. Strategies that deal with liability concerning employee behavior will be developed. Current and future managers and executives will learn the skills that are necessary to survive in the litigious society in which the agency must function.

MAJ 6608   **3 credits**
Police Executive Leadership
The focus on leadership traits and skills provides present and future executives the confidence necessary to achieve organizational effectiveness. Organizational theory and design, the decision making process, and issues concerning productivity, motivation, policy, performance appraisal, human resource management, and discipline will be presented in a seminar format that will draw upon experts in the field and the applicable literature.

MAJ 6609   **3 credits**
Violent Crime
The nature, theory, history, and psychology of violence in America are discussed through a study of crimes of violence including homicide, rape, assault, and serial crimes. Interpersonal, group, organized, self-inflicted, and government-sanctioned violence will be discussed. Structural causes of violence such as race, gender, and social class will be explored. The causes and consequences of violence will be discussed in the context of current theory and practice.

MAJ 6610   **3 credits**
White Collar Crime
This course analyzes the usually nonviolent criminal conduct described as violations of trust. Typologies of white collar crime will be presented as occupational, governmental, corporate, financial, technical, professional, and religious in nature. Measurement and assessments of costs will include the economic and social damage. White collar crime will be presented through a review of the pertinent theories, including the work of Sutherland, Coleman, and Ross. Both the deviant and criminal aspects of these behaviors will be presented. A practical overview will include the prevention, detection, and prosecution of offenders as well as a survey of the law enforcement agencies tasked with specialized investigative responsibilities.

MAJ 6611   **3 credits**
Victimology
This course deals with the many concerns that surround the victims of crime and addresses the issues that tend to "twice victimize" the victim by exploring the ways in which victims are treated by the system that is supposed to help them. Current trends, programs, policies, laws, and theories for dealing with the victims and survivors of crimes are discussed. Specialized responses to victims of violence, as well as the etiology of victimization, will be presented. Historical antecedents, victim compensation, victim impact statements, and public policy will be presented.

MAJ 6612   **3 credits**
Drugs and Society
Analysis and definition of drugs of abuse and their affect on society are presented in this course. Both the legal aspects and the social costs will be factored into the discussion. Controversial issues, including legalization and foreign relations, will be discussed. State and federal laws will be examined in light of other available options. Major offenders, including gangs and cartels, as well as current trends, strategies, and policies will be presented.

MAJ 6613   **3 credits**
Mental Health and the Law
The purpose of this course is to acquaint the criminal justice practitioner with the mental health field and the interaction between the two. Psychological evaluations, testing issues, insanity defense, forensic psychiatry, expert testimony, and the role of the mental health professional in criminal justice issues are included as discussion topics. Case studies and current issues will be presented in a seminar format.

MAJ 6620   **3 credits**
Criminal Justice System: Policy and Process
This course presents a comprehensive overview of the criminal justice system in the United States. It will address issues, procedures, policies, and problems characteristically associated with the practicalities of law enforcement, the judiciary, corrections, and juvenile justice. The course will cover the philosophy and politics of policing, sentencing guidelines, contemporary issues in probation and parole, current debates in corrections associated with reform and alternative forms of punishment, and unique issues confronting the juvenile justice system. Students will critique agency policy and process.

MAJ 6621   **3 credits**
Law and Social Control
The social control functions of the law will be examined, with a focus upon specific issues of criminal law. The course will evaluate the complex and diverse interests that compete between the subsystems of the criminal justice system and the national social and political agendas. Questions concern how the current issues of social control impact on the passage, enforcement, and review of laws by the courts. Theories of the origin and function of law are challenged through an examination of the assumptions in the relationship between law and order.

MAJ 6632   **3 credits**
Quantitative Applications in Criminal Justice
This course employs both the methodological and analytical skills necessary for the analysis of issues related to criminal justice research. Students will learn the techniques of management of quantitative data and explore more advanced methods of analysis. The construction and use of questionnaires, testing of hypotheses, and answering of research questions through the use of quantitative data will be presented.

MAJ 6633   **3 credits**
Research Methods in Criminal Justice
Students will learn the scientific methods used in the study of issues related to crime and criminal justice. Topics will include the relationship among theory, hypotheses, and empirical research. Various methodological designs, including survey research, quasi-experimental research, and qualitative research will be explored. The language and terminology used in the interpretation of data will be presented. Issues that govern the research of crime and criminal justice will be discussed, including ethics and confidentiality.

MAJ 6701   **3 credits**

Special Topic: Ireland Study Abroad

This course is a multidiscipline travel program to Ireland with a focus on criminal justice systems that is designed to provide the opportunity for students to experience the culture of Ireland and observe the outward manifestations of the unique signs, symbols, and traditions of the country. The focus of the course will be on expanding the student's understanding of the host country through selected pre-travel research, readings, and lectures that will enable the student to critically review the observations on the trip in comparison to the research material. Site lectures will be conducted by the professor, local contacts, and host country university professors to provide in-depth information on identified issues.

MAJ 6900   **3 credits**

Thesis Supervision

This is an integrative course in which the student is expected to write a research paper that utilizes the research methods and subject matter studied in previous courses in the program. The course must be scheduled as a capstone project and should be taken as one of the last courses in the student's program. Students should declare their intent to take this option early in the program so supervision can be arranged. This course is highly recommended for those students who plan to pursue further graduate studies. Permission of the Criminal Justice Coordinator is required. Prerequisite: MAJ 6632

MBA 5100   **0 credits**

Intensive Accounting

This course is a comprehensive review of the accounting process to prepare students for the managerial and financial applications required in the MBA program. It includes data collection and financial evaluations and accounting.

MBA 5200   **0 credits**

Business Finance

This course is an overview of the financial administration of the organization in its legal, social, and economic environment. Areas covered include financial management, investment analysis, and financial institutions. Prerequisite: MBA 5100 or equivalent

MBA 5300   **0 credits**

Math for Decision Making I

This is a comprehensive course in finite math that provides students with sufficient mathematical skills for the successful study of quantitative techniques used in management. The course covers linear and non-linear functions, matrix algebra, linear programming probability, financial math, and includes an introduction to calculus (differentiation, maxima, minima, integration).

MBA 5301   **0 credits**

Math for Decision Making II

This is a basic course in probability and statistical analysis that prepares the students for more complex applications to decision making. Distributions, probability, sampling, estimation, and hypothesis testing are studied. Prerequisite: MBA 5300 or equivalent

MBA 5400   **0 credits**

Principles of Economics

In this introduction to macro and micro concepts of economic analysis, attention is given to the determination of income and employment levels, operation of the price system, and basic production theories.

MBA 6100   **3 credits**

Managerial Accounting

This course emphasizes the use of accounting data in the managerial decision-making process and in planning and controlling business enterprises. Topics include cost differential and responsibility accounting. Prerequisites: MBA 5100, MBA 5200

MBA 6300   **3 credits**

Quantitative Methods in Management

This course studies the theory and application of quantitative methods for managerial research and decision making. Topics include PERT and CPM network analysis/synthesis, advanced linear programming, probability theory, forecasting methods, maximization/optimization/suboptimization approaches, game theory, and advanced statistical and mathematical techniques involving management science and business computer applications. Prerequisites: MBA 5300, MBA 5301

MBA 6400   **3 credits**

Economic and Financial Environment of Business

Interrelationships between financial and other economic sectors are studied. Development of the macroeconomic framework and concepts relating to the determination of output, employment, and price level is reviewed. Prerequisite: MBA 5400

MBA 6490   **3 credits**

Legal Environment of Management

This course addresses substantive, administrative, and institutional aspects of law and a basic knowledge of the legal environment in which organizations operate. Topics include legal philosophies, ethical responsibilities, property rights, and government regulation. Judicial decisions that impact on analytical style and contain pragmatic content are reviewed.

MBA 7200   **3 credits**

Financial Management

This course analyzes the synthesis of financial policy into a grand strategy that integrates organizational purpose and goals. The focus of the course is on current thinking regarding valuation of the firm, investment decision processes, financing and dividend policies, asset management, and financial strategies and portfolio theory. Prerequisite: MBA 6100

MBA 7290   **3 credits**

Planning, Budgeting and Control

Financial control systems used by management are developed in this course, with emphasis on periodic planning. Budgets are developed stressing the measurement, reporting, and interpretation of operating results. Prerequisite: MBA 6100

MBA 7291   **3 credits**

Financial Services

This course provides an in-depth examination of the financial service industry. Specific emphasis is on the evolution of the brokerage, banking, thrift, and insurance industries into financial supermarkets. Financial products, product delivery, regulation, and pending deregulation are examined.

MBA 7301   **3 credits**

Operations Management

This course provides an in-depth examination of factors of production and technology for optimum yields/performance in manufacturing and service organizations. Students will use analytical, quantitative, and qualitative techniques and problem solving approaches for resource allocations, facilities design, facilities location, process design, product/services development, planning, scheduling, distribution, and quality control. Automation, mechanization, computerization, and cybernetic systems are studied. Emphasis is on cases, problems, and current and emerging technology in various industries. Prerequisite: MBA 6300

MBA 7390   **3 credits**

Management Information Systems

This course provides a survey of information technology and management and their role in the world of business, both from managers' and consumers' points of view. The current state of the art in computers, information management, and networking is presented as part of an evolutionary process, with emphasis on probable future changes and their effects. The impact of information and its importance to the managerial functions of planning, organizing, and providing competitive intelligence, as well as competitive advantages, are explored.

MBA 7410   **3 credits**

Managerial Economics for Decision Making

In this course, microeconomic theory is applied to analysis of the business firm. Principles from economics and business are developed and integrated, with emphasis on management decision-making and policy formulation. Prerequisites: MBA 6300, MBA 6400

MBA 7592   **3 credits**

International Business Management

This course is an in-depth analysis of the nature of international business and the range of strategic decisions facing a firm. Research findings are reviewed which delineate options and the variables influencing decision outcomes. Emphasis is on multinational corporations and comparative management approaches. Prerequisites: MBA 6400, MBA 6500

MBA 7593   **3 credits**

Total Quality Management

This course presents an ongoing process that deals with the most fundamental issues facing American businesses today and how they interrelate: leadership, quality of products and services, customer service, productivity, motivation, and ongoing product and service improvement.

MBA 7594   **3 credits**

Creativity in Management

Structured in an intensive format, MBA 7594 provides an analysis of the principles and practices of creative problem solving and decision-making for both corporations and public enterprises. The instruction develops insight into levels of creativity, styles of creativity, and creative processes and techniques. Each student participates in discovering ways to be creative and use new thinking processes in their workplace.

MBA 7600   **3 credits**

Marketing Management

This course explores the synthesis of marketing policy into the organization's strategic plans and financial and organizational goals. The strategic marketing process is followed to develop marketing systems and plans updated with current literature.

MBA 7800   **3 credits**

Current Topics in Business Administration

The primary objective of this course is the exploration of contemporary topics in management and business administration in both theory and practice. Research projects, class discussions, and presentations explore current areas of concern through an interdisciplinary framework of managerial, economic, operational, and social considerations. Prerequisite: Completion of all core MBA courses or permission from MBA advisor

MBA 8799   **3 credits**

Thesis

Students develop and prepare an independent research project. Prerequisite: Completion of all core requirements and prior approval of the MBA coordinator. Students are assigned a supervisor from the MBA faculty.

MBA 8800   **3 credits**

Strategic Planning

This is a capstone course intended to integrate previous work in finance, accounting, marketing, economics, and management at the corporate policy and strategic decision-making level. Problems addressed relate the organization and its objectives to the environment, with the subsequent development of policy, strategy, and implementation processes. Emphasis is placed on comprehensive case analysis. Prerequisite: Completion of all core requirements

MCC 6401   **3 credits**

Theories of Counseling

Classical, theoretical approaches to counseling from both the historical and contemporary perspective are examined. Major personality theories, their relationship to counseling theories, and the formation of a personal counseling theory are studied. Application in both clinical and educational settings is emphasized. This course is a prerequisite course for MCC 6502 Tools and Techniques of Individual Counseling.

MCC 6402   **3 credits**

Human Development

This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theoretical points of view are presented. Appropriate interventions for individuals with social, emotional, and/or cognitive developmental problems are discussed and analyzed.

MCC 6502   **3 credits**

Tools & Techniques of Individual Counseling

This course helps students put counseling theory into practice. The counseling process is discussed in generic terms, regardless of the theoretical base being used. Counseling methods are applied to personal/social development, academic development, decision-making, and crisis intervention. Emphasis is placed on developing skills to counsel clients with special needs. Legal and ethical issues are thoroughly discussed and analyzed. Prerequisite: MCC 6401

MCC 6505   **3 credits**

Principles & Practices of Community Counseling

This course helps students gain knowledge and understanding of community counseling issues. The administration and function of community counseling agencies are studied. Emphasis is on the examination of issues confronting various agencies. The course focuses primarily on counselor certification and licensure, funding, records, laws, and ethical standards.

MCC 6901   **3 credits**

Classification of Psychopathology

The classification system of psychopathology is studied with emphasis on symptomatology, etiology, and implications for treatment modalities with special emphasis given to multiaxial diagnosis. Various treatment interventions, including the adjunctive use of medications are presented.

MCC 7202   **3 credits**

Group Counseling

This course investigates group dynamics and group process relating to counseling theory. Student participation in group counseling demonstrations and methods of organizing different types of groups are explored. Students consider which group counseling model and type of setting best lend themselves to the counseling process. Related legal and ethical issues are discussed.

MCC 7203   **3 credits**

Counseling for Career Development

This course provides a lifespan perspective on work/career. The impact of career development theory on the counseling process and the relationship of career guidance and development to college, vocational/technical schools, and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated.

MCC 7501   **3 credits**

Family Counseling

This course helps students gain understanding of family and marital systems with emphasis on prominent theoretical modalities and application of relevant techniques to classroom simulations. Students gain experience in dealing with dysfunctional families. The course considers issues such as sexuality, child abuse, substance abuse, sex-equity, and the impact of children with special needs on the family structure.

MCC 7605   **3 credits**

Counseling Diverse Populations

This course explores the social, psychological, cultural, economic, and environmental influences that affect various client populations. The special counseling needs of women, men, racial and ethnic minorities, and the disabled are examined.

MCC 7805   **3 credits**

Appraisal Techniques

This course is a survey of psychological tests and instruments used in schools and agencies providing human services. A review of measurement terms precedes the administration, scoring, interpretation, and use of various appraisal instruments, including standardized intelligence, personality, psychomotor, and stress assessment instruments. Statistics necessary to understand test data are examined as students explain the relationship between test data and research. The use of computer technology in the scoring and interpretation of tests is also presented.

MCC 7806   **3 credits**

Research & Evaluation

This course analyzes major types of social science research. Students become familiar with bibliographical sources and literature survey procedures. The implications of research and its applications to counseling are evaluated. Students gain experience in using common research procedures. Basic statistics (descriptive and inferential) and research design methods are presented.

MCC 7905   **3 credits**

Practicum (100 hours)

Primarily experiential in nature, this course serves as a forum for learning and practicing basic counseling skills and for actual supervised counseling experience in an agency setting or a college setting. Students will be expected to function as a staff member in this field experience. One hundred (100) clock hours are required for the practicum experience. A major focus of the course is personal and professional self-development, emphasizing the maintenance of appropriate professional boundaries. As part of the process of self-examination, the classroom experiences focus on the counselor's processes, rather than those of the client. Finally, the course explores strategies for structuring the counseling intervention strategies, evaluating outcomes, and successfully terminating the counseling relationship. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 100 clock hours. Two thirds (2/3) of the direct client contact is individual counseling and 1/3 should be group counseling.

MCC 8000-8003   **12 credits**

Internship (600 hours)

Internship is the culminating experience of the counseling program. It is expected that the student will assume more professional responsibility during the internship than during the practicum, i. e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Group Supervision Seminar hours count toward the required 600 clock hours.

MEC 6401   **3 credits**

Theories of Counseling

Students examine various psychological theories that have been used as the basis for counseling. Students investigate nondirective and directive client-centered approaches to counseling, including the psychoanalytic approach, the traditional Rogerian approach, the Adlerian method, and the Gestalt approach. Each theory is evaluated in terms of its usability in schools. Assignments are relevant to both elementary and secondary school counseling.

MEC 6402   **3 credits**

Human Behavior and Child Development

Students study the research and theory of human development from pre-school to adulthood. The social, psychological, physical, and emotional growth of learners is addressed with emphasis given to the needs of learners, especially those who are

exceptional. Students learn about the expectations of behavior and performance and the relationships between the counseling process and child development. Students are asked to make classroom observations.

MEC 6501   3 credits
Principles and Practices of the Guidance Program
This course facilitates students' understanding of the philosophy, theory, and professional activities needed to organize and administer a school counseling program. Developmental K-12 guidance programs are explored. Students are required to visit and critique at least three school guidance programs: one elementary, one middle level, and one high school. Guidance practitioners provide insight about the way counseling services are organized and delivered.

MEC 6502   3 credits
Tools and Techniques of Individual Counseling: Part I
Students apply counseling theory in practice. The counseling process is discussed in generic terms, regardless of the theoretical base being used. Counseling methods are applied to personal/social development, academic development, decision-making, and crisis intervention. The development of counseling skills for clients with special needs is emphasized. Legal and ethical issues of counseling are thoroughly discussed and analyzed. Prerequisite: MEC 6401

MEC 6503   3 credits
Tools and Techniques of Individual Counseling: Part II
Students apply counseling theory in practice. Techniques are applied for counseling clients whose needs reflect current societal concerns including drug/alcohol abuse, cultural and sexual diversity, divorce, teen pregnancy, AIDS, suicide, violence and death, and students with physical and mental disabilities. Prerequisite: MEC 6502

MEC 6600   3 credits
Introduction to Drug/Alcohol Counseling
This course addresses the fundamental concepts and issues necessary to gain a basic understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.

MEC 6607   3 credits
Ethical Issues in School Counseling
This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values, and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed such as: informed consent, confidentiality and privileged communications, records, technology and subpoenas, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice.

MEC 7202   3 credits
Group Counseling
Students investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Students will arrange a visit to a school to observe and participate in an actual group counseling session at the level for which they are seeking certification.

MEC 7203   3 credits
Career Development and Information Services
This course examines methods of providing and disseminating information necessary to make educational, career and personal choices, and provides a lifespan perspective on work/career. The impact of career development theory on the counseling process; the relationship of career guidance and development to college, vocation/technical schools; and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated.

MEC 7501   3 credits
Family Counseling
The family structure is explored as students learn how to meet the needs of children at school through family counseling. A knowledge of family dynamics, social and cultural issues, and parenting education are utilized as the class considers issues of sexuality, child abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure.

Socioeconomics, ethnic background, and race are addressed in terms of their influence on children in families. Students will research and report on community and agency resources and referral services available for children and their families.

MEC 7502   **3 credits**
The Counselor as Consultant
This course focuses on the counselor as consultant to other adults in matters concerning a child's behavior, test interpretation, grades, and capacity to function socially and physically. Strategies for consultation with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in school. Students examine distinctions between counseling and consulting, and the need to increase collaborative consulting in schools.

MEC 7701   **3 credits**
Testing, Measurements, and Research in School Counseling
This course is designed to prepare future counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Students will explore commonly used assessment instruments that assess learner aptitude, achievement, interest, intelligence, content areas, and traits like self-esteem, values, and modalities to help in the decision making process. Statistics necessary to understand and interpret test data will also be examined. Students will learn how to gather information through research such as use of a questionnaire, survey, and/or follow-up studies. The student will describe the methods for analyzing the data and reporting the results. Use of computers and other kinds of technology in scoring and interpreting tests and other research data will be explored. An individual research project is required.

MEC 7781   **6 credits**
Supervised Elementary Practicum: Elementary
MEC 7782   **6 credits**
Supervised Secondary Practicum: Secondary
This practicum will give graduate students an opportunity to demonstrate their competency as counselors while participating in a clinical experience. Students and the College will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of counseling activities. Their work will be supervised and evaluated by the school counselor and a member of the Wilmington College faculty.

Graduate students who have a minimum of three years' experience in the classroom will spend at least 100 hours under supervision of a certified school counselor as part of a six (6) credit course.

Prerequisites: MEC 6401, MEC 6501, MEC 6503, MEC 7202, and four additional MEC courses (total of 8). Students must meet and receive approval of the site program advisor and program coordinator. They must have passing scores on all sections of the PRAXIS I:PPST or present a valid teaching certificate.

MEC 8000-8001   **6 credits variable**
Supervised Elementary Internship I & II
MEC 8802-8803   **6 credits variable**
Supervised Secondary Internship I & II
This internship will give graduate students an opportunity to demonstrate their competency as counselors while participating in a clinical experience. Students and the College will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of counseling activities. Their work will be supervised and evaluated by the school counselor and a member of the Wilmington College faculty.

Those students with no classroom experience will complete an 800 hour counseling internship with a certified school counselor and observe 200 hours in a classroom as part of their 12 credit course.

Prerequisites: MEC 6401, MEC 6501, MEC 6503, MEC 7202, and four additional MEC courses (total of 8). Students must meet and receive approval of the site program advisor and program coordinator. They must have passing scores on all sections of the PRAXIS I:PPST.

MED 6490   **3 credits**
School Law/Legal Issues in Education
Administrative and institutional aspects of law and legal problems that affect the environment of the organization, particularly of the school, are explored. Topics include: contractual liability, school and pupil personnel law, contract negotiations, legal responsibilities of the school manager and teacher, and Delaware school law and government. Students will analyze the government infrastructure in Delaware, the role of the General Assembly, the legal responsibilities of the Secretary of Education, the State Board of Education, and the local districts.

MED 6501   **3 credits**
Organizational Development
This intensive survey course focuses on behavior from the macro perspective of organizational theory and development to the micro aspects of individual and group motivation, dynamics, and decision-making in context of emerging theory and practice in education. Conceptual models will be analyzed and used

to address current issues in education. Development and restructuring within educational institutions as they relate to human motivation, decision making, group dynamics, planned change, and leadership behavior will be examined.

MED 7201   **3 credits**
School Business Management
Students examine state and local district financial control systems and processes used by school managers that focus on periodic planning in the development of budgets and the measurement and interpretation of operating results. A practical examination of realistic management techniques will be conducted.

MED 7502   **3 credits**
Human Relations
The significance of human relationships in school systems and their impact on teacher-staff functions, school leadership, and participatory decision-making is examined. Students become aware of the role that interpersonal relationships play in the structure of the larger organization, thereby learning to understand and effectively deal with daily behavioral problems. Methods for improving school communications, increasing teacher-staff motivation, encouraging a philosophy of humanist discipline, and exploring goal-oriented performance for the entire school community are analyzed by students.

MED 7503   **3 credits**
Communications and Public Relations
This course is an overview of the standards, procedures, and responsibilities of a school organization as it engages in the dissemination of information. Problems of organizational psychology, inhibitors to effective communication, and contemporary research and applications for achieving effective communication are addressed.

MED 7590   **3 credits**
Contemporary Theories and Issues in Education
This course explores emerging curriculum and instruction theory, developments, critical issues in a changing administrative environment, and the impact of technology on education. Students examine management philosophy and a decision maker's new roles, responsibilities, and strategies in school productivity and quality-of-life objectives. Managerial systems, schools in transition, educational ethics, and quality of education are major topics.

MED 7701   **3 credits**
Evaluation and Supervision of Instruction/Staff
Students study theories, practices, and recent developments in the evaluation and supervision of classroom instruction. Topics include current evaluation models and practices, observation techniques, conferencing, concepts of clinical supervision, general supervision of classroom practices, and staff development as they relate to evaluation and supervision.

MED 7702   **3 credits**
Classroom Organization and Management
Effective classroom management and organizational techniques that maximize the time available are analyzed. Concepts in academic learning, proactive management and planning, organization of the classroom, lesson pacing and sequencing, and active instruction are stressed.

MED 7703   **3 credits**
Teacher Expectations and Effect on Student Behavior
Students analyze research and current practices relating to teacher expectations of student behavior and achievement. Topics include a review of exceptionalities and positive techniques for influencing student behavior in the classroom, including defining and clarifying rules and routines, monitoring student behavior, dealing with disruptive students, implementing incentive systems, and establishing high expectations.

MED 7704   **3 credits**
Instructional Strategies for Diverse Learners
Research-based concepts and methods for planning and delivering effective classroom instruction in diverse academic learning environments are studied. Topics include the review of selected instructional models and practices in such areas as lesson planning, establishing a mind set, presenting new information, and providing guided and independent practice.

MED 7705   **3 credits**
Educational Measurement
This course will focus on the understanding, interpretation, and use of statistical measurement procedures involved in educational evaluation. An awareness of the role of measurement in student assessment and its use predicting and judging relative to curriculum/instruction issues will be stressed. An explication of locally developed measurements with an emphasis on performance assessments and rubrics in comparison to objective or norm referenced ones will be included. Standardized test results will also be evaluated and analyzed in relation

to student achievement, special education identification, educational testing research, curriculum development, and instructional improvement. Data-based administrative and teacher-related decision making will be emphasized.

MED 7706   **3 credits**
Elementary/Middle School Administration
The leadership role of the elementary and middle school principal in current educational practice is analyzed and synthesized. Management and instructional leadership skills are studied. The characteristics and impact of the effective principal are examined, with emphasis on understanding curricular trends for elementary and middle schools, sound supervision and evaluation practice, staff development needs, and elementary and middle school learning assumptions that result in student achievement.

MED 7707   **3 credits**
Secondary School Administration
This course explores the role of principals in current educational practice. Students will consider educational leadership at the building level, not only from the perspective of management and organizational skills required, but also from the perspective of instructional leadership skills. The characteristics of the effective principal and his/her impact on the school are included with emphasis on understanding curricular trends, sound supervision and evaluation practice, staff development needs, and assumptions about school learning that result in student achievement.

MED 7708   **3 credits**
Curriculum Development
This course assists administrators, supervisors, and teachers seeking answers to three basic curriculum design questions: What should be taught and in what order? What content should the students encounter? What criteria should be used to determine learning and learning experiences, and to what degree? Distinctions between content and learning experiences, teaching and learning, and the written and unwritten (hidden) curriculum are made.

MED 7709   **3 credits**
Personnel Administration
This course focuses on personnel practices and skills that enable school administrators and staff to relate effectively to each other. The areas of certification, pension, workers' compensation, interviewing, recruitment, negotiating, and other personnel functions are studied. Course participants are exposed to employment policies and laws related to Equal Employment Opportunity, compensation, and labor relations strategies.

MED 7710   **3 credits**
Technology: Instructional and Administrative Applications
Students examine and utilize technology applications in order to enhance teaching and facilitate administrative processes. Topics include an introduction to Delaware's state plan for technology applications in schools, instructional and administrative applications of word processors, spread sheets, data bases, computer networks, electronic access, software review and selection, software licensing, copyright issues and related ethics, emerging technologies and applications, and staff development requirements for introduction of new technology to schools. Word processing skills are required.

MED 7711   **1 credit**
Introduction to Flight Instruction for Elementary Education Teachers
This course provides elementary education teachers with sufficient background information to develop lesson plans and provide classroom instruction on aviation history and the principles of flight. Simulator training is also provided.
NOTE: This class has restricted enrollment. Please contact the Aviation Program Coordinator for specific details.

MED 8800   **3 credits**
Integrative, Independent Study Project
This culminating independent study project (Instructional concentration) combines theory and practice in an integrative experience approved by the Program Advisor and the course instructor. It gives students the opportunity to demonstrate the application of knowledge and skills acquired in regular course work. The course documentation process culminates in a research paper.

MED 8900   **3 credits**
Supervised Administrative Practicum
The Administration concentration practicum gives students an opportunity to receive valuable supervised experience in school administration. The project requires participants to engage in a specific set of management responsibilities and to submit a portfolio documenting the activities required to complete each assignment.

MEE 6601 3 credits

Human Development and Learning

This course is a survey of the development of persons from birth through adolescence with emphasis on characteristics of primary, middle, and secondary students. Both social and cognitive development are included. Appropriate interventions for students with developmental gaps are included. Requirements include a case study with evaluation and recommended course of action.

MEE 7601 3 credits

Education of Exceptional Children

Students address the educational needs of the exceptional learner in the classroom. Diagnostic instruments currently used in Delaware and their interpretation are reviewed, studied, and compared to standardized instruments. Interventions for specific disabilities are studied and applied. Needs and characteristics of the gifted child are included. Emphasis is on methods and materials that coordinate with IEP goals and objectives. A research paper reviewing least restrictive environment (LRE) issues will be required, as well as six hours of classroom observation.

MEE 7602 3 credits

The School in a Multicultural Society

Students will examine schooling and the local, regional, and national demographics of cultures in American society. Concepts and strategies for infusing cultural understanding into the classroom will be presented, and standards for critiquing textbooks, videos, and library materials for cultural bias will be reviewed and applied. A research paper reviewing current efforts of school districts in this regard is required.

MEE 7603 3 credits

Strategies for Effective Teaching

Students review research and strategies for maximizing learning time in the classroom. Effective teacher/student interaction, classroom management, and lesson design and delivery are studied. Fundamentals of test theory and test design are included, as well as an overview of the uses and interpretation of standardized tests. Requirements include field observation and a related project.

MEE 7604 3 credits

Multimedia Education

Contemporary technology and its applications to individual and group learning are reviewed. Interactive media, the computer, and the video camera are studied as instruments for learning, diagnosis, and evaluation. The student is required to design a project or unit integrating technology in the learning and/or evaluation processes.

MEE 7631 3 credits

Child Growth and Development

This course is a survey and examination of development from the prenatal period through adolescence with emphasis on the characteristics of children who are in kindergarten through grade four. Social, cognitive, and physical development are included. Appropriate interventions for students with developmental gaps are a focus. The role of the family in child development and safety and nutrition for young children are included. Students are required to prepare a case study of a child in grades K-4 that includes an evaluation of the child and recommendations for a course of action.

MEE 7632 3 credits

Language and Literacy

The relationship of language to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, assessment of language, and metacognition are emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instructional implications. Clinical observation and study of young children's language/literacy is required.

MEE 7633 3 credits

Methods of Teaching Language Arts/Reading

Students study the rationale for an integrated language arts program and thematic units with other subject areas, with a focus on the Delaware Content Standards. Emphasis is on development of age appropriate lesson plans and units that demonstrate a variety of methods and materials for teaching the skills of language arts and reading and the integrated process. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Twelve hours of clinical observation and subsequent analysis of the teaching of language arts/reading are required. Prerequisites: MEE 7632 and passing scored on all sections of PRAXIS I:PPST

MEE 7634   **4 credits**

Methods of Teaching Social Studies in K-4

Students examine the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the Delaware Content Standards for kindergarten through grade four. The geography content stresses human, political, and urban geography. The history content stresses cultural, economic, political, and social development. The study of methods for improving reading skills in social studies is included. Theories of lesson planning, and especially unit planning for young children, as well as methods of evaluating progress in social studies are studied and applied. Requirements include six hours of field experience and development of a unit that incorporates all of the social sciences. Prerequisites: A minimum of three (3) credit hours in social science and a passing score on all sections of PRAXIS I:PPST

MEE 7635   **3 credits**

Professional Issues, Parenting, and Families

This course is an examination and analysis of contemporary programs for young children. Professional ethics and diversity issues are emphasized. Parenting issues, including parent education and involvement in the educational process, are major themes. Family structure and development and their relationship to the schooling of young children are included.

MEE 7636   **3 credits**

Fine Arts & Literature for Children and Adolescents

Students examine literature for its own sake and its relationship to art, music, drama, and dance. Knowledge of literature and fine arts and how to incorporate them effectively in an integrated curriculum is the major focus. Students are required to prepare a lesson plan that demonstrates the use of fine arts as a cognitive or affective remedial technique. Students are also required to read and study a minimum of sixty books appropriate for children and adolescents. Another focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction.

MEE 7637   **4 credits**

Methods of Teaching Mathematics in K-4

Students participate in an analysis of methods and materials used in mathematics programs, including the criteria established by NCTM and the Delaware Content Standards for mathematics. Students must demonstrate competency in number systems and theory, real numbers, set theory, measurement, geometry, probability and statistics, algebra, trigonometry, and calculus. Manipulatives, calculators, and computers are studied for both theory and application. Particular emphasis is on the evaluation of math achievement and learning difficulties specific to math.

Each student is required to prepare a project that includes designing, delivering, and evaluating math lessons appropriate for young children. Six hours of clinical observation and analysis of the teaching of math are required. Prerequisites: A minimum of three (3) credit hours in math and passing score on all sections of PRAXIS I:PPST

MEE 7638   **4 credits**

Methods of Teaching Science in K-4

Students participate in an analysis of methods and materials used in contemporary science programs, with a focus on the Delaware Content Standards for science. Emphasis is on process skills, concepts, schema, attitudes, and values of science. The content portion includes life and environment, earth and space, and physical science. Students observe science classes and develop lessons for teaching science. Each student is required to prepare a project that includes designing, delivering, and evaluating science lessons for young children. Six hours of clinical observation and analysis of the teaching of science are required. Prerequisites: A minimum of three (3) credit hours in science and a passing score on all sections of PRAXIS I:PPST

MEE 7639   **3 credits**

Integrated Methods K-4

This course explores the teaching methods for K-4 classes utilizing language arts as a base. Science, mathematics, social studies, and the arts are seen as part of a holistic approach under the language arts umbrella. The design of the course helps students understand the importance of these various curriculum areas in the K-4 child's overall academic development.

MEE 7651   **3 credits**

Adolescent Growth and Development

This course is a survey and examination of development from birth through early adulthood with emphasis on the characteristics of children who are in grades five through eight. Social, cognitive, and physical development are included. The roles of the family, school, and peers for this age group are a focus. Students are required to prepare a case study of a child in grades 5-8 that includes an evaluation of the child and recommendations for a course of action.

MEE 7652 **3 credits**

Reading in Content Areas

Theories about the reading process and reading to learn are explored. Emphasis is on practical strategies for acquiring knowledge through reading in a variety of subject areas. The relationship of listening, speaking, reading and writing, plus implications for instruction are included. Clinical observation and study of the reading behavior of a fifth through eighth grade reader is required.

MEE 7653 **3 credits**

Methods of Teaching Reading in Grades 5-8

Students study the interrelationships of reading skills and the reading process with other subject areas, with a focus on the Delaware Content Standards in reading. Emphasis is on development of age appropriate lesson plans and a unit that demonstrates a variety of methods and materials for teaching the skills of reading and the integrated process in grades five through eight. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Six hours of clinical observation and subsequent analysis of the teaching of language arts/reading are required. Prerequisites: MEE 7652 and a passing score on all sections of PRAXIS I:PPST

MEE 7654 **4 credits**

Methods of Teaching Social Studies in 5-8

Students examine the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the Delaware Content Standards for social studies in grades 5-8. The geography content stresses human, political, and urban geography. The history content stresses cultural, economic, political, and social development. The study of methods for improving reading skills in social studies is included. Theories of lesson planning, and especially unit planning for middle level youngsters, as well as methods of evaluating progress in social studies are studied and applied. Requirements include six hours of field experience and development of a unit that incorporates all of the social sciences. Prerequisites: A minimum of three (3) credit hours in social science and a passing score on all sections of PRAXIS I:PPST

MEE 7655 **3 credits**

Advising, Mentoring, and Counseling

Students explore counseling techniques and models, as well as mentoring programs consistent with the cultural diversity of teachers and students. The focus is on learning styles, contemporary social problems, diversity of home-school communications, and the varying levels of parental involvement. Attendance and observation at a community-based family service facility are required.

MEE 7657 **4 credits**

Methods of Teaching Mathematics in 5-8

Students participate in an analysis of methods and materials used in mathematics programs, including the criteria established by NCTM and the Delaware Content Standards for mathematics. Students must demonstrate competency in number systems and theory, real numbers, set theory, measurement, geometry, probability and statistics, algebra, trigonometry, and calculus. Manipulatives, calculators, and computers are studied for both theory and application. Particular emphasis is on the evaluation of math achievement and learning difficulties specific to math. Each student is required to prepare a project that includes designing, delivering, and evaluating math lessons appropriate for middle level youngsters. Six hours of clinical observation and analysis of the teaching of mathematics are required. Prerequisites: A minimum of three (3) credit hours in math and a passing score on all sections of PRAXIS I:PPST

MEE 7658 **4 credits**

Methods of Teaching Science in 5-8

Students participate in an analysis of methods and materials used in contemporary science programs, with a focus on the Delaware Content Standards for science. Emphasis is on process skills, concepts, schema, attitudes, and values of science. The content portion includes life and environment, earth and space, as well as physical science. Students observe science classes and develop lessons for teaching science. Each student is required to prepare a project that includes designing, delivering, and evaluating science lessons appropriate for middle level youngsters. Six hours of clinical observation and analysis of the teaching of science are required. Prerequisites: A minimum of three (3) credit hours in science and a passing score on all sections of PRAXIS I:PPST

MEE 7659   3 credits
Integrated Methods 5-8

This course explores the teaching methods for grades 5-8 where language arts, science, mathematics, social studies, and the arts are seen as part of a holistic approach. The design of the course helps students understand the importance of these various curriculum areas in the 5-8 student's overall academic development.

MEE 7996   1 credit
Practicum I

This course introduces the beginning teacher preparation student to essential content and pedagogical knowledge related to components of professional practice. Practicum I provides the teacher preparation student with opportunities to observe, describe, interpret, and understand the classroom environment and to reflect on the personal and professional attributes required for success in teaching. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting plus 21 hours of supporting seminars. MEE 7996 is offered during the fall, spring, and summer semesters. Prerequisites: approved Application for Practicum Placement, valid TB clearance. This course is graded A-F.

MEE 7997   1 credit
Practicum II

This course helps the teacher preparation student analyze and reflect on the classroom environment in relation to components of professional practice and the Delaware Professional Teaching Standards. The Practicum II student learns to apply the concepts introduced in Practicum I and in MEE program coursework. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting plus 21 hours of supporting seminars. MEE 7997 is offered during the fall, spring, and summer semesters. Prerequisites: MEE 7996, approved Application for Practicum Placement, valid TB clearance. This course is graded A-F.

MEE 7998   1 credit
Practicum III

This course emphasizes synthesis and evaluation but narrows the focus to the area of reading. Practicum III expects the more advanced teacher preparation student to administer a diagnostic reading inventory to one child and then devise and carry out a remediation plan for that child under the close supervision of the Practicum advisor, classroom teacher mentor, and site-based reading teacher or reading specialist. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting plus 21 hours of supporting seminars. MEE 7998 is offered during the fall, spring, and summer

semesters. Prerequisites: MEE 7996 and MEE 7997, valid TB clearance; [for K-4 majors] MEE 7632 Language and Literacy and MEE 7633 Methods of Teaching Reading/Writing (may be taken concurrently); [for 5-8 majors] MEE 7652 Reading in the Content Areas 5-8 and MEE 7653 Methods of Teaching Reading/Writing 5-8 (may be taken concurrently). This course is graded A-F.

MEE 8801   9 credits
Student Teaching

Students participate in a clinical immersion, including 12 weeks of student teaching. Student teaching is in educational settings for K-4 or 5-8 grade levels and is 12 weeks of the clinical semester. A supervisor of student teaching from Wilmington College and a cooperating teacher in the school are identified to mentor and monitor each student teacher. Attention is given to placing students in schools/classrooms that reflect a diverse student population. Students are required to attend regularly scheduled seminars during the clinical semester. The Teacher as Researcher project, an individually directed analysis and application experience, will be completed prior to the end of student teaching. Prerequisites: Approved application from the Office of Clinical Studies, GPA of 3.0, a passing score on all sections of PRAXIS I: PPST, and completion of all methods courses

MGT 6501   3 credits
Organizational Management

This course focuses on the role of managers as facilitators of change within organizations, as well as on the development of organizations on the macro level and the individual on the micro level. Organizational theory is used to understand the implementation of policy within the organization. The course emphasizes the concepts of motivation, interpersonal relationships, group dynamics, leadership, and organization culture in the context of both emerging theory and current/future practice.

MGT 6601   3 credits
Seminar in Supply Chain Management

This course is designed to provide students a framework for understanding the defining supply chain systems while developing an understanding of the complexity, opportunities, and pit-falls of management issues regarding these systems. The course also provides knowledge about the organization's role within a global supply chain and competitive market.

MGT 6667   **3 credits**

Logistics Management

This course introduces logistics/physical distribution and supply, and the related costs. It provides a systematic overview and analysis of the elements of logistics functions in widely varying types of industries and agencies, including handling, warehousing, inventory control, and financial controls. Prerequisite: Undergraduate business administration or MGT 6601

MGT 6668   **3 credits**

Transportation Management

This course focuses on intermodal transportation as part of supply chain management. The course is divided into six parts: (1) the development of the global transportation system, (2) transportation regulation, (3) the modes of transportation and how they interface, (4) shipper issues, (5) intermodal transportation management, and (6) the future in transportation.

MGT 7501   **3 credits**

Labor Relations and Collective Bargaining Procedures

This is an intensive survey course with a focus on a comprehensive study of the development and growth of the labor movement in the United States. The evolution of the legal framework for collective bargaining in the private sector is reviewed, including current laws and administrative procedures. The collective bargaining process and the administration of an agreement are covered, using grievance handling and dispute resolution methods such as arbitration and mediation.

MGT 7504   **3 credits**

Ethical Issues in Management

This course focuses on current moral issues in business and identifies ethical concepts that provide the foundation for issue resolution. The reasoning process utilized in the application of ethical concepts to business moral dilemmas is examined.

MGT 7591   **3 credits**

Leadership and Communication

This course is an overview of the standards, procedures, and responsibilities of an organization as it engages in the internal and external dissemination of information. Issues in and procedures for achieving effective communication based on modern research and applications are addressed.

MGT 7600   **3 credits**

International Intermodal Transportation

This course focuses on international intermodal transportation operations. International carriers face new challenges in the global market moving commodities, goods, and people. The growing number of international and regional market arrangements and the growing complexity of national laws and demands for Just-in-Time technologies magnify those challenges.

MGT 7601   **3 credits**

Logistics and Transportation Simulation

This course is the capstone for supply chain management students. The knowledge gained in all other supply chain management courses is applied in a simulated situation encompassing the problems faced when competing with another national state seeking to enter into the same market. Prerequisites: MGT 6601, 6667, 6668, and 7600

MGT 7667   **3 credits**

Diversity in the Workplace

This course is designed to make the student think about diverse individuals in the workplace and aspects of diversity such as race, religion, sex, and ethnicity. Because each individual brings a special uniqueness to the workplace, an in-depth exploration of this topic is essential.

MGT 7668   **3 credits**

Public Relations

This course focuses on public relations and the deliberate, planned, and sustained effort to establish and maintain mutual understanding between an organization and the general public.

MGT 7900   **3 credits**

Topics in Management

This course addresses different topics of interest in the management discipline. It is conducted in a seminar or symposium format where each student is an active and involved participant. The course may be used to meet part of the elective requirements for business degree programs.

MHR 6503   **3 credits**

Law, Regulation and The Workplace

This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human resources management programs. Common practices in hiring and firing, promotion and discipline, safety, testing, equal employment opportunity and affirmative action program requirements established by public law, and the role of regulatory agencies and their requirements in the workplace are explored.

MHR 7505   **3 credits**

Compensation Administration: Issues and Practices

This course examines compensation administration issues and practices and their impact on the work environment. Topics discussed include wage and salary administration, incentive plans, employee benefit plans, health care, and employee assistance programs. The ways in which these issues and practices are integrated into unionized and non-unionized environments are explored. An historical framework is also provided to allow the participants to analyze historical trends as future needs.

MHR 7506   **3 credits**

 Training and Development

The skills, practices, and procedures used by training professionals in conducting needs assessments, developing effective training programs, and presenting training programs are explored. Career development is viewed from the organization's training perspective. The use of position descriptions and training plans provides a practical approach to training and career development.

MHR 7508   **3 credits**

Design and Development of Human Systems

This course emphasizes the design and development of human systems and the measurement of outcomes within the context of organizational strategy. It focuses on the theory, assumptions, and implications of human resource policy and procedures and the relationship of robust systems to organizational performance. Strategy; structure; and design and measurement concepts for human systems, including job analysis, selection, performance appraisal, testing, training and development, and compensation and reward systems are emphasized.

MHR 7800   **3 credits**

Seminar in Human Resources Management

This course focuses on the theory and practice of human resources management. Emphasis is on the development of human resources management theory and practical skills needed by HRM practitioners, supervisors and managers. The employee life cycle including recruiting, hiring, testing, developing, appraising, firing and out placing is emphasized.

MHR 7830   **3 credits**

Finance and Accounting for Non-Financial Managers

This course provides a summary of essential accounting and financial concepts as they impact upon the use of resources in an organization. The focus is on accounting reports, financial statements, ratio analysis, budgets, forecasting, and profit and cost relationships.

MHR 7900   **3 credits**

Special Topics in Human Resources Management

This course addresses different topics of interest in Human Resources Management. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered. Topics might include organizational learning, women in leadership, adult learning, leadership and culture, re-engineering and organizational re-sizing. The course may be used to meet part of the elective requirements for business degree programs.

MOL 6100   **3 credits**

Leadership Foundations

This introductory course focuses on the models of leadership in today's organizations. It allows students to examine their own leadership styles and behaviors and put them into context with leadership models. Drawing from the social sciences, it emphasizes a leader's role in defining and achieving goals within a broad spectrum of organizational settings.

MOL 6200   **3 credits**

Group Processes and Facilitation Skills

This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. The study draws from research within the social sciences and practices within contemporary organizations.

MOL 6300   **3 credits**

Communication for Leaders

This course encompasses research, theories, and models of communication in organizations. The systemic nature of communication processes within the context of organizational environment, culture, and structure are examined inclusive of maximizing communication effectiveness to overcome barriers and meet contingencies in achieving organizational goals.

MOL 6400   **3 credits**

Leadership and People

This course presents an overview of the market, public and private human resources policy, and special topics in human resource management. It includes design considerations for a range of human systems such as performance management, recruitment and selection, and diversity management. "Right sizing" and dispute resolution within organizations, among other topics, are also explored.

MOL 6500   **3 credits**

Decision Making for Leaders

This course studies inquiry processes that may be applied within organizations by emphasizing methodologies to determine root cause of problems and appropriate responses. Qualitative and quantitative procedures are explored in conjunction with the use of computer technology.

MOL 6600   **3 credits**

Legal and Ethical Aspects of Organizations

This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, contracts, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways in which they are manifested in organizations as a basis for and stimulant of culture.

MOL 7100   **3 credits**

Performance Measurement and Control

This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results. An overview of state-of-the-art control tools is included in the learning experience.

MOL 7200   **3 credits**

Marketing and Event Management

This course examines the theories of consumer behavior and customer service using cases and examples from the private and public sectors, including non-profit organizations. An understanding of marketing a product or service using pricing, positioning, and promotion is emphasized as well as managing events such as conferences, sporting events, or fundraisers.

MOL 7300   **3 credits**

Organizational Reality

This course focuses on the role of leaders in organizations as facilitators of change. A broad base of contemporary and emerging organizational theory is applied to the study of understanding the implementation of policy in organizations. Organizations are examined holistically with a view to such dynamics as interpersonal relationships, organizational learning, and culture.

MOL 7400   **3 credits**

Organizational Development and Change

This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development, and implementation of intervention strategies and analyzing the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized.

MOL 7500   **3 credits**

High Performance Teams

This course investigates the literature and emphasizes the theory of high performance teams and their contribution to organizational performance. It stresses strategic, readiness, performance, and cultural considerations including the role of leadership in establishing a high performance, team-based organization. Models and cases are explored to provide a broad view of their application in different organizational settings.

MOL 8800   **3 credits**

Crafting the Future

This is a capstone course that integrates the knowledge from previous courses into a cogent actionable vision of the future of leadership and change within organizations. Students are expected to relate problems and opportunities to decision making and policy either through comprehensive case analysis or project accomplished by the cohort.

MPA 6501   **3 credits**

Seminar in Public Administration

This course focuses on federal, state, and local administrative practices, principles of organization, policy formulation, and decision making in public organizations. The impact of bureaucracy on state and local government politics is explored. Traditional organizational processes, including leadership styles, communications, policy formulation, power, authority, community and political linkages are examined.

MPA 6503   **3 credits**

Administrative Law

This course focuses on administrative law with respect to enabling legislation that creates agencies at the federal, state, and local governmental levels, including delegated powers. Emphasis is placed on the evolution of agency influence through examination of court decisions with respect to broadened agency powers.

MPA 7201   **3 credits**

State and Local Financial Management

This course concentrates on state and local government agencies' approaches to gathering revenues and fees and allocating expenditures. The budget cycle of formulation, adoption, and execution is examined. Competing interest group pressure for scarce financial resources is analyzed.

MPA 7202   **3 credits**

Public Budgeting Systems

This course is a survey of the current budget practices among all levels of government in the United States. Methods are emphasized, along with the sources and types of information needed in budgetary decision making.

MPA 7400   **3 credits**

Public Personnel Administration

This course examines the Civil Service system at both the federal and the state level. This system is characterized by scarce resources, and a new method of implementation is explored, including new organizational life, new emphasis on the marketplace model of personnel management, and more emphasis on individual accountability.

MPA 7401   **3 credits**

Government Contracting and Purchasing

This course concentrates on purchasing and procurement methods, regulations, statutes, and controls applicable to the federal, state, and local level of government.

MPA 7502   **3 credits**

Analysis of Public Policy

This course concentrates on the interdisciplinary nature of public policy analysis. It evaluates the processes through which policy is created and the dynamics of power and access to the policy process. Measurements of policy success and ways to improve both policy quality and the efficiencies of its implementation are evaluated and explored. Federalism, power and the policy process, bureaucracy (the fourth branch of government), the political economy, theories of policy creation and policy evaluation, civil rights, health and welfare, education, defense, criminal justice, and the environment are some issues to be addressed.

MPA 7900   **3 credits**

Special Topics in Public Administration

This course addresses different topics of interest in Public Administration. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered. Topics might include privatization, deregulation, leadership, and culture in the public sector. The course may be used to meet part of the elective requirements for business degree programs.

MRD 7801   **3 credits**

Language Development

This course is a detailed study of the relationships of language to reading. Social and cultural language differences and similarities, theories of language acquisition, and the complexity of language are emphasized. Assessment and intervention strategies of language delays/deficiencies are included. Socio-psycholinguistic theories and metacognition are major components of this course.

MRD 7901   **3 credits**

Diagnosis and Correction of Reading Difficulties I

The nature of reading problems, and the methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner, and the interpretation of physiological, psychological, sociological, and educational factors which influence reading achievement. Provisions are made for the identification and analysis of reading problems, the interpretation of informal and formal measures of reading performance, and for the development of instructional strategies employed in the redmediation process.

MRD 7902   **3 credits**

Diagnosis and Correction of Reading Difficulties II

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, sequence of reading skills, test administration, drawing diagnostic conclusions based upon testing, background information, and observation. Appropriate assessment instruments must be mastered and administered. A formal report of the results of the assessment will be completed and shared with the students' teachers and parents as well as appropriate specialists. A detail plan for the correction of the students' reading difficulties must be completed and implemented. Follow-up assessment and reporting after implementation of the plan is also required. Competencies will be demonstrated via two case studies and assessing and teaching a small group of students. Prerequisites: MEE 7652, MRD 7901

MRD 7920   **6 credits**

Practicum in Reading

This practicum is a semester course and includes further application of assessment and correction strategies with K-12 students for a minimum of 100 clock hours. Another 100 clock hours must be completed and include two components: experience developing and implementing parent involvement strategies for K-12 students experiencing reading difficulties, and experience serving as a reading resource person to other professionals in a public school setting. All work in the practicum will be supervised by faculty from Wilmington College and/or public school professionals. Prerequisites: MED 7705, MEE 7633, MEE 7636, MEE 7652, MRD 7801, MRD 7901, MRD 7902

MRD 7921   **3 credits**

Practicum in Content Area Reading

This practicum requires class time as well as a minimum of 100 clock hours of teaching and assessing reading and writing in content areas in a school-based (clinical) setting. At least half of the time must be in grades seven and above. Demonstration lessons must be presented in English, social studies, science, and math classes. Experience serving as a reading resource person to other professionals in middle and secondary schools is required. Prerequisites: MED 7705, MEE 7633, MEE 7636, MRD 7801, MRD 7901, MRD 7902

MRD 7950   **3 credits**

Seminar in Reading Research

Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom-based research is a major focus. Prerequisites: MEE 7652, , MRD 7801, MRD 7901, MRD 7902

MSA 7701   **3 credits**

Administration in Student Affairs

This course provides students with knowledge related to the design, management, and evaluation of student affairs programs. Emphasis is placed on the guidelines, theories, and strategies needed to effectively manage and administer the student affairs of diverse college and university campuses.

MSA 7702

3 credits

Student Development in a College Setting

This course provides a review of the diverse body of theory related to the understanding of a student's intellectual, cognitive, social, moral, and identity development during the college years. It examines the changes, complexity, and diversity of today's college campuses.

MSE 7400

3 credits

The Gifted and Talented Child

In this course students examine the various theories of intelligence in relation to talented students in K-8 classrooms. Emphasis is on the following: service delivery models, student selection/special populations, curriculum development, program implementation, meeting the social and emotional needs of talented students, program evaluation, and creativity and talent development.

MSE 7401

3 credits

Methods/Curriculum in Elementary Special Education

A framework for understanding current research in the area of curriculum and methods of teaching students with exceptionalities is provided. The course has a particular emphasis on portfolio assessment and learning styles. Students examine curriculum models and teaching techniques. The adaptation of lessons for students with exceptionalities is a major focus.

MSE 7402

3 credits

Applied Behavior Analysis

Understanding, interpretation and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted to their care.

MSE 7403

3 credits

Diagnosis/Assessment/IEP Development for Exceptionalities

Informal and formal assessments used in identifying exceptionalities are analyzed in detail. An emphasis is placed on the selection, administration, and interpretation of test results. The implementation of correction techniques for assessed weaknesses is explored. The formally evaluated strengths and weaknesses are developed into an Individualized Education Plan (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Special emphasis is given to individually administered achievement instruments in relation to intelligence test measures.

MSE 7404   **3 credits**

Assistive Technology (MH, SED, LD)

This course is designed to help professionals in schools understand assistive technology for students with disabilities. The main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. The meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized. Specific instruction in assistive devices will train the student in this relatively new area of special education.

MSE 8101   **3 credits**

Severe Disabilities

Students learn identification methods and teaching strategies for students with severe and multiple disabilities including: autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments, and multiple handicaps. The concepts of inclusion and non-categorical educational identification and teaching are emphasized. A clinical component of observation and analysis of severe disabilities is included.

MSE 8102   **3 credits**

Legislation and Implementation of Policy and Procedure

Pertinent legislation at federal and state levels is reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course includes interpretation of psychological and other special reports, preparation of the special education teacher for multidisciplinary team meetings (MDT's) and meetings with parents and other professionals to develop the individualized education program (IEP). Prerequisite: MSE 7403

MSE 8103   **3 credits**

Supervision and Evaluation of Special Education Programs

Students study the relationship of research in special education to program development, administration, supervision, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures are a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, relationship to other professionals, parent training, public relations, and budget. Prerequisites: MSE 7401, 7402, 7403, 7404, 8101, and 8102

MSE 8802   **6 credits**

Student Teaching in Special Education

Students participate in a supervised clinical experience for a minimum of nine weeks for six credit hours. Each student is assigned both a cooperating teacher from a special education setting in a grade level from one through eight and a supervisor from Wilmington College. Prerequisites: MSE 7401, 7402, 7403; GPA of 3.0; passing scores on PRAXIS I: PPST; and an approved application from the Office of Clinical Studies

MSM 7395   **3 credits**

Management Development

The rapidly changing business of management, including its new paradigms, cultures, challenges, techniques, and opportunities is the focus of this course. The content and future direction of leadership and management, including organizational architecture and the "virtual" enterprise, morale, motivation, productivity, diversity, teamwork, the changing contract between worker and organization, and the effect of changing expectations on reward systems are closely examined.

MSM 7400   **3 credits**

Analysis of Decision Making

A conceptual review of fast-evolving modern techniques and methodologies used for decision making is the focus of this course. Use of these methods by corporations, private institutions and government is growing rapidly. Decision theories and practices covered include the traditional methods of management science and the recent practical applications of decision trees and game theory. The course explores methods application to a wide range of decision making situations, ranging from capital investment decisions to the development of strategies for international diplomacy. Emphasis is on conceptual understanding, rather than mastering a precise set of mathematical tools and techniques.

MSM 7700   **3 credits**
Statistical Concepts Applied to Organizational Research and Practice
This course concentrates on basic statistical concepts that are applicable in the classroom as well as the workplace. The student is viewed as a consumer of research and a decision maker needing a conceptual understanding of statistics to render sound decisions.

MSM 7710   **3 credits**
Organizational Research
This course is an introduction to research design represented in organizational literature. The development of critical reading research skills in order to evaluate the usefulness of results in solving organizational problems and performing original research to respond to a problem stated as a research question are emphasized. The student is viewed as a consumer of research and/or a contractor of research entities or evaluation services, needing to complete an independent integrative research project.

MSM 8800   **3 credits**
Independent Integrative Study Project
This MSM 8800 Independent Integrative Study Project is the culminating three credit hour course which combines theory and practice and provides for the application of knowledge and skills which were required in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.

MSN 5100   **0 credits**
Statistics for Nurses
This self-directed course is intended as a review and reinforcement of basic statistics. Students enrolling in this course will complete a series of computer-assisted instruction modules. Satisfactory scores on the modules will fulfill the statistics requirement for admission into the graduate nursing program.

MSN 6501   **3 credits**
Advancement of Nursing Science
This course provides the opportunity for graduate nursing students to study the connections between philosophy, concepts, theories, research, and advanced nursing practice. Examination of major philosophies illustrates the influences on nursing and health care. The development of concepts related to health care

is examined with beginning experience in concept analysis. Models and theories that direct and guide practice are applied. The importance of research and its link to nursing science is addressed.

MSN 6603   **3 credits**
Advanced Physiology/Pathophysiology
This course focuses on advanced concepts of normal physiology of major body systems and highlights relationships among systems. Knowledge of normal physiology provides the student with **a** basis for interpreting health deviations. Variations from normal and pathophysiologic processes are presented.

MSN 6606   **3 credits**
Research in Nursing Practice
This course explores the interconnectedness of nursing theory, nursing research, and nursing practice. Concepts related to the philosophy of science and generation of knowledge are examined. Both qualitative and quantitative approaches to the research process are encouraged. Clinical projects designed to demonstrate the interrelationship of theory, research, and practice, and which relate to the area of health promotion, are addressed. An action plan is developed to serve as the application phase of the research process. Research utilization and dissemination in advanced practice are discussed. Ways to incorporate clinically-based research are investigated.

MSN 6641   **3 credits**
Philosophical Perspectives of Nursing Practice
This course acquaints students with selected philosophies, including those that have influenced health care, nursing practice, and clinical ethics. Understanding and debating the philosophical bases of health care supports the development of one's personal philosophy of advanced nursing practice and leadership. Students explore their values and analyze how personal and professional values shape professional practice and decision-making. Issues related to the utility of contemporary aspects of nursing practice including holistic health care, clinical ethics, transcultural influences, and complementary therapeutics are also investigated.

MSN 6645   **3 credits**
Bioethics in Nursing Practice
This course will introduce the student to bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to LNC and nursing practice. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated.

MSN 6650 3 credits
Critical Analysis of Systems of Care
In this course students examine the historical aspects of current health care systems. Contemporary health care systems are analyzed for economic and ethical impacts on society. Health care systems in the United States and other nations are evaluated for access and quality issues. An assessment of a particular system is conducted to formulate the development of viable solutions.

MSN 6690 3 credits
Critical Inquiry I
This course provides an overview of the research designs and methodological approaches encountered in qualitative and quantitative nursing research. Students consider various problems in nursing to determine which research methods are appropriate. Approaches to data collection, analysis, and dissemination of results are studied. Statistical analysis for research is addressed, including the use of computer-based statistics.

MSN 6691 3 credits
Critical Inquiry II
This course provides an overview of quantitative and qualitative research designs and methods. A variety of research designs that are used in contemporary studies will be explored. Methodological issues will be addressed. Practice using a commercial computer program will be provided. Prerequisite: MSN 6606

MSN 7000 1-2 credits
Independent Study in Nursing
Students may earn one or two credits through individualized projects with faculty guidance. Projects supplement selected aspects of the program including research, clinical practice, or theory.

MSN 7310 3 credits
Legal Issues in Nursing Practice
This course provides an overview of the legal process and an introduction to the legal issues nurses face in their clinical practice. Case examples and case analysis methods discussed in class will provide nurses with information on risk management and patient advocacy strategies that positively impact health care delivery.

MSN 7320 3 credits
Practices in the Realm of Nursing and the Law
This course will introduce the student to the field of Legal Nurse Consulting as a specialty practice within nursing. Exploration of the roles nurses play in the legal field, introduction of legal concepts applicable to nursing practice, and analysis of medical-legal scenarios will provide the student with exposure to a variety of career options within the practice of Legal Nurse Consulting.

MSN 7330 3 credits
Entrepreneurship for Nurses
This course will familiarize students with the development of a business plan. Students will learn marketing concepts with relevance to marketing LNC services to attorneys, insurers, and facilities. Skills related to office management and billing will also be addressed. Issues related to professional presentation of self will be highlighted.

MSN 7701 3 credits
Child Development and Assessment
This course focuses on advanced comprehensive physical, psychosocial, developmental, and cultural assessment of the child within the context of his/her family and community. Determination of the health status of children from infancy to adolescence through evaluation of a variety of data collection techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. The clinical laboratory component enables the student to refine health assessment skills.

MSN 7702 3 credits
Advanced Adult Health Assessment
This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult client. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills will be refined for the determination of the health status of young, middle, and older adults in the clinical laboratory setting. Students will broaden their ability to recognize abnormal findings within the context of the physical examination. Core concepts will be included regarding promotion of health and wellness in the primary care setting. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients in primary care.

MSN 7703 **3 credits**

Advanced Pharmacology

This course focuses on the study of pharmacology, pharmacodynamics, and pharmacokinetics. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions are described. Specific problems related to nutritional, developmental, and health status are explored. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy. Legalities and regulations related to prescription-writing privileges are addressed.

MSN 7704 **3 credits**

Primary Care I

This course focuses on providing primary care to infants, children, and adolescents using a life span approach. Health promotion and disease prevention are stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Concepts of epidemiology are explored and applied. Aspects of differential diagnosis are addressed. The student applies health promotion, disease prevention, and illness management strategies to clients. Theory-based models are addressed as they pertain to the primary care of children.

MSN 7705 **3 credits**

Primary Care II

This course focuses on providing primary care to young, middle aged, and older adults using a life span approach. Health promotion and disease prevention are stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Aspects of differential diagnosis are addressed. Concepts of epidemiology are explored and applied. The importance of a theoretical model for primary care delivery is stressed. The student applies health promotion, disease prevention, and illness management strategies to clients.

MSN 7707 **3 credits**

Primary Care III

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological framework will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed.

MSN 7708 **3 credits**

Primary Care IV

This course focuses on the provision of primary care to the geriatric client and family, aged 64 and above. Assessment, diagnosis, and management of acute episodic and chronic illness conditions are addressed.

MSN 7709 **3 credits**

Geriatric Assessment and Health Promotion

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the older adult (65+) client. It provides students with the necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills are refined for the determination of the health status of the geriatric client in the clinical laboratory setting. Core concepts are included regarding promotion of health and wellness for the geriatric client in the primary care setting. Emphasis is placed on the physical, developmental, psychosocial, and cultural dimensions of geriatric clients in primary care. Prerequisite: MSN 7702

MSN 7740 **3 credits**

Health Care Policy

This course involves an in-depth study of local, state, national, and international policies affecting the health of populations and the practice of nursing. The nurse's role in the legislative/political process is examined. Issues such as access to health care, insurance reform, malpractice, and institutional policies affecting advanced practice nursing are analyzed.

MSN 7750 **3 credits**

Teaching and Learning in Nursing

The purpose of this course is to introduce the student to various domains of learning which are applied to the classroom and clinical environments, including specific student populations and nursing in-service settings. Approaches to the teaching/learning process that are explored include learning theories, assessment of specific population cohort needs, the designing of teaching plans, and evaluation of the outcomes of learning.

MSN 7751 **3 credits**

Client-Focused Teaching

This course focuses on the teaching role of the nurse's professional practice. Students discuss theories related to client education and how to apply the theories to practice settings. Students explore ways in which factors such as motivation, health beliefs, stage of development, and culture affect the teaching/learning process. A variety of teaching techniques and materials are observed, practiced, and evaluated during a 32-hour practicum with an approved mentor. Students synthesize current client-focused

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