

Course Catalog

2008-2009



Graduate Programs

W E L C O M E T O W I L M I N G T O N U N I V E R S I T Y

Wilmington University is a private, non-sectarian university which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The University began with a charter class of 194 students in 1968 and has grown to serve a student body of approximately 10,000 students of diverse backgrounds.

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. Introduced in 2005, Fusion programs combine online and face-to-face learning and also recognize prior college-level learning. These programs are designed for students who wish to complete their degree in less time than is possible with traditional courses.

Wilmington University'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 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 Wilson Graduate Center; Dover Air Force Base; Dover; the William A. Carter Partnership Center in Georgetown, Delaware; and the University Information Center in Rehoboth Beach, Delaware.

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

THE UNIVERSITY MISSION

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the University's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.



A MESSAGE FROM THE PRESIDENT

Wilmington University is committed to academic excellence in our classrooms; relevant programs in our curriculum; and caring, personal attention to our students. One of our great strengths is the enthusiastic, personal involvement of our trustees, administrators, faculty, staff, and alumni in creating a university community. We believe that the opportunity for higher education should be available to all who seek it, and we will continue to meet the ongoing challenges that higher education presents in the years ahead.

Our students are provided with the academic tools, practical skills, and “real world” opportunities necessary to advance as leaders in their professions and their communities. We encourage active participation in an education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning. We realize that each student is unique and, as a community, we strive to maximize that unique potential.

We look forward to having you join the Wilmington University family.

Dr. Jack P. Varsalona
President

ACCREDITATION

Wilmington University is accredited by the Commission on Higher Education by the Middle States Commission on Higher Education, 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.

Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606

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 University programs have been approved for training of eligible veterans and international students.

NONDISCRIMINATION POLICY

It is the policy of Wilmington University 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 University actively supports the rights of students with disabilities to have equal access to education. Wilmington University 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.

UNIVERSITY SITES

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

Burlington County College

3331 Route 38 (856) 222-9311 x2115
Mt. Laurel, NJ 08054 FAX: (856) 222-9232

University Information Center

41 Rehoboth Avenue (302) 227-6295
Rehoboth Beach, DE 19971 FAX: (302) 227-6705

Cumberland County College

3322 College Drive (856) 691-8600 x551
Vineland, NJ 08360 FAX: (856) 690-0008

Dover

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

Dover Air Force Base

436 MSS/DPE (302) 674-8726
639 Evreux Street, Room 215 FAX: (302) 674-5034
Dover Air Force Base, DE 19902-6639

Georgetown

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

New Castle

Office of Admissions
320 N. DuPont Highway (302) 356-4636
New Castle, DE 19720-6491 FAX: (302) 328-5902

Salem Community College

460 Hollywood Ave. (856) 351-2636
Carneys Point, NJ 08069 FAX: (856) 351-2618

Wilson Graduate Center

31 Read's Way (302) 295-1117
New Castle, DE 19720 FAX: (302) 295-1123

CONTENTS

Academic Information	1	Division of Business.....	23
Academic Awards	1	Doctor of Business Administration	24
Academic Complaint.....	1	Master of Business Administration	26
Appeal of a Final Course Grade/Request for Hearing	2	MBA: Finance	28
Academic Credit.....	2	Certificate of Advanced Study in Finance	28
Alternative Credit Methods	3	MBA: Health Care Administration.....	28
Grading	4	MBA: Homeland Security.....	28
Graduation	6	MBA: Management Information Systems	29
Graduate Educational Values.....	6	Certificate of Advanced Study in MIS	29
Graduation Competencies.....	6	MBA: Marketing Management.....	29
Privacy Policy.....	7	MBA: Transportation and Business Logistics	30
Registration	7	Management.....	30
Student Conduct	8	MSM: Health Care Administration.....	32
 The Graduate Admissions Process.....	9	MSM: Homeland Security.....	32
Program Admission	9	MSM: Human Resource Management	33
Degree Candidacy	9	MSM: Marketing	33
 Financial Aid	10	MSM: Military Leadership	33
Federally Funded Financial Aid for Graduate Students	10	MSM: Public Administration.....	33
Federal Stafford Loans	10	MSM: Transportation and Business Logistics.....	34
State of Delaware Support.....	10	Organizational Leadership	34
Determination for Financial Aid	10	Honors Program.....	36
Application Procedures for Financial Aid	11	 Division of Education	37
Satisfactory Academic Progress		Doctor of Education in Educational Leadership.....	38
for Financial Aid Recipients	11	Doctor of Education in Organizational Leadership	40
Refund Policy for Students Receiving		Applied Technology in Education	43
Federal Financial Aid	11	Career and Technical Education.....	45
 Student Services and Activities	12	Economics for Educators Certificate Program	46
University Library.....	12	Elementary and Secondary School Counseling.....	47
Disability Services	13	Elementary Studies.....	50
Office of Student Affairs	13	ESOL Literacy	52
The Alumni Association	13	Instruction: Gifted and Talented	54
Guest Speakers	13	Instruction: Teaching and Learning	56
Career Services	13	Reading.....	58
 Division of Behavioral Science	14	School Leadership	61
Administration of Human Services	14	Secondary Teaching: Grades 7–12.....	64
Administration of Justice.....	16	Special Education	67
Leadership and Administration Concentration.....	18	 Division of Information Technology	
Criminal Behavior Concentration	18	and Advanced Communications (iTAC)	70
Homeland Security Concentration.....	18	Information Systems Technologies.....	70
Post-Master's Certificate in Homeland Security	19	Information Assurance Concentration	72
Community Counseling	20	Management and MIS Concentration	73
Post-Master's Certificate in Mental Health Counseling	22	Corporate Training Skills Concentration	73
Post-Master's Certificate in Child and Family Counseling	22	Internet/Web Design Concentration.....	73

Division of Nursing and Allied Health	74
Nurse Practitioner: Family, Adult/Gerontology.....	74
Nurse Practitioner Concentrations	75
Family Nurse Practitioner Concentration.....	76
Adult/Gerontology Nurse Practitioner Concentration.....	76
Post-MSN Certificate Options	76
Nursing Leadership:	
Executive, Educator, or Legal Nurse Consultant	78
Dual Degree MSN	81
 Course Descriptions.....	 83
 Directory	 133
Board of Trustees	133
Faculty	134
Adjunct Faculty	139
Administration	144

ACADEMIC INFORMATION

Wilmington University reserves the right to change curriculum and/or policies should an immediate need arise. In those cases, all affected students will be informed.

ACADEMIC AWARDS

Doctor of Education

The Doctor of Education Award is given 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.

Graduate Behavioral Science

The Graduate Behavioral Science Award is given 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 Arts

The Master of Arts Award is given to a graduating student in the MAS 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 Business Administration

The Master of Business Administration Award is given 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 Education

The Master of Education Award is given 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.

Master of Science (Business)

The Master of Science Award is given 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 Science in Information Systems Technologies

The Graduate Information Systems Technologies Award is given to the graduating student in the Information Technology and Advanced Communications 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 to the graduating MSN student who has a distinguished academic record and who exemplifies the spirit of professional nursing.

ACADEMIC COMPLAINT/ APPEAL OF A FINAL COURSE GRADE/ REQUEST FOR HEARING

Academic Complaint

A student with a specific complaint about a course should, where appropriate, speak directly with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, the student should formally communicate with the Program Coordinator in whose program the course resides. This communication must occur within 60 days from the time the grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Coordinator, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Coordinator.

Appeal of a Final Course Grade

A student who seeks to appeal a final grade in a course should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should formally communicate with the Program Coordinator in whose program the course resides. This communication must occur within 60 days from the time the grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Coordinator, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Coordinator.

Request for a Hearing— Final Course Grade or Academic Complaint

If there is a question about the decision of the Academic Dean regarding the appeal of a final course grade or an academic complaint, a student can register a grievance in writing to the Assistant Vice President for Academic Affairs to determine if the matter warrants a hearing before the Academic Review Committee. This letter should include the specific reason(s) for taking the student's grievance beyond the Academic Dean. If the Assistant Vice President determines that a hearing is appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the committee. Should the Assistant Vice President determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee or the Assistant Vice President will be final.

ACADEMIC CREDIT

Attendance

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. 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 University-sponsored or work-related activities, illness, or valid emergencies.

Please note that some academic divisions have additional attendance requirements beyond those specified in this section. In accordance with veterans' regulations, attendance must be taken for all enrolled veterans in each class learning session.

Attendance/Hybrid Courses

Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. A hybrid course meets for "in-class" and "on-line" learning sessions. Students are expected to attend all "in-class" sessions and to "log on", if appropriate, and participate in all "on-line" sessions as required by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Attendance/Distance Learning Courses

Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. Attendance for a distance learning course is defined as "logging onto the course", if appropriate, and participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

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 University (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.

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 director. 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).

Probation and Academic Standing

A graduate student is expected to make satisfactory academic progress toward a degree. Failure to achieve this progress may result in academic probation and even suspension from the University, 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”, “FA” or “NA” grade in a credit course

The Academic Review Committee will meet after each block (7 weeks) 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. A suspended student must wait one full semester after the suspension was issued before submitting an appeal to the Academic Review Committee Chairperson.

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 University 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.

ALTERNATIVE CREDIT METHODS

Wilmington University grants academic credit for work completed through six alternative credit sources. These sources are in addition to transfer credit which may be granted for work completed at another academic institution. A brief description follows. Additional information may be found on the University website, the Academic Program Guide or from Academic Advising.

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.

Directed Study

Directed study is available only under extenuating circumstances for students who are approved by their program Academic Dean or Program Coordinator one month prior to the semester registration period in which the directed study is to be conducted. A maximum of 6 credits may be earned through the directed study format and may be used towards residency credits.

Extra-Institutional Course Assessment (ECA)

The University recognizes that college-level learning takes place both in and out of the classroom. A process of reviewing corporate training programs and other formal training/courses offered by non-accredited institutions/entities has been implemented to determine if college-level learning is present and to determine what credit, if any, should be awarded for the prior learning.

Graduate level ECA credit often requires independent study, original research, critical analysis, or the professional application of the specialized knowledge within the discipline.

Independent Study

Students desiring to study areas of knowledge outside of disciplines available through regular course work must secure written permission from the appropriate Academic Dean or Program Coordinator one month (minimum) prior to the semester's registration period in which the independent study is to be conducted. Tuition and fees for independent study are the same as those for standard courses. Independent study is graded on a pass/fail basis. A maximum of six (6) credits may be earned through the independent study format and may be used towards residency credits.

Internship/Field Placements

Students can be provided with field placement in public or private agencies and companies. Field placements provide first-hand experiences upon which future career choices can be based. Students gain a better understanding of the relationship between theoretical concepts and their practical application.

For additional information related to internships and field placements, students should consult their specific academic program guides and handbooks. A maximum of fifteen (15) credits may be earned through internships/field placements and these may be used towards residency.

Prior Learning Assessment

The University offers graduate students in selected programs the opportunity to obtain academic credit for learning that has taken place outside the traditional classroom setting. As a result, the University may award graduate credit through Prior Learning Assessment (PLA) of post-baccalaureate experiences at the discretion of the academic division. PLA involves preparing a portfolio which will be reviewed by a qualified faculty member. The portfolio must include evidence relevant to the area in which credit is sought and demonstrate clear achievement and thorough understanding of the subject matter. For more information concerning graduate PLA credit, contact your academic program advisor. A maximum of six (6) credits may be earned through the Prior Learning Assessment format and may be used towards residency credits.

GRADING

Academic Integrity

Student conduct at Wilmington University should reflect favorably on all students and the University. Regulations have been developed to serve as guidelines for conduct within the University community and are designed to enhance the educational objectives of those associated with the University. Since students remain citizens as well as members of the University community, they are obligated to act in agreement with the rights and privileges accorded to students and citizens. Violations of local, state and federal laws will be referred to and handled by the proper authorities.

Academic Dishonesty

Students of Wilmington University are expected to be honest and forthright in their academic pursuits. It is inappropriate conduct to falsify the results of research; steal the words, phrases, or ideas of another; cheat or attempt to cheat on an

examination; or to aid, assist, or allow another to commit an act of academic dishonesty. Acts of academic dishonesty are serious offenses.

All acts or attempted acts of alleged academic dishonesty are to be reported to the Dean of the appropriate academic division. Additional information related to University policy may be found on the University website: <http://www.wilmu.edu/studentlife/acaddishonesty.html>

Course Numbering System

Courses at Wilmington University are identified and numbered to reflect the level of academic expectation for a particular course. They include:

Undergraduate Courses

000-099	Non-credit courses
100-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses

Graduate Courses

5100-5600	Non-credit prerequisite courses
6100-8999	Master's level courses
7100-9100	Doctoral (Ed.D) courses

Grade Point Average (GPA)

A student's grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of credit hours attempted, excluding courses in which the grade of "S" is recorded. For transfer students, credits earned include transfer credits; however, the cumulative grade point average is computed only on courses attempted at Wilmington University.

Grades recorded with parentheses indicate prerequisite, post-graduate, and non-credit courses. These credit hours and the corresponding quality points are excluded in the GPA calculation. The grades of "F", "FA" and "NA" are used in computing the grade point average. Courses with grades of "F", "FA" and "NA" are counted in attempted credit hours and receive zero quality points.

Grading System

Wilmington University utilizes a plus/minus grading system in assessing student achievement. Table 1 specifies grades that are used at the graduate level and the corresponding quality points awarded for each credit hour in which students are enrolled.

Table 1. Graduate Grading System

Grade	Numerical Equivalent	Quality Points	Explanation
A	95-100	4.00	Excellent. The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.
A-	92-94	3.67	
B+	89-91	3.33	Good. The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.
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	Lowest Passing Grade. The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction.
F	Less than 74	0.00	Failure.
FA		0.00	Failure Due to Absence. Student has excessive unexcused absences and did not withdraw.
S		0.00	Satisfactory. The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.
U		0.00	Unsatisfactory. The student has not met the minimum course requirements.
I		0.00	Incomplete. Extension granted to complete course work. Failure to complete course work within 60 days of the ending of the course results in a final grade of "F," unless an extension is granted.
IP		0.00	Course in Progress. This grade is specific to Practicums, Internships, and Senior Seminars.
AU		0.00	Audit. Does not yield credit.
W		0.00	Withdraw. No academic penalty.
NA		0.00	Never Attended. Student never attended a class session and failed to withdraw from course.

“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.

Pass/Fail Option

Students may gain approval from their Program Coordinator to enroll in selected courses on a pass/fail basis. This option is limited to two courses beyond the 15 credit hours permitted for internships. Students will then follow established registration procedures, clearly stating at the time of registration which course is selected as the pass/fail option. Course work is graded “S” (Satisfactory) or “U” (Unsatisfactory).

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 University 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 are required to pay a late fee in addition to the graduation fee.

Full-time Graduate Students

Nine credit hours per semester constitute a full-time graduate course load. For international graduate students, Master of Science in Nursing students, and Doctor of Education students, 18 credit hours over a one-year period constitute full-time status. A course load in excess of 14 credit hours per semester requires the approval of the Academic Dean or Program Coordinator. Students who are denied approval to take a course load in excess of 14 credits per semester may appeal in writing to the Vice President for Academic Affairs.

GRADUATE EDUCATIONAL VALUES

In keeping with the Wilmington University mission of providing career-oriented programs, our “scholar-practitioner” faculty are actively engaged in promoting the following educational values. In addition, upon graduation, students are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study.

Educational Values

- Commitment to self-directedness, self discipline and lifelong learning;
- Sensitivity to and respect for a pluralistic society;
- Awareness of self in relationship to others and the benefits of working in teams;
- Appreciation of creative expression, including the arts and humanities;
- Commitment to responsible citizenship as a contributing member of society.

GRADUATION COMPETENCIES

Oral Communication

- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Utilize appropriate APA format for scholarly writings.

Disciplined Inquiry

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
- Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

Information Literacy

- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

Ethics

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

Additional Program Competencies

- Two or three additional Program Competencies as prescribed by the academic division.

Note: Additional competencies may be included as per external accreditation requirements.

PRIVACY POLICY

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 University 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 University will notify the student in writing of the decision regarding amendment of the record.

Right to consent to disclosure: The University 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 University 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
- 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 University 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 20202-4605

Annual Notification to Students: Wilmington University 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.wilmu.edu/studentlife/privacy.html>.

REGISTRATION

Students can register for classes during official registration periods as announced by the University in the academic calendar. The University publishes dates for 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, <http://www.wilmu.edu>. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

Change of Policy

Wilmington University 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.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the University academic calendar, registration booklets, and on our website. 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. Students who choose to fax/mail in a drop/add form are responsible for calling the appropriate office to verify receipt of the request. 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" or "NA."

However, Wilmington University 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 health care provider should be submitted to the Student Financial Services Office for appropriate consideration.

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 can also fax or mail in a drop/add form to the Registrar's Office or home site office. Students who choose to fax/mail in a drop/add form are responsible for calling the appropriate office to verify receipt of the request. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any changes in course credit load.

International Students

Wilmington University welcomes international students who wish to enroll. International 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 an international 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 61 on the Internet-based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours from an accredited American institution.

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 the Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of "FA" or "NA."

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript, as well as the previous grade earned. 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. The most recent semester in which a student has taken the repeated course will be the course grade that is calculated into the grade point average. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

STUDENT CONDUCT

Wilmington University is a community of individuals who come together to learn, work and grow in character. Students are expected to conduct themselves in a mature and responsible manner that demonstrates commitment to the ideal of honorable behavior for oneself and the community as a whole. Students are also responsible for being familiar with and abiding by the policies and regulations of the University, which are communicated in the University Student Handbook. Copies of the handbook are available in the Office of Student Affairs.

THE GRADUATE ADMISSIONS PROCESS

The primary components in Wilmington University's graduate programs are admission, candidacy, and graduation. The admissions process includes document collection and the completion of the 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 University 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 status.

To begin the graduate admissions process, the applicant should call or write the site of attendance, or visit online at www.wilmu.edu. Applicants seeking entry to the Doctor of Business Administration program, Doctor of Education program, the Master of Science in Nursing program, the Master of Science in Administration of Human Services program, the Master of Science in Administration of Justice program, the Master of Science in Community Counseling program, any Master of Education program, or the Master of Arts in Teaching program should contact the Office of Graduate Admissions at (302) 356-4636.

PROGRAM ADMISSION

Admission requirements for specific programs are located in the individual program sections of this catalog.

International Student Admission

In addition to the standard admission procedures, graduate international students must submit the following information required by the U.S. Citizenship and Immigration Services:

1. **Transcript Evaluation.** Evaluated international credentials reviewed by an approved United States credential evaluation agency. If you are not aware of such an agency, please call the Graduate Admissions Office for a referral.

2. **Proof of Language Proficiency.** Minimum TOEFL scores of 61 on the internet-based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours from an accredited American institution.
3. **Financial Support Documentation.** Evidence of financial ability to pay the costs of education. Certified financial statements are required.

If you are entering the United States from another country, upon arrival please immediately make an appointment with your Designated School Official (DSO) and bring with you your original I-20, I-94, Passport and F-1 Student Visa.

DEGREE CANDIDACY

Candidacy review occurs at the following times:

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

Graduate students are considered in good academic standing if their grade point average is 3.0 or above at the time of candidacy review. 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 University.

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

University Policies Regarding Applicants with Felony Convictions

Wilmington University adheres to policies regarding applicants with felony convictions by requiring applicants to submit a description in writing with the application for admission outlining the type of offense, the circumstances of the offense, and the date and jurisdiction of conviction. The documentation is assessed by an attorney, and an admission decision is made. This process can take up to three months to complete.

FINANCIAL AID

Financial aid is available to those who qualify. If educational expenses are greater than the family's ability to pay, as determined by a Congressionally-defined formula, a student is considered to be in need of financial assistance. The primary responsibility for financing a college education rests with students, and federal financial aid is provided to supplement the total family contribution and is awarded on the basis of demonstrated financial need.

FEDERALLY FUNDED FINANCIAL AID FOR GRADUATE STUDENTS

Federal Stafford Loans

Federal Stafford Subsidized Loan. This loan is based on need. The federal government pays the interest on the loan from the date of first disbursement until the student goes into repayment, which is six months after graduating, withdrawing from college, OR enrolling for less than six credits.

Federal Stafford Unsubsidized Loan. This loan is NOT based on need and the student is responsible for paying the interest on the loan from the date of the first disbursement. Students can elect to make quarterly interest payments or have the interest capitalized (added back to the principal) until they enter repayment. Like the subsidized loan, the loan goes into repayment six months after graduating, withdrawing from college, OR enrolling for less than six credits.

Federal financial aid provides assistance with paying for: tuition and fees, books and supplies, transportation costs, modest living expenses, and dependency expenses. This assistance is not meant to provide all living expenses. Rather, the funds are available to provide some supplemental living expenses as well as pay college costs. Detailed information on these programs and the financial aid application process is available to all students on the Wilmington University web site. For those students who do not have access to the web, this same information is available in a hard copy pamphlet called "The Wilmington University Guide to Financial Aid".

State of Delaware Support

Limited funds appropriated by the General Assembly of the State of Delaware are made available to assist Delaware residents who are full-time graduate students at colleges in Delaware. Wilmington University considers nine credits per semester to be full-time status for graduate students. These funds are administered by the Delaware Higher Education Commission, which determines eligibility and makes awards.

Financial need is the primary criterion for assistance. The priority application deadline is April 15 of each year.

Determination for Financial Aid

In order to be eligible for federal grants and loans, state grants and scholarships, and institutional scholarships, students submit the Free Application for Federal Student Aid (FAFSA). The data from the FAFSA is used to determine the Expected Family Contribution (EFC), which is then used to determine the type and amount of aid for which a student may be eligible. The procedure for completing and submitting the FAFSA is outlined below.

Financial aid applicants must complete an admissions application, submit required admissions documents, and be accepted into a degree program, as no funds can be awarded until the applicant has been officially accepted to the University.

The total processing time from submission of the FAFSA to processing by Wilmington University can take from two to eight weeks. Therefore, students are encouraged to submit the FAFSA well in advance of the registration period for the term in which they plan to enter. Financial aid applications are processed on an ongoing basis and grants and scholarships which have limited funds are awarded on a first-come, first-served basis.

Application Procedures for Financial Aid

1. Wilmington University requires all financial applicants to complete the FAFSA and strongly urges all students to do so on-line at www.fafsa.ed.gov. If not already done, students must request a PIN as the first step in completing the FAFSA on-line. When accessing the FAFSA web site, students who do not have a PIN are directed to apply for one. The PIN allows students to electronically sign the FAFSA, which reduces federal processing time to days instead of weeks. A hard copy of the FAFSA is available to students who do not have access to the web. The data required on the FAFSA is based on the previous year's tax information.
2. Upon receipt of students' FAFSA data, Wilmington University will send letters to students indicating what additional documents are needed to complete processing. Students must submit all required documents before financial aid awards will be made.
3. Upon receipt of all required documents, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students then will receive an award letter from the University listing the types and amount of aid offered to them.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

The Financial Aid Satisfactory Academic Progress Policy for Financial Aid Recipients (SAP) mirrors the University's academic policy with regard to GPA. Students placed on probation by the University may maintain financial aid eligibility during the current academic year. Students who are suspended by the University maintain all disbursements prior to the date of the suspension and become ineligible for all subsequent disbursements as of the suspension date.

In addition to GPA standards, students must progress at a 75% completion rate. That is, on a cumulative basis, students must successfully complete 75% of the credits attempted. Successful completion is defined as earning an "A", "B", "C", or "D" in a course. Students who fall below the 75% rate will be placed on financial aid probation for a term and will remain eligible for aid if the student signs an academic contract, which details the academic requirements the student is expected to meet. Prior to registering for a subsequent term, students on academic contracts must meet with their respective Financial Aid Officers for an academic review of the most recent term. Students who do not adhere to the academic contract may lose financial aid eligibility or may be placed on contracts for a second term. If obligations are not met after the second contract, students will lose financial aid eligibility. Finally,

students who are required to sign academic contracts may be limited to a maximum amount of aid to cover tuition, fees, and books only.

An appeals process is available to students who are placed on financial aid probation or suspension. Appeals must be submitted in writing and will be reviewed by an academic committee comprised of the student's Financial Aid Officer, the Director and/or Associate Director of Student Financial Services, and other personnel to be determined at the time of the appeal meeting. The decision of the appeal committee is final.

REFUND POLICY FOR STUDENTS RECEIVING FEDERAL FINANCIAL AID

Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV Funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of Title IV Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Title IV Funds is required
- Other assistance under this Title for which a Return of Title IV Funds is required (e.g., LEAP)

S T U D E N T S E R V I C E S A N D A C T I V I T I E S

UNIVERSITY LIBRARY

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and resources, the Robert C. & Dorothy M. Peoples Library serves students, faculty and staff regardless of program or location. Each site offers group study rooms, free wireless access, multimedia viewing stations, and a myriad of computers for research and internet access. A team of professional librarians and dedicated staff are available to answer research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Distance Programs or at Dover Air Force Base, Dover, Georgetown and New Jersey sites may request books-by-mail at no charge from the main campus site in New Castle by completing the online request form or by calling our toll-free phone line.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 192,000 volumes and more than 450 periodicals in print and microfilm. The library features state-of-the-art technologies with resources accessible through the Internet, including online catalog, e-books, and electronic databases providing access to reference materials and thousands of full-text journals.

There are library resource rooms available for students in Dover and at the Wilson Graduate Center. The library resource rooms provide Internet access to WebCat, e-books, and electronic databases as well as librarian support for reference, interlibrary loan, individual instruction, and assistance with using resources. Students at Georgetown and Rehoboth Beach may use the Stephen J. Betze Library at Delaware Technical & Community College Southern Campus. In addition, students may obtain borrowing privileges at 41 regional libraries that are members of the Tri-State College Library Consortium. Interlibrary loans from academic libraries across the country expand access to needed research materials. Electronic delivery is available for most ILL materials.

Library displays and exhibits provide information on campus activities and programs as well as enhance the learning experience. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster

and support development of information-seeking skills that can lead to a competitive edge in the workplace. Contact a Librarian to schedule an orientation or for assistance with your research.

Information about the library, including policies, online request forms, and subject guides can be found on the Wilmington University web site at: <http://www.wilmu.edu/library>. This homepage serves as a gateway to local, national and global information resources.

DISABILITY SERVICES

Wilmington University offers a variety of educational support services for students with disabilities. The University actively supports the rights of students with disabilities to have equal access to education and makes every reasonable effort to accommodate their needs. For further information, contact the Office of Student Affairs.

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington University enhance the educational process.

The Student Government Association and other clubs/organizations sponsor cultural and social events throughout the year. The University sponsors additional extracurricular 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 University Alumni Association was founded with the first graduating class of 150 students in 1972 to strengthen and promote the growth of the University. An alumni representative is elected to the University's Board of Trustees and participates in University governance. Comprised of undergraduate and graduate alumni, the Association recruits students to the institution and communicates students' accomplishments to the community-at-large. It also is involved in coordinating special events and fund-raising activities.

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

GUEST SPEAKERS

Wilmington University and participating campus organizations sponsor guest speakers on a wide range of subjects. The University is eager to have a variety of points of view expressed and to have the best available representatives of each point of view. The University 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. For further information, contact the Office of Student Affairs.

CAREER SERVICES

The University offers a variety of career-related services for students: job fairs, placement, career-related workshops, career counseling, on-campus recruiting and interviewing, job postings, resume assistance, and career assessment. These career services are a part of the services provided by the Office of Student Affairs.

DIVISION OF

Behavioral Science

Master of Science

Administration of Human Services

Administration of Justice

*Community Counseling**

Post-master's Certificates

Child and Family Counseling

Homeland Security

Mental Health Counseling

Administration of Human Services

MASTER OF SCIENCE

Admission

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

1. A graduate application for admission and a non-refundable application processing 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 the Wilmington University Graduate 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.
6. A writing assessment will be administered during the Orientation Day. Students who do not meet the University standard will be expected to complete ENG 365, Academic Writing.

The Administration of Human Services 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 degree in the Administration of Human Services is geared toward working professionals who seek the knowledge and skills to lead non-profit organizations, for profit service providers, and government agencies that provide social services to a wide variety of client populations. The course of study will provide recent graduates in the behavioral sciences with the necessary tools to succeed in the human services arena. The program provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. 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. The program will prepare scholarly practitioners who are poised to pursue careers or enhance their current positions in a variety of human services positions.

* CACREP Approved Program

Program Design

Courses have been designed in accord with the standards of the Council for Standards in Human Service Education. The core of the program is anchored in the identified disciplines of research, theory, and ethics with a balance of professional practice that gives the program a real world flavor. 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 in a specific area of human services. 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 human services professionals and 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 to conveniently fit the busy schedules of the students. It is anticipated that students, taking courses year-round, could complete the degree in 12 months at an accelerated rate or in 18 to 24 months following a more traditional schedule. Students will build a personalized schedule in consultation with their individual faculty advisor. The personalized guided practicum or individual capstone project allows the student additional flexibility and choices.

Program Competencies

1. Integrate theories, knowledge, skills and values of human services into the operation of human service organizations in a manner that demonstrates flexible thinking.
2. Demonstrate advanced written and oral communication skills.
3. Apply decision-making and problem-solving skills as well as critical thinking to the administration of the human services organization.
4. Demonstrate a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world.

5. Demonstrate the ability to design, implement, evaluate, assess and research the needs of human services communities and organizations.
6. Demonstrate knowledge of information management and information technology as it relates to human service delivery systems.
7. Analyze, interpret, and evaluate the legal and ethical issues that impact and influence human services, and demonstrate an understanding of the ethical issues and standards in the field.
8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning as a scholarly practitioner in human services.
9. Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental human services organization.
10. Demonstrate knowledge, ability and skills to manage both professional and volunteer staff members in a human services organization.

Program Requirements

The Master of Science in Administration of Human Services requires the completion of 33 credit hours with a minimum grade point average of 3.0. All students must satisfactorily complete the six core courses in residence that includes a 120-hour guided practicum or capstone master's project, depending on the work history of the student. The remaining five courses are taken as electives from any of the courses offered in the program. Credits may be awarded toward the degree through the transfer of relevant graduate level course credits from another regionally accredited college or university.

Course Requirements

The Master of Science in Administration of Human Services is intended to provide students with the academic capital needed for successful careers in the human and social services. 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:

AHS 6600	Survey of Human Services
AHS 6610	Administration of Human Service Organizations
AHS 6620	Legal and Ethical Issues in Human Service Administration
AHS 6630	Research, Design and Evaluation of Programs in Human Services
AHS 6640	Contemporary Issues in Administration of Human Services

AHS 8100 Guided Practicum
in Administration of Human Services

OR

AHS 8200 Capstone Project
in Human Services Administration

Electives

Select five courses from any of the courses offered in the program:

AHS 7610 Structure and Dynamics of Relationships,
Organizations, Communities and Societies

AHS 7615 Topics: Administering Faith-Based
Human Services

AHS 7620 Technology and Information Management
in Human Services

AHS 7625 Administering Disability Services

AHS 7630 Communication in Human Services

AHS 7635 Topics: Field Work in Community Asset Building

AHS 7640 Social Policy, Advocacy and Human Services

AHS 7650 Managing Children and Family Services

AHS 7660 Grant Management and Fundraising
in the Human Service Environment

AHS 7670 Alcohol and Other Drugs Program Management

AHS 7680 Administering Programs for Senior Adults

AHS 7690 Volunteer Management

AHS 8110 Guided Practicum – Part II

Administration of Justice

Criminal Justice for the 21st Century

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.
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 University Graduate 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.
6. A writing assessment will be administered during the orientation day. Students who do not meet the University standard will be expected to complete ENG 365, Academic Writing.

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 provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level.

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 concentrations in “Leadership and Administration” and “Criminal Behavior” provide the opportunity for specialized studies. 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. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them to defined criminal justice issues.
2. Demonstrate flexible thinking while maintaining a results-oriented outlook.
3. Develop advanced written and verbal communication skills.
4. Incorporate the use of technology and computer-based research in a variety of applications that are necessary for modern criminal justice practitioners.
5. 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.
6. 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.
7. Design and interpret research in criminal justice.
8. Develop an understanding of the professional, ethical, social, and legal issues that challenge the criminal justice system.
9. Respond to 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.
10. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning in the field of criminal justice.
11. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in a professional environment.
12. Apply the principles associated with a pluralistic society to increase respect for our multicultural society in the administration of justice.

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 which 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).

Leadership and Administration Concentration

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

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

Criminal Behavior Concentration

This concentration focuses upon the skills and knowledge that are necessary for criminal justice practitioners in the client-oriented professions that include probation, parole, community correction, and the judicial referral of offenders. Students will broaden their understanding of the concepts associated with criminal behavior as they apply to working with a specialized population.

Core Courses

Five courses as listed above

Area Specialization Courses

MAJ 6609	Violent Crime
MAJ 6613	Mental Health and the Law
MAJ 6614	Addiction Studies
MAJ 6615	Therapeutic Strategies for Criminal Justice Offenders

Homeland Security Concentration

This concentration focuses on gaining an understanding and a working knowledge of major issues in Homeland Security. Students will broaden their base of knowledge through examination of current topics in Homeland Security with an emphasis on modern terrorism, risk assessment and management, as well as the practical legal implications involved.

Core Courses

Five courses as listed above

Area Specialization Courses

MAJ 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002	Legal Aspects of Homeland Security
MAJ 7003	Risk Assessment and Management

Electives

Select any three electives.

MAJ 6601	Typologies of Crime*
MAJ 6605	Supervision and Management
MAJ 6606	Crisis Management
MAJ 6607	Workplace Law and Liability
MAJ 6608	Police Executive Leadership
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 6614	Addiction Studies

MAJ 6615	Therapeutic Strategies for Criminal Justice Offenders
MAJ 6616	Judicial Procedures
MAJ 6618	Contemporary Issues in Corrections
MAJ 6619	Forensic Behavior Analysis
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
MAJ 6901	Graduate Practicum
MAJ 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002	Legal Aspects of Homeland Security
MAJ 7003	Risk Assessment and Management

**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 within five years. Students may transfer up to six credits from accredited graduate programs completed before matriculation at Wilmington University. 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.

Post-master's Certificate in Homeland Security

With today's emphasis on Homeland Security and the fast pace of change for criminal justice practitioners and those in related fields, graduate level professionals strive to stay educated and informed on current trends. The Post-master's Certificate provides the opportunity for practitioners who have earned a master's degree in criminal justice or a related discipline to broaden their understanding of Homeland Security issues in an academic environment which emphasizes practical knowledge. Students must complete the four area specialization core courses and two electives. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Courses

MAJ 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002	Legal Aspects of Homeland Security
MAJ 7003	Risk Assessment and Management

Electives

MAJ 6605	Supervision and Management
MAJ 6607	Crisis Management
MAJ 6619	Forensic Behavior Analysis

Qualified candidates must hold a master's degree in criminal justice or a related discipline from an accredited institution, apply to the Certificate Program and meet all admissions requirements for the Master of Science in Administration of Justice Program as listed above. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage. Applicants will have the option to petition for review of up to six credits of previous graduate work as it applies to this program.

Community Counseling

MASTER OF SCIENCE

Please refer to “The Graduate Admissions Process” section for general graduate admission information. Applicants for admission to the Master of Science degree in Community Counseling (MSCC) should request an MSCC admissions application packet from the Wilmington University Graduate Admissions Office. Applicants may apply for regular admission to begin studies in the fall term by submitting a fully completed application that includes all requested supporting documentation. Applicants may apply for early admission to begin studies in the spring term pending availability of space. Early admission applicants who are not selected for spring term admission will be notified and offered the opportunity to be considered for regular admission in the fall term. All applicants must submit the following:

1. A graduate application for admission to Wilmington University and a non-refundable application processing fee.
2. Official transcripts sent directly to the Wilmington University Graduate Admissions Office from all accredited colleges, universities, or other degree-granting institutions attended at the undergraduate and graduate levels. Official verification of completion of a bachelor’s degree is required prior to matriculation.
3. Typed written responses to the two required MSCC thought questions included in the MSCC admissions application packet following the guidelines specified therein.
4. Two Recommendation Forms for Graduate Admission included in the MSCC admissions application packet completed by individual references who can attest to an applicant’s aptitude for graduate-level study, openness to self-reflection, and personal and professional self-development. Letters of recommendation may supplement the forms but are not acceptable in lieu of the forms.
5. A current resume.
6. A signed copy of the MSCC Program Retention statement included in the MSCC admissions application packet.

The MSCC program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the MSCC admissions committee.

Applicants who have met the MSCC program standards on all of the admissions application packet materials will then be invited to continue the second stage of the admissions application process by attending on-campus interviews (group and individual) with the admissions committee. Decisions regarding final acceptance are made by the MSCC admissions committee following these interviews. Successful applicants typically have an undergraduate grade point average (GPA) of 3.0 or better, documented work or volunteer experience in a “helping endeavor”, excellent references, very good interpersonal awareness and communication skills, and have articulated a compelling interest in the profession of counseling. The MSCC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and it adheres to the competitive enrollment standards required by CACREP. Before entering the MSCC program, an applicant must complete all steps of the admissions process, receive formal notification of acceptance into the program, submit a signed copy of the MSCC program admissions policies and procedures agreement, and attend a required orientation meeting.

Program Purpose

The Master of Science degree program in Community Counseling (MSCC) is designed to prepare students to be practicing counselors in a variety of community counseling and mental health settings. The MSCC program emphasizes the role of helping relationships and the development of counseling skills throughout the curriculum. Two field experiences (practicum [100 hours] and internship [600 hours]) are required. Students are qualified to sit for the National Counseling Exam (NCE) administered by the National Board of Certified Counselors (NBCC) which awards National Certified Counselor (NCC) status to those students who pass the NCE and successfully complete the MSCC program. Following 3200 hours of post-master’s supervised experience by a licensed professional, individuals who have NCC status may apply for state licensure to become a Licensed Professional Counselor of Mental Health (LPCMH) in the state of Delaware.

Program Competencies

Communication Skills

1. Demonstrate advanced oral and written communication skills.

Technological Skills

2. Demonstrate a familiarity with the use of technology in the delivery of counseling services.

Knowledge

3. Demonstrate knowledge of research, theory, and application of lifespan human development with an emphasis on diversity.
4. Demonstrate an understanding of the characteristics of normal and abnormal behavior in the context of application to diagnosis and treatment planning.
5. Demonstrate an understanding of the history, philosophy, theory, and professional activities of the counseling profession.
6. Demonstrate knowledge of theories, skills, and techniques related to individual, group, family, and career counseling in a multicultural society.
7. Demonstrate an understanding of testing, measurement, research tools, and technology as applied to counseling.

Personal and Professional Identity

8. Demonstrate an understanding and application of the ethical and legal principles of the profession of counseling.
9. Demonstrate professional and personal growth consistent with the standards of the counseling profession.

Course Requirements

Required Core Course Curriculum (33 credits)

MCC 6401	Theories of Counseling (3 credits)
MCC 6402	Human Development (3 credits)
MCC 6502	Tools & Techniques of Individual Counseling (3 credits)
MCC 6505	Principles & Practices of Community 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)
MCC 6901	Classification of Psychopathology (3 credits)
MCC 7501	Family Counseling (3 credits)

Required Field Experiences (15 credits)

MCC 7905	Practicum (Community Site) (3 credits)
MCC 8000-03	Internship (Community Site) (12 credits)

The practicum and internship field experiences are supervised by experienced professionals at the field sites in conjunction with the MSCC program faculty.

Supplemental Optional Electives

MCC 8010	Child and Adolescent Counseling (3 credits)
MCC 8020	Addictions Counseling (3 credits)
MCC 8030	Human Sexuality Counseling (3 credits)

MCC 8040	Crisis Intervention Counseling Strategies and Skills (3 credits)
MCC 8050	Ethical Decision-Making (3 credits)
MCC 8060	Advanced Counseling and Psychotherapy (3 credits)
MCC 8070	Marriage and Relationship Counseling (3 credits)
MCC 8080	Advanced Counseling and Psychotherapy (3 credits)
MSA 7701	Administration in Student Affairs (3 credits)
MSA 7702	Student Development in a College Setting (3 credits)

The total number of credits required for the Master of Science degree in Community Counseling is 48 in the required courses identified above. However, students may supplement these required courses with additional elective courses from the MSCC program and other graduate programs at Wilmington University. Upon admission to the program, each student is assigned an academic advisor who guides and assists the student with the varied demands of the program, including curricular decisions.

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. Students are expected to demonstrate competencies in the eight core areas required by CACREP and the NBCC. The MSCC program requires completion of a comprehensive examination as part of the graduation requirements.

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:
 - a. Effectiveness in close interpersonal relationships.
 - b. Ability to establish facilitative relationships with many different kinds of people.
 - c. Flexibility and openness to feedback and learning.
 - d. Self-awareness, openness to self-examination, and commitment to personal growth.
 - e. Appropriate attitudes.
3. Ethical Behavior: Each student is expected to demonstrate awareness of and concern for the ethical standards of the counseling profession as specified in the Code of Ethics of the American Counseling Association.

Post-master's Certificate in Mental Health Counseling

CERTIFICATE OF ADVANCED STUDIES

The counseling field is becoming more specialized and competitive. Increasingly, counselors are expected to be competent with a wide range of populations, problem areas, and treatment methods. There is an increasing demand for advanced training. This certificate of Advanced Studies in Mental Health Counseling meets a need in professional training for the post-master's-level professional who wants to develop a specialty in mental health counseling practice. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Core Courses

MCC 6401	Theories of Counseling
MCC 6901	Psychopathology
MCC 8020	Addictions Counseling
MCC 8040	Crisis Intervention Counseling Strategies and Skills
MCC 8050	Ethical Decision-Making
MCC 8060	Advanced Counseling and Psychotherapy

Admissions Requirements

The following are required for admission:

1. A completed Wilmington University application
2. Official transcripts with degree conferral for master's degree in counseling or closely related area
3. Current resume
4. Interview with Program Coordinator

Applicants will have the option to petition for review of up to six credits of previous graduate work as it applies to this program.

Post-master's Certificate in Child and Family Counseling

CERTIFICATE OF ADVANCED STUDIES

The counseling field is becoming more specialized and competitive. Increasingly, counselors are expected to be competent with a wide range of populations, problem areas, and treatment methods. There is an increasing demand for advanced training. This Certificate of Advanced Studies in Child and Family Counseling meets a need in professional training for the post-master's-level professional who wants to develop a specialty in counseling practice with children and families. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Core Courses

MCC 6901	Psychopathology
MCC 7501	Family Counseling
MCC 8010	Child and Adolescent Counseling
MCC 8030	Human Sexuality Counseling
MCC 8070	Marriage and Relationship Counseling
MCC 8080	Advanced Family Counseling

Admissions Requirements

The following are required for admission:

1. A completed Wilmington University graduate application
2. Official transcripts with degree conferral for master's degree in counseling or closely related area
3. Current resume
4. Pre-admission interview with Program Coordinator

Applicants will have the option to petition for review of up to six credits of previous graduate work as it applies to this program.

DIVISION OF

Business

Doctor of Business Administration

Business Administration

Master of Business Administration

Business Administration

Professional Certification Option

Health Care Administration

Homeland Security

Transportation and Logistics

Master of Science

Management

Organizational Leadership

Certificates

Advanced Study in Finance

*Advanced Study in Management
Information Systems*

BUSINESS DIVISION VISION

Create a diverse community of learners who are knowledgeable, ethical, adaptable, successful, and confident in their lives and chosen careers.

MISSION INTEGRATION STATEMENT

The Business Division is committed to excellence in teaching, relevancy of the curriculum, and individual attention to undergraduate and graduate business students. We believe that a student is best served by learning strong conceptual frameworks that can be adapted to the ever-changing global environment. Our goal is to produce graduates who understand the requirements of their chosen careers, have the skills needed for productive action, and the ethics and values to work for the common good. We value interpersonal, qualitative and quantitative skills, recognizing that all are necessities for success. A diverse faculty and student body are the essence of our mission and an implicit acknowledgement that vision and creativity are enhanced when we value differences. The Business Division is eager to serve the needs of all organizations, including for-profit, not-for-profit, and government. We regard our students and our practitioner-based faculty as members of a learning community who recognize the granting of a degree is only a milestone in the continuing need for education.

ACCREDITATION

The Business Division is an institutional member of and fully accredited by the International Assembly for Collegiate Business Education (IACBE).

SIGMA BETA DELTA

Graduating DBA, MBA, MSM, and MSOL students who rank in the upper 20 per cent of their class will be invited to join Sigma Beta Delta, a national honor society. Sigma Beta Delta is founded on the principles of wisdom, honor, and the pursuit of meaningful aspirations. The society recognizes these qualities as being important to success in the academic realm, as well as providing guidelines which will lead to a fulfilling personal and professional life.

BUSINESS COURSE PREREQUISITES

Students are strongly advised to be aware of the prerequisites required of each course they plan to take and to be sure that they have fulfilled these prerequisites before enrolling in a course. The Program Coordinators are eager to help students plan their programs.

Business Administration

DOCTOR OF BUSINESS ADMINISTRATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Doctor of Business Administration program, applicants must present evidence of the following:

1. A master’s degree in business or a related field from a regionally accredited institution, or an appropriately certified foreign institution.
2. A grade point average of at least 3.3 (on a scale of 4.0) in work leading to a master’s degree and significant experience in an organization with increasing supervisory or managerial responsibility.
3. A personal interview with the DBA Program Coordinator.
4. A minimum TOEFL® score of 173 on the computer-based version for applicants whose native language is not English or who have not graduated from an institution where English is the language of instruction.
5. Significant work experience: applicants need to have experience in a management or leadership position, or have experience as an educator in a classroom setting, and have the support of their organization.
6. Students will be asked to verify that they have a level of technology literacy adequate to successfully pursue the DBA.

All applications for admission must be submitted to the Office of Graduate Admissions. The Director of the DBA Program is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- A writing sample that describes and explains the applicant’s personal and professional goals, with a self-appraisal of readiness to undertake the rigor of doctoral-level studies
- Current resume
- Three completed Applicant Recommendation Forms – at least one letter should be from an employer who is able to discuss your professional skills. If possible, at least one letter should be from a professor who is able to comment on your academic performance and ability to pursue doctoral studies.
- Official transcripts from all postsecondary schools attended

Program Purpose

The Doctor of Business Administration degree program (DBA) is designed to facilitate the continuing development of professionals as innovative leaders who wish to build upon master’s-level core skills and knowledge. The DBA enables students to develop a higher level of competence in conducting applied research and in the comprehension of theoretical and applied literature in a chosen business discipline. The DBA helps students to develop critical knowledge and skills that will enhance their success in service to their profession and community; in future professional development; and in attaining credentials and skills that are essential to business consulting, management, and academia.

Program Competencies

Students will achieve an advanced level of skills and knowledge in key business functions. Upon graduation the student will be able to:

1. Oral Communication
 - a. Speak with confidence, clarity, and conciseness.
 - b. Research, prepare, and deliver professional presentations.
2. Written Communication
 - a. Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
 - b. Use appropriate APA format for scholarly writing.
3. Disciplined Inquiry
 - a. Use quantitative, qualitative and scientific reasoning to solve problems.
 - b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
 - c. Define a problem or issue and develop questions and methods to resolve the problem or issue and/or to create new knowledge.
4. Information Literacy
 - a. Access, use, and evaluate information effectively, efficiently, and appropriately.
 - b. Evaluate the reliability of information sources and content.
 - c. Use technology to effectively locate and communicate information.
5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

6. Professional

- a. Select appropriate research methods and be able to properly apply them to the economic, behavioral, and social science theories that provide the foundation for strategic research in business administration.
- b. Assess the knowledge and skills that are essential to leading, mentoring, and managing change in a contemporary business environment and be able to apply them effectively at strategic levels.
- c. Formulate an understanding of the issues facing business leaders in a contemporary global environment and develop strategies to effectively address those issues.
- d. Evaluate contemporary management models and theories and propose appropriate strategies to apply them in multiple business environments.

Program Design

The DBA degree requires the completion of 54 semester credit hours distributed as follows: common core course requirements, 21 credit hours; program core course requirements, 24 credit hours; and dissertation or research project requirements, 9 credit hours. The program course work is designed to be completed within a 2 ½ year time frame. The dissertation or culminating research project will require additional time to complete, typically a year. The program is organized and 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 DBA at their own pace.

Students who have not met the prerequisite background in business may enroll in appropriate courses that carry no credit toward the DBA degree. With the approval of the Program Director, students may have a prerequisite course waived through prior related course work or by registering for and successfully passing a challenge by examination.

Advancement to Doctoral Candidacy

At or near the completion of the student's course work, but before embarking on the DBA dissertation or research project, the student is required to achieve a passing grade on a formal Comprehensive Examination. Successful performance on this examination will result in the student's advancement to doctoral candidacy.

Dissertation or Research Project

The DBA dissertation or culminating research project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty committee. A dissertation or research project

proposal must be completed, reviewed, and approved by the student's dissertation committee prior to the beginning of data collection in the area of the research topic. Once the dissertation or research project is complete, the student will present the results before the dissertation committee and colleagues.

Qualifications for Degree

To qualify for the DBA degree, a student must satisfactorily complete 54 credit hours beyond the master's degree, including four research foundation courses, eleven program-specific courses, and a dissertation or research project. The student must: (1) maintain a minimum grade point average of at least 3.0; (2) achieve a grade of at least B- or better in all courses; (3) achieve satisfactory performance on the Comprehensive Examination; (4) obtain approval of the student's research proposal; and (5) successfully complete and defend the dissertation or research project. These requirements must be completed within seven years of matriculation into the program.

Course Requirements

Common Core Courses (21 credits)

RES 7100	Research Writing
RES 7106	Disciplined Inquiry I
RES 7107	Disciplined Inquiry II
RES 7110	Action Research
LDR 7000	Experiential Learning: Leadership Issues
LDR 7100	Managing Innovation and Change
DBA 7100	Organizational Strategy and Policy Seminar

Program Core Courses (24 credits)

DBA 7200	Advanced Organizational Behavior
DBA 7300	Quantitative Business Analysis
DBA 7400	Advanced Seminar in Managerial Finance & Accounting
DBA 7500	Enterprise-Wide Competitive Solutions
DBA 7600	Ethics in Business and Management
DBA 7700	Advanced Marketing Management
DBA 7800	Global Management Models
DBA 8000	Seminar on Research in Management

Dissertation or Project Requirement (9 credits)

DBA 9000-9002	DBA Research
DBA 9003	DBA Research Continuation (if needed: 0 credits)

Total credits required for program completion: 54

Business Administration

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 from the identified college or university to the Wilmington University Graduate Admissions Office.
3. A written statement of career goals describing how the MBA program can help the applicant achieve these goals.
4. A record of work experience; a minimum of three years of work experience is preferred.
5. International students only: the results of the Test of English as Foreign Language (TOEFL).
6. Successful completion of a personal interview. Writing and math assessments will be administered during the personal interview. Students who do not meet the University standard will be expected to complete designated courses prior to admission.

Also see the section, Admission to the MBA Program and Advancement to Degree Candidacy, below.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Exceptional candidates without an undergraduate degree may be considered for acceptance into the Master of Business Administration Program 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.

Professional Certification Option

Wilmington University will award graduate-level credit for certain professional certifications. The credit for these professional certifications will be applied to a like course or courses in the curriculum or be accepted as an elective or electives if there are no corresponding courses in the respective program and the professional certification is in an appropriate field of study. Examples of professional certifications include: Certified Public Accountant; Certified Production and Inventory Manager; Certified Financial Planner; Six Sigma Green or Black Belt; and Senior Professional HR Manager. Students who wish to be considered for graduate-level credit should apply to the MBA Program Coordinator.

Program Purpose

The Master of Business Administration program is designed to prepare students for management and leadership positions in business enterprises, health care organizations, financial institutions or not-for-profit organizations. The program is designed with an emphasis on executive skills development, quantitative and qualitative analytical techniques and the knowledge and professional capabilities necessary for the execution of complex managerial duties in today’s global business environment. Imbedded in the MBA program is an appreciation for the role of business in a pluralistic society and the international community.

Program Competencies

Students will have an advanced level of applicable knowledge in the following areas, as appropriate to one’s field of study:

1. Oral Communication
 - a. Speak with confidence, clarity, and conciseness.
 - b. Research, prepare, and deliver professional presentations.
2. Written Communication
 - a. Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
 - b. Use appropriate APA format for scholarly writing.
3. Disciplined Inquiry
 - a. Use quantitative, qualitative and scientific reasoning to solve problems.
 - b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation and apply them appropriately to management.
 - c. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. Information Literacy
 - a. Access, use, and evaluate information effectively, efficiently, and appropriately.
 - b. Evaluate the reliability of information sources and content.
 - c. Use technology to effectively locate and communicate information.
5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.
6. Professional
 - a. Use financial management, economics principles, and modern marketing techniques to ensure the efficient operation and strong fiscal future of the organization.
 - b. Prepare a strategic plan that will critically examine the organization's internal and external environments and select creative, feasible business alternatives.

Program Design

The philosophy of the Wilmington University MBA program is closely aligned with its instructional format. 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 Wilson 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 that 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 on a global basis. The program consists of 12 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.

Admission to the MBA Program and Advancement to Degree Candidacy

Students in the MBA Program are advanced to degree candidacy after completing four courses with a minimum G.P.A. of 3.0, provided they have:

1. Submitted an official transcript from their undergraduate institution confirming receipt of their baccalaureate degree.
2. Successfully completed a writing assessment.
3. Completed at least three credits in undergraduate mathematics with a grade of "C" or better at the level of college algebra or higher, or successfully completed the Wilmington University elementary algebra skills analysis examination.
4. Completed a credit or non-credit course in word processing, spreadsheet and presentation software applications or successfully completed the Wilmington University office software proficiency examination.
5. Completed at least three credits in each of the following prerequisites (may be satisfied through challenge by examination) at the undergraduate level with a grade of "C" or better:
 - a. Accounting or Finance (MHR 7830, Finance and Accounting for Managers or equivalent)
 - b. Economics (ECO 105, Fundamentals of Economics or equivalent)
 - c. Management (BBM 201, Principles of Management or equivalent)
6. Completed MGT 6501, Organization Theory and Design as one of their first four courses.

Students missing any of these items will not be permitted to continue their MBA studies until the deficiency or deficiencies have been eliminated.

MBA Course Requirements

Twelve courses are required for program completion: the ten courses immediately below and two additional courses to be selected from the elective offerings.

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Business Analysis
MBA 6400	Economic and Financial Environment of Business
MGT 6501	Organization Theory and Design
MBA 7200	Financial Management
MBA 7592	Global Enterprise Development
MGT 6503	Leadership Development and Change Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy

One of the following three courses:

MBA 7301 Business Support Systems

MBA 7302 Project Management

IST 7060 Project and Change Management

2 Electives

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.

Major Field Examination

MBA students are required to complete a major field assessment during their capstone course, MBA 8800, Business Strategy. This examination is a comprehensive assessment of the knowledge and understanding gained in the graduate business administration curriculum. Results of the major field assessment are a factor in determining the student's MBA 8800 course grade.

MBA Concentrations

In addition to the traditional MBA program, students may elect to concentrate in a particular area of study. Concentrations offered include Finance, Health Care Administration, Homeland Security, Management Information Systems, Marketing Management, and Transportation and Business Logistics.

MBA WITH A CONCENTRATION IN FINANCE

To fulfill the requirements for the MBA with a concentration in Finance, students must complete a 21-credit hour Business Management core and a 15-credit hour concentration in Finance. While some course sequencing is necessary, the program is designed to permit students to complete degree requirements at their own pace. The 12 courses listed below are required for completion of an MBA with a concentration in Finance.

MBA 6100 Managerial Accounting

MBA 6300 Quantitative Business Analysis

MBA 6400 Economic and Financial Environment of Business

MGT 6501 Organization Theory and Design

MBA 7200 Financial Management

MGT 6503 Leadership Development and Change Management

MBA 8800 Business Strategy

Concentration in Finance (select any five courses):

MBA 7292 Investments

MBA 7293 Portfolio Theory

MBA 7294 Advanced Financial Analysis

MBA 7295 Corporate Taxation

MBA 7296 International Finance

MBA 7800 Current Topics in Business Administration
– Finance

CERTIFICATE OF ADVANCED STUDY IN FINANCE

Students who wish to receive a Certificate of Advanced Study in Finance must complete any five finance courses listed in the Concentration in Finance above, in addition to any prerequisites for them. Please contact the MBA Program Coordinator for details and the most current list of applicable finance courses. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Registrar's website.

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 Business Systems

MBA 6400 Economic and Financial Environment of Business

MBA 7200 Financial Management

MGT 6501 Organization Theory and Design

MGT 6503 Leadership Development and Change Management

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

MBA 8800 Business Strategy

MBA WITH A CONCENTRATION IN HOMELAND SECURITY

Issues involving homeland security have become a priority at all levels of the corporate world. Business professionals need to know the problems involved and be prepared to adapt to the ever changing landscapes in homeland security and maintain a safe and secure work environment. To fulfill the requirements

for the MBA with a concentration in Homeland Security, students must complete a 21-credit hour business management core and a 15-credit hour concentration in Homeland Security. 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 Homeland Security.

MBA 6100	Managerial Accounting
MBA 7200	Financial Management
MBA 6300	Quantitative Business Analysis
MBA 6400	Economic and Financial Environment of Business
MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MBA 8800	Business Strategy

Concentration in Homeland Security

MAJ 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002	Legal Aspects of Homeland Security
MAJ 7003	Risk Assessment & Management
MAJ 6606	Crisis Management

Total of core and concentration courses is 12 courses or 36 credits.

MBA WITH A CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

To fulfill the requirements for the MBA with a concentration in Management Information Systems (MIS), students must complete a 21-credit hour Business Management core and a 15-credit hour concentration in MIS. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace. The 12 courses listed below are required for completion of an MBA with a concentration in MIS.

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Business Analysis
MBA 6400	Economic and Financial Environment of Business
MGT 6501	Organization Theory and Design
MBA 7200	Financial Management
MGT 6503	Leadership Development and Change Management
MBA 8800	Business Strategy

Concentration in MIS:

IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

Total of core and concentration courses is 12 courses or 36 credits.

CERTIFICATE OF ADVANCED STUDY IN MIS

Students wishing to obtain a Certificate of Advanced Study in MIS will be able to obtain it from the iTAC Division upon completing the five MIS courses listed in Concentration in MIS above. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

MBA WITH A CONCENTRATION IN MARKETING MANAGEMENT

To fulfill the requirements for the MBA with a concentration in Marketing Management, students must complete a 21-credit hour Business Management core and a 15-credit hour concentration in Marketing Management. 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 Marketing Management.

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Business Analysis
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management

One of the following two courses:

MBA 8101	Marketing Simulation
MBA 8800	Business Strategy

Concentration in Marketing Management

MBA 7600	Global Marketing Management
MBA 7602	Marketing Communications, Salesmanship & Customer Service
MBA 7603	Market Research and Consumer Behavior

Two of the following three courses:

MBA 7604	New Business Ventures
MBA 7606	Business-to-Business and Business-to-Government Marketing
MTL 6601	Seminar in Supply Chain Management

Total of core and concentration courses is 12 courses or 36 credits.

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 from the identified college or university to the Wilmington University Graduate Admissions Office.
3. A written statement of career goals describing how the MSM program can help the applicant achieve these goals.
4. A record of work experience; a minimum of three years of work experience is preferred.
5. A writing assessment will be administered. Students who do not meet the University standard will be expected to complete ENG 365, Academic Writing.
6. International students only: the results of the Test of English as Foreign Language (TOEFL).
7. Successful completion of a personal interview.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Exceptional candidates without an undergraduate degree may be considered for acceptance into 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.

Professional Certification Option

Wilmington University will award graduate-level credit for certain professional certifications. The credit for these professional certifications will be applied to a like course or courses in the curriculum or be accepted as an elective or electives if there are no corresponding courses in the respective program and the professional certification is in an appropriate

field of study. Examples of professional certifications include: Certified Public Accountant; Certified Production and Inventory Manager; Certified Financial Planner; Six Sigma Green or Black Belt; and Senior Professional of Human Resources. Students who wish to be considered for graduate-level credit should apply to the MSM Program Coordinator.

Program Purpose

The purpose of the Master of Science in Management program is to provide the management practitioner with scholastic depth and contemporary skills to meet the challenges of today’s global organizations. By focusing on the role of the manager at the micro and macro levels, and embracing the manager-as-leader paradigm, the program recognizes the reality and challenging nature of contemporary organizational systems that require change and innovation for organizations to remain competitive in a global environment.

Program Competencies

Students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. Oral Communication
 - a. Speak with confidence, clarity, and conciseness.
 - b. Research, prepare, and deliver professional presentations.
2. Written Communication
 - a. Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
 - b. Use appropriate APA format for scholarly writing.
3. Disciplined Inquiry
 - a. Use quantitative, qualitative and scientific reasoning to solve problems.
 - b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
 - c. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.
4. Information Literacy
 - a. Access, use, and evaluate information effectively, efficiently, and appropriately.
 - b. Evaluate the reliability of information sources and content.
 - c. Use technology to effectively locate and communicate information.

5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.
6. Professional
 - a. Analyze and apply contemporary leadership and management models and theories.
 - b. Apply change frameworks and models.
 - c. Apply legal principles to guide professional behavior and decisions.

Program Design

The program incorporates a methodology that provides students with a deep appreciation of the skills and knowledge required for decision making and problem solving. Streams of emphasis include today's contemporary organization, strategy, global realities of diversity and culture, management for innovation and change, creativity, leadership, technology, the global market and the management of teams. The program is designed for individuals who are seeking to make a strong contribution to their organization, profession, and global society while advancing and promoting their careers. The culminating independent project serves to provide students the opportunity to demonstrate their knowledge. Classes are offered at the Wilson Graduate Center on weeknights, Dover on weeknights, Dover Air Force Base on weekends, and Georgetown on weeknights.

Advancement to MSM Degree Candidacy

Students in the MSM Program are advanced to degree candidacy after completing four courses with a minimum G.P.A. of 3.0, provided they have:

1. Submitted an official transcript from their undergraduate institution confirming receipt of their baccalaureate degree.
2. Successfully completed a writing assessment.
3. Completed a credit or non-credit course in word processing, spreadsheet and presentation software applications or successfully completed the Wilmington University office software proficiency examination.
4. Completed MGT 6501, Organization Theory and Design as one of their first four courses.

Students missing any of these items will not be permitted to continue their MSM studies until the deficiency or deficiencies have been eliminated.

MSM Program Requirements

The MSM program is based upon the students working in a wide range of organizations; they must be adept at understanding the relationship of one's self to the organization in a way that brings them to a level of mastery. The program consists of twelve 3 (three) credit hour courses. Two of the courses (six credit hours) pertain to the student's graduate integrative, independent study project. The other ten courses (thirty credit hours) provide an in-depth exposure to core management areas that are applicable to a wide range of situations and organizations. For some concentrations, students select elective course(s) to compliment the core requirements. These students may select any business course as long as the prerequisite requirements are met. Certain courses from other divisions of the University may be taken as electives. Students should consult with their academic advisor when selecting program electives.

Within the core MSM program, students may choose from options that include the MSM Management program, Health Care Administration, Homeland Security, Human Resource Management, Marketing, Military Leadership*, Public Administration, and Transportation and Business Logistics.

MSM Management Program

Twelve courses are required for program completion; the ten courses immediately below and two additional courses to be selected from the elective offerings. While some course sequencing is important, the program is designed to permit students to complete requirements at their own pace.

MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7591	Leadership and Communication
MGT 7710	Integrative Independent Study Project A
MGT 7500	Performance Management - Metrics, Measurement and Control
MGT 7600	Legal and Ethical Aspects of Organizations
MBA 7600	Global Marketing Management
MGT 7800	Strategy in Organizations
MGT 8800	Integrative Independent Study Project B
2 Electives	

As an alternative to the MSM Management program shown above, students may select a program from one or more of the concentrations shown below:

MSM WITH A CONCENTRATION IN HEALTH CARE ADMINISTRATION

To fulfill the requirements for the MSM with a concentration in Health Care Administration, students must complete an 18-credit hour business management core, a 12-credit hour concentration and six elective credits. 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 MSM with a concentration in Health Care Administration.

MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study Project A
MGT 7800	Strategy in Organizations
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
MGT 8800	Integrative Independent Study Project B
2 Electives	

MSM WITH A CONCENTRATION IN HOMELAND SECURITY

Issues involving homeland security have become a priority at all levels of the corporate world. Business professionals need to know the problems involved and be prepared to adapt to the ever changing landscapes in homeland security and maintain a safe and secure work environment. To fulfill the requirements for the MSM with a concentration in Homeland Security, students must complete an 18-credit hour business management core, 15-credit hour concentration in Homeland Security and three elective credits. 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 MSM with a concentration in Homeland Security.

MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study Project A
MGT 7800	Strategy in Organizations
MAJ 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002	Legal Aspects of Homeland Security
MAJ 7003	Risk Assessment & Management
MAJ 6606	Crisis Management
MGT 8800	Integrative Independent Study Project B
1 Elective	

MSM WITH A CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

To fulfill the requirements for the MSM with a concentration in Human Resource Management, students must complete an 18-credit hour business management core, a 12-credit hour concentration and six elective credits. 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 MSM with a concentration in Human Resource Management.

MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study Project A
MGT 7800	Strategy in Organizations
MHR 6503	Law, Regulation and the Workplace
MHR 7508	Design and Development of Human Systems
MHR 7800	Seminar in Human Resource Management
MHR 7830	Finance and Accounting for Managers
MGT 8800	Integrative Independent Study Project B
2 Electives	

MSM WITH A CONCENTRATION IN MARKETING

To fulfill the requirements for the MSM with a concentration in Marketing, students must complete an 18-credit hour business management core, a 12-credit hour concentration and six elective credits. 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 MSM with a concentration in Marketing.

MGT 6501	Organizational Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study Project A
MGT 7800	Strategy in Organizations
MHR 7830	Finance and Accounting for Managers
MBA 7600	Global Marketing Management
MBA 7602	Marketing Communications, Salesmanship and Customer Service
MBA 7606	Market Research and Consumer Behavior
MGT 8800	Integrative Independent Study Project B
2 Electives to be chosen from:	
MBA 7604	New Business Ventures
MBA 6601	Supply Chain Management
MBA 7608	Business-to-Business and Business-to-Government Marketing

MSM WITH A CONCENTRATION IN MILITARY LEADERSHIP

The Master of Science in Management program with a concentration in Military Leadership is designed to meet the growing needs of the Delaware National Guard leader. Enrollment is restricted to selected members of the Delaware National Guard. The military, as well as civilian business, is regularly challenged in its quest to identify, acquire and develop or identify those candidates with leadership capability. The National Guard, with its multiple constituencies, has particularly complex leadership situations. This concentration is addressed to the Delaware National Guard leader. To fulfill the requirements for the MSM with a concentration in Military Leadership, students must complete a specific 36-credit hour program. The 12 courses listed below are required for completion of the MSM with a concentration in Military Leadership.

DNG 6100	Communication Essentials of Military Leadership
DNG 6200	Strategic Leadership and Decision-making
DNG 6300	Military Leadership Skills
DNG 6400	The Role of the Guard
DNG 6500	Joint Force Operations
DNG 6600	Crisis Leadership
MGT 6501	Organizational Theory and Design
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study A
MGT 8800	Integrative Independent Study B

MSM WITH A CONCENTRATION IN PUBLIC ADMINISTRATION

To fulfill the requirements for the MSM with a concentration in Public Administration, students must complete an 18-credit hour business management core, a 12-credit hour concentration plus six elective credits. 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 MSM with a concentration in Public Administration.

MGT 6501	Organization Theory and Design
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7710	Integrative Independent Study Project A
MGT 7800	Strategy in Organizations
MPA 6501	Seminar in Public Administration
MPA 6503	Administrative Law
MPA 7202	Public Budgeting Systems
MPA 7502	Analysis of Public Policy
MGT 8800	Integrative Independent Study Project B
2 Electives	

Organizational Leadership

MASTER OF SCIENCE

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. Applicants must possess an undergraduate degree from an accredited institution, have about five years of experience in management or leadership positions, and have their organization’s support in pursuing the program. In addition to a completed application form (which should be sent directly to the Office of Graduate Admissions), they must provide official undergraduate transcripts, two letters of recommendation (including one from their work supervisor), and a three-to-five page essay describing why they wish to pursue the program, their goals, and how they plan to achieve them. They must also successfully complete an interview with the Admissions Committee. During the interview, a writing assessment will be administered. Students who do not meet the University standard will be expected to complete ENG 365, Academic Writing, prior to admission.

Program Purpose

The MSOL program focuses on developing creative and innovative leaders for contemporary organizations, professions, and communities. It considers the fundamentals of leadership and how leaders create strategic advantage through shared vision and organizational change. Leadership focuses on developing a vision, communicating it, and inspiring others to follow. Leaders must integrate ethics, self-knowledge, cultural sensitivity, and team dynamics, so the program emphasizes developing an understanding of self as well as of the organization. The MSOL program is designed to transform a high-potential participant into a confident, reflective leader who can promote organizational effectiveness.

Program Competencies

Students will have an advanced level of applicable knowledge in the following areas as appropriate to their field of study:

1. Oral Communication
 - a. Speak with confidence, clarity, and conciseness.
 - b. Research, prepare, and deliver professional presentations.
2. Written Communication

- a. Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
 - b. Use appropriate APA format for scholarly writing.
3. Disciplined Inquiry
 - a. Use quantitative, qualitative and scientific reasoning to solve problems.
 - b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
 - c. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.
4. Information Literacy
 - a. Access, use, and evaluate information effectively, efficiently, and appropriately.
 - b. Evaluate the reliability of information sources and content.
 - c. Use technology to effectively locate and communicate information.
5. Ethics
 - a. Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.
6. Professional
 - a. Apply contemporary leadership models and theories.
 - b. Apply change frameworks and models.

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.

To enhance their educational experience, all MSOL 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. Technology-enabled classrooms 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 an integral part of the program. Often members volunteer as guest speakers.

New Castle Weekend Program—Hybrid

This program features “one stop shopping.” Books and syllabi are delivered to students. They participate in 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 over a four-week block. The first weekend, class meets on Friday evenings (6:30 p.m. - 9:30 p.m.) and on Saturdays (9:00 a.m. - 1:00 p.m.) Classes meet for the next three Saturdays from 9:00 a.m. - 1:00 p.m. All other instruction is done online. Students must have access to the Internet and commit to participating in discussion groups over the entire four-week block. Typically, there is a week off between courses. This design allows for completion of the program in 15 months. 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 an evening class on weeknights, or (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 (arrangements may be made for special needs and circumstances).

New Castle and Georgetown Weeknight Program

Classes are held from 5:30 p.m. to 10:30 p.m. one night a week over a seven-week block. Books and syllabi are delivered to students. Students participate in 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. Students join a cohort and learn with their peer group for the duration of the program (arrangements may be made for special needs and circumstances).

Course Requirements and Program Sequence

Students must successfully complete 12 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 7500	High Performance Teams
MOL 7100	Performance Measurement and Control
MOL 7200	Marketing and Event Management
MOL 7300	Organizational Reality
MOL 7400	Organizational Development and Change
MOL 8800	Crafting the Future

Honors Program Combined Bachelor's and Master's Degrees

MASTER OF BUSINESS ADMINISTRATION OR MASTER OF SCIENCE IN MANAGEMENT

The Honors Program allows Wilmington University undergraduates majoring in most of the Division of Business programs to earn their Bachelor of Science degree and their MBA or MSM degree in just five years. The program is designed for students who have demonstrated academic ability and the desire to begin their professional career with all of the higher educational credentials required for success in their chosen profession. Students from the following undergraduate majors may be eligible for the Honors Program: Accounting, Business Management, Finance, Human Resources, Marketing, Organizational Management, and Sports Management. Note: Admission to this program is by invitation only.

Continuation in the Honors Program is contingent upon continuous enrollment, with no more than one full semester (15 weeks) between undergraduate and graduate degree programs. Upon a break in enrollment of more than one semester, students will be dropped from the program and will have to complete all credit requirements in the standard MBA or MSM program.

Program Competencies

Upon graduation, students will meet the graduation competencies of their selected undergraduate and graduate majors.

Program of Study

With a total requirement of 150 credits, the Honors Program follows existing undergraduate and graduate core requirements. The program requires completion of the University's current General Studies Core and Division of Business Core. The specific Program Core remains the same except that nine (9) business and free elective credits are replaced with an internship and two graduate courses: MGT 6501, Organization Theory and Design and MGT 7591, Leadership and Communications. These six (6) credits are used to complete the undergraduate requirements. The remaining 30 credits are used to complete the graduate requirements. All graduate concentrations are available. See the MBA and MSM degree descriptions above. Other than the requirements for MGT 6501 and MGT 7591, which have been taken as part of the undergraduate program, all other degree requirements apply.

DIVISION OF

Education

Doctor of Education

Educational Leadership

Organizational Leadership

Master of Education

Applied Technology in Education

Career and Technical Education

Elementary & Secondary

School Counseling

Elementary Studies

ESOL Literacy

Instruction: Gifted and Talented

Instruction: Teaching and Learning

Reading

School Leadership

Secondary Teaching: Grades 7-12

Special Education

DIVISION OF EDUCATION VISION

We believe that excellent educators must also be learners, sharing challenging ideas and successful practices with their colleagues. Through mutual support and interaction with parents and community, our graduates will provide a classroom and school climate that supports social development, stimulates intellectual growth, and encourages creativity.

We envision our students, as they take their places as educators, to be “Professional Partners, Creating Environments for Learning.”

MISSION

The Division of Education at Wilmington University prepares students for a professional career in working with children in the stages from birth through adolescence. Students have experiences that provide knowledge, theory and opportunities for educator candidates to work with children from a variety of socioeconomic backgrounds, ethnic groups, and education settings. Translating theory into practice is the primary purpose of the professional education programs. The programs center on the understanding of the structure and sequence of the content taught, the characteristics of the student population being taught, and the application of basic principles of learning that reoccur in the research on effective teaching.

CONCEPTUAL FRAMEWORK

Our Conceptual Framework emanates from the visions and missions of the University and Division; reflects the Division’s philosophy, purposes, and goals; and is composed of specific Program Attributes that we deem essential for the effectiveness of educator preparation programs. By being structured around the Program Attributes, every preparation program in the Division of Education directly reflects the Conceptual Framework. This document can be found on the Wilmington University website in its entirety.

ACCREDITATION

The Division of Education is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

NOTE: The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Professional Standards Board and/or the Delaware State Department of Education, and/or via State of Delaware legislation.

Educational 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 bachelor’s and master’s degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university.
3. Three statements of recommendation.
4. Written statement of professional and academic interest and intent.
5. Résumé
6. International students only: the results of the Test of English as a Foreign Language (TOEFL).

All of the above documents should be sent directly to the Graduate Admissions Office.

Purpose

The doctoral program facilitates the professional development of teachers, specialists, administrators, and other personnel committed to the concept that those responsible for the nation’s educational agenda must be innovative leaders. The program prepares students to translate research into effective systems of instruction, supervision, and leadership. It features a core of studies and a dissertation. This program of studies meets the needs of public, private, and post-secondary educators.

The program format allows for completion of course work in just over three 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

The Educational Leadership Concentration of the Doctor of Education Program is designed to produce educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
7. Providing significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills in Competencies 1-6 through substantial, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.
8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.

Program Design

The Doctor of Education program is designed to combine theory, practice, and inquiry to enhance students’ innovation and leadership skills. The program has three major features. One is a core program of 27 credit hours emphasizing Curriculum/ Instruction and Supervision/Administration.

A second feature consists of field components totaling 12 credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the college setting that complement their program coursework. The field component aspect of the program provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems in a school district.

The third feature of the program is a research component consisting of three courses and the dissertation that serves as a culminating activity for all previously completed courses and the field components. Students must be raised to candidacy before beginning the dissertation component of the program. This doctoral dissertation itself totals 9 credit hours.

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 36 credit hours)
- Phase III: Field Component Completion
(completing 12 credit hours)
- Phase IV: Degree Candidacy
(completing degree candidacy review)
- Phase V: Dissertation Completion
(completing the dissertation and related oral presentation—9 credit hours)

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

Coursework	(36 credits)
Field Components	(12 credits)
Dissertation Project	(9 credits)

Course Requirements

EDD 7000	Experiential Learning: Leadership Issues
EDD 7106	Disciplined Inquiry I
EDD 7107	Disciplined Inquiry II
EDD 7101	Pluralistic Communities: Administrative Issues
EDD 8102	Leadership Practicum
EDD 7202	Leadership Dynamics and Data-Driven Decision Making
EDD 7204	The Art of Leadership
EDD 7100	Curriculum Engineering
EDD 7105	Leadership, Equity, and Educational Law
EDD 7300	Policy Sys./Analysis, Evaluation & Implementation
EDD 7301	Finance, Resource Development & Implementation
EDD 8103	Internship
EDD 7200	Supervisory Behavior
EDD 7201	Managing Human and Material Resources
EDD 7402	Problem-Centered Research I
EDD 8104	Field Experience and Portfolio Assessment
EDD 9000	Dissertation Project
EDD 9001	Dissertation Project
EDD 9002	Dissertation Project
EDD 9004	Dissertation Project Continuation

(if needed - 0 credits ½ tuition)

Dissertation Project

The dissertation project will be supervised by a committee mutually agreed upon between the student and his or her advisor (9 credits).

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 dissertation project is required. Course work and the dissertation should be completed in just over three years. 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. Students may need to re-take two of the research courses or Disciplined Inquiry course(s) to be reinstated if they have more than a two-year leave of absence.

Organizational 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 bachelor’s and master’s degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university.
3. Three statements of recommendation.
4. Written statement of professional and academic interest and intent.
5. Résumé.
6. International students only: the results of the Test of English as a Foreign Language (TOEFL).

All of the above documents should be sent directly to the Graduate Admissions Office.

Purpose

The doctoral program concentration in Organizational Leadership is designed for professional development of specialists, administrators, corporate trainers, higher education faculty and administrators, and other personnel who desire to become innovative leaders. The Organizational Leadership program prepares students to translate research into effective systems of supervision and leadership. It features a core of studies, a field component, and a dissertation project. This program of studies meets the needs of private and post-secondary educators, as well as corporate trainers and other professionals.

The program format allows for completion of course work in just over three 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

Graduates in the Organizational Leadership Concentration of the Ed.D. program are expected to meet the following program competencies through attainment of the competencies detailed in specific course objectives:

1. Articulate and model core beliefs of the organization and effectively demonstrate how to take action to achieve the organization’s vision, mission, and goals.
2. Promote a positive organizational culture and design comprehensive professional growth plans for staff.
3. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborate with employees and other learning organization members, respond to diverse community interests and needs, and mobilize community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Manage change and effectively develop strategies for implementing change that can transform the culture of the organization.
8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.

Program Design

The Doctor of Education Program in Organizational Leadership is designed to combine theory, practice, and inquiry to enhance students’ innovation and leadership skills. The program has three major features. One is a core program of course work that includes research courses and the flexibility to take up to 15 hours of electives.

A second feature consists of a field component totaling a minimum of six credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the college setting that complement their program coursework. The field component aspect 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 feature of the program is a research experience consisting of at least three research courses and the dissertation that serves as a culminating activity for all previously completed courses and the field components. Students must be raised to candidacy before beginning the dissertation component of the

program. This doctoral dissertation totals 9 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 including Electives	
(completing a minimum of 36 credits hours)	
Phase III: Field Component Completion	
(completing a minimum of 9 credit hours)	
Phase IV: Degree Candidacy	
(completing degree candidacy review)	
Phase V: Dissertation Completion	
(completing the dissertation project and related oral presentation — 9 credit hours)	
Courses (including field components and the dissertation)	
are developed as follows:	
Coursework Including Electives	(36 to 42 credits)
Field Components	(6 to 12 credits)
Dissertation Project	(9 credits)
	Total – 57

Course Requirements

EDD 7000	Experiential Learning: Leadership Issues
EDD 7106	Disciplined Inquiry I
EDD 7107	Disciplined Inquiry II
EDD 7101	Pluralistic Communities: Administrative Issues
EDD 8102	Leadership Practicum
EDD 7202	Leadership Dynamics and Data-Driven Decision Making
EDD 7204	The Art of Leadership
EDD 7300	Policy Systems/Analysis, Evaluation, and Implementation
EDD 7200	Supervisory Behavior
EDD 7201	Managing Human and Material Resources
EDD 7402	Problem-Centered Research I
EDD 7403	Problem-Centered Research II or elective
EDD 8104	Field Experience and Portfolio Assessment
EDD 9000	Dissertation Project
EDD 9001	Dissertation Project
EDD 9002	Dissertation Project
EDD 9004	Dissertation Project Continuation (if needed – 0 credits ½ tuition)
PLUS ELECTIVES to complete 57-credit graduation requirement	

Dissertation Project

The dissertation will be supervised by a committee mutually agreed upon between the student and his or her advisor (9 credits).

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 dissertation project is required. Course work and the dissertation should be completed in just over three years. 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. Students may need to re-take two of the research courses to be reinstated if they have more than a two-year leave of absence.

Dual Listed Elective Courses in the Ed.D. program:

The following courses are dual listed elective courses in the Organizational Leadership Concentration of the Ed.D. program. Doctoral students should review course descriptions of these dual listed courses and consult with their advisor regarding appropriate electives.

Information Systems Technology

EDD 7060/ IST 7060	Project and Change Management
EDD 7061/ IST 7061	IT Policy and Strategy

Business Administration/Management

EDD 7060/ IST 7060	Project and Change Management
EDD 7061/ IST 7061	IT Policy and Strategy
EDD 7500/MBA 6100	Managerial Accounting (Prerequisite)
EDD 7501/MBA 6300	Quantitative Methods in Management (Prerequisite)
EDD 7503/MBA 7200	Financial Management (Prerequisite)
EDD 7504/MBA 7294	Advanced Financial Analysis (Prerequisite)
EDD 7505/MBA 7296	International Finance (Prerequisite)
EDD 7507/MBA 7410	Managerial Economics for Decision Making (Prerequisite)
EDD 7520/MGT 6501	Organizational Management
EDD 7522/MGT 6667	Logistics Management (Prerequisite)
EDD 7524/MGT 7504	Ethical Issues in Management
EDD 7525/MGT 7591	Leadership and Communication
EDD 7539/MGT 7600	Legal and Ethical Aspects of Organizations

Human Resource Management

EDD 7502/MBA 6490	Legal Environment of Management
EDD 7520/MGT 6501	Organizational Management
EDD 7524/MGT 7504	Ethical Issues in Management
EDD 7527/MHR 6503	Law, Regulation and the Workplace

EDD 7528/MHR 7508	Design and Development of Human Systems	EDD 7609/MSN 7702	Advanced Adult Health Assessment
EDD 7539/MGT 7600	Legal and Ethical Aspects of Organizations	EDD 7610/MSN 7703	Advanced Pharmacology
Organizational Leadership		EDD 7613/MSN 7750	Teaching and Learning in Nursing
EDD 7060/IST 7060	Project and Change Management	EDD 7614/MSN 7752	Clinical Teaching and Evaluation
EDD 7524/MGT 7504	Ethical Issues in Management	EDD 7615/MSN 7753	Curriculum Development
EDD 7535/MOL 6300	Communication for Leaders		
EDD 7539/MGT 7600	Legal and Ethical Aspects of Organizations		
EDD 7541/MOL 7100	Performance Measurement and Control		
EDD 7544/MOL 7500	High Performance Teams		
EDD 7561/MSM 7400	Analysis of Decision Making		
EDD 7562/MSM 7700	Statistical Concepts Applied to Organizational Research and Practice		
Public Administration			
EDD 7544/MOL 7500	High Performance Teams		
EDD 7560/MSM 7395	Management Development		
EDD 7561/MSM 7400	Analysis of Decision Making		
EDD 7562/MSM 7700	Statistical Concepts Applied to Organizational Research and Practice		
EDD 7551/MPA 6503	Administrative Law		
EDD 7552/MPA 7202	Public Budgeting Systems		
EDD 7553/MPA 7502	Analysis of Public Policy		
EDD 7527/MHR 6503	Law, Regulation and the Workplace		
EDD 7528/MHR 7508	Design and Development of Human Systems		
EDD 7524/MGT 7504	Ethical Issues in Management		
EDD 7535/MOL 6300	Communication for Leaders		
EDD 7538/MOL 6500	Decision Making for Leaders		
EDD 7539/MGT 7600	Legal and Ethical Aspects of Organizations		
EDD 7540/MOL 6600	Legal and Ethical Aspects of Organizations		
Nursing and Health Care			
EDD 7051/HCA 7720	Health Policy and Economics		
EDD 7052/HCA 7730	Health Insurance and Reimbursement		
EDD 7053/HCA 7740	Legal Aspects in Health Care		
EDD 7524/MGT 7504	Ethical Issues in Management		
EDD 7527/MHR 6503	Law, Regulation and the Workplace		
EDD 7528/MHR 7508	Design and Development of Human Systems		
EDD 7600/MSN 6501	Advances in Nursing Science		
EDD 7601/MSN 6603	Advanced Physiology/Pathophysiology		
EDD 7604/MSN 6650	Critical Analysis of Systems of Care		
EDD 7605/MSN 7310	Legal Issues in Nursing Practice		
EDD 7606/MSN 7320	Practices in the Realm of Nursing & the Law		
EDD 7607/MSN 7330	Entrepreneurship for Nurses		
EDD 7608/MSN 7701	Child Development and Assessment		

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: Applied Technology in 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator.
4. Completion of the online writing assessment.
5. A record of work experience (a minimum of three years of work experience is preferred).
6. International students must submit results from the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education: Applied Technology in Education program is designed for classroom teachers and other educators who want to become more knowledgeable and skillful in instructional and management-related uses of information and communication technology (ICT). The program emphasizes using ICT to change and improve the culture of teaching and learning, especially in terms of learning environments and teacher/learner roles.

The program addresses research, theory, emerging trends and technologies, and best practices involving education-related ICT. The 33-credit degree program consists of 15 credit hours of technology courses and 18 credit hours of teaching, learning, and leadership courses. All technology courses are offered in either a “hybrid” or Distance Learning format. Technology courses (EDT prefixes) must be taken in numerical sequence, beginning with EDT 6000 and ending with EDT 6040.

Program Competencies

The Master of Education: Applied Technology in Education program is intended to:

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

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in Master of Education: Applied Technology in Education program competencies and college-wide graduation competencies. Rubrics-based evaluations of fieldwork, projects, assignments, research papers, and final grades for courses represent the first level of assessment. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies and are clearly stated on each course syllabus. Other assessment strategies include individual progress and advising conferences, observations of candidate performance in authentic settings, and a capstone project embedded within the final technology course.

Program Design

The use of ICT in schools continues to increase, as do the numbers of students, administrators, and staff who are routinely exposed to computers and associated devices. ICT in the classroom is a prominent subject on many local, state,

and national agendas. For some teachers, ICT is a specific content area responsibility, and most teachers use some forms of ICT every day in their classrooms. The increased presence of ICT in the schools has created educational opportunities and challenges unknown just a few years ago. Consequently, several critical needs have emerged:

1. A need for teachers to develop and maintain high levels of ICT-competence, including an awareness of emerging trends and technical innovations;
2. A need for teachers to know how to use ICT to help improve communication, improve student learning, solve problems, and make data-driven decisions;
3. A need for teachers to know how to integrate ICT into all curricular areas; and
4. A need for teachers to understand ICT's influence on the learning environment and on teacher/student roles.

The Master of Education: Applied Technology in Education program addresses the above needs by fostering an application-level of practical expertise at an intermediate level of experience. The technology 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.

Course Requirements

Core Courses

MED 6490	Education, Ethics, and the Law
MED 7503	School and Community: Building a Shared Vision
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7705	Measurement, Accountability, & Student Learning
MED 7708	Curriculum Leadership

Technology 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

Qualifications for Degree

Students are expected to complete all requirements associated with the program. The program consists of 11 courses totaling 33 credit hours. The program is normally completed in two years, although accelerated options are possible. The program must be completed within five years.

Certificate

Completion of this degree does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate. The degree satisfies most course requirements for the Delaware School Leader I certificate (see INSTRUCTION degree section). By taking two additional school leadership courses (MED 7201 and MED 7706 or MED 7707), candidates will satisfy course requirements for the Delaware Principal/Assistant Principal Certificate. However, candidates completing the five technology courses listed above with a GPA of 3.0 or higher will upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Certificate of Advanced Study in Applied Technology in Education. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Program Competencies

The Certificate of Advanced Study in Applied Educational Technology is designed to:

1. Provide teachers a basic foundation in the use of computers and technology, including operations and concepts, personal use of technology, and the applications of technology to instruction;
2. Prepare teachers in educational computing and technology literacy, including: social, ethical, and human issues; productivity tools; research; problem solving; and product development;
3. Provide professional preparation through instruction in teaching methodologies and hardware/software selection, installation, and maintenance; and
4. Prepare teachers in the application of telecommunications and networking methods and equipment.

Career and Technical 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 in Career and Technical Education, 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.
3. Two letters of recommendation.
4. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and a writing sample.
5. Results from the Test of English as Foreign Language (TOEFL) for international students.

Program Purpose

The purpose of the Master of Education in Career and Technical Education program is to provide professional development and certification opportunities for teachers who wish to pursue professional development, Delaware C&T certification, and/or a master’s degree. Courses in the program will provide Career and Technical teachers with the necessary skills to be successful in the classroom. Students will learn methods to successfully communicate the content and skills of their subject area as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

Program Competencies

It is intended that students enrolled in the Master of Education in Career and Technical Education program will achieve the following competencies:

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 adolescent 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 interaction by understanding individual and group behavior.
6. Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s 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 members of the business 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.

PRAXIS I Requirements

Practicing teachers must satisfy Delaware’s PRAXIS I testing requirements prior to completion of their first year of teaching and prior to completing the necessary requirements for the degree. Career and Technical teachers seeking certification in a Career and Technical program must satisfy the PRAXIS I testing requirements prior to completion of their sixth year of teaching.

There are eight courses under Option A that are requirements for Delaware certification which are applicable toward the master’s degree. A teacher who has already earned undergraduate credit for any of the required certification courses should select courses under Option B or Option C to complete the master’s degree. Courses listed as MCT cannot

be duplicated at the graduate level if already taken at the undergraduate level. These are dual listed courses and will have additional and differentiated assignments.

Curriculum

Basic Instruction

Option A - Certification Program

- MCT 6406 Career and Technical Education Assessment and Course Construction*
- MCT 6411 Methods of Teaching Career and Technical Education I*
- MCT 6412 Career and Technical Education Classroom Management*
- MCT 6413 Methods of Teaching Career and Technical Education II*
- MCT 6400 Educational Psychology*
- MAS 7601 Education of Diverse Populations and Exceptional Children*
- MCT 6410 Multicultural Education*
- MCT 6401 Career and Technical Education Instructional Technology*

* Courses required for Delaware C&T certification

Option B - Instructional Program

- MCT 6402 Advanced Curriculum Design
- MCT 6403 History and Regulations of Career and Technical Education
- MCT 6414 Student Testing and Evaluation
- MCT 6404 Career and Technical Education Guidance Practices
- MCT 6407 Career and Technical Student Organizations
- MCT 6405 Career and Technical Education: Community and Business Relations
- MAS 7651 Adolescent Growth and Development
- MAS 7652 Reading in the Content Areas
- MRD 7901 Diagnosis/Assessment of Reading Difficulties for Non-Reading/Lit Maj

Option C - Administrative Program

- MED 6490 Education, Ethics, and the Law**
- MED 7708 Curriculum Leadership**
- MED 7201 Fiscal Operations and Resources**
- MED 7503 School and Community: Building a Shared Vision**
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal**
- MED 7706 The Principalship (pre-K-8)**
- MED 7707 The Principalship (9-12)**

** Courses will count toward Delaware administrative certification.

Clinical Component

- MCT 6420 Clinical Component for Career and Technical Education Teachers (6 hours)

Qualifications for Degree

To qualify for a Master of Education degree in Career and Technical Education, a student must complete all necessary course work (30 credits, selecting options A, B, or C) plus the Clinical Component (6 credits) with at least a “B” average. The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Delaware State Department of Education. The program must be completed within six years.

ECONOMICS FOR EDUCATORS CERTIFICATE PROGRAM

Purpose

Economics is one of the four content areas required by the State of Delaware for all social studies programs. Wilmington University, in coordination with the Americans for a Competitive Enterprise System (ACES), an association of business professionals dedicated to the instruction of economics worldwide, has developed this five-course certificate program designed to instruct educators (K-12) in how economics affects the American free enterprise system. More than simply a series of economics classes, the program provides a pathway to understanding the free market system. What makes this market system work? How do businesses “do” their business? What is the role of government in a free economy? How do marketing, production, finance, and leadership, combine with the characteristics of a free society (laws, democracy, ethics) in providing the building blocks for this dynamic system? These are all topics to be explored in depth.

Program of Study

The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview of business and economics, while the second course offers hands-on application of the concepts. Central to this second course is a team-based computer business simulation. In the third course, additional topics will be introduced (quality, “lean production,” ethics, law, etc.) together with a more formal presentation of macroeconomics. The final two courses, developed by the Division of Education, provide the “delivery vehicle” enabling the educators to bring these experiences to life within the classroom with a focus on the Delaware Content Standards for social studies. During the program, students will visit a variety of business enterprises throughout the state. These field experiences will join the practical to the theoretical and provide a forum for additional, informed discussion.

Certificate Courses

MBE 5000	Introduction to the Free Enterprise System
MBE 5001	Applied Business Concepts for Educators
MBE 5002	Business in America: Understanding and Application
MBE 5003	Strategies for Effective Teaching of Economics/Business
MBE 5004	Methods of Teaching Business and Economics

Elementary & Secondary School Counseling

MASTER OF EDUCATION

The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Delaware State Department 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 School Counseling 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
4. A record of work experience; a minimum of three years of work experience is preferred.
5. Results from the Test of English as Foreign Language (TOEFL) for International students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education in Elementary and Secondary School Counseling addresses the needs of diverse school populations which are facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by de-tailed consideration of the philosophy, theory, knowledge, and ethics necessary for a professional counselor. All aspects of the pro-gram are directed toward enabling the participants to acquire the knowledge, skills, and attitudes needed to become effective school counselors in a developmental and multicultural setting.

The mission of this program is to prepare and motivate teachers, counselors and other dedicated professionals to qualify to staff and fully implement a comprehensive guidance and counseling program. All aspects of the program are aimed at enabling the participants to acquire program and graduation competencies in order to become school counselors that contribute to their schools' educational goals. The curriculum is based on the ASCA National and Delaware State Model of a comprehensive guidance program; that implies that school counselors are accountable when they follow a standardized plan that can be implemented throughout the state.

Outcomes Assessment

The Outcomes Assessment Map is a plan to routinely make use of evaluations of candidate performance for success in meeting required graduation and program competencies and National /State standards. The map facilitates the collection of course imbedded criterion measures (CECRAM) that identifies course, specific activity, and an assessment that is linked to competencies.

Rubrics are used to measure the proficiencies of students in required activities. CECRAM data is collected in order to evaluate students' performance in the areas of knowledge, skills, and attributes. CECRAM data is a summary of performance measures from various sources that include projects, oral presentations, action research, video and audio tapes of interviews with individuals and groups. The CECRAM data derived from the rubrics provides information for ongoing planning, evaluation, and program improvement.

The ultimate goal for all MEC students is the Supervised Practicum/Internship which is the clinical experience or Capstone Course. Prerequisite courses are required to assure that students are prepared for clinical success by meeting prerequisite knowledge and skill competencies. Clinical supervisors assess the knowledge, skills, and attributes which are based on the National Standards for School Counseling Programs and the Delaware model for best practices. All the skills that have been developed are put into practice during the Practicum/Internship. Prescribed assessment instruments are used to evaluate students. Clinical students are required to develop a professional portfolio demonstrating proficiency levels of competencies and standards.

Program Competencies

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.
3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.
4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.
5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.
6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.
7. Acquire an understanding of family and marital systems, as well as the consultation process, needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.
8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.
9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

Program Design

The Master of Education in School Counseling (MEC) is a Nationally Recognized graduate program. National Recognition is awarded by the National Council for the Accreditation of Teacher Education (NCATE). The Master of Education program meets the standards of the National Association of State Directors of Teachers Education and Certification (NASDTEC). The school counseling curriculum competencies are based on the national standards established by the America School Counseling program and the Delaware Department of Education. The curriculum includes standards in three domains: academic, career, personal/social development. Curriculum components meet the eligibility requirements for counselor certification of the State of Delaware. The program includes course work that reflects certification requirements for the State of Delaware. Both elementary and secondary counseling requirements are addressed. The program is based

on the Educational Division's Conceptual Frame-work that includes attributes, program, and graduation competencies that prepare students to implement a developmental, comprehensive school counseling program.

The curriculum for the Master of Education in Elementary and Secondary School Counseling, a 36 or 42 semester credit program, is based on the National and State Model School Counseling Program in three broad areas described by the American School Counseling Association (ASC): academic/developmental, career development, and personal/social development. In addition to the 10 required courses, students with three years as a lead teacher complete a one semester, six credit hour supervised practicum under the direction of a certified counselor and supervision of a Wilmington University faculty member. Students without the three years of required school experience complete two semesters, 12 credit hours of supervised internships totaling 1,000 hours (200 teaching observation, 800 school counseling activities).

Program Requirements

Students are expected to complete all requirements associated with the Master of Education degree with a concentration in School Counseling which include both traditional course work as well as clinical experiences. Students with a teaching background are required to complete a 6-credit, one semester practicum experience. Students who lack a teaching background are required to complete two clinical courses (Internship I and Internship II) which span two semesters. In addition, all students are expected to develop a program portfolio which focuses on program, graduation, and state and national competencies.

Current New Jersey requirements state that one must complete a program which consists of 48 graduate credit hours that are distributed among various areas of a counseling program. Therefore, more course work is required to meet the 48 minimum credit hours. The following courses have been approved by the Office of Licensure and Credentials of New Jersey to meet credits and course content areas: Ethical Issues in Counseling (MEC 6607), Multicultural Counseling (MEC 6608), Drug and Alcohol Counseling (MEC 6600) Research and Evaluation, and Classification of Psychopathology (MCC 6901). The school counselor certification process is the responsibility of the student counselor and is between the applicant and the state Department of Education.

Course Requirements

Students must complete ten academic courses in appropriate sequence to meet prerequisite requirements and either a supervised practicum or supervised internship from the list below:

MEC 6401	Theories of Counseling (Prerequisite to MEC 6502, MEC 6503, and MEC 7202)
MEC 6402	Human Behavior and Child Development (Prerequisite to MEC 6502, MEC 6503, and MEC 7202)
MEC 6501	Principles and Practices of the Guidance Program (Prerequisite to MEC 6502, MEC 6503, and MEC 7202)
MEC 6502	Tools and Techniques of Individual Counseling: Part I (Prerequisite MEC 6401, MEC 6402, MEC 6501, and MEC 7203)
MEC 6503	Tools and Techniques of Individual Counseling: Part II (Prerequisite MEC 6502)
MEC 7202	Group Counseling (Prerequisite MEC 6401, MEC 6402, MEC 6501, and MEC 7203)
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

Prerequisites for all Supervised Practica/Internships

Satisfactory completion of: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202 and meet with the Clinical Coordinator or the Program Coordinator.

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 internships), maintain a GPA of at least 3.0, and submit scores on all PRAXIS I tests or a current, valid teaching certificate. All course work (including practicum or internships) must be completed within five years.

Elementary Studies

MASTER OF EDUCATION

This program is nationally recognized by the Association for Childhood Education International and the National Council for Accreditation of Teacher Education

The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Professional Standards Board and/or the Delaware State Department of Education and/or State of Delaware legislation.

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Master of Education in Elementary Studies 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
4. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

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 learner, researcher, and 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

The Division of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the Division of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

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.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. 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 as well as the graduation competencies. Other assessment measures include observation of the application of knowledge in practical settings and alumni surveys that query such items 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 elementary grades K-6 level in the State of Delaware. The curriculum is nationally recognized by the Association of Childhood Education International (ACEI) and the National Council for Accreditation of Teacher Education (NCATE). Although the program is designed for teacher candidates with bachelor's degrees in fields other than education, the courses will also be available to certified teachers. Wilmington University will accommodate teachers who are already certified with alternative experiences for the clinical semester.

The primary components of the program are the course sequence of 12 courses totaling 33 credit hours and the clinical experiences totaling an additional 15 credit hours.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Master of Education degree with a concentration in Elementary Studies, including both course work and clinical experiences. The PRAXIS I: Math, Reading, and Writing (or relevant exemption tests) and appropriate PRAXIS II must be passed prior to admission to methods classes. Pedagogical courses, PRAXIS I: Math, Reading, and Writing (or relevant exemption tests), and the appropriate PRAXIS II test must be satisfied prior to taking MEE 8800, Applied Assessment and Research in the Classroom which may be taken the semester prior to or concurrently with MEE 8801, Student Teaching. Teacher candidates are required to register for MEE 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies. All courses have one or more goals for both diversity in education and writing across the curriculum. Prerequisites include successful completion of 3 credit hours in science content, social studies content, and mathematics content.

Student teaching applications are available in the Office of Clinical Studies in the Division of Education. Teacher candidates must meet the deadlines for application for clinical experiences. Teacher candidates 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 to the Office of Clinical Studies do not take the place of registering for the student teaching course. Registration and payment of all fees, including laboratory fees for student teaching, are still required. A criminal background check is required for student teaching.

Teacher Dispositions and Values

A significant element of programs for the preparation of teacher candidates deals with their proficiency in working with students from diverse backgrounds and exceptionalities to ensure that each student has an opportunity to learn. The required clinical experiences in the MEE program are designed to encourage teacher candidates to interact with exceptional students and students from different socioeconomic, gender, racial, language, geographic and ethnic groups.

A second area of importance for teacher candidates is the realization that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. MEE teacher candidates must recognize, develop, and model dispositions that are expected of professional educators.

In order to assess a teacher candidate's initial dispositions and multicultural values, the Division of Education administers inventories, "Inventory of Beginning Teacher's Dispositions Survey", and the "Multicultural Inventory during clinical courses in the program.

Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

Course Requirements

Elementary Education: Kindergarten – Grade 6

MEE 6102	E-Folio Electronic Portfolio (0)
MEE 7631	Child Growth and Development (3)
MEE 7603	Strategies for Effective Teaching (3)
MEE 7632	Language and Literacy (3)
MEE 7635	Professional Issues Related to Family, School, and Community (2)
MEE 7601	Education of Diverse Populations/Exceptional Children in the Elementary School Setting (3)
MEE 7607	Health and Physical Education (3)
MEE 7636	Fine Arts & Literature for Children and Adolescents (2)
MEE 7604	Technology for Instruction (2)
MEE 7633	Integrated Methods for Teaching Elementary Reading and Writing (3)
MEE 7634	Integrated Methods for Teaching Elementary Social Studies (3)
MEE 7637	Integrated Methods for Teaching Elementary Mathematics (3)
MEE 7638	Integrated Methods for Teaching Elementary Science (3)
MEE 7996	Practicum I (1)
MEE 7997	Practicum II (1)
MEE 7998	Practicum III (1)
MEE 8800	Applied Assessment and Research in the Classroom* (3)
MEE 8801	Student Teaching (9)

*May be taken prior to or concurrently with Student Teaching

Qualifications for Degree

To qualify for the Master of Education degree, a teacher candidate must complete the course work and clinical experiences with at least a “B” average (a cumulative grade point average of 3.0). An electronic portfolio—E-Folio—and journal are required for the clinical experience. The portfolio must demonstrate mastery of program competencies. The program must be completed within five years.

ESOL Literacy

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 Literacy 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator
4. Completion of the online writing assessment.
5. A current valid teaching certificate is required and teaching experience is preferred.
6. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education degree in ESOL Literacy is built around the five domains of the TESOL standards: Language, Culture, Managing and Implementing Standards-based ESL and Content Instruction, Assessment, and Professionalism. The program offers classroom teachers an opportunity to increase knowledge, skills, and techniques in all aspects of reading and writing instruction, especially relative to the needs of ESOL students. The course content is focused at the classroom level to better enable teachers to meet diverse literacy needs of students at the elementary, middle/secondary school level. The program addresses the most current theories and practices for developing strategies and techniques for teaching reading and writing, effective schools research, and educational reform and technology relative to second language acquisition. Course content includes literacy theories for second language acquisition, research results, current strategies and techniques and materials, but always focuses on the centrality of teaching and learning as it relates to the student whose first language is not English. Additional courses include foundational reading

course. As our population becomes more richly diverse, we recognize the constant need for teachers who understand the variables which affect their environments and who possess the professional skills necessary to contribute to the development, implementation, and evaluation of programs and procedures to effect increased learning, demonstration of desired outcomes, and provide sensitivity, and acceptance of cultural and linguistic diversity within school environments.

Program Competencies

The program competencies are the 13 TESOL Standards. These may be referenced in their entirety at www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf. The program seeks to develop teachers who will:

1. Understand language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.
4. Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
6. Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.
7. Be familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.
8. Understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.
9. Know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.
10. Know and use a variety of performance-based assessment tools and techniques to inform instruction.
11. Demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.
12. Serve as professional resources, advocate for ESOL students, and build partnerships with students' families.
13. Collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. Students will take an online test of their content knowledge at the beginning and end of their program, as well as a disposition survey. A second assessment will be taking the Praxis II ESL Subject Test (20360) as part of their final clinical courses. Other assessment measures include the observation of application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers and life-long learning activities.

Program Design

The Master of Education in ESOL Literacy program is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), and the National Council for Accreditation of Teacher Education (NCATE/TESOL). Students are expected to complete all requirements associated with the Master of Education in ESOL Literacy program. A total of 33 credits is required for completion.

Course Requirements

Core Education Courses (this list does not represent the recommended sequence)

MLL 7401	Structure of English Language in English Language Learners
MLL 7402	Second Language Acquisition
MLL 7405	Teaching Literacy for English Language Learners
MLL 7406	Methods of Teaching English Language Learners K-12
MRD 7801	Language Development
MRD 7802	Process and Acquisition of Literacy
MRD 7803	Strategies and Materials for Teaching Reading and Writing
MRD 7804	Literature and Non-Fiction Books/Materials for Children and Adolescents
MRD 7805	Strategies and Techniques for Teaching Reading in the Content Areas

Clinical Courses

MLL 7403	Assessment of Second Language Learners
MRD 7950	Seminar in Reading Research

Qualifications for a Degree

To qualify for the Master of Education in ESOL Literacy degree, the student must successfully complete a minimum of 33 credit hours with a GPA of at least 3.0. The program must be completed within five years.

State Certification

The Master of Education in ESOL Literacy program is being evaluated by the Delaware Department of Education and it is expected that the degree will lead to K-12 certification as an ESOL teacher. Subsequent action will include submission to NCATE/TESOL as appropriate. The five MLL courses may be taken as a course of study.

Instruction: Gifted and Talented

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: Gifted and Talented 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator.
4. Completion of the online writing assessment.
5. A record of work experience (a minimum of three years of work experience is preferred).
6. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education program in Instruction: Gifted and Talented focuses on issues of teaching and learning from the perspective of the practicing classroom teacher who is interested in teaching and/or designing programs for gifted and talented students. Candidates are provided with the knowledge, skills, and experiences needed to enhance student learning, and to increase their effectiveness as teachers and leaders in the field of gifted and talented education. The program addresses research, theory, and best practices related to removing barriers to student achievement, learning environment and school culture, and educational reform. Translating theory into practice is a primary emphasis.

Program Competencies

The M.Ed. program in Instruction: Gifted and Talented is designed to produce educators who will:

1. Identify and resolve common and potential legal/ethical issues related to gifted and talented education.
2. Develop and communicate (within a school and the community it serves) a shared vision of teaching and learning related to gifted and talented education.
3. Make decisions based on a thorough understanding of the historical and philosophical foundations of gifted and talented education, as well as on an understanding of contemporary issues related to inclusion, diversity, and context.
4. Create and maintain classroom and school teaching/learning environments that remove barriers to student achievement.
5. Link learning theories/psychological principles with best practices related to gifted and talented learners.
6. Develop creative and critical thinking skills based on an understanding of the characteristics of highly creative people and the creative process.
7. Make data-driven instructional decisions that are based on multiple, valid, and reliable measures of student learning.
8. Design, implement, assess, and revise curriculum for P-12 gifted and talented students.
9. Select and use appropriate and effective ICT (information and communication technology), especially as related to gifted and talented education.
10. Design and carry out high-quality practitioner research in the field of gifted and talented education.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in M.Ed. Instruction: Gifted and Talented program competencies and college-wide graduation competencies. Rubrics-based evaluations of fieldwork, projects, assignments, research papers, and final grades for courses represent the first level of assessment. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies and are clearly stated on each course syllabus. Other assessment strategies include individual progress and advising conferences, observations of candidate performance in authentic settings, an action research project, and a Program Portfolio that includes reflections, course-related artifacts, and other evidence that the

candidate has acquired the knowledge, skills, and dispositions described in the NAGC/CEC Standards (National Association for Gifted Children/Council for Exceptional Children).

Program Design

Students are expected to satisfactorily complete all requirements associated with the Instruction: Gifted and Talented program. The program consists of courses totaling 33 credit hours. The program is normally completed in two years, although accelerated options are possible. A culminating three-credit hour action research project is required. The action research project requires the approval of the Program Coordinator or the successful completion of MED 8802.

Course Requirements

Courses in Teacher Leadership

MED 6490	Education, Ethics, and the Law
MED 7503	School and Community: Building a Shared Vision
MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7705	Measurement, Accountability, & Student Learning

Courses in Gifted and Talented Education

MSE 7400	The Gifted and Talented Child*
MED 7802	Psychology of Gifted and Talented Learners (4 credits)*
MED 7803	Creative and Critical Thinking (4 credits)*
MED 7804	Curriculum Design and Instructional Strategies for Gifted and Talented Learners (4 credits)*

Teacher as Researcher

MED 8802	Action Research Procedures
MED 8803	Action Research Project (Prerequisite: MED 8802)

Qualification for Degree

To qualify for the Master of Education in Instruction: Gifted and Talented degree, a student must successfully complete a minimum of 33 credit hours, including the action research project, with a GPA of at least 3.0. The program must be completed within five years.

Delaware Certification— Teacher of Gifted and Talented Students

Courses marked with an asterisk (*) are those approved by the Delaware Department of Education for certification as Teacher of Gifted and Talented Students. The certificate is issued by the Delaware Department of Education to applicants who hold a valid Delaware initial, continuing, or advanced license; or a limited standard, standard, or professional status certificate issued by the Delaware Department of Education

prior to August 31, 2003; three years of teaching experience at any pK-12 level; and a bachelor's degree from a regionally accredited college/university. (See Regulation 1563, DE Professional Standards Board.) These courses also constitute an approved Course of Study in Gifted and Talented Education.

Delaware Certification Administrative— School Leader I

Delaware specifies the following for certification as a director, supervisor, administrative assistant, coordinator, and/or manager in an instructional area (for educators who already hold a valid Delaware initial, continuing, or advanced license) "...a master's degree in ANY field from a regionally accredited college and a minimum of 24 semester hours of graduate level course work, completed either as part of the master's degree or in addition to it, in Administration, to include at least one course in each of the following areas -- Curriculum Development, Supervision/Evaluation of Staff, Human Relations, School Law, and one course in the area to be supervised. Additional semester hours may include courses in Curriculum, Instruction, and/or methods. Three years of teaching experience at the preK-12 level are required. For Directors, Supervisors, Administrative Assistants, Coordinators, and Managers of programs for Exceptional Students, teaching experience must be with Exceptional Children."

NOTES:

Any changes in Delaware certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

Students completing the M.Ed. in Instruction: Gifted and Talented Education who wish to apply for the Delaware School Leader I certificate should add MED 7701 Supervisory Leadership to their programs.

Instruction: Teaching and Learning

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admission Process" section for general graduate admission information. For consideration and admission to the Master of Education in Instruction: Teaching and Learning 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or Program Coordinator.
4. Completion of the online writing assessment.
5. A record of work experience (a minimum of three years of work experience is preferred).
6. International students must submit results from the Test of English as Foreign Language (TOEFL).

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education in Instruction: Teaching and Learning focuses on issues of teaching and learning from the perspective of the practicing classroom teacher. Candidates are provided with the knowledge, skills, and experiences needed to enhance student learning and to increase their effectiveness as teachers and leaders of teachers. The program addresses research, theory, and best practices related to: removing barriers to student achievement, learning environment and school culture, and educational reform. Translating theory into practice is a primary emphasis. The program consists of ten 3-credit courses and a 3-credit action research project, for a total of 33 credits.

Program Competencies

The M.Ed. program in Instruction is designed to produce educators who will:

1. Explain the role of effective interpersonal and relational skills in enhancing teaching and learning, community involvement, school leadership and improvement, and decision making, and apply those skills in authentic settings.
2. Develop effective plans for developing and communicating a shared vision of teaching and learning within an organization and the community it serves.
3. Explain and apply the components of an effective teacher appraisal and improvement model using relevant theories, practices, and developments in the evaluation and supervision of classroom instruction and staff.
4. Construct a plan for organizing and managing a classroom to maximize student engagement time in lesson-related activities using appropriate theories and techniques.
5. Explain and demonstrate multiple strategies for measuring student learning and making data-driven instructional decisions.
6. Identify and explain legal and ethical issues that affect the teaching/learning environment.
7. Develop a written plan for curriculum development and implementation in a content area and instructional level (P-12) of choice.
8. Demonstrate the knowledge and skills required to use appropriate information, communication, and instructional technologies.
9. Identify barriers to student achievement and implement instructional strategies that will improve learning for a diverse student population.
10. Develop and apply classroom strategies for ensuring fair and equitable treatment of all students and demonstrate familiarity with several models for minimizing behavior problems in the classroom.
11. Develop and implement a self-directed research project addressing a major teaching/learning issue in the school environment.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in M.Ed. Instruction: Teaching and Learning program competencies and college-wide graduation competencies. Rubrics-based evaluations of fieldwork, projects, assignments, research papers, and final grades for courses represent the first level of assessment. Goals, learning outcomes

and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies and are clearly stated on each course syllabus. Other assessment strategies include individual progress and advising conferences, observations of candidate performance in authentic settings, and an action research project.

Program Design

Students are expected to satisfactorily complete all requirements associated with the Instruction: Teaching and Learning program. A total of 33 credit hours is required for program completion. The program is normally completed in two years, although accelerated options are possible. A culminating three-credit hour action research project is required. The action research project requires prior, written approval from the Program Coordinator or the successful completion of MED 8802.

Courses in Teaching, Learning and Leadership

MED 6490	Education, Ethics, and the Law
MED 7503	School and Community: Building a Shared Vision
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7704	Education for Equity and Social Justice
MED 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership
MED 7799	Seminar in Supervision and Curriculum Improvement

Teacher as Researcher

MED 8802	Action Research Procedures
MED 8803	Action Research Project

Qualification for Degree

To qualify for the Master of Education in Instruction: Teaching and Learning degree, a student must successfully complete a minimum of 33 credit hours, including the action research project, with a GPA of at least 3.0. The program must be completed within five years.

*Delaware Certification Administrative—
School Leader I (director, supervisor, administrative
assistant, coordinator, and/or manager in an
instructional area):*

Delaware requires “a master’s degree in Educational Leadership from a regionally-accredited college; OR a master’s degree in education from a regionally-accredited college and a current and valid central office administrative certificate from another state; OR a master’s degree in ANY field from a regionally-accredited college and a minimum of 24 semester hours of graduate level course work, completed either as part of a master’s degree or in addition to it, in Administration, to include at least one course in each of the following areas -- Curriculum Development, Supervision/Evaluation of Staff, Human Relations, School Law, and one course in the area to be supervised. Additional semester hours may include courses in Curriculum, Instruction, and/or methods. Three years of teaching experience at the preK-12 level are required. For Directors, Supervisors, Administrative Assistants, Coordinators, and Managers of programs for Exceptional Students, teaching experience must be with Exceptional Children.”

NOTE:

Any changes in Delaware certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

Course of Study:

Supervision and Curriculum Development

MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7705	Measurement, Accountability, and Student Learning
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7708	Curriculum Leadership
MED 7799	Seminar in Supervision and Curriculum Improvement

Course of Study: Enhancing the Learning Environment

MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7704	Education for Equity and Social Justice
MED 7705	Measurement, Accountability, and Student Learning
MED 7710	Technology and the School Environment

Reading

MASTER OF EDUCATION

This program is nationally recognized by the National Council for Accreditation of Teacher Education and meets the International Reading Association standards, with conditions, at the Reading Specialist level.

The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Delaware State Department 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 Reading 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator
4. Completion of the online writing assessment.
5. A current valid teaching certificate. ****NOTE:** Three years of teaching experience is required by Delaware’s Department of Education for certification as a Reading Specialist.
6. Results from TEST of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

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 in language arts, writing, and content area reading.

Program Competencies

The program competencies are the IRA Standards, are summarized below, and can be accessed in their entirety through the IRA's website: http://www.ira.org/resources/community/ncate_standards.html.

The program develops reading experts who:

1. Demonstrate knowledge of the psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
2. Demonstrate knowledge of reading research and histories of reading.
3. Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
4. Demonstrate knowledge of the major components of reading (Phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading, as well as how students are integrating the same components in fluent reading.
5. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates support classroom teachers and paraprofessionals in the use of instructional grouping options.
6. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices
7. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.
8. Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices.
9. Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to support the classroom teacher in the assessment of individual students.
10. Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to assist the classroom teacher in using assessment to plan instruction for all students.
11. Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to communicate assessment information to various audiences for both accountability and instructional purposes (policy makers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).
12. Apply foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by assisting the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students to create literate environments.
13. Assist classroom teachers in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interest, and cultural and linguistic backgrounds.
14. Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.
15. Create literate environments by effectively revising instructional plans to motivate all students.
16. Can articulate the theories related to the connections between teacher dispositions and student achievement.
17. Conduct professional study groups for paraprofessionals and teachers.
18. Positively and constructively provide an evaluation of their own or others' teaching practices.
19. Exhibit leadership skills in professional development.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. The Knowledge of Reading Test (KRT) must be taken online at the time of enrollment and during either MRD 7920, Practicum in Reading, or MRD 7950, Seminar in Reading Research. Other assessment measures include the observation of application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers, preparation for passage of PRAXIS II, 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, three 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 another course in diagnosis and remediation which many institutions view as a practicum experience. A second difference is in the presentation of diagnosis, assessment and correction as one six credit course. This allows students to see the complete process with the same individual and small groups of children. Most institutions offer two separate three credit courses. The third, and most unique requirement is the inclusion of field experience in content area classrooms in a combined study of strategies and application of those strategies. Many programs have a content area reading course, but not one that requires field experience in content area classrooms.

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 opportunities:

- 17 credits for certificate of advanced study in reading
- 15 or 18 course credits for a cluster of graduate study in reading
- 35 credits required for the master's degree. Subsequently, students may apply for the Reading Specialist certificate through the Department of Education. Documentation of a passing Praxis II score will also be required.

Program Requirements

A current valid 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, literature and non-fiction materials for children and adolescents, and measurement, accountability and student learning are required. The required clinical sequence includes twenty (20) semester credits with a minimum of 470 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. All MRD courses require interaction with children and/or teachers and paraprofessionals.

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 is required. This research project may be qualitative or quantitative and designed for a classroom, school, or on a district level.

Qualifications for a Degree

To qualify for a Master of Education in Reading, a student must complete all courses: core and clinical, for a total of 35 semester credits. The Knowledge of Reading Test (KRT), which assesses knowledge of basic reading skills, strategies and materials, must be taken online at the beginning of their program and during either MRD 7920, Practicum In Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II Reading Specialist test (0300) must also be taken and passed using state of Delaware passing criteria (560) prior to graduation. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed within five years.

Course Requirements

Master of Education in Reading leading to State Certification as a Reading Specialist (35 credits)

Core Courses

MRD 7801	Language Development
MRD 7802	Process and Acquisition of Literacy
MRD 7803	Strategies and Materials for Teaching Reading and Writing
MRD 7804	Literature and Non-Fiction Books/Materials for Children and Adolescents
MED 7705	Measurement, Accountability, and Student Learning

Clinical Courses

MRD 7815	Application of Strategies for Teaching Content Area Reading (5 credits)
MRD 7903	Diagnosis and Correction of Reading Difficulties (6 credits)
MRD 7920	Practicum in Reading (6 credits)
MRD 7950	Seminar in Reading Research

Certificate of Advanced Study (17 credits)

MRD 7801	Language Development
MRD 7815	Application of Strategies for Teaching Content Area Reading (5 credits)
MRD 7903	Diagnosis and Correction of Reading Difficulties
MRD 7950	Seminar in Reading Research

School Leadership

MASTER OF EDUCATION

This program is nationally recognized by the Educational Leadership Constituent Council and the National Council for the Accreditation of Teacher Education.

Admission

Please refer to “The Graduate Admission Process” section of the Graduate Catalog for general graduate admission information. For consideration and admission to the Master of Education in School Leadership 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 University from the identified college or university.
3. Evidence of successful work experience in education or a closely related field.
4. Completion of the online writing assessment.
5. A program planning conference with the Program Advisor, Assistant Program Coordinator, or Program Coordinator.
6. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Education in School Leadership addresses research, theory, and practice related to effective schools, teaching and learning, and school reform. Translating theory into practice is a primary emphasis.

This 33-35 credit program is designed to (a) develop aspiring school leaders’ knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources

in an efficient, equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

The Wilmington University M.Ed. in School Leadership is fully and unconditionally accredited by NCATE (National Council for the Accreditation of Teacher Education) and is Nationally Recognized by the Educational Leadership Constituent Council (ELCC).

Program Competencies

The MED program in School Leadership is designed to produce educational leaders who will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
5. Act with integrity, fairness, and in an ethical manner;
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context; and
7. Demonstrate standards-based knowledge, skills, and dispositions through course-embedded fieldwork experiences; a supervised, administrative practicum and internship; and completion of a practicum/ internship portfolio and journal.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in School Leadership program competencies and college-wide graduation competencies. Rubrics-based evaluations of fieldwork, projects, assignments, research papers, and final grades for courses represent the first level of assessment. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies and are clearly stated on each course syllabus. Other assessment strategies include individual progress and advising conferences, evaluations of candidate performance in authentic settings, a Candidacy

Qualifying Paper, and a capstone portfolio and internship journal completed as part of the leadership practicum and internship.

Program Design

Students are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 33-35 credit hours is required for program completion. Field-based components are embedded in every course. Practicum/ Internship experience/hours are aligned with certification requirements In Delaware, Maryland, Pennsylvania, and New Jersey.* The program is normally completed in two years, although accelerated options make it possible to complete the program in one year or less by combining regular courses, summer week-long courses, weekend courses, distance learning courses, and/or hybrid courses.

*NOTE: Candidates entering the program on or after September 1, 2008 who want to meet New Jersey's requirements for a Principal/ Assistant Principal Certificate of Eligibility will need to complete MED 8901 (Administrative Internship) as a 5-credit, 300-hour Internship in addition to all other required courses.

Required Courses

MED 6490	Education, Ethics, and the Law
MED 7201	Fiscal Operations and Resources
MED 7503	School and Community: Building a Shared Vision
MED 7590	School Leadership: Theory and Practice
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning
MED 7706	The Principalship, preK-8
	OR MED 7707 The Principalship, 9-12
MED 7708	Curriculum Leadership
MED 8900	Practicum in School Leadership
MED 8901	Administrative Internship (3-5 credits)
MED 5000	School Leadership Content Area Assessment

Elective Courses (choose one)

MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7704	Education for Equity and Social Justice
MED 7709	Personnel Administration
MED 7710	Technology and the School Environment
MED 7799	Seminar in Supervision and Curriculum Improvement

Qualification for Degree

To qualify for the Master of Education in School Leadership degree, a student must successfully complete all required courses plus one of the above elective courses for a minimum of 33 credit hours, with a GPA of at least 3.0. The program must be completed within five years. Program completion and graduation are also contingent on achieving a satisfactory grade (S) for MED 5000. This requires a passing score on the PRAXIS II (for PA candidates) ETS #10410 - School Leadership: Administration and Supervision; or the SLLA (for NJ and MD candidates) ETS #11010- School Leaders Licensure Assessment; or the completion of the Wilmington University School Leadership Content Area Assessment (CAA).

*Delaware Administrative Certification Courses**

Wilmington University offers graduate-level courses designed to satisfy academic requirements for Delaware administrative certificates. However, students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also responsible for meeting all state-mandated testing requirements for teachers and administrators (PRAXIS I, PRAXIS II, SLLA, etc.), for fulfilling state-mandated degree and/or teaching experience requirements, and for applying for credentials.

The Delaware certification requirements described below took effect on August 11, 2003. Any changes in state regulations for administrative certificates could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

Wilmington University courses approved for Delaware Certification Administrative:

Elementary School Principal/Assistant Principal

(also valid for Middle School Principal/Assistant Principal); or Secondary School Principal/Assistant Principal

MED 6490	Education, Ethics, and the Law
MED 7201	Fiscal Operations and Resources
MED 7503	School and Community: Building a Shared Vision
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7706	The Principalship, preK-8
	OR MED 7707 The Principalship, 9-12
MED 7708	Curriculum Leadership

And, if not taken at the undergraduate level, a course in Child, Adolescent, or Human Development.

Delaware experience requirements for a School Principal or Assistant Principal certificate specify the following: "A minimum of 3 years of teaching experience at the level to be initially assigned as a school principal or assistant principal, except at the Middle Level, where teaching experience may be at any preK-12 level, or as a principal or assistant principal of a school for exceptional students, where the teaching experience must have been with one or more of the categories of exceptional children served by the school. Teaching experience means meeting students on a regularly scheduled basis, planning and delivering instruction, developing or preparing instructional materials, and evaluating student performance in any preK-12 setting."

Wilmington University courses approved for Delaware Certification Administrative:

School Leader II, School District Superintendent/Assistant Superintendent

MED 6490	Education, Ethics, and the Law
MED 7590	School Leadership, Theory and Practice
MED 7201	Fiscal Operations and Resources
MED 7503	School and Community: Building a Shared Vision
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7708	Curriculum Leadership
MED 7709	Personnel Administration

And, if not taken at the undergraduate level, a course in Child, Adolescent, or Human Development.

The Delaware School Leader II Certificate requires a master's degree or a doctorate. The experience requirement specifies a minimum of five years of teaching experience at the preK-12 level; or a minimum of five years of full-time preK-12 leadership experience; or any combination of these types of experiences which totals a minimum of five years. The required experience may be acquired at either the building or district level.

*Note: A master's degree from a regionally-accredited college is required in order to be eligible for any Delaware administrative certificate.

Course of Study: Building a High-Performance School Culture

- MED 7503 School and Community: Building a Shared Vision
- MED 7702 Classroom and School Culture: Creating Environments for Learning
- MED 7705 Measurement, Accountability, and Student Learning
- MED 7708 Curriculum Leadership
- MED 7710 Technology and the School Environment

Course of Study: School Management and Operations

- MED 6490 Education, Ethics, and the Law
- MED 7201 Fiscal Operations and Resources
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal

Select one of the following:

- MED 7706 The Principalship, preK-8
- MED 7707 The Principalship, 9-12

Select one of the following:

- MED 7503 School & Community: Building a Shared Vision
- MED 7709 Personnel Administration

Secondary Teaching: Grades 7-12

MASTER OF ARTS IN TEACHING

A Delaware State approved program for Secondary Teaching

The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Professional Standards Board and/or the Delaware State Department of Education and/or via State of Delaware legislation.

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Master of Arts in Secondary Teaching 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
4. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Arts in Secondary Teaching program prepares teachers to meet the academic and social needs of students. The program is built on a model of the teacher as learner, researcher, and 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

The Division of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the Division of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

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.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. 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 as well as the graduation competencies. Other assessment measures include observation of the application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers and life-long learning activities.

Program Design

The Master of Arts in Teaching Program is designed for individuals with bachelor's and/or master's degrees in major content areas taught in the middle level and high schools in our region. The program provides individuals with the professional preparation necessary for licensure and certification as "Highly-Qualified" teachers in the content area(s) of their previous degrees.

To be eligible for the program, a teacher candidate must hold a degree in a secondary content area from a regionally-accredited college or university. At entry, previous transcripts of teacher candidates will be carefully reviewed to determine if they have completed the content area coursework that satisfies national standards. Any omissions in such coursework must be completed before student teaching. Also prior to MAS 7801, Practicum/Pedagogical Approaches to Teaching in the Middle and High School, the teacher candidate must pass all sections of PRAXIS: Math, Reading, and Writing (or relevant exemption test) and the appropriate PRAXIS II 9-12 high school level content area test(s). Additional content area coursework may be necessary for teacher candidates who have not met content requirements and have not been initially successful in completing the PRAXIS II test(s).

As is the current master's degree in Elementary Education (for elementary teachers), the MAT program is an attractive route into middle level and high school teaching for individuals coming into the field from other professions. In a relatively short period of time (1 1/2 to 2 years), the program will prepare teacher candidates to teach middle level and high school students in the content area(s) of their previous majors. When they complete the program, successful teacher candidates will enter or move forward in the teaching profession (and will be compensated) at the master's degree level. Through the program, teacher candidates will be prepared to face the challenges of teaching in a middle or high school classroom and be better able to help students meet the more rigorous content standards required of them today.

Three kinds of teacher candidates will be accommodated through the MAT program. The first will include individuals who are currently employed in middle level and high school teaching positions in the content area(s) of their previous majors and who need licensure and certification. The second will be individuals currently in the Elementary Studies Program and who desire to obtain secondary credentials. Finally, the third group of teacher candidates will be individuals not employed as middle or high school teachers and who are seeking licensure and certification for eventual employment in the teaching profession.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Master of Arts in Teaching degree, including both course work and clinical experiences. The PRAXIS I: PPST (or relevant exemption tests), and appropriate PRAXIS II 9-12 high school content test must be passed prior to admission to MAS 7801 (Practicum/Pedagogical Approaches to Teaching in the Middle and High School). Content major courses, pedagogical courses, PRAXIS I: Math, Reading and Writing (or relevant exemption tests), and the appropriate PRAXIS II 9-12 high school content test must be satisfied prior to taking MAS 8800, Applied Assessment and Research in the Classroom which may be taken the semester prior to or concurrently with MAS 8801, Student Teaching. Teacher candidates are required to register for MAS 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies.

Student teaching applications are available in the Office of Clinical Studies in the Division of Education. Teacher candidates must meet the deadlines for application for clinical experiences. Teacher candidates 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 to the Office of Clinical Studies do not take the place of registering for the student teaching course. Registration and payment of all fees, including laboratory fees for student teaching, are still required. A criminal background check is required for student teaching.

Teacher Dispositions and Values

A significant element of programs for the preparation of teacher candidates deals with their proficiency in working with students from diverse backgrounds and exceptionalities to ensure that each student has an opportunity to learn. The required clinical experiences in the MAT program are designed

to encourage teacher candidates to interact with exceptional students and students from different socioeconomic, gender, racial, language, geographic and ethnic groups.

A second area of importance for teacher candidates is the realization that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. MAT teacher candidates must recognize, develop, and model dispositions that are expected of professional educators.

In order to assess a teacher candidate's initial dispositions and multicultural values, the Division of Education administers inventories - "Inventory of Beginning Teacher's Dispositions Survey," and "Multicultural Inventory"- during clinical courses in the program.

Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

Course Requirements

Secondary Requirements

Secondary Teaching: Grade 7-12

- MAS 6102 E-Folio Electronic Portfolio (0)
- MAS 7651 Adolescent Growth and Development (3)
- MAS 7603 Strategies for Effective Teaching (3)
- MAS 7652 Reading in Content Areas (3)
- MAS 7601 Education of Diverse Populations & Exceptional Children in the Middle and High School (3)
- MAS 7602 School in a Multicultural Society (3)
- MAS 7604 Technology for Instruction (2)
- MAS 7701 Classroom Culture and Student Behavior (3)
(Prerequisite: MAS 7603 Strategies for Effective Teaching)
- MAS 7996 Practicum I (1)
- MAS 7997 Practicum II (1)
- MAS 7998 Practicum III (1)
- MAS 7801 Practicum/Pedagogical Approaches to Teaching in the Middle and High School (4)

(Prerequisites include: MAS 7601, MAS 7602, MAS 7603, MAS 7604, MAS 7651, MAS 7652, MAS 7701, MAS 7998 and passing all sections of PRAXIS I: Math, Reading, and Writing (or relevant exemption tests), the appropriate PRAXIS II 9-12 high school Content Area Test, and completion of all required courses in a content major).

- MAS 8800 Applied Assessment and Research in the Classroom (3)

(This course may be taken the semester prior to or in conjunction with MAS 8801, Student Teaching/Internship.)

- MAS 8801 Student Teaching/Internship (9)

(Admission to MAS 8801, Student Teaching/Internship requires successful completion of MAS 7801 and all courses and prerequisites complete for MAS 8801).

NOTE: Teaching candidates needing to complete course work in their content major must provide an official transcript of courses taken to satisfy the content major as indicated by information on the Student Contact Record Form maintained by the University prior to registering for MAS 8800 and MAS 8801.

Qualifications for Degree

An electronic portfolio—E-Folio—and journals are required for the clinical experience. The portfolio must demonstrate a mastery of program competencies based on the Delaware Professional Teaching Standards and related to the Division of Education Conceptual Framework. The program must be completed within five years.

Special Education

MASTER OF EDUCATION

This program is nationally recognized by the Council for Exceptional Children and the National Council for Accreditation of Teacher Education

The Division of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates by the Professional Standards Board and/or the Delaware State Department of Education, and/or via State of Delaware legislation.

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Master of Education in Special 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 University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
4. Results from the Test of English as Foreign Language (TOEFL) for international students.

All of the documents indicated above should be sent to the Office of Graduate Admissions.

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 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 that include specific content addressing 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

The Division of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the Division of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

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 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 to students with disabilities.
9. Practice methods, techniques, and instruments used to diagnose and remediate reading-related problems.

Option A (Certification)

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 (Instruction)

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

Option C (Administration)

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 measures. 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 as well as the graduation competencies. Other assessment measures include observation of the application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers and life-long learning activities.

Program Design

The Special Education master's program is a nationally recognized program by the Council for Exceptional Children and the National Council for Accreditation of Teacher Education (NCATE), and is designed to serve teacher candidates with a variety of educational needs. Options follow:

- Teacher candidates who wish to obtain a master's degree and a standard teaching certificate for special education grades 1-8 (Option A)
- Teacher candidates who wish to obtain a master's degree with an instructional focus (Option B) [will not lead to certification]
- Teacher candidates who wish to obtain a master's degree with an administrative focus (Option C) [will not lead to certification]

The program is designed for individuals who have at least a bachelor's degree in a field other than education and who wish to become certified teachers in Special Education (Option A), as well as Teacher candidates who have completed at least a bachelor's degree and already hold a Delaware teaching certificate (Options B and C).

To obtain a Master of Education degree in the Special Education program, Teacher candidates must complete five courses as program prerequisites. Some of these courses require prerequisites and some (methods courses) require the successful completion of the PRAXIS I: Math, Reading, and Writing (or relevant exemption tests) as a prerequisite. Teacher

candidates who have completed a bachelor's degree with a major in education or a Master of Education degree with a concentration in Studies at Wilmington University will have completed all program prerequisites. Teacher candidates 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, Teacher candidates must complete all course requirements as specified, depending on the option which is chosen.

Teacher candidates 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 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: Math, Reading, and Writing (or relevant exemption tests) or a current, standard Delaware teaching certificate, successful results from the appropriate PRAXIS II test are also required before student teaching. A criminal background check is required for student teaching.

Program Prerequisites

Each option requires five program prerequisite courses, namely:

- Methods in Elementary Reading/Writing
- Methods in Elementary Mathematics
- Classroom Management/Strategies of Effective Teaching
- Introduction/Education of Exceptional Children or Education of Diverse Populations and Exceptional Children
- Adolescent or Child Growth and Development

Course Requirements

Each option requires the same nine core courses:

MSE 7401	Curriculum in Special Education (3)
MSE 7402	Applied Behavior Analysis (3)
MSE 7403	Diagnosis/Assessment/IEP Development (3)
MSE 7404	Assistive Technology (MH, SED, LD) (3)
MSE 8102	Legislation and Implementation of Policy & Procedure (3)
MSE 8103	Supervision and Evaluation of Special Education Programs (3)
MRD 7801	Language Development (3)
MRD 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literature Majors (3)
MSE 5001	Program Portfolio (non credit/no cost course) (0)

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

Option A - Certification Program

MAS 7602	School in a Multicultural Society (3)
MSE 8101	Severe Disabilities (3)
MSE 8802	Student Teaching in Special Education (6)

Note: MSE 7502 Educating Pre-Schoolers with Special Needs (Completion of this additional course will certify candidates for preK-8.)

Option B - Instructional Program

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

MAS 7602	The School in a Multicultural Society (3)
MAS 7651	Adolescent Growth and Development (3)
MAS 7701	Classroom Culture and Student Behavior (3)
MEC 6501	Principles and Practices of the Guidance Program (3)
MEC 7203	Career Development and Information Services (3)
MED 7703	Curriculum and Teaching: Research, Theory, and Practice (3)
MED 7704	Education for Equity and Social Justice (3)
MEE 7631	Child Growth and Development (3)
MSE 7400	The Gifted and Talented Child (3)
MSE 7502	Educating Pre-Schoolers with Special Needs
MSE 8101	Severe Disabilities (3)

Option C - Administrative Program

MED 6490	Education, Ethics, and the Law (3)
MED 7201	Fiscal Operations and Resources (3)
MED 7503	School and Community: Building a Shared Vision (3)
MED 7708	Curriculum Leadership (3)
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal (3)

Choose one of the following:

MED 7706	The Principalship: preK-8 (3) OR
MED 7707	The Principalship: 9-12 (3)

Qualifications for Degree

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

DIVISION OF

Information Technology & Advanced Communications

Master of Science

Information Systems Technologies

Information Systems Technologies

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 program in Information Systems Technologies, applicants must satisfactorily submit or complete the following:

- A graduate application for admission accompanied by a non-refundable application fee.
- 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 from the identified college or university to the Office of Graduate Admissions.
- Two letters of recommendation. (Also, see section on candidacy.)
- International students only: the results of the Test of English as Foreign Language (TOEFL).

* All of the documents indicated above should be sent to the Office of Graduate Admissions.

Program Purpose

The express purpose of Wilmington University’s Master of Science program in Information Systems Technologies is to satisfy workplace needs for talented employees with advanced knowledge about managing information systems. The individual student will, following completion of this program, possess working knowledge of the technology and will be capable of husbanding information technology (IT) as informational/business assets, and clearly capable of demonstrating uses of management skills in IT to apply the thoughtful integration of it into strategic business/education/government IT activities. Moreover, to capitalize on the inter-disciplinary nature of modern information systems and the settings in which they are implemented, the MS-IST program has been crafted as a cross-divisional offering. Although generalist/practitioner in tone, the curriculum also permits concentrations to be pursued in order to buttress career predispositions of students. Vocational-specific studies have been woven into the degree sequence to permit other Wilmington University academic divisions to “service” the MS-IST program.

Program Competencies

The graduate student who successfully completes the Information Systems Technologies program will be expected to:

I. Oral Communication

- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Utilize appropriate APA format for scholarly writings.

II. Disciplined Inquiry

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
- Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

III. Information Literacy

- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

IV. Ethics

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

V. Integration Component

- Identify systemic interrelationships.
- Apply a Systems Thinking Approach to identify benefits, disadvantages, and synergies of an Information System.

VI. Business Application

- Synthesize creative solutions recognizing the interdependence of various components in an organizational system.
- Demonstrate the ability to apply various models concerning planning, organizing, controlling, and actuating an informational environment within a modern organization.

Program Design

The Graduate Program in Information Systems Technologies is designed using guidelines as published jointly by the Association for Computing Machinery and the Association for Information Systems. Students who successfully complete the graduate degree program in Information Systems Technologies will possess a working command of current informational practices that can be immediately applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including professional services engagements as well as the acquisition and management of informational infrastructure. The managerial nature of this program is closely aligned with the business curriculum at Wilmington University, but with a decidedly technological (or alternatively, a “design”) leaning. As each student is expected to choose a “concentration” that caters to their vocational predispositions, competencies in the management of specifically tailored aspects of technology, and the synergies attributable to an interdisciplinary learning approach, are expected to be program outcomes. Students graduating from the MS-IST program should be prepared to provide leadership in the Information Systems (IS) field. Graduates will have the following skills, knowledge, and values:

- A core of IS knowledge;
- Integration of IS and business foundations;
- Broad business and real world perspectives;
- Communication, interpersonal, and team skills;
- Analytical and critical thinking skills;
- Specific skills leading to a career.

MS-IST Program Requirements

The 36-credit MS-IST program is designed around a set of five building blocks. The courses in the IS Foundations and Business Foundations blocks are prerequisites for the program. Students with inadequate backgrounds in these areas are required to take additional courses and will, therefore, require additional credits to complete their degrees. The IS Core block defines the minimal knowledge required of all MS-IST students. This knowledge is both technical and managerial in flavor. The core represents a standard that defines the MS-IST program and differentiates it from traditional computer science programs. The five building blocks are:

- IS Foundations;
- Business Foundations;
- IS Core;
- Integration;
- Concentration/Career Tracks.

Information Systems Foundations and Business Foundations Courses (MS-IST Prerequisites)

A minimum foundation of essential prerequisite knowledge is needed to prepare students for the remainder of the curriculum. Many students will enter the master's program with some or all of this knowledge. This material is indeed found in Wilmington University's undergraduate degree programs. In addition, an informed Program Coordinator may elect to allow a student to substitute professional experience for certain foundation courses. Similar to the MBA common body of knowledge, graduate foundation courses – when offered – cover more material at a broader conceptual level than comparable undergraduate courses.

Information Systems Foundations

Students entering the MS-IST program need the content of the following courses (or their equivalent) to be able to undertake the MS-IST core described below. The required IS foundations include the content found in Wilmington University's Information Resource Management Program for example.

IRM 100	Fundamentals of Information Systems
IRM 300	Information Technology Hardware and Software
IRM 310	Programming, Data and Object Structures

Business Foundations

The minimum area requirements are three courses on the basics of business: one on internal organizational considerations, one on external organizational considerations, and a third course in one area of business. For example, a student may have taken:

BAC 101	Financial Accounting
BMK 305	Marketing
HRM 310	Organizational Behavior (or BBM 301)

A graduate with an MS in IST needs to know a number of business-related topics if he/she is to function well in an IS job, particularly if that job involves managing in a private or a public organization. Students can sometimes satisfy the business foundation courses by taking equivalent courses in departments other than business. For example, psychology or sociology programs oftentimes cover organizational behavior. Furthermore, foundation courses can be taken at a senior undergraduate level. Three business courses are a minimal set of knowledge for MS-IST graduates. The program is conceived as being a two-culture program, including both the IS and business cultures. Given that IS graduates will work in firms and will interact with business-educated people, they will need to be able to communicate with many people who have a business background. Since many of these people are not likely to know the IS field, it becomes the responsibility of

IS professionals to become culturally bilingual in computing and business. The ability to understand financial accounting, particularly costs, and the ability to understand how companies are organized and how people behave in organizations are required of IS graduates. In addition, an alternate business prerequisite course (other than marketing) can be tailored by the student and academic advising to an area compatible with the career track chosen by the student.

MS-IST Core Course Requirements

The six core courses listed below are required for program completion.

IST 7000	Data Management
IST 7020	Analysis, Modeling and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy
IST 8100	Integrating the Enterprise, IS Function, & IS Technologies - Integration Capstone Component

The process of “integration” constitutes the capstone emphasis of the MS-IST program. After students complete the core, they need to synthesize what they have learned. Furthermore, system integration is a pervasive aspect of IS practice. Integration can be viewed from three perspectives: a) Integrating the Enterprise; b) Integrating the IS Function; and c) Integrating IS Technologies. The capstone course IST 8100 is required for program completion.

CONCENTRATIONS/CAREER TRACK

A concentration/career track consists of five or more related electives that prepare a student for a specialization. Tracks are, by definition and implementation, multidisciplinary, often involving courses in a division other than Information Technology and Advanced Communications. For example, the Training Skills specialization in an academic track may be taken in the Division of Education and in the Business Division.

Information Assurance Concentration/Career Track:

Five courses from the following list of possible options must be completed in order to satisfy the concentration.

MAJ 6610	White Collar Crime
MAJ 7000	Contemporary Issues in Homeland Security
SEC 6010	Planning for Information Security
SEC 6020	Security Issues Concerning RFID Technology Applications
SEC 6030	Operating System and Computer Systems Security
SEC 6040	Web and Data Security
SEC 6090	Topics in Information Assurance

Management and Management Information Systems Concentration/Career Track:

Five courses from the following list of possible options must be completed in order to satisfy the concentration.

MBA 7594	Creativity in Management
MGT 6501	Organization Theory and Design
MGT 7400	Analysis of Decision Making
MGT 7504	Ethical Issues in Management
MGT 7591	Leadership and Communication
MGT 7710	Integrative Independent Study Project A
MGT 7900	Topics in Management
MHR 7830	Finance and Accounting for Managers

Corporate Training Skills Concentration/Career Track:

Five courses from the following list of possible options must be completed in order to satisfy the concentration. (Note: EDT pre-requisite sequencing is to be observed).

EDT 6010	Instructional Applications of Technology
EDT 6020	Emerging Trends
EDT 6030	Electronic Delivery Systems
MGT 7395	Management Development
MHR 7506	Training and Development
MHR 7900	Special Topics (or EDT 6040)
MSE 7404	Assistive Technology

Internet/Web Design Concentration/Career Track:

Five courses from the following list of possible options must be completed in order to satisfy the concentration.

DSN 6010	Streaming Media
DSN 6020	Human Computer Interaction
DSN 6030	Advanced Multimedia and Animation
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6080	Internet Development/Design for Competitive Advantage
DSN 6090	Topics in Internet/Web Design

Supervised Field Experience/Internship

Students in the final year of the program who have completed the majority of the program requirements will be required to enroll in a three-credit hour supervised field experience/internship. Students must have completed IST 8100 or be simultaneously enrolled in that course before registering for IST 8101.

Note: There are three possible options for students at this juncture in the program:

- The first option provides students following the Internet/Web Design Concentration/Career Track or the Corporate Training Skills Concentration/Career Track an opportunity to develop an electronic portfolio.
- Option two primarily applies to students following the Information Resource Management Concentration/Career Track and the Management and Management Information Systems Concentration/Career Track and affords students an opportunity to complete an Action Research Methodology, establishing an improvement to their business or personal environment.
- Option three applies to students that wish to pursue an internship (internships must be completed as a semester course).

The Complete MS-IST Curriculum

The MS-IST program can be completed in a minimum of 36 credits by students with considerable preparation.

Such students would take:

- 15 credits of core courses;
- 3 credits of integration;
- 15 credits in a career track;
- 3 credits of Field Experience/Internship.

For students with no advanced preparation, a program of up to 54 credits may be required:

- 9 credits of IS foundations;
- 9 credits of business foundations;
- 15 credits of core courses;
- 3 credits of integration;
- 15 credits of career track;
- 3 credits of Field Experience/Internship.

Qualifications for Degree

To qualify for the Master of Science degree in Information Systems Technologies, a student must successfully complete a minimum of 36 credit hours (12 courses), including an Integration Capstone Component and a Field Experience/Internship. Both are 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. The program must be completed within five years.

Nursing & Allied Health

Master of Science in Nursing

*Nurse Practitioner:
Family, Adult/Gerontology*

*Nursing Leadership:
Executive, Educator,
or Legal Nurse Consultant*

Nurse Practitioner: Family, Adult/Gerontology

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 completed Wilmington University graduate application form and the non-refundable application fee.
2. A copy of current registered nurse licensure.
3. Official transcripts reflecting the following:
 - a. Graduation from a nationally accredited baccalaureate program in nursing.
 - b. Completion of an undergraduate statistics course, with a grade of “C” or higher.
 - c. Completion of an undergraduate health assessment course, with a grade of “C” or better, or an equivalent continuing education course (Nurse Practitioner tracks only).
4. Two written recommendations, using the form included with the application. Both should be professional recommendations, with at least one 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 program.
6. A professional resume.
7. To be considered for unconditional acceptance in the Nurse Practitioner concentration the applicant must have a personal interview and writing assessment before initial enrollment in any classes.
8. Faculty recommends that applicants have two years’ experience as a registered nurse before entering the program.
9. Receive a score of 3 or better on the writing assessment.

All of the documents indicated above should be sent directly to Wilmington University, Office of Graduate Admissions.

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 participant in and/or conductor

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 also hold accreditation from the Commission on Collegiate Nursing Education (CCNE). Both programs conducted site visits in 2001 and earned accreditation for ten years from the CCNE.

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;
9. Demonstrate advanced oral and written communication abilities;
10. Demonstrate the ability to access, use, and evaluate information and information technologies.

Prerequisite Course Requirements

All students are required to have prerequisite knowledge of statistics. If the student has not completed a course in statistics with a grade of "C" or better, 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

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 student's experience culminates with a capstone/scholarly paper or a primary care experience.

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. The University, under a group policy, carries professional liability insurance coverage for students. Students are encouraged to maintain separate RN professional liability insurance coverage, but this is not required.

The program is to be completed within a five year time frame. However, students who miss more than one year of study are required to repeat select courses due to the nature of the material.

Family Nurse Practitioner Concentration

This program can be completed in 28 to 32 months. 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. Courses are not listed in the order of completion.

Family Nurse Practitioner Course Requirements

Core Courses (12 credits)

MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

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: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8110	Practicum I—Family Practicum
MSN 8213	Practicum II—Family Practicum
MSN 8223	Practicum III—Family Practicum
MSN 8330	Practicum IV—Family Practicum
MSN 8343	Practicum V—Family Practicum

Adult/Gerontology Nurse Practitioner Concentration

This program requires the student to complete 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. Courses are not listed in the order of completion.

Adult/Gerontology Nurse Practitioner Course Requirements

Core Courses (12 credits)

MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

Related Courses (6 credits)

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

Primary Care Courses (30 credits)

MSN 7702	Advanced Adult Health Assessment
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 7709	Advanced Geriatric Assessment and Health Promotion
MSN 8111	Practicum I—Adult/Gerontology Practicum
MSN 8214	Practicum II—Adult/Gerontology Practicum
MSN 8224	Practicum III—Adult/Gerontology Practicum
MSN 8331	Practicum IV—Adult/Gerontology Practicum
MSN 8341	Practicum V—Adult/Gerontology Practicum

Post-MSN Certificate Options

As employment opportunities and demands of the health care environment change, nurses at the graduate level need additional specialty education. The Division of Nursing and Allied Health at Wilmington University has developed options for nurses holding an earned MSN degree who seek to become a nurse practitioner for the first time or who seek another concentration as a nurse practitioner.

All candidates for any post-master's certificate must make an application to the program as a certificate candidate and must meet the admission requirements for the MSN program. Applicants will have graduate transcripts reviewed and will be advised regarding course selection. Course of study is individualized based on the type of MSN held by the candidate.

You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Candidates who are nurse practitioners already, and are seeking additional certification in a different track, need to meet different requirements from those MSN graduates seeking nurse practitioner certification for the first time. This applicant must have graduated from an accredited program with an earned MSN and be licensed as a nurse practitioner. A portfolio must be submitted to verify previous clinical experiences. A range of 140-260 previous clinical hours may be accepted as Prior Learning Assessment (PLA), based on the portfolio. However, a minimum of 240-360 clinical hours (2-3 clinical courses) will be required within the course of study at Wilmington University. The type of clinical experiences will be based on the student's portfolio, which will identify the gaps in their clinical knowledge base.

Certificate Program Competencies

Through completion of the selected certification program, graduates will:

Nurse Practitioner

1. Demonstrate competence in the domain of management of patient health/illness.
2. Employ evidence-based clinical practice guidelines to guide screening activities; identify health promotion needs; and provide anticipatory guidance and counseling addressing environmental, lifestyles, and developmental issues.
3. Plan and implement diagnostic strategies and therapeutic interventions to help patients with unstable and complex health care problems regain stability and restore health in collaboration with the patient and multidisciplinary health care team.

Post-MSN Certificate Course of Study

This course of study is for nurses with an earned Master of Science in Nursing, but not as a nurse practitioner.

Adult Nurse Practitioner (24 credits/ 500 clinical hours)

MSN 6603	Advanced Pathophysiology*
MSN 7702	Advanced Adult Health Assessment
MSN 7703	Advanced Pharmacology*
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8101	Certification Adult Practicum I
MSN 8201	Certification Adult Practicum II
MSN 8301	Certification Adult Practicum III

* May be accepted as transfer credits

Family Nurse Practitioner (30 credits/ 500 clinical hours)

MSN 6603	Advanced Pathophysiology*
MSN 7701	Child Development and Assessment
MSN 7702	Advanced Adult Health Assessment
MSN 7703	Advanced Pharmacology*
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8103	Certification Family Practicum I
MSN 8203	Certification Family Practicum II
MSN 8303	Certification Family Practicum III

* May be accepted as transfer credits

Gerontology Nurse Practitioner (24 credits/500 clinical hours)

MSN 6603	Advanced Pathophysiology*
MSN 7702	Advanced Adult Health Assessment
MSN 7703	Advanced Pharmacology*
MSN 7709	Geriatric Assessment and Health Promotion
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 8102	Certification Gerontology Practicum I
MSN 8202	Certification Gerontology Practicum II
MSN 8302	Certification Gerontology Practicum III

* May be accepted as transfer credits

These courses of study are for nurses with an earned Master of Science in Nursing as a nurse practitioner and require study in another concentration.

Adult Nurse Practitioner—Seeking Family Nurse Practitioner (18 credits/500 clinical hours)

MSN 7701	Child Development and Assessment
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7707	Primary Care III: Gender Health Issues*
MSN 8103	Certification Family Practicum I**
MSN 8203	Certification Family Practicum II
MSN 8303	Certification Family Practicum III

* Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.

**May be accepted as Prior Learning Assessment

Adult Nurse Practitioner—Seeking Gerontology Nurse Practitioner (15 credits/500 clinical hours)

MSN 7709	Geriatric Assessment and Health Promotion
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 8102	Certification Gerontology Practicum I**
MSN 8202	Certification Gerontology Practicum II
MSN 8302	Certification Gerontology Practicum III

**May be accepted as Prior Learning Assessment

Pediatric Nurse Practitioner—Seeking Family Nurse Practitioner (18 credits/500 clinical hours)

MSN 7702	Advanced Adult Health Assessment
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues*
MSN 8103	Certification Family Practicum I**
MSN 8203	Certification Family Practicum II
MSN 8303	Certification Family Practicum III

*Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.

**May be accepted as Prior Learning Assessment

Women's Health Nurse Practitioner—Seeking Family Nurse Practitioner (18 credits/500 clinical hours)

MSN 7701	Child Development and Assessment
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 8103	Certification Family Practicum I*
MSN 8203	Certification Family Practicum II
MSN 8303	Certification Family Practicum III

**May be accepted as Prior Learning Assessment

Nursing Leadership: Executive, Educator, or Legal Nurse Consultant

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 completed Wilmington University graduate application form and the non-refundable application fee.
2. A copy of current registered nurse licensure.
3. Official transcripts reflecting the following:
 - a. Graduation from a nationally accredited baccalaureate program in nursing.
 - b. Completion of an undergraduate statistics course, with a grade of “C” or higher.
4. Two written recommendations, using the form included with the application. Both should be professional recommendations, with at least one from an individual with knowledge of the applicant’s nursing experience.
5. A written statement of career goals and explanation of reasons for applying to the program.
6. A professional resume.
7. A personal interview and writing assessment are required for the Leadership concentration to coordinate the applicant’s enrollment.
8. Receive a score of 3 or better on the writing assessment.

All of the documents indicated above should be sent directly to Wilmington University, Office of Graduate Admissions.

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 participant in and/or conductor 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 also hold accreditation from the Commission on Collegiate Nursing Education (CCNE). Both programs conducted site visits in 2001 and earned accreditation for ten years from the CCNE.

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;
9. Demonstrate advanced oral and written communication abilities;
10. Demonstrate the ability to access, use, and evaluate information and information technologies.

Prerequisite Course Requirements

All students are required to have prerequisite knowledge of statistics. If the student has not completed an undergraduate course in statistics with a grade of "C" or better, 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

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 7741 Politics and Policy in the Healthcare System
MSN 7750 Teaching and Learning

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 and 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 program, 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 with an emphasis in executive practice, the educator role, or the legal nurse consultant role. The program is interdisciplinary, with course work through the Divisions of Education and Business in addition to the Division of Nursing and Allied Health. An individualized course of study may be designed to meet career goals. Technology is integrated into the program, and selected nursing courses may be offered in a distance-learning format. Students in all concentrations can spend time in the final capstone courses in a variety of ways, ie. field practice time, small project or research development.

All concentrations are designed to develop the students' knowledge of research to improve the practice of nursing and strengthen the awareness of contemporary influences on health care needs of individuals, families, and communities. Philosophy of nursing leadership and health care provides a foundation for ethical decision making as students develop skill in working within the context of prevailing systems of care. The program is usually completed within a two- to three-year time frame, however it must be completed within five years.

Executive

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 refine skills relevant to individual career goals. Selected course work may emphasize entrepreneurial, policy, or management roles of the nurse leader.

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. Courses at Wilmington University prepare students to meet the standards of LNC practice. For LNC students, the capstone experience is a required six-credit field practicum.

Course Requirements (Total 36 credits)

Courses are not listed in the order of completion but MSN 6501 is recommended early in the course of study and MSN 6606 is a prerequisite for MSN 6607. Capstone credits are taken near the program's completion.

Core MSN Courses (12-15 credits)

MSN 6500	Leadership Roles in Advanced Practice Nursing
MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning

Core Leadership Courses (15 credits)

Students in the executive or educator concentrations may select one of the following:

MSN 6641	Philosophical Perspectives of Nursing Leadership OR
MSN 6645	Bioethics in Nursing Practice (mandatory for LNC concentration)
MSN 6500	Leadership Roles in Advanced Practice Nursing
MSN 6607	Evidence-Based Decision-Making in Nursing
MSN 8400	Capstone*
MSN 8500	Capstone*
MSN 8600	LNC Capstone
MSN 8700	LNC Capstone

*Student selects a field practicum, small project or research study.

Students take a range of credits (9-12 depending on the program) in the Executive Practice, Education, or Legal Nurse Consulting concentrations.

Executive Concentration (9 credits)

Students are required to select three of the following courses:

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
MBA 7200	Health Policy & Economics

(Advisor may approve other choices)

Educator Concentration (9 credits)

Students are required to take the following courses:

MED 7710 Technology and the School Environment

MSN 7753 Curriculum Development

Students may select one of the following courses.

MSN 7752 Clinical Teaching and Evaluation

MED 7705 Educational Measurement

(Advisor may approve other choices)

Legal Nurse Consultant Concentration (12 credits)

MSN 7310 Legal Issues in Nursing Practice

MSN 7320 Practices in the Realm of Nursing and the Law

MSN 7330 Entrepreneurship for Nurses

MSN 7350 Forensic Nursing: Clinical and Legal Implications

Capstone

The six-credit capstone is earned by completing a field practicum, small project or research study. The student works with faculty in a collaborative effort.

Dual Degree MSN with MSM/HCA, MBA/HCA, or MSOL

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

Admission, progression, and graduation requirements are a coordinated effort between the Divisions of Nursing and Allied Health and the Division of Business. The dual degree program is 51 credits. Students receive advisement regarding course selection from program advisors. A course selection guide is available from the graduate Nursing Leadership Program Coordinator.

Post-MSN Certificate Options

As employment opportunities and demands of the health care environment change, nurses at the graduate level need additional specialty education. The Division of Nursing and Allied Health at Wilmington University has developed several options for nurses holding an earned MSN degree: Executive, Educator, and Legal Nurse Consultant certificates.

All candidates for the post-master's certificate must make an application to the program as a certificate candidate and must meet the admission requirements for the MSN program. A course of study may be individualized based on the type of MSN held by the candidate. As of fall 2007, all LNC specified courses are offered through distance education. You may obtain a Graduate Certificate Program Form from the Registration Book or by downloading it from the Wilmington University Registrar's webpage.

Certificate Program Competencies

Through completion of the selected certification program, graduates will:

Executive Role

1. Demonstrate a firm knowledge base in the areas of executive and management theories.
2. Fill a leadership role in executive nursing practice through collaboration; client, staff, and management advocacy; sensitivity to diversity; and ongoing involvement in professional organizations.
3. Negotiate an appropriate role for themselves in the context of an evolving health care system.

Educator Role

1. Incorporate findings from teaching/learning theories and research to educate individuals and groups.
2. Fulfill a leadership role in the area of education by facilitating and encouraging the exploration and application of knowledge.

Legal Nurse Consultant

1. Implement knowledge of the medical and legal system to meet the needs of their clients and society.
2. Negotiate an appropriate role for themselves within the dynamic legal system.
3. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity.

Course of Study

Executive Role (15 credits)

Students in the executive role may select one of the following:

MSN 7750 Teaching and Learning in Nursing

Executive Leadership field practicum

Students choose four (4) courses from the following

Graduate Business offerings:

HCA 7745 Marketing in the Health Care Sector

HCA 7720 Health Policy and Economics

HCA 7730 Health Insurance and Reimbursement

HCA 7740 Legal Aspects in Health Care

MGT 6501 Organizational Management

(Advisor may approve other choices)

Educator Role (15 credits)

Students are required to take the following courses:

MED 7705 Educational Measurement

MED 7710 Technology and the School Environment

MSN 7752 Clinical Teaching and Evaluation

MSN 7753 Curriculum Development

(Advisor may approve other choices)

Legal Nurse Consultant (18 credits)

MSN 6645 Bioethics in Nursing Practice

MSN 7310 Legal Issues in Nursing Practice

MSN 7320 Practices in the Realm of Nursing and the Law

MSN 7330 Entrepreneurship for Nurses

MSN 7340 LNC Field Practicum

MSN 7350 Forensic Nursing: Clinical and Legal Applications

COURSE DESCRIPTIONS

AHS 6600 3 credits

Survey of Human Services

This course reviews the historical foundations and development of human services and provides the context for how different human services emerged. The course will explore the various political, legislative and social influences on the development of human services.

AHS 6610 3 credits

Administration of Human Service Organizations

This course will provide basic knowledge, theory and skills in the administrative aspects of the human service delivery system. Issues of supervision, management and development of paid and volunteer staff will be addressed. Fiscal administration, including the creation of budgets, grant and contract negotiations and implementation of fiscal controls will be discussed. The concepts of coalition building, legislative advocacy and community organizing will also be introduced. The relationship between administrator and board of directors in a non-profit setting will also be reviewed.

AHS 6620 3 credits

Legal and Ethical Issues in Human Service Administration

This course will explore the legal/regulatory framework in which human service organizations exist. The concept of risk management in a non-corporate setting will be introduced. The state and federal laws which regulate client services and employment will be reviewed, including the Americans with Disabilities Act, and the legal prohibitions against gender, race and age discrimination. Students will be introduced to the ethical standards of the National Organization for Human Services and will develop an understanding of human services ethics and their application in practice.

AHS 6630 3 credits

Research, Design and Evaluation of Programs in Human Services

This course will focus on the analysis of human service needs and the selection and development of appropriate organizational programming. Students will be introduced to the principles of program design, implementation and evaluation. Students will learn to design interventions and evaluate outcomes. The concepts of short-term and long-term strategic planning will be introduced.

AHS 6640 3 credits

Contemporary Issues in Administration of Human Services

This course will explore the range of populations served by human service professionals. Conditions such as aging, poverty, crime, mental illness, chemical dependency and developmental disabilities will be reviewed within the political, legal, economic and social framework impacting on these conditions and client populations.

AHS 7610 3 credits

Structure and Dynamics of Relationships, Organizations, Communities and Societies

This course will provide students with the knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal interactions. The systems approach will be presented in a manner that provides the students the opportunity to engage in a comparative process with other available approaches.

AHS 7615 3 credits

Topics: Administering Faith-Based Human Services

This course will focus on the challenges of managing the delivery of human services within a faith-based organization. The impact of the religious mission, values and beliefs, and organizational leadership structure of faith-based groups are factors that will be studied.

AHS 7620 3 credits

Technology and Information Management in Human Services

Information management is a vital component of organizations and this course will address the appropriate integration and use of information such as client data, statistical information, record keeping and information management skills.

AHS 7625 3 credits

Administering Disability Services

This course will focus on social policy and administrative issues in providing services to people with disabilities. Federal regulations, court rulings, and policy mandates, as well as the history of service provision for those with disabilities, will be reviewed. Issues of providing program services in accordance with laws, regulations, and policies will be discussed. Students will learn about the systems that support the full participation of people with disabilities in all facets of life. Students will also develop skills to evaluate programs for this client population.

AHS 7630 **3 credits**

Communication in Human Services

Developing small group, organizational and intercultural communication skills is vital for managers in human service organizations. Critical thinking for problem solving and decision-making will be addressed. Students will learn skills for dealing effectively with conflict. In addition, written communication vehicles like performance appraisals and related employee documentation will be discussed.

AHS 7635 **3 credits**

Topics: Field Work in Community Asset Building

This practical 3 credit course combines academic training with hands-on service-learning. In the classroom sessions, taught by experts in business and community development, students will learn what it takes for low-income working families to become economically self-sufficient. Following the classroom sessions, students will be assigned to work in a Free Tax site as a Cash Coordinator to help customers open savings accounts, learn about their credit history, and assess their eligibility for public benefits. Cash Coordinators will also make referrals to community programs which can match savings for home ownership and offer free personal money management workshops. The Service Learning portion of this course is integrated with the DE EITC Campaign. Students will work in the tax site once a week for 3 hours.

AHS 7640 **3 credits**

Social Policy, Advocacy and Human Services

To effect social change through advocacy is a basic tenet of human services. This course will provide students with the theory, knowledge, and skills to analyze, interpret, and influence social policy and laws and engage in the necessary critical thinking processes that are involved.

AHS 7650 **3 credits**

Managing Children and Family Services

Children and family services has become a complex area of specialization in the human services field. A knowledge of the issues and resolution paths is essential for human services professionals. This course will address the social policy and legal contexts for providing services to children and their families. Skills to evaluate intervention outcomes will also be discussed.

AHS 7660 **3 credits**

Grant Management and Fundraising in the Human Service Environment

A critical skill for human service administrators is the ability to effectively raise funds to support programming. This course will

teach the skills necessary for effective fundraising, including grant writing and managing grant-funded programs. Locating public and private sources of funds will be discussed.

AHS 7670 **3 credits**

Alcohol and Other Drugs Program Management

This course will focus on the social policy and legal contexts for providing substance abuse treatment services. Inpatient and out-patient models will be discussed. Issues surrounding court-mandated clients and judicial referrals will be addressed. Students will develop skills to evaluate intervention outcomes for this client population.

AHS 7680 **3 credits**

Administering Programs for Senior Adults

The focus of this course will be on managing meaningful programming for senior adults in a variety of community and residential settings. Standards of care and legal and policy mandates regarding service provision will be reviewed. The issues of elder abuse, neglect and financial exploitation will be included.

AHS 7690 **3 credits**

Volunteer Management

Volunteers are the backbone of many non-profit organizations. Volunteers operate in functions ranging from clerical support to the management of the agency as a member of the board of directors. This course will discuss the skills necessary to effectively manage volunteer operations in an organization, including recruitment, training, supervision and retention. Legal requirements and clearances for volunteers working with special populations will also be discussed.

AHS 8100 **3 credits**

Guided Practicum in Administration of Human Services

This course is designed to give new professionals the hands-on experience of human service administration in a supervised learning environment. Students will engage in a guided practicum of a minimum of 120 hours at a mutually agreed upon human service organization. The practicum will provide the student with supervised experience in a managerial position. Students may complete this requirement at their current workplace, provided that their practicum assignment will be in an administrative facet of the organization AND not directly related to their existing work assignment. Some students may choose to enroll in a second Guided Practicum as a free elective option. Prerequisite: Faculty Approval.

<p>AHS 8110 3 credits <i>Guided Practicum—Part II</i> This course is for students who wish to continue working at their practicum site beyond the minimally required 120 hours. The second phase of the guided practicum, also 120 hours in length, will allow students without a substantial work background in the field of human services to gain additional hands-on experience. More seasoned students may also choose to extend their practicum in order to complete a more complex field placement assignment.</p>	<p>DBA 7300 3 credits <i>Quantitative Business Analysis</i> This course studies the application of quantitative methods for business analysis and decision making. Topics will include probability and descriptive statistics, survey construction, project management tools, forecasting methods, and statistical process control. (Note: this course is equivalent to MBA 6300.)</p>
<p>AHS 8200 3 credits <i>Capstone Project in Human Services Administration</i> This course is offered as an alternative to the Guided Practicum for students who have extensive workplace experience in a human service agency setting. Consideration will be given to students who can demonstrate, through a portfolio of accomplishments, that they have five years of supervised, professional, full-time work experience in a human service agency. Students will complete a capstone project that will be designed to meet a need of either the student's current workplace or a selected human service agency and may include program development, evaluation or other research need identified by the agency. The student's project will have a practical application and benefit to the host organization. Prerequisite: Faculty Approval.</p>	<p>DBA 7400 3 credits <i>Advanced Seminar in Managerial Finance and Accounting</i> This course explores the current and historical approaches to managerial finance and accounting. Previous and current research concepts, findings and methodologies, along with their implications for applied research and practice, are explored. Topics include: current issues in financial statement analysis, the applied use of valuation models (stocks, bonds and derivative securities), capital structure and the cost of capital, research involving CAPM and APT, portfolio theory, and the conflict between behavioral finance and the Efficient Market Hypothesis. The concepts are studied from the perspective of how they might be analyzed and tested.</p>
<p>DBA 7100 3 credits <i>Organizational Strategy and Policy Seminar</i> This course provides the student with a general overview of the planning, strategy formulation strategic thinking, strategy implementation, and evaluation processes. Managerial styles and personal strategies are also discussed. The course takes an international view of organizational strategy and policy in a world without borders. Research areas in business strategy are also discussed.</p>	<p>DBA 7500 3 credits <i>Enterprise-Wide Competitive Solutions</i> ERP - or enterprise resource planning - systems integrate information used by an organization's many different functions and departments into a unified computing system. Often, even the many businesses which use ERP applications don't know what ERP is or how it works. This course demystifies this complex enterprise application, examines the trends in the ERP market, and looks at some of the key software providers. (Note: this course is equivalent to IRM 6080.)</p>
<p>DBA 7200 3 credits <i>Advanced Organizational Behavior</i> The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision-making, teamwork, leadership, and quality improvement programs.</p>	<p>DBA 7600 3 credits <i>Ethics in Business and Management</i> This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, and ethics by business application, as well as cross-cultural ethics research.</p> <p>DBA 7700 3 credits <i>Advanced Marketing Management</i> This course focuses on marketing problems faced by an organization and its management. A survey of marketing literature examines both theoretical and empirical research in such marketing-related fields as economics, consumer-buyer behavior, promotion, distribution, ethics, pricing, product</p>

development, global marketing, and marketing strategy in an effort to seek solutions.

DBA 7800 **3 credits**
Global Management Models

This course provides students with a general overview of international management, including the integration of corporate culture. Specific applications to trade agreements and research areas in business strategies are also explored.

DBA 8000 **3 credits**
Seminar on Research in Management

This course offers doctoral-level analysis of selected management topics, assisting the student in selecting and operationalizing a dissertation topic. The course provides an opportunity for students to share their thoughts on carrying out a creative research project, critiquing their own and others' proposals. Students who have completed the course may return from time-to-time to seek ideas and support from the instructor and their peers.

DBA 9000-9003 **9 credits**
DBA Research

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9003 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

DNG 6100 **3 credits**
Communication Essentials for Military Leadership

Military leaders must present ideas and recommendations persuasively. This course has been designed to enhance students' persuasive skills and help them communicate strategically. Specifically, effective communication, beyond basic skills, involves listening to and organizing information; giving clear information; and, getting unbiased information. The course combines short lectures and discussions of conceptual ideas with skill-building assignments, practice, and in-class feedback.

DNG 6200 **3 credits**
Strategic Leadership and Decision Making

Military leaders must present ideas that are well-formed, well-informed and the product of a clear decision-making process. This course has been designed to enhance the student's skills in clear decision-making and thinking strategically. The course combines short lectures and discussions of conceptual ideas with skill-building assignments, practice, and in-class feedback. The goal of this course is to combine theories of decision-making with the insights the student learns about his/her own strategic thinking style.

DNG 6300 **3 credits**
Military Leadership Skills

Military leaders must understand all aspects of the people they lead and resources they utilize. The goal of this course is to combine understanding of both the Delaware National Guard and the Delaware Air National Guard, their goals, purpose, structure, policies and assumptions in a manner that the strengths of both can be seen as a single source of success for either. Along with an increased awareness of both services, the course will focus on skills such as managing and prioritizing time; setting goals and standards; and planning and scheduling work.

DNG 6400 **3 credits**
The Role of the Guard

Military leaders must understand and work in alignment with the role of the guard in local, state and regional events. This course is designed to enhance the students' understanding of the functions of the Guard so they can effectively manage resources strategically. This course will also address common misperceptions, roles, strategies, purposes, goals and structures and the ability to utilize this information in a manner that effectively addresses local, regional and national expectations.

DNG 6500 **3 credits**
Joint Force Operations

The role of joint operations has risen to become a critical part of the future leader's development. This course is designed to enhance the student's understanding, and ability to perform within a joint environment. This course will prepare the student for the spectrum of multi-service operations challenges they will face in their careers.

DNG 6600 **3 credits**
Crisis Leadership

This capstone course is designed to allow the student to demonstrate his/her ability to incorporate the material learned

from the previous five courses into a cogent professional approach that reflects an understanding of the big picture, defines individual decision-making and strategic processes, ability to build networks and understanding across service entities and, most importantly, the ability to serve local, state and national interest effectively with this new focus. Prerequisites: DNG 6100, 6200, 6300, 6400, and 6500

DSN 6010 **3 credits**
Streaming Media

Changes in information technology now permit “streaming” to new audiences or existing audiences in new ways. This course aims to help students understand the creative processes involved in producing a streaming media project. Creating streaming media is a multi-step effort, including shooting, capturing, editing and encoding source material – audio, video or both – with involved decision-making along the way. Working with existing video footage, students will edit using a nonlinear editing tool (Final Cut Pro), add effects and deliver the source content in multiple versions of encoding formats and data rates for successfully streamed compression.

DSN 6020 **3 credits**
Human Computer Interaction

Human-Computer Interaction (HCI) involves studies of the interaction among people, computers, and their environment. The impact of HCI regarding human performance effectiveness and efficiency will be examined. The course will also examine important human factor design guidelines that contribute to the development of high quality information systems. The insights gained are ideally used to create information systems (IS) and work environments that help make people more productive and more satisfied with their workaday life.

DSN 6030 **3 credits**
Advanced Multimedia and Animation

Multimedia, with the emphasis on web production, is one of the fastest growing areas of the technology field. This course focuses on the use of advanced graphic display techniques in Multimedia-enhanced web design, including animation. Emphasis is placed on the use of software tools and their relationship to compelling web designs. This is a “hands on” course, involving extended amounts of computer lab time. The students will be expected to learn the syntax of this specialized scripting language. As part of this course, the student will work with variables, datatypes, operators, statements, conditions, functions, objects, events, arrays, movie clips and other applicable elements. After working with these elements, the student will then use these elements to create his/her own interactive multimedia project for a CD or the web.

DSN 6050 **3 credits**
Markup Languages Advanced Authoring

The World Wide Web has become the focus of much of our working (and playing) lives. In a very short time span, the web has revolutionized the way we access information for education, business, and entertainment. It has created industries where there were none before. Being able to develop and display information for the web has become a necessary job skill and a business necessity. Unlike any other previous medium, the ability to “write” HTML for the Internet permits the workaday individual/entrepreneur to potentially connect with millions of other people as potential customers or members of an affinity group. Correspondingly, this course will focus on the Intermediate level of Hypertext Markup Language (HTML) and will include an overview of XML.

DSN 6060 **3 credits**
Database/Web Design Integration

This course focuses on the design and development of database-driven websites, which are the basic foundations of all E-commerce sites. The software development tools used throughout the course will concentrate on those most commonly in use throughout the industry, viz.

DSN 6080 **3 credits**
Internet Development/Design for Competitive Advantage

Philosophies and practices are explored to recognize opportunities to interject aesthetics and design principles into E-business systems. Adaptable application architectures, e-architectures, and net-centric approaches to business are discussed from a design perspective. E-business systems have some unique characteristics which influence the design and delivery of solutions, including: the complexity of E-business architectures; interface and integration problems, component maturity and quality; and the vagaries of customer acceptance and loyalty. The ability to leverage Internet technology to enhance customer, supplier and partner relationships is no longer optional - indeed, E-business is now simply “business”.

DSN 6090 **3 credits**
Topics in Internet/Web Design

This course is an intensive study of selected contemporary topics in Internet and Web Design. Emphasis is placed on research in areas pertinent to Design involving the current “public internet infrastructure” environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the field. The focus for each section

will vary, and in a “Directed Study” format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter will change at each offering; students should refer to the course listing bulletin for current topic. Prerequisites: At least two of the DSN 6000-series courses.

EDD 7000 3 credits

Experiential Learning: Leadership Issues

This course is experiential in nature and focuses on leadership and group process. Students will acquire and apply knowledge, skills, and feelings in an immediate and relevant setting. Topics include: examining core values in the leadership process, group problem solving, leadership styles, decision-making, power and influence, conflict management, ethical dilemmas, and community building. The outcome of the course will include an initial plan for the internship.

EDD 7100 3 credits

Curriculum Engineering

The purpose of this course is to examine the roles leaders play in the curriculum design process and in removing barriers to teaching and learning.

EDD 7101 3 credits

Pluralistic Communities: Administrative Issues

The purpose of this course is to provide an historical and philosophical overview of policy issues in leadership. Premise: Insights into contemporary learning communities can be obtained by examining their antecedents. Particular emphasis is placed on issues of: 1) Governance – Who influences learning organizations and how? 2) Equity and democracy in learning organizations – How have learning organizations responded to diversity? 3) The individual moral and ethical reasons for becoming a leader – Who should be our leaders?

EDD 7105 3 credits

Leadership, Equity, and Educational Law

This course will focus on ethical and legal issues that arise in educational systems. Its purpose is to provide leaders with the knowledge and skills they need to deal effectively with legal problems, including the ability to practice “preventive law” and to consider creative ways to address problems.

EDD 7106 3 credits

Disciplined Inquiry I

The purpose of this introductory two-course sequence is to further students’ understandings of types of data available to leaders and skills needed to read and interpret that data in multiple ways in order to be an effective leader. The course

will help students develop skills which will enable them to become reflective practitioners, critical thinkers, and informed consumers of educational research literature.

EDD 7107 3 credits

Disciplined Inquiry II

The main focus of the second of this two-course sequence (EDD7106 and EDD7107) is to offer students additional tools that will be useful in becoming critical consumers of educational research literature and competent applied problem-centered practitioners. Students will continue to develop a specific set of methods of inquiry that may be applied to the problem each has identified.

EDD 7200 3 credits

Supervisory Behavior

The purpose of this course is to help students gain the knowledge and skills necessary to promote and sustain an organization’s culture that is conducive to teaching and learning. This course will also help leaders to identify their own supervisory behaviors so that they may adjust and control those behaviors that best serve the organization. The course explores directive, collaborative, and non-directive approaches to supervision.

EDD 7201 3 credits

Managing Human and Material Resources

This course examines the following broad topics: personnel administration, negotiations, and contract and facilities management. Recruitment, selection and training of employees, motivation, morale, welfare and benefits, record keeping and its legal aspects are considered. The processes of negotiation, contract language issues, and simulation experiences for both certified and classified employee groups will be covered. Students will also learn how to identify, mobilize, and direct available resources to improve an organization.

EDD 7202 3 credits

Leadership Dynamics and Data-Driven Decision Making

This course examines how data can be used in decision-making processes that support the educational visions and missions of learning organizations. Students will learn to identify data that are relevant to educational vision and mission, to analyze the data and use the results to support institutional purposes, and to make recommendations for change.

EDD 7204 3 credits

The Art of Leadership

The purpose of this course is to examine past and current research theory and philosophy relative to leadership

development. It explores leadership theory and models to help students understand and prepare for future leadership roles. This course will also explore some of the major paradigms and paradoxes of organizational change and educational reform. Using basic principles of organizational behavior, this course explores how context matters to the sites engaged in change by investigating an organization - its history, culture, and particular factors that influence how it operates when engaged in systematic reform or improvement efforts.

EDD 7300 **3 credits**

Policy Systems/Analysis, Evaluation, and Implementation

Leaders operate in a complex web of political relationships within organizations, between organizations and their communities, and across levels of government. This course is designed to aid leaders in becoming more effective actors within this web of political relationships. It draws its intellectual base from research and theory in political science and public policy with application through case study and student projects.

EDD 7301 **3 credits**

Finance, Resource Development and Implementation

Finance functions, including development of budgets, purchasing, accounting, insurance, transportation and current problems in handling the business office are examined in this course. Building design, construction, maintenance, life-cycle costing, and finance will also be covered.

EDD 7402 **3 credits**

Problem-Centered Research I

This course will prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. Students will explore the nuances of various inquiry methods, especially those most useful in action research settings. The catalyst of these examinations will be each student's proposed problem, with this course focusing on refining inquiry questions and exploring ways of addressing the problem that will lead to their capstone doctoral learning experience. Students in the Educational Leadership concentration will only take EDD 7402. EDD 7402 is a prerequisite for EDD 7403 for students in the Organizational Leadership Concentration.

EDD 7403 **3 credits**

Problem-Centered Research II

This course is the second of two courses designed to prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. The course will explore what sound research means and how design choices influence the validity/credibility of

research findings and conclusions. Students will continue to develop their proposal/design framework and will receive on-going assistance in developing their research proposals.

EDD 8102 **3 credits**

Leadership Practicum

The purpose of this practicum is to provide students with problem-based experiences regarding the major tasks and activities of leadership.

EDD 8103 **3 credits**

Internship

The purpose of this faculty/student-planned extensive field experience is to have students engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a senior-level leader.

EDD 8104 **3 credits**

Field Experience and Portfolio Assessment

The purpose of this field experience is to complete and finalize the professional portfolio with examples of work from leadership assessment, career development field experience, and coursework as related to each of the standards.

EDD 9000-9004 **9 credits**

Dissertation Project

This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. Students who have not completed their dissertations at the conclusion of EDD 9002 will register for EDD 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

EDT 6000 **3 credits**

Computer Basics for Teachers

This course is designed as an introduction to the uses of microcomputers and related technology in the classroom. Areas of focus include: hardware fundamentals, navigating the desktop, basic hardware troubleshooting and diagnosis, basic microcomputer differences (manufacturer and operating systems), and basic microcomputer applications (word processing, spreadsheets, presentations, etc.). The course will also address: computer/technology fundamentals and

concepts; the personal and professional uses of technology; and some societal, ethical, and human issues associated with technology.

EDT 6010

3 credits

Instructional Applications of Technology

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; the use of technology-based tools to support instruction; and how technology can change classroom/school learning environments, teacher roles, and traditional power relationships. Pre-requisite: EDT 6000

EDT 6020

3 credits

Emerging Trends in Educational Technology

This course explores the latest concepts and skills relevant to responsible (legal and ethical) computing and technological literacy across the curriculum. The course will look at the historical development of educational technology and explore new and anticipated developments and their potential impact on teaching, learning, and the school environment. The course will also 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, theories, and applications of modern telecommunications services and equipment for schools and classrooms, and on 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. Students will learn to use telecommunications and information literacy resources in support of instruction. Prerequisite: EDT 6010

EDT 6040

3 credits

Special Topics in Educational Computing

This is the capstone course in the Applied Technology in Education program. With approval and assistance from the instructor, students will complete - either individually or collaboratively - an independent, integrated technology project relevant to student interests or professional practice. Topics such

as the following could be addressed: integrated instructional management systems; student accounting systems; NCLB-based school or district-wide data disaggregation and analysis; administrative uses of technology; marketing; 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 6010, 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 its ethics and the evolving nature of the health care system in today's global environment. Issues related to multi-health systems integration, physician/hospital organizations, and alternative delivery systems for the ageing population are explored. The impact of the health systems within other countries is examined for its effect on and contribution toward the United States health care system.

HCA 7720

3 credits

Health Policy and Economics

This course explores the relationship between the general economic environment and the health care system. A macroeconomic 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.

IRM 6020 **3 credits**
Ethical Issues in Information Technology

As there are unique contemporary ethical issues that would not have existed if computer technology had not been invented, this course covers the concepts, principles, issues, and techniques for professionally managing modern corporate informational activities in a socially and ethically responsible manner. The emergence of the Internet and the digital revolution present new threats and opportunities for business in the 21st century; the course explores issues regarding professional ethics and responsibility in the design, implementation and application of computer and information systems.

IRM 6030 **3 credits**
Human Factors in Information Systems

Human Factors in Information Systems involves studies of the interaction among people, computers, and their work environment. The impact of these technologies on human-computer interaction, information presentations, human-computer communications, and human performance will be examined. The course will examine important human factor design guidelines that contribute to the development of high quality information systems. The insights gained are ideally used to create information systems (IS) and work environments that help make people more productive and more satisfied with their workaday life.

IRM 6040 **3 credits**
E-Business Architectures

Philosophies and practices are explored to recognize new business opportunities and to support continuously changing business processes, including adaptable application architectures, e-architectures, and net-centric approaches to business. E-Business systems have some unique characteristics

which influence the design and delivery of solutions, including: the complexity of E-Business architectures; interface and integration problems, component maturity and quality; the variability of supplier capability and competence; and the apparent lack of a single end-to-end solution. The ability to leverage Internet technology to enhance customer, supplier and partner relationships is no longer optional - indeed, E-Business is now simply "business".

IRM 6050 **3 credits**
Advanced Relational Data Base Systems

The course begins with a study of database structures, based on conceptual files and the relationships between them. The course then provides a brief introduction to the theory of relations and the relational approach, followed by a thorough review of the "Structured Query Language", SQL. Students are also introduced to programming with embedded SQL, and to relational database design principles using the relational normal forms. Security issues are explored in depth.

IRM 6060 **3 credits**
Expert Systems/Decision Support Systems

Expert systems are powerful tools that serve as aids to informed decision making. Decision Support Systems are allied technologies that have found wide applicability in a variety of management areas. Integrating expert systems with decision support systems has the potential to enhance communication, negotiation, and collaborative work, and provide a basis for truly didactic applications within the modern enterprise. This course examines possible synergies between the two related technologies.

IRM 6080 **3 credits**
Enterprise-wide Competitive Solutions

ERP – or enterprise resource planning – systems integrate information used by an organization's many different functions and departments into a unified computing system. But often, even the many businesses which use ERP applications don't know what ERP is or how it works. This course demystifies this complex enterprise application, examines the trends in the ERP market, and looks at some of the key software providers.

IRM 6090 **3 credits**
Topics in Information Resource Management

This course is an intensive study of selected contemporary topics in Information Resource Management. Emphasis is placed on research in areas pertinent to the current IT environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the

field. The focus for each section will vary, and in a “Directed Study” format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter will change at each offering; students should refer to the course listing bulletin for the current topic.

IST 7000 **3 credits**

Data Management

This course covers the concepts, principles, issues, and techniques for managing corporate data resources. Also covered are techniques for managing the design and development of large database systems, including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining.

IST 7020 **3 credits**

Analysis, Modeling, and Design

Systems development life cycle, analysis and design techniques, information systems planning and project identification and selection, requirements collection and structuring, process modeling, data modeling, design of interface and data management, system implementation and operation, system maintenance, and change management implications are covered in this course, as are the globalization issues in systems. Students will use current methods and tools such as rapid application development, prototyping, and visual development.

IST 7040 **3 credits**

Data Communications and Networking

This course covers telecommunications fundamentals, including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are also covered. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are reviewed. Other topics explored are: transmission and switching efficiency, regulatory and technical environments, security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing.

IST 7060 **3 credits**

Project and Change Management

This course focuses on managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management are also explored. Other

areas covered in the course are: managing the changes in organizations resulting from the introduction or revision of information systems, identifying project champions, working with user teams, training, documentation, and the change management role of the IS specialist. Prerequisites and/or corequisites: IST 7000, IST 7020, and IST 7040

IST 7100 **3 credits**

IT Policy and Strategy

The focus of this course includes: 1) The top management’s strategic perspective for aligning competitive strategy, core competencies, and information systems; 2) The development and implementation of policies and plans to achieve organizational goals; 3) Defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees; 4) Approaches to managing the information systems’ function in organizations, including examination of the dual challenges of effectively controlling the use of well-established information technologies, while experimenting with selected emerging technologies; and 5) the role of the CIO. Prerequisites: IST 7000, IST 7020, IST 7040; Corequisite: IST 7060

IST 8100 **3 credits**

Integrating the Enterprise, IS Function, and IS Technologies

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies. Prerequisites: the complete IST core

IST 8101 **3 credits**

Field Experience/Internship

Students in the final year of the program who have completed the bulk of the program requirements will be required to enroll in a three-credit hour supervised field experience/internship. Students must have completed the five courses in their career track as well as IST 8100 or be simultaneously enrolled in that course before registering for IST 8101.

LDR 7000 **3 credits**

Experiential Learning: Leadership Issues

This course is experiential in nature and focuses on leadership and group process. Students will acquire and apply knowledge and skills in an immediate and relevant setting. Topics include: examining core values in the leadership process, group problem solving, leadership styles, decision-making, power and influence, conflict management, ethical dilemmas, and community building. (Note: this course is equivalent to EDD 7000.)

LDR 7100 **3 credits**

Managing Innovation and Change

This course approaches managing the innovation process through five levels of analysis: individual, team, organizational, industry, and societal. At each level of analysis, particular attention is given to the conditions under which innovation processes succeed and fail. The following areas will be reviewed: literature on the innovative process, the contribution of individuals, cross functionality, geographic dispersion, technical communication, intra- and inter-organizational networks, organizational characteristics, organizational learning and market changes. Students will be exposed to a variety of perspectives on innovation and will think about the conditions under which innovation may be supported.

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 led 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 effect 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 6614 **3 credits**
Addiction Studies

This course will review the addictive behaviors that professionals in the criminal justice system encounter on a regular basis. Substance and behavioral addictions will be reviewed in the context of victims and offenders. A variety of treatment protocols will be discussed to equip the criminal justice professional with the background to deal effectively with these criminal issues.

MAJ 6615 **3 credits**

Therapeutic Strategies for Criminal Justice Offenders

This course presents an overview of the strategies and various protocols that are used in the rehabilitation and counseling of criminal offenders who are incarcerated or assigned to residential facilities through judicial referrals. Institutional and non-institutional programs will be reviewed.

MAJ 6616 **3 credits**

Judicial Procedures

This course presents the legal framework for the study of criminal justice. Starting with an overview of the United States Constitution, the student will learn due process, probable cause, and the basic underlying concepts. Issues of search warrants, arrests, interrogation, and the trial process will be discussed. This course is especially useful and highly recommended for those students who have not had previous law courses or those who are not currently working in the criminal justice arena.

MAJ 6618 **3 credits**

Contemporary Issues in Corrections

This course will explore the current and controversial issues impacting modern corrections. Discussions will focus on the shifting philosophies and ideologies in the field and the practical effect these changes have on the effectiveness and efficiency of correctional policies and day-to-day operations. Complex case studies will be utilized to allow the student to act as policy maker and decision maker in real life correctional scenarios.

MAJ 6619 **3 credits**

Forensic Behavior Analysis

This course will examine the behaviors that are exhibited by criminals based upon an analysis of critical behavioral markers. Behavior will be reviewed from a variety of perspectives, including criminological, psychological, and physiological. Crime scene analysis will be discussed as a source of profiling criminal behavior, and the use of the polygraph will be explored as an attempt to examine diagnostic tools to predict and explain deviance and criminal behavior.

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

MAJ 6901 **3 credits**
Graduate Practicum

This course is intended for the non-service graduate student who wants to experience 100 hours of supervised practice in a criminal justice agency setting. The student is provided opportunities to observe, describe, and understand the operations and functions of the host agency through a variety of on site contacts.

MAJ 7000 **3 credits**
Contemporary Issues in Homeland Security

Students will gain an understanding of the concept of Homeland Security and its relevance in today's society. The macro and micro definition of Homeland Security will be thoroughly discussed. An in-depth review of the events which placed Homeland Security as a top priority of the U. S. Government will be made. Students will be given an overview of the statutory authority given to officials in the various government entities who have responsibility for Homeland Security. This overview will include a review and discussion of the Homeland Security Act of 2002 and the U. S. Patriot Act. Review and discussion of the structures of federal, state and local entities responsible for Homeland Security and the means in which they are coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.

MAJ 7001 **3 credits**
Terrorism

Students will gain an understanding of modern terrorism. The focus of this course will be on terrorism with an emphasis on contemporary issues relating to Homeland Security. This course will address the impact that terrorism has on society and everyday life. Cultural and religious foundations of modern terrorism will be addressed as well as how the intelligence and law enforcement community deals with these issues. Students will learn the tactical and strategic solutions that are currently being employed in the field.

MAJ 7002 **3 credits**
Legal Aspects of Homeland Security

This course presents the overarching legal framework for counter-terrorism, particularly as it relates to global issues. The course will address constitutional, statutory, and regulatory issues relating to counter-terrorism law enforcement activities, including both authorizations and limitations.

MAJ 7003 **3 credits**
Risk Assessment and Management

Students will be exposed to the study of risk assessment and management in the context of Homeland Security. Topics will include threat assessment, analysis and management of critical infrastructure, resources and locations by both law enforcement and private industry. The course will include national threat assessment, analysis and management while emphasizing practical local and regional issues as well as hands-on planning utilizing case studies.

MAS 6102 **0 credits**
E-Folio

This course is designed to provide access to the electronic portfolio that is required for all students in initial teacher preparation programs who are beginning their coursework during the fall semester of 2008 or later. As a non-credit experience, the course does not meet on a regular basis but requires an initial fee which will provide the student instructions and ensure their access to the portfolio for a period of six years. Students must enroll in this course at the beginning of their program as information from many other courses will be placed into the portfolio.

MAS 7601 **3 credits**
Education of Diverse Populations and Exceptional Children in the Middle and High School

Students will learn about and apply concepts directly relating to the educational needs of all learners presented in the classroom. Assessment instruments used to identify

eligibility for specialized instruction and/or related services and the use of evaluation data appropriate to the design and implementation of individualized educational programs (IEPs) will also be studied and applied to the professional and ethical responsibilities required of general education teachers in multi-cultural settings. Interventions for specific disabilities, as generated by evaluation data, will be created. Federal, state, and local legislation, regulations, policies, and procedures will be reviewed and analyzed as appropriate to the delivery of services to students with special needs. The social, emotional, and intellectual characteristics of gifted students will be examined, including an analysis of identification procedures and service delivery models. Pedagogy and resources that support IEP goals and objectives for gifted students will be presented. A research paper reviewing least restrictive environment (LRE) issues will be required, as will classroom observation in a special education resource and/or general education classroom.

MAS 7602 **3 credits**
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.

MAS 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.

MAS 7604 **2 credits**
Technology for Instruction

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.

MAS 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 students who are in secondary grades. 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 student in a secondary grade that includes an evaluation of the student and recommendations for a course of action.

MAS 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 secondary student are required.

MAS 7701 **3 credits**
Classroom Culture and Student Behavior

This course is an in-depth study of practical techniques applied by teachers to deal effectively with student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, teacher candidates will learn about reasons for misbehavior and about several discipline models or options that can be applied by teachers when students misbehave. Prerequisite: MAS 7603

MAS 7801 **4 credits**
Practicum/Pedagogical Approaches to Teaching in the Middle and High School

This course provides the candidate with the pedagogical approaches and methods needed to effectively plan and deliver lessons in middle level and high school classrooms. The course will focus on approaches to planning lessons, strategies for delivering those lessons in the classroom, skills in assessing student learning during the delivery of lessons, and processes for using assessment data to evaluate student achievement and lesson effectiveness in the classroom. The practicum component of the course will require the candidate to complete 24 clock hours in a classroom setting in the content area in which the candidate is preparing to teach. In that setting, the candidate will observe instruction, work with individual and small groups of students, and will plan and deliver a lesson. Prerequisites: MAS 7601, 7602, 7603, 7604, 7651, 7652, 7701, and 7998 and

passing all sections of PRAXIS I, the appropriate PRAXIS II 9-12 Content Area Test, and completion of a 30-hour concentration, and all required courses. The clinical component of this course requires three full days in a secondary school placement.

MAS 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, and 21 hours of supporting seminars, and professional journal. Prerequisite: valid T.B. clearance

MAS 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 MAT program course work. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting and 21 hours of supporting seminars. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Prerequisites: MAS 7996 and valid T.B. clearance

MAS 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 student and then devise and carry out a remediation plan for that student 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 and 21 hours of supporting seminars. A reflective set of learning activities, focusing on the theory and practice of reading is completed for Practicum III. Prerequisites: MAS 7997, valid T.B. clearance, and MAS 7652

MAS 8800 **3 credits**
Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in school and classroom settings and will learn how to use such research for solving problems in those settings. This course may be taken the semester prior to or in conjunction with MAS 8801, Student Teaching/Internship. Prerequisite: MAS 7801

MAS 8801 **9 credits**
Student Teaching/Internship

Students participate in a clinical immersion, which includes 60 full days of student teaching in a secondary school. A supervisor of student teaching from Wilmington University 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. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required portfolio. Prerequisites: Approved application from the Office of Clinical Studies, passing scores for PRAXIS I in all areas (Math, Reading, and Writing), PRAXIS II 9-12 high school content test in the appropriate area, GPA of 3.0, MAS 7801, MAS 7998, MAS 8800 (unless taken concurrently) and completion of all courses. Applications must be submitted by October 1 for spring placements or March 1 for fall placements. A criminal background check is required.

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-volume-profit analysis, budgeting, variance analysis, capital budgeting, and responsibility accounting. Prerequisite: MHR 7830 or two semesters of undergraduate accounting

MBA 6300 <i>Quantitative Business Analysis</i> This course studies the application of quantitative methods for business analysis and decision making. Topics will include probability and descriptive statistics, survey construction, project management tools, forecasting methods and statistical process control. Prerequisite: MAT 110 or undergraduate algebra, calculus and statistics and familiarity with Microsoft® Excel	3 credits	MBA 7292 <i>Investments</i> This course offers an in-depth study of the various types of investment securities such as common stocks, bonds, warrants, options, and investments company shares. Emphasis is placed on the risk-return characteristics of these securities and their use in various investment strategies. Prerequisite: MBA 6100 and 7200	3 credits
MBA 6310 <i>Leadership Development and Change Management</i> This course is focused on the development of organizational skills which are essential to successful managers in today's business environment. This course will include an analysis of the individual student's leadership style and communications skills and a discussion of the individual's personal goals, values and a reflection of their world views. This course will also develop the individual's abilities in ethical business practices, change management, team building, negotiations and conflict management.	3 credits	MBA 7293 <i>Portfolio Theory</i> This course is an introduction to modern capital market theory and portfolio theory, analysis and selection of portfolios, and the management of portfolios and their performance. Alternative portfolio selection strategies (such as hedge funds) are also explored, as are derivatives and other investment alternatives. Prerequisite: MBA 7292	3 credits
MBA 6400 <i>Economic and Financial Environment of Business</i> 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: ECO 105 or one semester of undergraduate economics	3 credits	MBA 7294 <i>Advanced Financial Analysis</i> This course examines major policy-making areas in corporate finance and the impact of alternative policies on the value of the firm. Emphasis is placed on strengthening financial decision-making skills. Advanced topics include capital investment policy, financing and capital structure policies, dividend policy, and corporate control. Prerequisites: MBA 6100 and MBA 7200	3 credits
MBA 6490 <i>Legal Environment of Management</i> 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.	3 credits	MBA 7295 <i>Corporate Taxation</i> An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property. Prerequisite: MBA 6100	3 credits
MBA 7200 <i>Financial Management</i> 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	3 credits	MBA 7296 <i>International Finance</i> This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective. Cases are used to supplement problems. Prerequisite: MBA 6100 and 7200	3 credits

MBA 7301 <i>Business Support Systems</i> This course investigates the increasing use of the techniques of business support systems and work flow tools for the optimum performance of manufacturing and service organizations. Students will use analytical, quantitative, and qualitative techniques and workflow tools for resource allocations, facilities design and location, process design, planning, scheduling, and quality control. An emphasis will be placed on current technologies and their applications in various industries. Prerequisite: MBA 6300	3 credits	with particular attention to cultural differences, ethical challenges, geopolitical dynamics, distribution challenges and product adaptation.
MBA 7302 <i>Project Management</i> This course examines the use of project management to accomplish organizational goals and the unique styles of management needed to administer them. Case studies will be used to give the student a functional knowledge of project management. Topics in this course will include the role of the project manager, organizational and planning needs, cost estimation and budgeting, scheduling, resource allocation, auditing and controlling and the completion of projects. Prerequisite: MBA 6300	3 credits	MBA 7602 <i>Marketing Communications, Salesmanship and Customer Service</i> This course examines the critical aspects of advertising, public relations, personal selling, sales promotion and direct marketing and how explicit mixes of these promotional tools can be effective in establishing consumer awareness and influencing purchases. The course will also examine sales techniques and sales force management and the importance customer service plays in maintaining a position in the marketplace.
MBA 7592 <i>Global Enterprise Development</i> This course will include the development of a global business by using partnerships with international companies and educational institutions. Students will participate in global communities and cross-cultural virtual teams to collaborate and develop an international business. Prerequisites: MBA 7600 or the instructor's permission	3 credits	MBA 7603 <i>Market Research and Consumer Behavior</i> This course examines the objectives and techniques of marketing research and the analysis of consumer behavior as tools for the effective marketing manager. Subjects addressed will include the formulation of research objectives, research design, data collection, qualitative and ethnographic studies, survey design and the analysis and interpretation of the data.
MBA 7594 <i>Creativity in Management</i> 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.	3 credits	MBA 7604 <i>New Business Ventures</i> This course examines the challenges and requirements placed on an entrepreneur in the design and implementation of a new business venture. Subjects addressed in this course include idea generation, supporting data and information gathering, the formulation of a strategic business plan, searching for and procuring venture capital and other financing, implementation of the venture and the considerations of public offering.
MBA 7600 <i>Global Marketing Management</i> This course develops an understanding of the application of marketing and microeconomic principles and the management of the marketing functions in the international arena. This course will emphasize the need for effective marketing plans developed from a thorough analysis of the global marketplace	3 credits	MBA 7606 <i>Business to Business and Business to Government Marketing</i> The focus of this course is to explore the techniques of marketing products and services to business and industry. Subjects will include sales practices and methodologies that are unique to business markets, procurement practices and ethical guidelines. Attention will also be given to requirements needed in marketing to the government.
		MBA 7800 <i>Topics in Finance—Derivatives</i> The primary objective of this course is the exploration of contemporary topics in accounting, finance, or related fields in both theory and practice. Research projects, class discussions,

and presentations explore current areas of concern using an interdisciplinary framework. Prerequisites: Completion of at least four MBA Finance courses listed above

MBA 8101 **3 credits**
Marketing Simulation

This course involves a computer-based simulation in which students make interactive decisions and receive feedback from the model in order to create an appreciation of the interrelatedness of the numerous variables which affect marketing decisions. These decisions include price levels, production levels, promotion policies, distribution systems product features and research budgets. This course may be taken in place of MBA 8800 (Business Strategy).

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**
Business Strategy

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

MBE 5000 **3 credits**
Introduction to the Free Enterprise System

This course provides an introduction to the free enterprise system for K-12 educators. Blending a study of economics, accounting and finance, management, and classic marketing models, the student will develop an understanding of business principles involved in running a successful, for-profit enterprise. Topics include: supply and demand, cost analysis, forms of business organizations, product promotion, pricing, and placement. Visits to area businesses will lend a “real world” experience to classroom theory.

MBE 5001 **3 credits**
Applied Business Concepts for Educators

This course is a continuation of the exploration of the free enterprise system for K-12 educators. Building upon the basic business experiences from MBE 5000, the student will add

selected analytical tools to probe more fully the strengths and weaknesses of various business enterprises. Additional business topics will be introduced throughout the course. These include: financial and break-even analysis, understanding money and capital markets, product research and development, production issues, and team building. Central to developing student understanding will be the use of a team-based, computer simulation, a project that will run throughout the course. Continued visits to area businesses will afford the student the opportunity to more perceptively evaluate those enterprises. Prerequisite: MBE 5000

MBE 5002 **3 credits**
Business in America: Understanding and Application

Building upon the business concepts introduced in MBE 5000 and MBE 5001, the student will gain a deeper understanding of the relationships required among marketing, production, and finance and explore the additional issues of quality, ethics, human resources, and business law. These additional topics, coupled with a detailed discussion of macroeconomic issues, will provide the student with an understanding of the complex challenges a company faces from the business/economic environment. Business simulation programs will be used to strengthen this understanding and its application. Continued visits to operating businesses will provide a forum to discuss the challenges that are reshaping the American business climate. Prerequisite: MBE 5001

MBE 5003 **3 credits**
Strategies for Effective Teaching of Economics/Business

This course will focus on the fundamentals of effective classroom teaching, with an emphasis on specific strategies for meeting the developmental learning needs of a diverse population of students. Multiple strategies will be considered for (1) planning, designing, and delivering lessons that make learning meaningful for students; (2) creating an environment in the classroom conducive to learning; and (3) treating all students equitably in the classroom. The effective teaching skills required by Charlotte Danielson’s “Framework for Teaching” and by the Delaware Professional Teaching Standards will be emphasized in the course. The lesson planning and design component of the course will focus on the Delaware Content Standards for social studies, with a special emphasis on the standard for economics. Requirements include six (6) clock hours of field observation and a related project. Prerequisite: MBE 5002

MBE 5004 **3 credits**
Methods of Teaching Business and Economics

Participants examine the specific learning skills required for the

teaching of economics (as related to business and a free market economy) with a focus on the Delaware Content Standards for social studies. Theories of lesson planning, as well as methods of evaluating student progress in social studies/economics, are studied and applied. Requirements include six (6) hours of field experience and development of one lesson and one unit in a chosen area of economics. Prerequisite: MBE 5003

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.

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. Prerequisites or Corequisites: MCC 6401, MCC 6505

MCC 6505 **3 credits**
Principles & Practices of Community Counseling

This course helps students gain knowledge and understanding of community counseling issues and the ethical standards of counseling practice. The administration and function of community counseling agencies are studied, with emphasis on the ethical issues confronting various agencies. The course focuses primarily on counselor certification and licensure, funding, records, and the relationship between ethical practice and the law.

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. Prerequisites: MCC 6401, MCC 6505

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. Prerequisites: MCC 6401, MCC 6502

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. Prerequisite: MCC 6401

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, sexequity, and the impact of children with special needs on the family structure. Prerequisites: MCC 6401, MCC 6502

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. Prerequisite: MCC 6401

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. Prerequisites: MCC 6401, MCC 6505

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 with a minimum of 40 clock hours in direct client contact. Three fourths (3/4) of the direct client contact is in individual counseling and 1/4 is in group counseling. 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. Practicum is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 6401, MCC 6502, MCC 6505, MCC 6901, MCC 7202, plus 12 additional credits, "B" average for all previous coursework

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. Six hundred (600) clock hours are required for the practicum experience with a minimum accumulation of 240 clock hours in direct client contact. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 600 clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8010 **3 credits**

Child and Adolescent Counseling

This course teaches students the basic principles of assessment, conceptualization, and intervention with children and adolescents. A variety of developmental and multi-systemic treatment modalities will be covered including play therapy, family therapy, family and school consultation, strength-based approaches, motivational counseling, reality therapy, and the use of expressive and metaphorical techniques with an emphasis on counseling youth in community based or hospital settings. Ethical issues and issues related to cultural and generational diversity will be discussed.

MCC 8020 **3 credits**

Addictions Counseling

This course introduces students to the basic principles of chemical dependency and "process addictions", including the issues associated with gambling and sexual addictions counseling. Various biological, pharmacological, psychological, familial, social, cultural and spiritual dimensions of addictions will be examined. Relevant theories and research in the treatment of addictions will be discussed in conjunction with basic individual, group, and family counseling interventions. An emphasis will be placed on the "Motivational Interviewing" model.

MCC 8030 **3 credits**

Human Sexuality Counseling

This course is an overview of sexuality issues encountered in the practice of counseling including: anatomy and physiology related to human sexual response; varieties of sexual behavior; sociocultural context of human sexuality; sexuality issues across

the lifespan; sexuality issues related to ethnicity, race, gender, sexual orientation, illness, disability, and abuse; counseling skills and techniques for assessing and counseling human sexuality issues; and ethical issues related to human sexuality counseling. During the course, students will be challenged to explore personal values, attitudes, and comfort level related to counseling sexuality issues.

MCC 8040 **3 credits**
Crisis Intervention Counseling Strategies and Skills

This course presents theories, strategies, and skills related to the provision of crisis intervention services for a variety of situations and populations. Models for assessing and responding to crises are discussed. Specific crisis intervention skills are taught and practiced.

MCC 8050 **3 credits**
Ethical Decision-Making

This course expands on the counselors' basic knowledge of ethics to include a deeper understanding of the legal and moral issues involved in professional practice. The class will engage in rigorous discussion and debate of a number of complex and "real-life" situations with an emphasis on developing and honing ethical decision-making skills. Specific ethical issues related to gender, sexual, racial, cultural and generational diversity will be discussed in detail.

MCC 8060 **3 credits**
Advanced Counseling and Psychotherapy

This course is designed for the counselors and psychotherapists who have at least two years of professional experience. It goes beyond basic counseling theory and practice to consider psychotherapeutic process in depth. Specific interventions will be taught, including cognitive-behavioral therapy, dialectical behavior therapy, and transtheoretical models such as stages of change of psychotherapy. Relevant research on integrative psychotherapy and alternative/experimental treatments will be considered.

MCC 8070 **3 credits**
Marriage and Relationship Counseling

This course covers marital and intimate relationships from a developmental perspective, including normal and dysfunctional relational styles and cycles, and family of origin issues. Problem resolution, communications skills training, promotion of couples' growth as well as treatment of relationship dysfunction will be explored in detail. Gender, sexual orientation and ethnic issues will be examined.

MCC 8080 **3 credits**
Advanced Family Counseling

This course focuses on the skills and knowledge necessary for the successful practice of family counseling and therapy. Interventions specific to various models, including strategic family therapy and contextual family therapy will be taught, and special populations such as single parent and multigenerational families, as well as same-sex relationships will be considered.

MCT 6400 **3 credits**
Educational Psychology

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they serve. Students will learn the nature and use of measurement tools and evaluation in educational settings. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6401 **3 credits**
Career and Technical Education Instructional Technology

This course focuses on technology selection that is specific to a teacher's particular career program. Course topics include word processing, spreadsheets, and desktop publishing, as well as diagnosis and evaluation of students. Students will be responsible for developing and selecting appropriate software for their particular subject area. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6402 **3 credits**
***Career and Technical Education
Advanced Curriculum Design***

This course focuses on curriculum design for Career and Technical courses. Students will learn how to develop the sequence of teaching activities in Career and Technical courses as well as the content that should be taught to be state-of-the-art for the work-place. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6403 **3 credits**
***History and Regulations
of Career and Technical Education***

This course addresses cultural and social issues associated with vocational education students. It will also address school organization, curriculum, guidance, student activity organizations, and legal issues associated with being a career

program teacher. State and federal regulations for vocational funding will be an integral part of this course as well. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6404 **3 credits**
Career and Technical Education Guidance Practices

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career-technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6405 **3 credits**
***Career and Technical Education:
Community and Business Relations***

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6406 **3 credits**
***Career and Technical Education Assessment
and Course Construction***

The purpose of this course is to assist career-technical teachers in learning how to develop their courses to meet the workplace needs and satisfy curriculum standards as well as the Delaware content standards. An introduction to student organizations and to key safety practices will also be part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6407 **3 credits**
Career and Technical Student Organizations

This course focuses on the history and importance of Career and Technical student organizations in the career and technical high schools. It will focus on building student leadership skills, presentation skills, and specific technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6410 **3 credits**
Multicultural Education

This course addresses the principles and practices for providing instruction in the multicultural classroom. Students will study the role of race and social class in the classroom as well as the impact of cultural learning styles and racial identity on learning. They will learn concepts and strategies for effective decision making, delivery of instruction, classroom management, and culturally responsive assessments. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6411 **3 credits**
Methods of Teaching Career and Technical Education I

This course includes methods and demonstration of proficiency in teaching the particular career program of the teacher. Students are expected to develop materials, lesson plans, units, and structure in their courses. This course also addresses strategies that include helping students to develop problem-solving skills. Safety procedures will also be emphasized as an integral part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6412 **3 credits**
Career and Technical Education Classroom Management

Effective classroom management techniques are emphasized to maximize student achievement. Concepts in academic learning time and active instruction are stressed. Students will learn strategies for preventing discipline problems, including organizing the classroom effectively, maintaining on-task behavior, interacting positively with students, and developing rules and procedures for a positive learning environment. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6413 **3 credits**
Methods of Teaching Career and Technical Education II

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting

upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6414 **3 credits**
Student Testing and Evaluation

This course will assist career and technical education teachers in learning how to prepare, administer, and score classroom assessments that are aligned with curriculum and instruction. Attention will be given to the design of performance assessments that will align with project-focused learning targets common to vocational-technical courses. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6420 **6 credits**
Clinical Component for Career and Technical Education Teachers

A major professional project will be required for graduation. An example of a major professional project would be to develop and implement a project to promote inter-disciplinary learning within career and technical studies or infusing academic studies with career and technical education's application of theory to everyday problems. Other examples might be to rewrite the career program content to make it a part of a career cluster or to develop an innovative exploratory program for students. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

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, the Rogerian, the Adlerian, Reality Therapy 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

This course is designed to prepare the counselor to use knowledge of human behavior and child development to

meet the needs of all children. Emphasis is placed on the child's cognitive, social, physical, and emotional development factors which impact on the child's learning behavior and the counseling process. Observations of children in the classroom are a significant part of this course.

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 comprehensive school program. Developmental K-12 guidance programs are explored. Students are required to visit and critique three counseling programs: one elementary, one middle, and one high school. Guidance practitioners provide insight into the organization and delivery of school counseling services.

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. To register for this course, students must have a minimum of twelve credits in the program, have at least a 3.0 grade point average and have satisfied all admissions requirements. Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 7203

MEC 6503 **3 credits**
Tools and Techniques of Individual Counseling: Part II

Students apply multicultural 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 learning 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 6608 **3 credits**
Multicultural Counseling

This course is created for school counselors to assist in recognizing and understanding the personal and cultural dynamics that exist in schools today. This course will address the development of a “new counselor” who will form a partnership with teachers, parents and administrators that will introduce and explore strategies and techniques to address the challenges of school populations with diverse personal, cultural, cognitive, emotional and gender differences. This partnership will promote a wholesome school community of shared understanding and common educational goals.

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 are expected to arrange a visit to a school or agency to observe an actual group at the level for which they are seeking certification or the age groups with which they will be involved. To register for this course, students must have a minimum of twelve credits in the program, have at least a 3.0 grade point average, and have satisfied all admissions requirements. Prerequisite: MEC 6401 or MEE 6401

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, vocational/technical schools; and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources, including career computer guidance programs, 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 needed 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 in matters concerning a child’s behavior, test interpretation, grades, and child’s ability to function socially, academically, and physically. Strategies for consultation with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in the school setting. Students examine distinctions between counseling and consulting, and the need to increase collaborative consultations in schools, families and the community.

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. Methods for analyzing the data and reporting results will be described. The use of computers and other technology in scoring and interpreting tests and research data will be explored. An individual research project is required.

MEC 7781 **6 credits**
Supervised Elementary Practicum

MEC 7782 **6 credits**
Supervised Secondary Practicum

This practicum will give graduate students an opportunity for counseling skill development and demonstrate competence 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.

Graduate students who have a minimum of three years' experience in the classroom will spend at least 100 hours under the supervision of a certified school counselor as part of a six-credit course. Prerequisites: MEC 6401, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, plus three additional MEC courses. An approved application from the site advisor and/or Program Coordinator is also required.

MEC 8000-8001 **6 credits variable**
Supervised Elementary Internship I & II

MEC 8002-8003 **6 credits variable**
Supervised Secondary Internship I & II

This internship will give graduate students an opportunity for counseling skill development and demonstrate competence 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. Graduate students will work under the supervision of a certified school counselor and a Wilmington College supervising counselor.

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 6502, MEC 6503, MEC 7202, MEC 7203, plus three additional MEC courses. An approved application from the site advisor and/or Program Coordinator is also required.

MED 5000 **0 credits**
School Leadership Content Area Assessment

This non-credit course involves the completion of the CAA (Content Area Assessment), or proof of passing scores on a state-mandated certification examination for school principals such as New Jersey and Maryland's SLLA (School Leader Licensure Assessment, ETS #1010), or Pennsylvania's ETS PRAXIS II Administration and Supervision (ETS #10410). Successful completion of one of these assessments is a requirement for the M.Ed. in School Leadership. Successful completion results in a Satisfactory grade for the course, and is necessary for program completion and degree conferral. A lab fee is required.

MED 6490 **3 credits**
Education, Ethics, and the Law

This course explores legal and ethical issues that arise in elementary and secondary schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems, and helps school leaders think through questions of educational policy and ethics that legal disputes raise but don't resolve. Topics include liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, legal and ethical issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. The course also reviews legal/ethical issues related to equal opportunity, including: school desegregation, bilingual education, sexual discrimination and harassment, affirmative action, and the education of exceptional children.

MED 7201 **3 credits**
Fiscal Operations and Resources

This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building/implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity - a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.

MED 7503 3 credits

School and Community: Building a Shared Vision

This course explores two areas of school leadership that are essential for improving student achievement: (a) developing a vision of teaching and learning that is shared by all stakeholders, and (b) school-community relationships. The course examines ways to develop, communicate, implement, and monitor/evaluate a shared vision; and examines the importance of understanding and responding to community needs, valuing diversity, striving for equal educational opportunity and equity, and improving the quality and nature of school/community interactions. Students will assess, reflect on, and improve their own interpersonal skills; explore basic principles of effective communications and public relations; and apply those skills and principles in authentic settings. The course emphasizes the school leader's role in developing and maintaining sensitive, ethical, and open communications with and among all individuals, communities, and constituencies served by the school.

MED 7590 3 credits

School Leadership: Theory and Practice

This course explores theory and practice related to organizational behavior, development, models, and change; decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics. The structured external assignment for this course is also the Candidacy Qualifying Paper for the M.Ed. in School Leadership.

MED 7701 3 credits

***Supervisory Leadership:
Staff Selection Appraisal, and Renewal***

This course explores intellectual, moral, and practical dimensions of supervisory leadership, and links theory and practice related to staff selection, performance appraisal, and teacher renewal. The course examines how supervisory policies and practices define the working and learning environment in the school, how they reflect the values and culture of the school, how they relate to the broader community, and how they relate to school restructuring and change. The impact of supervisory leadership on student learning is a major focus. The course will include an introduction to the Framework for Teaching and a careful review of DPAS II. Students will have the opportunity to apply supervisory leadership principles and techniques in both simulated and authentic settings.

MED 7702 3 credits

***Classroom and School Culture:
Creating Environments for Learning***

The focus of this course is on the central role of the school leader in establishing and maintaining a school culture that is safe, attractive, and positive; where all students are treated with respect and dignity; where barriers to opportunity and student achievement are removed; where rules and procedures honor student integrity and autonomy; where teachers and students share the sense that their work is important and relevant; and where the school functions as a learning environment for the staff and a center of learning for the larger community. The course takes the position that students learn from the total school environment and from the structure of the school itself; and explores ways for the school leader to ensure that all aspects of school culture and environment are designed to support teaching and high-level learning.

MED 7703 3 credits

***Curriculum and Teaching:
Research, Theory, and Practice***

Students analyze theoretical models, research, and best practices relating to the improvement of teaching and learning. Topics include strategies to engage marginalized, at-risk, or low-achieving students; techniques for improving the teaching and learning environment for all students; removing barriers to student achievement; the role of teacher expectations in shaping student learning and behavior; using assessment results to inform teaching methods; designing effective feedback strategies; implementing learner-centered and active-learning practices; time-on-task tactics; and implementing grouping arrangements that promote successful learning and positive student interactions.

MED 7704 3 credits

Education for Equity and Social Justice

This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society. The course promotes anti-racist pedagogy and the value of diverse learning communities, and is designed to help educators develop teaching strategies and learning environments that are equitable and just for all students. The course explores strategies for removing barriers to student achievement and promotes equal educational access and opportunity regardless of family income, skin color, religion, gender, social group, ethnicity, sexual orientation/preference, age, cultural identity, language, or ability.

MED 7705**3 credits*****Measurement, Accountability, and Student Learning***

This course will prepare educators in three areas related to assessment and accountability; (a) understanding and using statistically sound procedures to collect, simplify, and describe data, and making inferences and decisions that can be supported by a knowledgeable analysis of data and/or relevant research; (b) understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the learning strengths and needs of individuals and sub-groups, generating community involvement and support, and developing school-wide school improvement strategies; especially in relation to NCLB mandates; and (c) gaining the knowledge and skills necessary to assist teachers in developing and using a variety of assessments, rubrics, and instructional strategies that can contribute to improved teaching effectiveness, improved stakeholder communications, and higher-level student learning. The structured external assignment for this course is used to fulfill one of the portfolio requirements for MED 8900.

MED 7706**3 credits*****The Principalship, PreK–8***

This course examines the role of the building principal in terms of four central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement, maintaining a constant focus on teaching and learning, involving all school/community stakeholders, and demonstrating ethical behavior. Each of these themes is explored in relation to the building principal's major areas of responsibility (listed in research-based rank order of importance): leadership; strategic planning; facilitating student learning; developing, implementing, and evaluating curriculum and instruction; selecting, supervising and evaluating staff; interpersonal relationships; staff development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on preK–8 schools, key issues relevant to secondary schools will also be addressed.

MED 7707**3 credits*****The Principalship, 9–12***

This course examines the role of the building principal in terms of four central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement, maintaining a constant focus on teaching and learning, involving all school/community stakeholders, and demonstrating ethical behavior. Each of these

themes is explored in relation to the building principal's major areas of responsibility (listed in research-based rank order of importance): leadership; strategic planning; facilitating student learning; developing, implementing, and evaluating curriculum and instruction; selecting, supervising and evaluating staff; interpersonal relationships; staff development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on 9–12 schools, key issues relevant to preK–8 schools will also be addressed.

MED 7708**3 credits*****Curriculum Leadership***

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.

MED 7709**3 credits*****Personnel Administration***

This course addresses human resource knowledge, values, practices and skills that enable school administrators and staff to interact effectively in schools and school systems. Topics include, but are not limited to: certification and licensure issues; pension and other employee benefits; workers' compensation; staff recruitment, selection, appraisal and renewal; collective bargaining; employment policies and laws related to Equal Employment Opportunity, Title IX, NCLB, etc.; labor relations strategies; and community relations.

MED 7710**3 credits*****Technology and the School Environment***

This course addresses the six Technology Standards for School Administrators (TSSA) developed by the ISTE (International Society for Technology in Education). Those standards expect school leaders to:

1. Inspire the development of a shared vision of comprehensive integration of technology and foster a school environment and culture conducive to the realization of that vision.
2. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching.
3. Apply technology in ways that enhance professional practice and increase the school leader's personal productivity as well as the productivity of others.
4. Provide direction for the integration of technology tools into productive learning and administrative systems.
5. Use technology to facilitate a comprehensive system of effective assessment and evaluation.
6. Understand the social, legal, and ethical issues related to technology and apply that understanding in practice.

Topics will also include a review of current state programs and long-range plans for school-related technology applications; computer basics; emerging technologies and their applications; productivity tools; using technology to enhance communications and manage information; using technology to change classroom/school learning environments, teacher roles, and traditional power relationships; software review, selection, and licensing; and issues related to equity and open access.

MED 7799 **3 credits**
Seminar in Supervision and Curriculum Improvement

This seminar enables educators to explore, research, and collaborate in areas of particular professional and/or scholarly interest related to supervision and curriculum. Topics will include curriculum decision making, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The seminar will examine several different comprehensive school reform projects, including such efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Connect, the Accelerated Schools Project, Success for All, the Bay Area Reform Collaborative, DODDS (Department of Defense Dependents Schools) initiatives, and state-sponsored "reculturing" efforts.

MED 7802 **4 credits**
Psychology of the Gifted and Talented Learners

This course is designed to help educators identify and apply sound educational practices based on psychological principles and theories related to learners with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to human learning and

motivation; definitions, characteristics, and incidences of giftedness; how to develop a classroom management plan to ensure intellectual, social, emotional, and physical development; and how to select, use, and interpret data from a variety of psychological and informal assessments to guide instructional and curricular decision making. Clinical components of the course require at least 15 documented hours of observation/participation in an approved, authentic setting that is designed for gifted/talented students. The observations are reported in a journal using the D.A.R. format (describe, analyze, reflect).

MED 7803 **4 credits**
Creative and Critical Thinking

The perspective of this course is that creative and critical thinking are essential components of any gifted education program. Students will explore the nature of creativity, characteristics of highly creative people, and the importance of creativity for individual growth and development as well as for the overall health of schools and society. The course will examine ways to encourage creativity and critical thinking and ways to create challenging and nurturing learning environments. Students also learn to administer and interpret the TTCT (Figural A: Torrance Tests of Creative Thinking). Clinical components of the course require at least 15 documented hours of observation/participation in an approved, authentic setting that is designed for gifted/talented students. The observations are reported in a journal using the D.A.R. format (describe, analyze, reflect).

MED 7804 **4 credits**
Curriculum Design and Instructional Strategies for Gifted and Talented Learners

This course is designed to help educators identify and use appropriate curricular, instructional, and assessment strategies to meet the needs of gifted and talented learners at both the school and district level. Educators will explore curriculum models, develop and implement instructional strategies, and design assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units. Clinical components of the course require at least 15 documented hours of observation/participation in an approved, authentic setting that is designed for gifted/talented students. The observations are reported in a journal using the D.A.R. format (describe, analyze, reflect).

MED 8802 **3 credits**
Action Research Procedures

This course emphasizes the role of Teacher-as-Researcher and the value of action research, a form of self-reflective and systematic inquiry by practitioners on their own practice. The

course prepares students to do quality action research in schools. Topics will include an analysis of different forms of action research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, the appropriate uses of technology, ways to draw conclusions from the research, and guidelines for the organization and preparation of scholarly manuscripts. Successful completion of the course requires the development and presentation of an approved proposal for the Action Research Project that is conducted in MED 8803.

MED 8803

3 credits

Action Research Project

This course replaces MED 8800 and is the capstone course for the M.Ed. degree in Instruction: Teaching and Learning and the M.Ed. degree in Instruction: Gifted and Talented Education. This supervised, independent research project enables students to apply knowledge and skills acquired in prior course work to practical or theoretical questions. The goals of the Action Research Project are the improvement of practice, gaining a better understanding of that practice, and improving the teaching/learning environment in which the practice is carried out. The course involves conducting and presenting the findings of an approved action research project in the context of a deliberately instructional and authentic setting. Orientation sessions are held each semester to explain project parameters, procedures, and expectations. Advisory sessions are held as needed. Prerequisite: MED 8802

MED 8900

3 credits

Practicum in School Leadership

This course provides opportunities for M.Ed. candidates to engage in leadership-related, authentic, supervised field experiences in approved school settings. The course requires the M.Ed. in School Leadership candidate to perform, analyze, and reflect on a specific set of tasks involving real responsibilities of school leaders. Completion of these tasks normally requires 120-200 hours of field-based work. The course culminates in the preparation of a professional portfolio that includes task-related documents, artifacts, and reflections. Learning activities are field-based and standards-driven, reflect the Division of Education Conceptual Framework, and are linked to the leadership paradigm advocated by the Interstate School Leaders Licensure Consortium (ISLLC). The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. A lab fee is required.

MED 8901

variable 3–5 credits

Administrative Internship

This course requires a minimum of 180 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 “critical incidents” that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. The course may also be taken for 4 or 5 credits, with internship hours adjusted accordingly (240 hours for 4 credits; 300 hours for 5 credits). A lab fee is required.

MEE 6102

0 credits

E-Folio

This course is designed to provide access to the electronic portfolio that is required for all students in initial teacher preparation programs who are beginning their coursework during the fall semester of 2008 or later. As a non-credit experience, the course does not meet on a regular basis but requires an initial fee which will provide the student instructions and ensure their access to the portfolio for a period of six years. Students must enroll in this course at the beginning of their program as information from many other courses will be placed into the portfolio.

MEE 7601

3 credits

Education of Diverse Populations and Exceptional Children in the Elementary School

Students will learn about and apply concepts directly relating to the educational needs of all learners presented in the classroom. Assessment instruments used to identify eligibility for specialized instruction and/or related services and the use of evaluation data appropriate to the design and implementation of individualized educational programs (IEPs) will also be studied and applied to the professional and ethical responsibilities required of general education teachers in multi-cultural settings. Interventions for specific disabilities, as generated by evaluation data, will be created. Federal, state, and local legislation, regulations, policies, and procedures will be reviewed and analyzed as appropriate to the delivery of services to students with special needs. The social, emotional, and

intellectual characteristics of gifted students will be examined, including an analysis of identification procedures and service delivery models. Pedagogy and resources that support IEP goals and objectives for gifted students will be presented. A research paper reviewing least restrictive environment (LRE) issues will be required, as will classroom observation in a special education resource and/or general education classroom.

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 **2 credits**
Technology for Instruction

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 7607 **3 credits**
Health and Physical Education

This course focuses on teaching the components of a healthy lifestyle to children in elementary school. Particular emphasis will be placed on the important role of exercise, friends and family, work and sexuality in maintaining good health. Recent findings and reports in medicine, exercise, diet and nutrition will be discussed. The course includes the development of knowledge and skills relative to health services, health education, childhood obesity, and a healthy school environment.

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 6. 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-6 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 are required.

MEE 7633 **3 credits**
Integrated Methods for Teaching Elementary Reading and Writing

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 (12) hours of clinical observation and subsequent analysis of the teaching of language arts/reading are required. Prerequisites: MEE 7603, MEE 7632 and passing scores on all sections of PRAXIS I (Math, Reading, and Writing) and, for students entering the program fall 2007 and beyond, passing scores on the appropriate PRAXIS II

MEE 7634 **3 credits**
Integrated Methods for Teaching Elementary Social Studies

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 six. 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(6) hours of field experience and development of a unit that incorporates all of the social sciences. Students will be expected to participate in a Junior Achievement teaching activity which includes teaching five lessons. Prerequisites: MEE 7603, a minimum of three (3) credit hours in social science and passing scores on all sections of PRAXIS I (Math, Reading, and Writing) and, for students entering the program fall 2007 and beyond, passing scores on the appropriate PRAXIS II

MEE 7635 **2 credits**

Professional Issues Related to Family, School and Community

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 **2 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 are 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 60 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 **3 credits**

Integrated Methods for Teaching Elementary Mathematics

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 (6) hours of clinical observation and analysis of the teaching of math are required. Prerequisites: MEE 7603, a minimum of three (3) credit hours in math and passing scores on all sections of PRAXIS (Math, Reading, and Writing) and, for students entering the program fall 2007 and beyond, passing scores on the appropriate PRAXIS II

MEE 7638 **3 credits**

Integrated Methods for Teaching Elementary Science

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 (6) hours of clinical observation and analysis of the teaching of science are required. Prerequisites: MEE 7603, a minimum of three (3) credit hours in science and passing scores on all sections of PRAXIS (Math, Reading, and Writing) and, for students entering the program fall 2007 and beyond, passing scores on the appropriate PRAXIS II

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, 21 hours of supporting seminars, and a professional journal. Prerequisite: valid T.B. clearance

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 course work. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting and 21 hours of supporting seminars. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Prerequisites: MEE 7996 and valid T.B. clearance

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 and 21 hours of supporting

seminars. A reflective set of learning activities, focusing on the theory and practice of reading is completed for Practicum III. Prerequisites: MEE 7997, valid T.B. clearance, MEE 7632 and MEE 7633 (may be taken concurrently)

MEE 8800 **3 credits**

Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in school and classroom settings and will learn how to use such research for solving problems in those settings. This course may be taken the semester prior to or concurrent with MEE 8801.

MEE 8801 **9 credits**

Student Teaching

Students participate in a clinical immersion which includes 60 full days of student teaching in an appropriate setting. A supervisor of student teaching from Wilmington University 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. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required portfolio. Prerequisites: Approved application from the Office of Clinical Studies, passing scores for PRAXIS I in all areas, PRAXIS II in the appropriate area, GPA of 3.0, MEE 7998, and completion of all methods courses. Applications must be submitted by October 1 for spring placements or March 1 for fall placements. (This course may be taken in conjunction with MEE 8800.) A criminal background check is required.

MGT 6501 **3 credits**

Organization Theory and Design

This course focuses on the classical and modern aspects of organizations and the role of managers as leaders and facilitators of change. Organizational theory and design are introduced to understand the implementation of policy within the organization. This course emphasizes design concepts that impact employee motivation, interpersonal relationships, group dynamics, leadership, teams, and organizational culture of the context of both emerging theory and current/future practice.

MGT 6503 **3 credits**

Leadership Development and Change Management

This course is focused on the development of organizational skills which are essential to successful managers in today's business environment. This course will include an analysis of the individual student's leadership style and communications skills and a discussion of the individual's personal goals, values and a reflection of their world views. This course will also develop the individual's abilities in change management, team building, negotiations and conflict management.

MGT 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.

MGT 7400 **3 credits**

Analysis of Decision Making

The 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.

MGT 7500 **3 credits**

***Performance Management—
Metrics, Measurement, and Control***

This course provides a broad survey of control procession in organizations through an emphasis on financial reports and accounting processes, human performance measurement and the use of metrics for enabling high performance, and accountability. From this study, an appreciation is developed for how an organization can establish performance management processes that enable, sustain, and improve organization performance.

MGT 7501	3 credits	MGT 7667	3 credits
<i>Labor Relations and Collective Bargaining Procedures</i>		<i>Diversity in the Workplace</i>	
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.		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 7504	3 credits	MGT 7668	3 credits
<i>Ethical Issues in Management</i>		<i>Public Relations</i>	
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.		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 7591	3 credits	MGT 7710	3 credits
<i>Leadership and Communication</i>		<i>Integrative Independent Study Project A</i>	
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.		This course is an introduction to organizational research. It focuses principally on the qualitative research paradigm used by practitioners to solve organizational problems. In this course, students learn and apply the ethical foundations for research and also a research process that includes the development of research problems and questions, the use of literature in research, and the establishment of a methodology for solving problems or creating new learning. The course is intended to prepare the student for their capstone MGT 8800 Integrative Independent Study Project B through the development of a research proposal that may be taken into the student's culminating independent study project.	
MGT 7600	3 credits	MGT 7800	3 credits
<i>Legal and Ethical Aspects of Organizations</i>		<i>Strategy in Organizations</i>	
This course focuses on the legal and ethical aspects of organizations through a primary emphasis on contractual agreements under the uniform commercial code and employment and labor law. Ethical origins are explored and emphasized in a way that enables students to understand their ethical principles and framework as a foundation of management and leadership effectiveness.		This course explores the role of strategy and its creative use through the various schools of strategic design that include planning, analysis, visionary processes, mental and emergent processes, negotiation, and environment. An appreciation of the contributions and limitations of the various schools of strategy is developed and from it emerges a coherent understanding of how strategy impacts organizations. In this course, students have the opportunity to develop an understanding of their strategic preferences as practicing managers and leaders.	
MGT 7610	3 credits	MGT 7900	3 credits
<i>Principles and Strategies of Negotiation</i>		<i>Topics in Management</i>	
This course provides knowledge and skills for situations calling for negotiation. Students learn strategies for maximizing their bargaining position in the context of self, group and organization. The role of self awareness, preparation, maintaining trust, listening, risk, power, alternative positions, and "winning" is emphasized with learning applied to real situations that might involve organizational situations, labor management relationships, and personal opportunities such as negotiating new job compensation or major purchases.		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.	

MGT 8800	3 credits	MHR 7508	3 credits
<i>Integrative Independent Study Project B</i>		<i>Design and Development of Human Systems</i>	
The MGT 8800 Integrative Independent Study Project is the culminating three credit hour course that combines theory and practice executed through a research methodology for the application of knowledge and skills which were acquired 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.		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 6503	3 credits	MHR 7800	3 credits
<i>Law, Regulation and the Workplace</i>		<i>Seminar in Human Resource Management</i>	
This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human resource 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.		This course focuses on the professional practice of human resource management and the role of the practitioner in today's diverse, multi-cultural, global organizations. Emphasis is placed on the ethical utilization and development of human resources within the context of performance management and organizational processes. Major themes include participation through teams, innovation, results orientation, and stability and control within environments that are in constant states of flux and change.	
MHR 7505	3 credits	MHR 7830	3 credits
<i>Compensation Administration: Issues and Practices</i>		<i>Finance and Accounting for Managers</i>	
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.		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 7506	3 credits	MHR 7900	3 credits
<i>Training and Development</i>		<i>Special Topics in Human Resource Management</i>	
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.		This course addresses different topics of interest in Human Resource 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 resizing. The course may be used to meet part of the elective requirements for business degree programs.	

MLL 7400 **3 credits**

***Methods of Teaching English as a Second Language
(Grades 6–12)***

*NOTE: This course is ONLY for those students who have already taken MLL 7404.

During this course, current and past methodologies for teaching limited English-proficient students at the secondary level will be thoroughly introduced and analyzed. Students will determine which strategies are best for their particular teaching situations. As the course progresses, participants will reference the varying methodologies as well as the newly adopted English Language Proficiency Standards and the Delaware Content Standards to make their own instructional plans and units. Emphasis will be placed on incorporating a variety of teaching strategies and standards while stressing both content skills and language skills. Implications of the No Child Left Behind legislation as well as other federal and state laws governing the rights of English Language Learners will also be discussed. Twelve hours of classroom observations are a requirement of this course.

MLL 7401 **3 credits**

Structure of English Language in ELL

This course is designed for educators working with English Language Learners (ELL) in grades K–12. Participants in this course will examine the syntactical structure of the English language and its connections to other languages. Participants will gain knowledge of the ways in which ELL students acquire a syntactical understanding of the English Language in the domains of listening, speaking, reading and writing. An emphasis will be placed on the importance of adapting content area instruction and language for ELL students in order to promote academic language proficiency. This course will demonstrate practical strategies and techniques that educators can use to improve instruction for ELL students in academic content areas.

MLL 7402 **3 credits**

Second Language Acquisition in ELL

This course will provide an overview of language learning processes and their applicability to second language acquisition. Students will become familiar with current research and theory in second language acquisition and develop an awareness of how theoretical implications apply to classroom instruction. Techniques for instruction will include the study of applied linguistics and how students acquire phonemic understanding, including strategies for teaching and testing reading, pronunciation, and vocabulary of American English. This

course will emphasize process, sequence, and actual methods and stratagems teachers can use to design and develop effective lesson plans. Prerequisites: MRD 7801, 7802

MLL 7403 **3 credits**

Assessment of Second Language Learners

This course will examine the educational measurement strategies, instruments and processes that teachers use to assess student learning and English proficiency for Second Language Learners. The emphasis of the class will be on assessment skills and knowledge that can enhance professional practice and promote student learning. Informal and formal assessments, which are used to determine students' English Proficiency skills, are analyzed in detail. An emphasis is placed on the selection, administration, and interpretation of test results. Accommodation techniques and strategies for second language learners will also be emphasized. Standardized and informal test results are evaluated and analyzed as they relate to student achievement, curriculum development, and instructional improvement. Prerequisites: MLL 7406

MLL 7404 **3 credits**

***Methods of Teaching Language Arts/English
to Second Language Learners (Grades K–6)***

*NOTE: This course is ONLY for those students who have already taken MLL 7400.

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. Current principles, practices, and approaches for teaching second language reading, writing and speaking to learners from K–6 at varying levels of acquisition and in different educational programs will be examined. 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 the integrated process which will include both content and culture. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Specific instructional strategies for second language learners recommended by experts will be analyzed. Twelve hours of clinical observation and subsequent analysis of the teaching of reading/writing are required.

MLL 7405 **3 credits**

Teaching Literacy for ELLs

The relationship of literacy skill (listening, speaking, reading, and writing) development and the second language acquisition process is examined. Social and cultural language differences, second language acquisition, developmental stages,

metacognitive theory, research-based theory, instructional implications, and practical classroom applications will be emphasized. The process by which the aforementioned factors elucidate and strengthen ELLs' second language literacy development is linked to instruction. Action research and study of an ELL's language and literacy development is required. Prerequisite: MLL 7402

MLL 7406 **3 credits**

Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)

During this course, current principles, practices, and methodologies for teaching limited English proficient students will be thoroughly introduced and analyzed. Students will determine which strategies are best for their particular teaching situations. As the course progresses, participants will reference the varying methodologies as well as the newly adopted English Language Proficiency Standards and the Delaware Content Standards to make their own instructional plans and units. Emphasis will be placed on incorporating a variety of teaching strategies and standards while stressing both content skills and language skills. Implications of the No Child Left Behind legislation as well as other federal and state laws governing the rights of English language learners will also be discussed. Six hours of classroom observation and subsequent analysis of the teaching of reading/writing in ELL are required. Prerequisite: MRD 7803

MMA 6100 **3 credits**

Pre-Calculus for Certification

This course provides an integrated review of intermediate algebra, analytic geometry, and basic trigonometry in order to prepare the student for calculus. Appropriate topics in algebra are reviewed. The concept of "function" is stressed. Various classes of functions and their respective graphs and applications will be covered. Specifically, the course will cover linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT 304 or college algebra equivalent

MMA 6200 **3 credits**

Finite Math for Certification

This course provides a survey of selected topics in mathematics with emphasis on problem solving and applications. Core topics include an introduction to logic, set theory, probability, systems of linear equations, and the mathematics of finance. Additional topics may include linear programming and statistics. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT

304 or college algebra equivalent

MOL 6100 **3 credits**

Leadership Foundations

This course introduces the graduate organizational leadership program. It discusses various models of leadership applicable to business organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. Through their studies, students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.

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 examines leadership issues peculiar to people in organizations. The questions of appropriate responsibility and reasonable obedience are explored. Dimensions of motivating and motivation are discussed. Organizational culture and its implications for leadership are studied in detail. Finally, issues in diversity are surveyed.

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 <i>Legal and Ethical Aspects of Organizations</i> 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.	3 credits	MOL 7500 <i>High Performance Teams</i> 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.	3 credits
MOL 7100 <i>Performance Measurement and Control</i> 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.	3 credits	MOL 8800 <i>Crafting the Future</i> 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 a project accomplished by the cohort.	3 credits
MOL 7200 <i>Marketing and Event Management</i> 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 the management of events such as conferences, sporting events, or fundraisers.	3 credits	MPA 6501 <i>Seminar in Public Administration</i> This course focuses on federal, state, and local administrative practices; principles of organization; policy formulation; and ethical decision making in public organizations. The impact of bureaucracy on state and local government politics is explored. Organizational processes, including leadership styles, communications, policy formulation, power, authority, community, and political linkages are examined.	3 credits
MOL 7300 <i>Organizational Reality</i> This course focuses on the role of leaders in organizations as agents of change. A broad base of contemporary and emerging organizational theory is applied to understanding the implementation of policy in organizations. Organizations are examined holistically through the lenses of culture, systems thinking, organizational learning, and power.	3 credits	MPA 6503 <i>Administrative Law</i> 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.	3 credits
MOL 7400 <i>Organizational Development and Change</i> 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 analysis of the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized.	3 credits	MPA 7201 <i>State and Local Financial Management</i> 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.	3 credits
		MPA 7202 <i>Public Budgeting Systems</i> This course is a survey of the current budget practices among all levels of government in the United States. Methods are	3 credits

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. (*This course is one of two prerequisites to all MRD courses.)

MRD 7802 **3 credits**

Process and Acquisition of Literacy

The relationship of early language development, growth and development of the brain, processing skills, and early aesthetic and kinesthetic experiences to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, metacognition, critical periods of brain development, cognitive theory, and experiences which contribute to and are indicators of readiness for reading will be emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instruction. Clinical observation and study of children's language and literacy levels are required. (*This course is one of two prerequisites to all MRD courses.)

MRD 7803 **3 credits**

Strategies and Materials for Teaching Reading and Writing

Students study the rationale for and implementation of integrated reading and writing programs. Emphasis is on strategies and techniques that develop decoding/word recognition skills and automaticity, oral and silent reading fluency, word study and vocabulary knowledge, reading comprehension skills, methods for self-monitoring, questioning, and reading enjoyment. Students explore materials used to implement balanced literacy programs. Establishing objectives, including critical thinking, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Prerequisites: MRD 7801 and 7802

MRD 7804 **3 credits**

Literature and Non-Fiction Books/Materials for Children and Adolescents

Students examine literature for its own sake and its relationship to reading and the content areas. Knowledge of literature to incorporate it effectively in an integrated curriculum is the major focus. Students are required to demonstrate the integration of subject areas with a literary genre. Students are also required to read and study a minimum of 48 books appropriate for children and adolescents. An additional focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction. Prerequisites: MRD 7801, 7802

MRD 7805 **3 credits**

Strategies and Materials for Teaching Reading in the Content Area

*NOTE: This course is only for students who began prior to Fall 2007 OR ESOL Literacy majors.

Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills and fluency/reading rate in content areas. Reading strategies for during as well as before reading and after reading strategies, and students self-monitoring techniques will be examined and applied as they relate to science, mathematics and social studies content. Prerequisites: MRD 7801, 7802

MRD 7815 **5 credits**

Application of Strategies for Teaching Content Area Reading

Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills and fluency/reading rate in content areas. Reading strategies for before, during, and after, as well as students' self-monitoring techniques will be examined and applied as they relate to content areas. Additionally, this course requires 20 hours in school-based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas. At least half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a professional development program to their classmates or in a school based setting if possible. Prerequisites: MRD 7801, MRD 7802, MRD 7804

MRD 7901 **3 credits**

Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors

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 remediation process. Prerequisite: MRD 7801

MRD 7902 **3 credits**

Diagnosis and Correction of Reading Difficulties II

*NOTE: This course is only for students who have completed MRD 7901 as a Reading Major.

Diagnosis and correction of literacy difficulties require 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 detailed 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: MRD 7805, MRD 7901

MRD 7903 **6 credits**

Diagnosis and Correction of Reading Difficulties

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, test administration, drawing diagnostic conclusions based upon data, background information and observation. Toward that end, the nature of reading problems and methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and interpretation of physiological, psychological, sociological, and educational factors which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. 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 detailed 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 of the two students and

simulations. Prerequisites: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804

MRD 7920 **6 credits**

Practicum in Reading

This practicum is a six hour course and is designed to prepare candidates for reading specialist and reading coach/mentor responsibilities. Candidates will complete activities to prepare them to professionally journey beyond the classroom. The course includes further application/design of assessment programs and correction strategies for K-12 students, self evaluation of the candidate's teaching of reading effectiveness, observation and peer conferencing of other Language Arts teachers, and interviews of school based and district level reading personnel. The student needs to define roles and responsibilities, research and prepare a reading curriculum for the candidate's school, research and write parent involvement strategies for K-12 students, prepare multi-ethnic and multicultural school based programs, write a state/organizational grant and explore/discuss simulations of activities/problems encountered serving as a reading specialist/resource person. The student will also mentor pre-service teachers. Prerequisites: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804, (MRD 7805 and MRD 7921) or MRD 7815, (MRD 7901 and MRD 7902) or MRD 7903

MRD 7921 **3 credits**

Practicum in Content Area Reading

*NOTE: This course is only for students who began their program prior to Fall 2007.

This practicum requires class time as well as a minimum of 20 to 30 hours in school based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas of math, science, and social studies. At least one half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a one hour professional development program to their classmates or in a school based setting if possible. Prerequisites: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7805, (MRD 7901 and MRD 7902) or MRD 7903

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: MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7705, MRD 7815 or the equivalent, and MRD 7903

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 5001 **0 credits**

Professional Portfolio

This course is designed to assist the MSE student with the completion of the Professional Portfolio, which is the culminating activity for the MSE degree. As a non-credit experience, the course does not meet on a regular basis but requires that students meet with the appropriate adjunct advisor during the final semester of their degree experience and in anticipation of conferral of their degree.

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**

Curriculum in Elementary Special Education

A framework for understanding evidence-based principles and theories in the area of curriculum and methods of teaching students with exceptionalities is provided. The course has 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.

<p>MSE 7402 3 credits</p> <p><i>Applied Behavior Analysis</i></p> <p>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.</p>	<p>MSE 7502 3 credits</p> <p><i>Educating Preschoolers with Special Needs</i></p> <p>The field of early childhood education is growing and changing. For children who are exceptional, this is a significant time for learning. This class will provide the student with information about preschoolers who have a variety of disabilities with strategies to plan for these children as they are included in the regular classroom. The class will investigate methods of instruction utilizing a theme approach to learning and developmentally appropriate practice. This class will also provide information about the law, inclusion, assessment, theories, individual planning, partnering with parents, and specific learning disabilities. Inclusion and successful completion of this course, and completion of other required MSE Option A courses, will add pre-k certification to the 1-8 certification in the State of Delaware.</p>
<p>MSE 7403 3 credits</p> <p><i>Diagnosis/Assessment/IEP Development for Exceptionalities</i></p> <p>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.</p>	<p>MSE 8101 3 credits</p> <p><i>Severe Disabilities</i></p> <p>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.</p>
<p>MSE 7404 3 credits</p> <p><i>Assistive Technology (MH, SED, LD)</i></p> <p>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.</p>	<p>MSE 8102 3 credits</p> <p><i>Legislation and Implementation of Policy and Procedure</i></p> <p>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</p>
<p>MSE 7501 3 credits</p> <p><i>Introduction to Autism & Severe Disabilities</i></p> <p>This course provides an introduction to issues related to the identification and assessment of students with autism or severe disabilities. It also presents identification instruments, assessment systems and their relation to theoretical models about these disabilities, as well as reviews the relationship between assessment and educational planning.</p>	<p>MSE 8103 3 credits</p> <p><i>Supervision and Evaluation of Special Education Programs</i></p> <p>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</p>

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 40 full days 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 University. Prerequisites: MSE 7401, MSE 7402, MSE 7403, MSE 7404, MSE 8102, MSE 8103, and MSE 8101; GPA of 3.0; passing scores on PRAXIS I (Math, Reading, and Writing) and the appropriate PRAXIS II; and an approved application from the Office of Clinical Studies. Applications must be submitted by October 1 for spring placements or March 1 for fall placements. A criminal background check is required.

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 6500 **3 credits**
Leadership Roles in Advanced Practice Nursing

As an introduction to graduate studies, this course seeks to re-orient the student to learning in an academic setting, communicating in the area of information literacy and knowledge building. Shared experiences and exercises will broaden students' understanding of leadership as it applies to various advanced practice roles. A variety of theoretical frameworks, including role theory, are analyzed as a basis for engaging in personal and professional development. Students are encouraged to broaden perspectives and worldview through interaction with, and appreciation of others.

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 6607 **3 credits**
Evidence-Based Decision-Making in Nursing

This course emphasizes the application of data analysis to the every day decision-making expected of nurses practicing at advanced levels. Students are introduced to data analysis using commercial statistics software programs (administrative, educational, practice, etc) will be provided. The use of data to apply for, administer, and evaluate grants will also be addressed.

MSN 6641 **3 credits**
Philosophical Perspectives of Nursing Leadership

This course acquaints students with selected philosophies which have influenced health care, nursing, and clinical ethics. Understanding and debating the philosophical bases of health care support the development of one's personal philosophy of nursing leadership. Students explore their values, analyzing how personal and professional values shape professional practice, decision-making, and system development. Students consider the philosophical bases and utility of contemporary aspects of nursing practice, including holistic care, transcultural influences, and complementary therapies.

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 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 7340 **3 credits**
Practicum: Post Master's Legal Nurse Consultant

This course serves as a practicum for the post-master's legal nurse consultant student. The student will complete a minimum of 40 hours with a preceptor in the legal field in order to expand his/her expertise. Students work with an individual faculty member who will provide guidance.

MSN 7350 **3 credits**

Forensic Nursing: Clinical and Legal Implications

In this course, the student will examine the specialty of forensic nursing as it is implemented in health care delivery systems in the US and internationally. Theory and concepts related to forensic nursing practice will be explored, as well as the application of the nursing process as it relates to forensic nursing clients. The relationship among forensic nursing, the justice system, and community-based referral systems will be explored from the perspective of delivering comprehensive patient and victim-centered care utilizing a multidisciplinary team approach. Specific social issues will be addressed, including sexual assault, intimate partner violence, elder abuse, child abuse, and other human rights violations impacting the practice of forensic nursing, our communities at large and the utilization of health care resources.

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. Practice sessions enable the student to refine history and physical assessment skills. Prerequisite: MSN 6603, MSN 7702

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. Practice sessions enable the student to refine history and physical assessment skills. Prerequisite: MSN 6603

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. Prerequisite: MSN 6603

MSN 7704 **3 credits**

Primary Care I: Acute and Chronic Care of Children

This course focuses on providing primary care to infants, children, and adolescents using a lifespan 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. Prerequisites: MSN 6603, MSN 7701, MSN 7703

MSN 7705 **3 credits**

Primary Care II: Acute and Chronic Care of Adults

This course focuses on providing primary care to young, middle aged, and older adults using a lifespan 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. Prerequisites: MSN 6603, MSN 7702, MSN 7703

MSN 7707 **3 credits**

Primary Care III: Gender Health Issues

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological frame-work will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed. Prerequisites: MSN 6603, MSN 7702, MSN 7703

MSN 7708 **3 credits**

Primary Care IV: Acute and Chronic Care of Geriatrics

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. Prerequisites: MSN 6603, MSN 7702 MSN 7703, MSN 7709

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 7741 **3 credits**

Politics and Policy in the Healthcare System

This course is designed to develop the student's capacity to shape systems level health policy in politically astute ways. Concepts and issues related to health policymaking and political processes are explored for their impact on specific spheres of advanced nursing practice in contemporary health care systems. Legislative/regulatory and health care delivery/financing issues are examined in relation to the nurse leader's role in health policy development and the impact these issues have on the health care system.

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 7752 **3 credits**

Clinical Teaching and Evaluation

This course is designed for the nurse whose role includes teaching in the clinical setting. The learners may be nursing students or nursing staff members. The intention of the course is to expose students to the skills and attitudes necessary for

effective teaching and subsequent evaluation in the realm of the clinical setting. Concepts such as formative and summative evaluations are addressed as they relate to clinical teaching. Students participate in a 32-hour practicum with an approved mentor. Current clinical teaching research is evaluated for application in the clinical setting.

MSN 7753 **3 credits**

Curriculum Development

Students in this course undertake an in-depth study of curriculum development as it relates to teaching in nursing programs or continuing education workshops. Students construct a curriculum, including its philosophical underpinnings, broad goals, learning objectives, teaching methods, and evaluation techniques.

MSN 8110 **3 credits**

Family Practicum I

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours in the semester. Prerequisite: MSN 6603, 7701, 7702

MSN 8111 **3 credits**

Adult/Gerontology Practicum I

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours during the semester. Prerequisite: MSN 6603, 7709, 7702

MSN 8213 **3 credits**

Family Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours. Prerequisite: MSN 8110, MSN 6603, 7701, 7702, 7703

MSN 8214 **3 credits**

Adult/Gerontology Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours. Prerequisite: MSN 6603, 7702, 7703, 7709, 8111

MSN 8223 **3 credits**

Family Practicum III

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours. Prerequisite: MSN 6603, 7701, 7702, 7703, 8110, 8213

MSN 8224 **3 credits**

Adult/Gerontology Practicum III

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours. Prerequisite: MSN 6603, 7702, 7703, 7709, 8111, 8214

MSN 8330 **3 credits**

Family Practicum IV

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 480 hours. Students begin the process of writing a comprehensive

scholarly inquiry about a selected client from the clinical setting. Prerequisite: MSN 6603, 7701, 7702, 7703, 8110, 8213, 8223

MSN 8331 **3 credits**
Adult/Gerontology Practicum IV

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 480 hours. Students begin the process of writing a comprehensive scholarly inquiry about a selected client from the clinical setting. Prerequisite: MSN 6603, 7702, 7703, 7709, 8111, 8214, 8224

MSN 8340 **3 credits**
Family Practicum V

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester or the final cumulative amount of 600 hours. Students finish the process of writing a comprehensive scholarly inquiry about a selected client from the clinical setting. Prerequisite: MSN 6603, 7701, 7702, 7703, 8110, 8213, 8223, 8330

MSN 8341 **3 credits**
Adult/Gerontology Practicum V

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester or the final cumulative amount of 600 hours. Students finish the process of writing a comprehensive scholarly inquiry about a selected client from the clinical setting. Prerequisite: MSN

6603, 7702, 7703, 7709, 8111, 8214, 8224, 8331

MSN 8400-8500 **3 credits**
Capstone

These courses form the culminating experience for students pursuing the Education and Executive Practice tracks in the Nursing Leadership concentration. The student may complete a thesis, project, or practicum. The thesis involves a quantitative or qualitative study with a focus in clinical practice, education, or administration. A project may be undertaken to identify and solve a problem. The practicum is an intensive mentored experience in either nursing education or executive practice. Students are assigned an individual faculty member who will provide guidance throughout the process.

MSN 8501-8503 **1 credit**
Independent Studies

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8600-8700 **3 credits**
Capstone

These courses form the culminating experience for students pursuing the Legal Nurse Consultant emphasis in the Nursing Leadership concentration. Students must complete a practicum, which is structured exactly like the MSN 8400-8500 practicum; there is no choice option for these two courses. Students are assigned an individual faculty member who will provide guidance throughout the process.

MSN 8701-8703 **1 credit**
Independent Studies

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MTL 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 pitfalls of management issues regarding these systems. The course also provides knowledge about the organization's role within a global supply chain and competitive market.

RES 7100 **3 credits**

Research Writing

This course provides a solid foundation necessary for academic writing. Topics include formats, literature reviews, citations, problem statements, research proposals, research questions, hypotheses, critiques of journal articles, evaluation of dissertations and dissertation abstracts, and writing for journals. The culmination of the course is a research proposal for a small project. The proposal will include a problem statement, research question(s), a brief literature review, and the intended methodology for conducting the research.

RES 7106 **3 credits**

Disciplined Inquiry I

The main focus of this course is to help students become critical consumers of research literature and competent practitioners when it comes to testing their ideas in the somewhat messy world of applied research. In so doing, the basics of descriptive statistics and research design from a quantitative perspective will be addressed. (Note: this course is equivalent to EDD 7106.)

RES 7107 **3 credits**

Disciplined Inquiry II

This course delves into five qualitative research methods: biography, phenomenology, grounded theory, case study, and ethnography. Students will learn the distinguishing characteristics of each methodology and how each has been employed to answer typical research questions. Qualitative research studies will be analyzed and critiqued to ensure that students understand the strengths and weaknesses of each methodology. Students will pose a question suitable for qualitative inquiry, design a research study, and formulate a proposal for a small project using one of the qualitative methodologies. (Note: this course is equivalent to EDD 7107.)

RES 7110 **3 credits**

Action Research

This course advances the proposition that the action research approach is a useful paradigm in research methodology and a worthwhile model for dissertation and/or culminating project work. Historical, philosophical, and theoretical foundations will be discussed but practical application will be the primary focus simultaneously with learning. This is consistent with an action research approach. Collaboration and group work is also a hallmark of action research so students will demonstrate their ability to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective action researcher will be discussed, as well as important issues related to empowerment,

contextualization, ethical considerations, and validity.

SEC 6010 **3 credits**

Planning for Information Security

This course addresses the necessity of developing accurate Business Continuity Plans. Within this scope, emergency response, business resumption, and disaster recovery will be evaluated as critical components to the process. Through review of the planning process, a variety of methods and models will be considered to assist in business impact assessment as well as RISK planning assessment.

SEC 6020 **3 credits**

Security Issues Concerning RFID (Radio Frequency Identification System) Technology Applications

Radio Frequency Identification is an automatic identification methodology relying on the storage and remote retrieval of subject-specific data using devices called RFID “tags” or “transponders”. The use of RFID technology is proliferating and emerging as an ubiquitous and sensitive informational asset within today’s global enterprise. This course will help students better understand the role that RFID plays in various applications to include: product distribution, tracking, education, and government. Security of applicable resources as well as the technology employed. Ethical issues will be discussed in detail. As a result, students will be better prepared to identify when and where and to employ RFID technology as a business solution.

SEC 6030 **3 credits**

Operating System and Computer Systems Security

The student’s basic network and operating system skills will be expanded to include planning, implementation, and auditing of a system’s security package. The following topics are covered: Security Principles (Windows 2000 Security Architecture, Linux Security), Account Security (Securing Accounts, Passwords, Password Aging, and Verification of System State), File System Security (Windows 2000, XP File Security, NAS Storage Security), Accessing Risk (Key loggers, Sniffers, Port Scanning), Risk Analysis (Viruses, Patches, Packaging Techniques), and Encryption.

SEC 6040 **3 credits**

Web and Data Security

This course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption, Standards and Compliance, and Security Testing and Implementation. Prerequisite: SEC 6030

SEC 6090

3 credits

Topics in Information Assurance

This course is an intensive study of selected contemporary topics in Information Assurance. Emphasis is placed on research in areas pertinent to the current IT environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the field. The focus for each section will vary, and in a “Directed Study” format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter will change at each offering; students should refer to the course listing bulletin for the current topic.

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Assistant Vice President/Chief Human Resources Officer	P. Donald Hagermann, M.H.R.M., S.P.H.R.
Vice President for Student Affairs	LaVerne T. Harmon, Ed.D.
Assistant Vice President	Jack H. Vinokur, M.Ed.

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