Graduate
Course Catalog
2010-2011

GRADUATE PROGRAMS

WELCOME TO WILMINGTON UNIVERSITY

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 11,500 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. Classes are primarily offered in 15-week, 7-week, and weekend modular formats. Introduced in 2005, Fusion programs combine online and face-to-face 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 Rehoboth Beach, Delaware. In New Jersey Wilmington University offers programs on Burlington County College and Cumberland County College campuses in addition to a selection of courses offered at Salem Community College.

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 sense of community.

We believe that the opportunity for higher education should be available to all who seek it. 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.
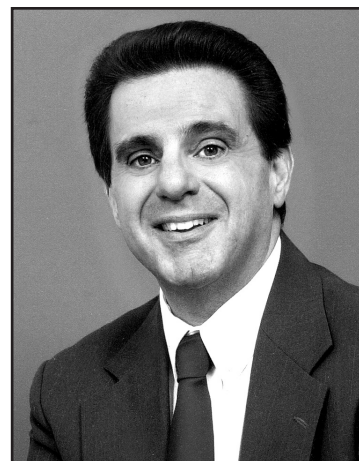
Jack P. Varsalona

Dr. Jack P. Varsalona

President

Accreditation

Wilmington University is accredited by the Commission on Higher Education of 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

Cecil College
107 Railroad Avenue   (877) 967-5464
Elkton, MD 21921

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 FSS/FSDE   (302) 674-8726
261 Chad Street, Room 301   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

Joint Base McGuire-Dix-Lakehurst
3829 School Road   (877) 967-5464
Joint Base MDL, NJ 08641

Middletown
651 N. Broad Street   (877) 967-5464
Middletown, DE 19709   FAX: (302) 378-0367

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

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

Salem Community College
460 Hollywood Avenue   (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

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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

This 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

This award is given to a graduating student in the College of Social and Behavioral Sciences 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

This award is given to a graduating student in the Master of Arts in Teaching degree program. The student must have a distinguished academic record, as evidenced by cumulative grade point average, and significant contributions to his/her field of expertise, academically or in the work center.

Master of Business Administration

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

Master of Education

This 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)

This award is given to a 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 in Business degree program.

Master of Science in Information Systems Technologies

This award is given to a graduating student in the College of Technology 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

This award is given to a graduating MSN student who has a distinguished academic record and who exemplifies the spirit of professional nursing.

Academic Policies/Procedures

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.

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 colleges 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.

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 courses

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 the 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).

Grades/Academic Progress

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, Doctor of Education and Doctor of Business Administration 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.

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.

"I" Grade for Incomplete Work

An "incomplete" may be granted with prior approval of the course instructor. *If granted*, the student must complete course work within the time limitation determined by the instructor up to a maximum of 60 days following the end of 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).

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 on probation is limited to a maximum of 9 credit hours per semester (less If recommended by the Academic Review Committee). Students placed on probation must contact their designated program coordinator or advisor for consultation.

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.

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.

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.** Granted with prior approval of instructor. *If granted,* student must complete course work within time limitation determined by instructor up to maximum 60 days following end of course. After 60 days, incomplete ("I") is converted to an "F" unless student arranges for additional extension and instructor notifies Office of the Registrar before initial 60-day period expires.
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.

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.

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 semester guide, 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.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the University academic calendar, semester guides, 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 semester guides, 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.

Modular Drop/Add and Modular Withdrawal

Adding a modular course 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.

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 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 a field placement in public or private agencies and companies. Field placements provide first-hand experiences upon which future career choices can be based as 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 college. 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.

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 Petition for Degree 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 Petition for Degree 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.

Graduate Educational Values/ Competencies

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.

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

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. Below is a list of the 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 college.

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 29292-4605

Annual Notification to Students: Wilmington University is required to notify students annually of their rights regarding privacy. An ongoing message is inserted in each semester guide, directing students to a web address: www.wilmu.edu/studentlife/privacy.

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.

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.

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.

Additional information related to University policy may be found on the University website: www.wilmu.edu/studentlife/acaddishonesty.aspx.

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.

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.

The primary components in Wilmington University's graduate programs are admissions, full acceptance or degree 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. Full acceptance requires the successful completion of both the admissions process and four courses as evidenced by an acceptable grade point average. Graduation occurs after the student has satisfactorily met all financial obligations and completed all required course work and related projects associated with a specific academic program.

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 any of the masters or doctoral level programs should first 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. General admission requirements for master's-level applicants follow.

There are four admissions/enrollment statuses for graduate students at Wilmington University: 1) Conditional Acceptance; 2) Full Acceptance; 3) File Complete; and 4) Fully Admitted. Below is a description of each status.

Conditional Acceptance:

In order for a graduate student to be Conditionally Accepted, he or she must have completed an Application for Graduate Admission and paid the required, non-refundable application fee. Students who are Conditionally Accepted are eligible to enroll in coursework, but are NOT eligible to receive financial aid. The purpose of this status is to enable new students to quickly enroll in coursework while waiting for other required documentation to be received by the Office of Admissions.

Full Acceptance:

A graduate student who is Fully Accepted has completed the following document tracking requirements: 1) Application for Graduate Admissions; 2) Application Fee; and 3) Official College Transcripts indicating the successful completion of an undergraduate degree from a regionally accredited institution. Students who are Fully Accepted are eligible to enroll in coursework AND are eligible to receive financial aid.

File Complete:

When ALL required documents have been received by the Office of Admissions, a student's admissions status is File Complete. Required documents vary depending on the type of graduate student, and the degree program. For example, a writing sample (Criterion in most cases*) and interview/program planning conference are requirements for most graduate programs. When the appropriate writing sample and interview are documented by the Office of Graduate Admissions, the student's status will be changed to File Complete. Graduate Students with this status are eligible to enroll in coursework AND are eligible to receive financial aid.

*Students must submit a Criterion writing sample and receive an acceptable or unacceptable score.

Fully Admitted:

Formally called "Candidacy," graduate students who have met all of the requirements of "File Complete," successfully completed the Criterion writing sample with a score of 3 or higher, AND have successfully completed four graduate courses with a grade point average of 3.0 or higher, are considered Fully Admitted. Students with a status of Fully Admitted are eligible to enroll in coursework AND are eligible to receive financial aid. Specific degree programs may have additional requirements for Fully Admitted status.

International Student Admission

For a complete list of instructions for applying as an F-1 international student at Wilmington University, please visit www.wilmu.edu/admission/international. 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 that shows English-related coursework 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.

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 Direct 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 Direct Stafford Unsubsized 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.

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. 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.

Determination for Financial Aid
In order to be eligible for loans, state grants and scholarships, and institutional scholarships, students must 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.

Federally–Funded Financial Aid
There are two types of federal financial assistance: grants and self-help.

Federal grants:
- TEACH Grant. The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program will provide up to $4,000 annually in aid to undergraduate and graduate students who agree to teach as a highly qualified teacher in a "high need" field.

Self-help programs:
- **Federal College Work-Study Program (CWS)**.
- **Federal Direct Stafford Subsidized Loan.** This loan is based on need. The federal government pays the interest on the loan from date of first disbursement until

the student goes into repayment, which is six months after graduating OR withdrawing from University, or dropping below six credits in enrollment.

- **Federal Direct 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.

- **Graduate PLUS loans.** Graduate or professional students are now eligible to borrow under the PLUS Loan program up to their cost of attendance minus other estimated financial assistance.

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 assist students to attend college. Detailed information on these programs and the financial aid application process is available to all students on the Wilmington University web site.

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)

Renewal of Award Process
Students must reapply for financial aid each academic year using the steps outlined previously.

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. This also includes all withdraws and repeated classes, each one counts once. (Example: English 101 is taken and student withdraws, student takes the class again and fails. Then the student takes the class and passes. For federal financial aid purposes, this equals attempted 9 credits and passed 3 credits). That is, on a cumulative basis, students must successfully complete 75% of the credits attempted. Successful completion is defined as earning an "A", "B", or "C" 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 a Financial Aid Officer, the Director and/or Associate Director of Financial Aid, and other personnel to be determined at the time of the appeal meeting. The decision of the appeal committee is final.

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.

Student Refund and Withdrawal Policy
Wilmington University refund and withdrawal policies are published in the Wilmington University Guide to Financial Assistance which is available to all Wilmington University applicants and enrolled students. Please contact the Wilmington University Office of Admissions or the Student Financial Services Office for copies of the guide. This information is also available on the Wilmington University web site at www.wilmu.edu.

Wilmington University Institutional Scholarships
As a result of gifts to the University, a limited number of scholarships are available to full-time students on the basis of academic achievement and the potential contribution of the student to the total life of the University. A student must have a grade point average (GPA) of 3.25 or higher to qualify for consideration for an academic scholarship. The amount of the scholarship will vary.

Academic Advising Services

The Office of Academic Advising offers undergraduate student support services regarding academic development. These support services include clarification of University policies, explanation of degree programs, help with schedule planning, and transfer credit evaluations for new transfer students. Education majors are also welcome to make an appointment with the appropriate program coordinator to discuss the intricacies of the education requirements.

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. and 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 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 one 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 and 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: 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 Life.

Housing Assistance

Wilmington University does not provide on-campus housing for students. However, the University provides a listing of housing accommodations in the community to meet the needs of students seeking a place to live. In addition, the Office of Student Life offers assistance in introducing students to prospective roommates.

Office of Student Affairs

The Office of Student Affairs is Wilmington University students' central resource for many aspects of student life. Please feel free to contact the Office of Student Affairs with any questions, concerns or suggestions you may have to improve our services.

Office of Student Life

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

Athletics

Wilmington University is a member of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). The University fields intercollegiate basketball, baseball, soccer, golf, and cross-

country for men; and basketball, softball, volleyball, soccer, lacrosse, cheerleading, and cross-country for women. The Director of Athletics is responsible for the sports program.

Student Organizations

Involvement in student organizations adds dimensions to the University experience. Wilmington University students can participate in a wide range of campus organizations and activities, including the Student Government Association, Alpha Delta Chi Criminal Justice Club, the Green Team, International Reading Association, Society for Human Resource Management, honor societies, and departmental clubs.

The Student Government Association (SGA) and other clubs/ organizations sponsor cultural and social events throughout the year. Students are encouraged to participate in any organization or to propose new organizations to the SGA. All clubs and interest groups must secure approval from the Office of Student Life before being formally organized.

The University requires all official organizations to identify their goals and objectives to ensure they are compatible with the philosophy and regulations of the University. Procedures for organizing student clubs are outlined in the Guidelines for Student Organizations, available in the Office of Student Life.

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 that may result in disruption of peaceful procedures or 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 part of the services provided by the Office of Student Affairs.

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.

COLLEGE OF

Business

Doctor of Business Administration
Business Administration

Master of Business Administration
Business Administration
> *Finance*
> *Health Care Administration*
> *Homeland Security*
> *Management Information Systems*
> *Marketing Management*
> *Organizational Leadership*

Master of Science
Management
> *Health Care Administration*
> *Homeland Security*
> *Human Resource Management*
> *Marketing*
> *Military Leadership*
> *Organizational Leadership*
> *Public Administration*

Honors Program
Combined Bachelor's and Master's Degree

Certificates
Advanced Study in Finance
Advanced Study in Management Information Systems

College of Business 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 College of Business 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 College of Business 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 College of Business 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.

3. A personal interview with the DBA Selection Committee.

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

   Demonstrate advanced oral business communication skills by selecting appropriate communication tools and utilizing them in a highly effective, professional manner.

2. Written Communication

   Demonstrate a high skill level in academic writing by properly utilizing information literacy and research methods, critically analyzing results, and expressing findings using clear, concise tools and writing styles and proper academic writing formats.

3. Disciplined Inquiry

   a. Exercise critical thinking strategies, including scientific reasoning for business problem definition, problem analysis, and evaluation of solutions and be able to appropriately apply them at high levels in organizational settings.

   b. 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.

4. Information Literacy

   Demonstrate the ability to access, evaluate, and use information and information technologies to enhance the effective utilization and practice of business research.

5. Ethics

   Properly evaluate and apply high ethical and legal principles to guide professional behaviors and decision-making in business organizations.

6. Professional

   a. Evaluate the theories and tools that are essential to implement change in the business environment and be able to apply them effectively at strategic levels.

   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.

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 dissertation 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 7105   Statistics for Research
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 7510   Business Intelligence
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 9004   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. 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.

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.

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.

    c. Articulate personal values and goals as guideposts for professional behavior.

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 Organizational Leadership, 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

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

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 Semester Guide 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 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 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

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

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 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 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 Management Information Systems

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 who wish to receive a Certificate of Advanced Study in MIS may obtain it from the College of Technology upon completing the five MIS courses listed in Concentration in MIS above. You may obtain a Graduate Certificate Program Form from the Semester Guide 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 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 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.

MBA with a Concentration in Organizational Leadership

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

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 Organizational Leadership

MOL	6100	Leadership Foundations
MOL	6200	Group Process and Facilitation Skills
MOL	7500	High Performance Teams
MBA	7600	Global Marketing Management

One of the following five courses:

MOL	6600	Legal and Ethical Aspects of Organizations
HCA	7740	Legal Aspects of Health Care
MAJ	7202	Legal Aspects of Homeland Security
MHR	6503	Law, Regulation and the Workplace
MPA	6503	Administrative Law

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. 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.

7. Successful completion of a personal interview.

All of the documents indentified 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 in 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. Apply contemporary leadership and management models and theories.

   b. Apply change frameworks and models.

   c. Apply legal principles to guide professional behavior and decisions.

   d. Articulate personal values and goals as guideposts for professional behavior.

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 (6-credit hours) pertain to the student's graduate integrative, independent study project. The other ten courses (30-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 colleges 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, Organizational Leadership, Health Care Administration, Homeland Security, Human Resource Management, Marketing, Military Leadership* Public Administration, and Transportation and Business Logistics.

Enrollment in the MSM with a Concentration in Military Leadership is restricted to selected members of the Delaware National Guard.

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 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 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 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 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 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 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 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 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 7603   Market Research and Consumer Behavior
MGT 8800   Integrative Independent Study Project B

2 Electives to be chosen from:
MBA 7604   New Business Ventures
MBA 7606   Business-to-Business and Business-to-Government Marketing
MTL 6601   Seminar in Supply Chain Management

MSM with a Concentration in Military Leadership

The Master of Science in Management 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
2 Electives

MSM with a Concentration in Organizational Leadership

To fulfill the requirements for the MSM with a concentration in Organizational Leadership, students must complete an 18-credit hour Business Management core and an 18-credit hour concentration. 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 the MSM with a concentration In Organizational Leadership.

MGT 6501   Organization Theory and Design
MGT 6503   Leadership Development and Change Management
MBA 7600   Global Marketing Management
MGT 7710   Integrative Independent Study Project A
MGT 7800   Strategy in Organizations
MOL 6100   Leadership foundations
MOL 6200   Group Process and Facilitation Skills
MOL 6400   Leadership and People
MGT 7400   Analysis of Decision Making
MOL 7500   High Performance Teams
MGT 8800   Integrative Independent Study Project B

One of the following five courses:

MOL 6600   Legal and Ethical Aspects of Organizations

HCA 7740   Legal Aspects of Health Care

MAJ 7202   Legal Aspects of Homeland Security

MHR 6503   Law, Regulation and the Workplace

MPA 6503   Administrative Law

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 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 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

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 College 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 education requirements and College 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 6503, Leadership Development and Change Management. 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 6503, which have been taken as part of the undergraduate program, all other degree requirements apply.

Doctor of Education
Educational Leadership
Higher Education Leadership
Organizational Leadership

Master of Arts in Teaching
Secondary Teaching (Grades 7 – 12)

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
Instruction: Teacher of Reading
Reading
School Leadership
Special Education

Certificates
Advanced Study in Applied Technology

College of Education Vision

We believe that effective educators must also be learners who want to share challenging ideas and successful practices with their colleagues. Through mutual support and interaction with parents and community, our graduates know how to create a teaching/learning 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 College of Education at Wilmington University prepares students for a professional career in working with children in the stages from birth through adolescence. Our programs provide our students with experiences that provide knowledge, theory and practical 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 our programs. The programs emphasize content knowledge, the characteristics of the student population being taught, and the application of research-based principles of teaching and learning that reoccur in the research on effective teaching.

Conceptual Framework

Our Conceptual Framework reflects from the vision and mission statements of the University and the College of Education as well as the College's philosophy, purposes, and goals. The framework is composed of specific Program Attributes essential for the preparation of effective educators because they are structured around the Program Attributes, every program in the College of Education directly reflects the Conceptual Framework. The complete Conceptual Framework can be found on the Wilmington University website.

Accreditation

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

NOTE: The College of Education at Wilmington University reserves the right to modify requirements to comply with any licensure/certification changes mandated by the Delaware 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 a regionally 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. Resumé.

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/capstone project. 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. Some of the courses may be taught in a "hybrid" format that includes both face to face and on-line instruction, 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. Demonstrating an ability to use information and information technologies to enhance the effective utilization and practice of educational research.

Program Design

The Educational Leadership Concentration of 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 with a maximum total of 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. Students in the Educational Leadership Concentration are required to take EDD 7000, EDD 8102 and EDD 8104 as part of the field component. Students may opt to take EDD 7403 In lieu of EDD 8103 during their second year.

The third feature of the program is an applied research component consisting of three courses and the dissertation/capstone project 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/capstone component of the program. This doctoral dissertation/capstone project 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 which includes completion of Phases II & III, a written content assessment and candidacy meeting with faculty advisors)

Phase V: Dissertation/Capstone Project Completion
           (completing the dissertation/Capstone Project 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/Capstone 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
OR
EDD 7403   Problem-Centered Research II
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/Capstone Project
EDD 9001   Dissertation/Capstone Project
EDD 9002   Dissertation/Capstone Project
EDD 9004   Dissertation/Capstone Project Continuation
(if needed - 0 credits ½ tuition)

Dissertation/Capstone Project

The dissertation/capstone 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/capstone project is required. Course work and the dissertation/capstone project 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.

Higher Education 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 a regionally 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. Resumé.

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.

This information applies to students who enter this degree program during the 2010–2011 academic year. If you entered this degree program before the fall 2010 semester, please refer to the academic catalog for the year you began your degree program.

Purpose

The doctoral program concentration in Higher Education Leadership is designed for professional development of higher education faculty and administrators, and other personnel who desire to pursue careers in higher education. The Higher Education 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 educators in all post-secondary settings.

The program format allows for completion of course work in just over three years, even though students attend classes only once a week. Some courses will also be offered in a ñhybridî format which involves both face to face and on-line instruction.

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 from the Higher Education 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 relative to higher education organizations and effectively demonstrate how to take action to achieve the organization's vision, mission, and goals.

2. Promote a positive culture and design comprehensive professional growth plans for staff consistent with a higher education organization.

3. Manage the organization, operations, and resources of a higher education organization 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 a higher education 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 Higher Education 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 coursework that includes research courses as well as courses specifically designed for the higher education professional.

A second feature consists of a field component totaling a minimum of nine 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/capstone project 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/capstone project component of the program. This doctoral dissertation/capstone project totals nine 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.

This information applies to students who enter this degree program during the 2010-2011 academic year. If you entered this degree program before the fall 2010 semester, please refer to the academic catalog for the year you began your degree program.

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 a minimum of 36 credit hours)

Phase III: Field Component Completion
(completing a minimum of 9 credit hours)

Phase IV: Degree Candidacy
(completion of 48 hours of course credit, Internship hours, Portfolio and Content Assessment)

Phase V: Dissertation/Capstone Project Completion
(completing the dissertation/capstone project and related oral presentation — 9 credit hours)

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

Coursework   **(39 credits)**

Field Components   **(9 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	7108	Curriculum Leadership in Higher Education
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	7206	Leadership Issues in Higher Education
EDD	7303	Policy & Planning In Higher Education
EDD	7200	Supervisory Behavior
EDD	7201	Managing Human and Material Resources
EDD	7208	Adult Development and Leadership
EDD	7304	Planning, Budgeting and the Higher Education Finance Process
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)

Courses = 57 credit hours

Dissertation/Capstone 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 with a program concentration in Higher Education Leadership, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. An internship consisting of nine credit hours is required consisting of the following courses: EDD 7000, EDD 8102 and EDD 8104. A portfolio will be constructed and updated during these three courses that will be the repository for field experience of 120 hours. A culminating dissertation/capstone project is required. Course work and the dissertation/capstone project should be completed in just over three years. In addition, during the third year, a Content Assessment Test is given that ties in the NCATE/ISLLC standards with practical applications and must be passed by the student. 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.

This information applies to students who enter this degree program during the 2010–2011 academic year. If you entered this degree program before the fall 2010 semester, please refer to the academic catalog for the year you began your degree program.

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 a regionally 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. Resumé.

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, 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/capstone 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. Some classes may also be offered in a "hybrid" format which will include both face to face and on-line instruction. 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 coursework 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 nine credit hours. The field component consists of the following courses: EDD 7000, EDD 8102 and EDD 8104 and provides students the opportunity to engage in problem-based experiences outside the college setting that complement their program coursework. During the field component, the student will develop a portfolio that will be the repository that will document their 120-hour field experience. 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/capstone project 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/capstone component of the program. The doctoral dissertation/capstone project totals nine credit hours. The research should demonstrate the student's design and analytical 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 6 credit hours)

Phase IV: Degree Candidacy
          (completing degree candidacy review which includes Phases II and III, a written content assessment and candidacy meeting with faculty)

Phase V: Dissertation/Capstone Project Completion
          (completing the dissertation/capstone project and related oral presentation — 9 credit hours)

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

Coursework Including Electives   (39 credits)

Field Components   (9 credits)

Dissertation/Capstone 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/Capstone 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/capstone project is required. Course work and the dissertation/capstone project should be completed in just over three years. To be raised to candidacy, the student must complete 48 credit hours of course work, an internship that consists of 9 credit hours equating to 120 hours of field component work, a portfolio to document their Internship and a Content Assessment exam. 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.

Higher Education Leadership—Doctorate Level

EDD 7206   Issues in Higher Education
EDD 7108   Curriculum, Instruction & Assessment in Higher Education
EDD 7208   Adult Development & Leadership
EDD 7303   Policy & Planning in Higher Education
EDD 7304   Higher Education Finance

Doctor of Business Administration—Doctorate Level

DBA 7100   Organizational Strategy and Policy Seminar
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 & Management	
DBA 7700	Advanced Marketing Management	
DBA 7800	Global Management Models	
DBA 8000	Seminar on Research in Management	
RES 7106	Statistics for Research	
RES 7110	Action Research	

Business Administration/Management

EDD7060/IST7060	Project and Change Management
EDD7061/IST7100	IT policy and Strategy
EDD7500/MBA6100	Managerial Accounting
EDD7501/MBA6300	Quantitative Business Analysis
EDD7502/MBA6490	Legal Environment of Management
EDD7503/MBA7200	Financial Management
EDD7504/MBA7294	Advanced Financial Analysis
EDD7505/MBA7296	International Finance
EDD7506/MBA7301	Business Support Systems
EDD7509/MBA7592	Global Enterprise Development
EDD7508/MBA7594	Creativity in Management
EDD7520/MGT6501	Organization Theory and Design
EDD7524/MGT7504	Ethical Issues in Management
EDD7525/MGT7591	Leadership and Communication
EDD7539/MGT7600	Legal and Ethical Aspects of Organizations

Human Resource Management

EDD7502/MBA6490	Legal Environment of Management
EDD7520/MGT6501	Organization Theory and Design
EDD7524/MGT7504	Ethical Issues in Management
EDD7527/MHR6503	Law, Regulation and the Workplace
EDD7528/MHR7508	Design and Development of Human Systems
EDD7530/MHR7830	Finance and Accounting for Managers
EDD7539/MGT7600	Legal and Ethical Aspects of Organizations

Organizational Leadership

EDD7060/IST7060	Project and Change Management
EDD7524/MGT7504	Ethical Issues in Management
EDD7535/MOL6300	Communication for Leaders
EDD7538/MOL6500	Decision Making for Leaders
EDD7536/MOL6400	Leadership & People
EDD7539/MGT7600	Legal and Ethical Aspects of Organizations
EDD7540/MOL6600	Legal and Ethical Aspects of Organizations
EDD7541/MOL7100	Performance Measurement and Control
EDD7542/MOL7200	Marketing and Event Management
EDD7543/MOL7300	Organizational Reality
EDD7544/MOL7500	High Performance Teams

EDD7560/MGT7395	Management Development
EDD7561/MGT7400	Analysis of Decision Making

Public Administration

EDD7543/MOL7300	Organizational Reality
EDD7544/MOL7500	High Performance Teams
EDD7560/MGT7395	Management Development
EDD7561/MGT7400	Analysis of Decision Making
EDD7551/MPA6503	Administrative Law
EDD7552/MPA7202	Public Budgeting Systems
EDD7553/MPA7502	Analysis of Public Policy
EDD7527/MHR6503	Law, Regulation and the Workplace
EDD7528/MHR7508	Design and Development of Human Systems
EDD7524/MGT7504	Ethical Issues in Management
EDD7535/MOL6300	Communication for Leaders
EDD7538/MOL6500	Decision Making for Leaders
EDD7539/MGT7600	Legal and Ethical Aspects of Organizations
EDD7540/MOL6600	Legal and Ethical Aspects of Organizations

Nursing and Health Care

EDD7051/HCA7720	Health Policy and Economics
EDD7052/HCA7730	Health Insurance and Reimbursement
EDD7053/HCA7740	Legal Aspects in Health Care
EDD7524/MGT7504	Ethical Issues in Management
EDD7527/MHR6503	Law, Regulation and the Workplace
EDD7528/MHR7508	Design and Development of Human Systems
EDD7600/MSN6501	Advancement of Nursing Science
EDD7601/MSN6603	Advanced Physiology/Pathophysiology
EDD7602/MSN6641	Philosophical Perspectives of Nursing Leadership
EDD7603/MSN6645	Bioethics in Nursing Practice
EDD7604/MSN6607	Evidence-Based Decision-Making in Nursing
EDD7605/MSN7310	Legal Issues in Nursing Practice
EDD7606/MSN7320	Practices in the Realm of Nursing and the Law
EDD7607/MSN7330	Entrepreneurship for Nurses
EDD7608/MSN7701	Child Development and Assessment
EDD7609/MSN7702	Advanced Adult Health Assessment
EDD7610/MSN7703	Advanced Pharmacology
EDD7611/MSN7709	Geriatric Assessment and Health Promotion
EDD7616/MSN7741	Politics and Policy in the Health Care System
EDD7613/MSN7750	Teaching and Learning in Nursing
EDD7614/MSN7752	Clinical Teaching and Evaluation
EDD7615/MSN7753	Curriculum Development

School Leadership

EDD6490/MED6490	Education, Ethics & the Law
EDD7705/MED7705	Measurement, Accountability, & Student Learning
EDD7710/MED7710	Learning Technology and the School Environment
EDD7711/MED7201	Fiscal Operations & Resources
EDD7708/MED7708	Curriculum Leadership

In addition, Ed.D. students may take courses as electives from the Doctor of Business Administration (DBA) program as available and provided that they meet any prerequisite requirements. Students should consult with their advisor or Program Director for more information about this and other Ed.D. program developed electives.

Secondary Teaching: Grades 7–12

MASTER OF ARTS IN TEACHING

A Delaware State-approved program for Secondary Teaching

The College 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 a regionally 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 College of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the College 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. Demonstrate dispositions expected of beginning teachers.

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 content area 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 I: PPST: 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).

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 students at the middle and high school level using the candidate's previously acquired content major. 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 who desire to obtain secondary credentials. Finally, the third group of teacher candidates will be individuals not employed as middle or high school teachers 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. All sections of 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), as well as all content major courses and pedagogical courses. MAS 8800, Applied Assessment and Research in the Classroom must be taken prior to 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. The College of Education sets a required minimum grade of "C" for all Education core courses as well as courses needed to satisfy the content major. Student teaching 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. Student teaching applications are to be submitted electronically. Applications do NOT take the place of registering for student teaching. Registration and payment of all fees, including laboratory fees for student teaching, are still required. All sections of PRAXIS I and the relevant PRAXIS II test, a 3.00 grade point average, and approval from the Office of Clinical Studies are required for student teaching. A criminal background check may also be required for student teaching.

Teacher Dispositions and Values

A significant element of programs for the preparation of teachers deals with developing a candidate's proficiency in working with students who present a wide variety of needs, learning styles and exceptionalities. Candidates also learn to work with students from a wide variety of backgrounds in order to ensure that each student has an opportunity to learn. Clinical experiences associated with the MAT program require 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 College 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 coursework in a content major).

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

(This course must be taken prior to MAS 8801, Student Teaching/Internship.)

MAS 8801   Student Teaching/Internship (9)

(Admission to MAS 8801, Student Teaching/Internship requires a 3.00 grade point average, successful completion of MAS 7801, and an approved application from the Office of Clinical Studies.

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 College of Education Conceptual Framework. The program must be completed within five years.

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 degree 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 a regionally 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 and Design

The Master of Education in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills 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 information and communication technologies.

Program Competencies

The standards and program competencies adopted for the Master of Education in Applied Technology in Education degree program are the National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers issued by the International Society for Technology

in Education (2008). The standards and program competencies can be found at the website http://www.iste.org/. Standards from The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) will be addressed in the foundation courses. The standards can be found at the website http://www.ccsso.org/content/pdfs/corestrd.pdf

Upon program completion, graduates will:

1. Facilitate and Inspire Student Learning and Creativity

    Educators/Trainers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

    Educators/Trainers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

3. Model Digital-Age Work and Learning

    Educators/Trainers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. Promote and Model Digital Citizenship and Responsibility

    Educators/Trainers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. Engage in Professional Growth and Leadership

    Educators/Trainers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education: Applied Technology in Education program competencies and the University-wide graduation competencies. Performance-based assessments are used to evaluate individual and collaborative projects, research endeavors, and assignments. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include advising conferences and observations of candidate performance in authentic settings. A web portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and dispositions described in National Educational Technology Standards (NETS•T) and Performance Indicators for Teachers.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Applied Technology in Education degree program, including a program portfolio. The 33-credit degree program consists of 15 credit hours of technology courses and 18 credit hours of teaching and learning courses. All technology courses are offered in either a hybrid or online format. Technology courses (EDT prefixes) must be taken in a numerical sequence, beginning with EDT 6005 and ending with EDT 6045.

Course Requirements

Foundation Courses

MED 7810   Psychology of Learning
MED 7809   Instructional Design
MED 7812   Culture and Learning Environments
MED 7808   Assessment and Evaluation
MED 7712   Curriculum Development
MED 7704   Education for Equity and Social Justice

Technology Courses

EDT 6005   Applications in Educational Technology
EDT 6010   Instructional Applications of Technology
EDT 6020   Emerging Trends in Educational Technology
EDT 6035   Ethical, Legal, and Social Issues in Educational Technology
EDT 6045   Special Topics in Educational Technology

Qualifications for Degree
To qualify for the Master of Education in Applied Technology in Education degree, a candidate must successfully complete a minimum of 33 credit hours with a GPA of at least a 3.0 average and complete a program portfolio. The program must be completed within five years.

Certificate of Advanced Study in Applied Technology in Education

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. Candidates completing the five technology courses listed above with a GPA of 3.00 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. Applications may be found in the Semester Guide and on the Wilmington University Registrar's webpage.

Career and Technical Education

Master of Education

This degree program is approved by the Delaware 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 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 a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree.

3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator, and the successful completion of an electronic writing sample (*Criterion*™)

4. 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 opportunities for teachers currently practicing in Career/Technical High Schools to pursue professional development, Delaware 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.

* Note: The Delaware Department of Education changed the name of this certificate to: Skilled and Technical Sciences Teacher.

Program Competencies

The College of Education has 14 Program Competencies derived from the Delaware Professional Teaching Standards and the College of Education Conceptual Framework. Candidates for the M.Ed. in Career and Technical Education will demonstrate the 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 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. Demonstrate dispositions expected of beginning teachers.

14. Obtain and retain successful employment in the profession of education.

PRAXIS I Requirements

Career and Technical Master of Education degree students must pass all 3 sections of Praxis I (Reading, Writing and Math) prior to taking the Clinical Component (MCT 6420) and prior to completing the necessary requirements for the degree.

There are eight courses under Option A that are requirements for Delaware certification and which are also 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

Option A - Certification Program

MCT 6102   Career and Technical Education E-Folio

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 6102   Career and Technical Education E-Folio

MCT 6402   Advanced Curriculum Design

MCT 6403   History and Regulations of Career and Technical Education

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

MCT 6102   Career and Technical Education E-Folio

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 7705   Measurement, Accountability, and Student Learning

MED 7590   School Leadership, Theory and Practice

MED 7707   The Principalship (9-12)**

** Courses required for Delaware administrative certification.

In order to qualify for a Delaware school administrator's endorsement, current regulations also require 3 credits in child, youth, or adolescent development at either the undergraduate or graduate level; a DE initial or continuing teaching license; and at least three years of relevant teaching experience.

Supervised Clinical Experience

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

Note: All sections of Praxis I must be passed before taking this course.

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 MCT 6420 (Clinical Component-6 credits) with at least a "B" (3.00) average, The College of Education sets the grade of "C" as the lowest grade that is acceptable in any required teacher preparation course.. The College of Education at Wilmington University reserves the right to modify requirements to comply with any licensure/certification changes mandated by the Delaware State Department of Education. The program must be completed within six years.

Elementary & Secondary School Counseling

MASTER OF EDUCATION

The College 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 a regionally 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. Attendance at an MEC new student orientation is required or an interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of an online 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 detailed consideration of the philosophy, theory, knowledge, and ethics necessary for a professional school counselor. All aspects of the program 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 professional 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 professional 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 an electronic 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 school counseling curriculum competencies are based on the national standards established by the American 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 College of Education's

Conceptual Framework 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 academic courses, students with three years as a lead teacher complete a one-semester, six-credit 100-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 (teaching observation and 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 an electronic 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 New Jersey Office of Licensure and Credentials to meet credits and course content areas: Ethical Issues in Counseling (MEC 6607), Multicultural Counseling (MEC 6608), Drug and Alcohol Counseling (MEC 6600), Research Methods, Statistics, and Accountability in School Counseling (MEC 7806), 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 6102   E-Folio

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
(Prerequisite to MEC 6502, MEC 6503, and MEC 7202)

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

The following courses must be completed with a 3.0 GPA: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, and MEC 7202. Candidates must submit passing scores on PRAXIS I tests or hold a current, valid teaching certificate. There is a formal application process for all MEC clinical experiences (practica and internships) which must be followed. Registration for all supervised MEC practica and internships requires the prior approval of the MEC Clinical Coordinator or the MED 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 passing scores on all PRAXIS I tests or hold 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 College 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 a regionally 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 an electronic 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. 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 College of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the College 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. Demonstrate dispositions expected of beginning teachers.

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. All sections of 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, MEE 8800, Applied Assessment and Research in the Classroom, all sections of PRAXIS I PPST: Math, Reading, and Writing (or relevant exemption tests), and the appropriate PRAXIS II test must be satisfied prior to taking 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 three credit hours in science content, social studies content, and mathematics content. The College of Education sets a required minimum grade of "C" for all education core courses.

Student teaching 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. Student teaching applications are to be submitted electronically. Applications do NOT take the place of registering for student teaching. Registration and payment of all fees, including laboratory fees for student teaching, are still required. All sections of PRAXIS I and the relevant PRAXIS II test, a 3.00 grade point average, and approval from the Office of Clinical Studies are required for student teaching. A criminal background check may also be required for student teaching.

Teacher Dispositions and Values

A significant element of programs for the preparation of teachers deals with developing a candidate's proficiency in working with students who present a wide variety of needs, learning styles and exceptionalities. Candidates also learn to work with students from a wide variety of backgrounds in order to ensure that each student has an opportunity to learn. Clinical experiences associated with the MEE program require 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 College 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)

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

The College of Education at Wilmington University reserves the right to modify requirements to comply with any licensure/certification changes mandated by the Delaware 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 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 a regionally 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 a 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 be 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. Beginning fall 2010, 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	6201	E-Folio 0 credits
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. An exit interview with the program coordinator or an advisor is required during MRD 7950.

Delaware Certification

This is a state-approved program. The Master of Education in ESOL Literacy program can lead to Delaware K-12 certification as an ESOL teacher. The State of Delaware also requires passing scores on both the oral and written language proficiency tests offered through www.languagetesting.com

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 degree 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 a regionally 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 in Instruction: Gifted and Talented degree program 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 ensure their effectiveness as teachers and leaders in the field of gifted and talented education. The program addresses research, theory, and best practices related to social and emotional development, curriculum development, and promoting creativity and critical thinking. Translating theory into practice is a primary emphasis.

Program Competencies

The standards and program competencies adopted for the Master of Education in Instruction: Gifted and Talented degree program are the National Gifted Education Standards issued by the National Association for Gifted Children, Council for Exceptional Children, and The Association for the Gifted (2008). Those standards can be found at the websitehttp://www.nagc.org/uploadedFiles/Information_and_Resources/NCATE_standards/final%20standards%20(2006).pdf. Standards from The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) will be addressed in the foundation courses. INTASC standards can be found at the website http://www.ccsso.org/content/pdfs/corestrd.pdf.

Program completers will be able to:

1. Make decisions based on a thorough understanding of the historical and philosophical foundations of gifted and talented education, including contemporary issues related to inclusion, diversity, culture, and context.

2. Create learning environments that support the developmental trajectories and idiosyncratic ways of learning needed by individuals of gifts and talents.

3. Design meaningful and challenging instruction based on learning theories, developmental theories, and best practices that acknowledge differences of individuals with gifts and talents.

4. Demonstrate effective pedagogical practices that promote motivation, as well as cognitive and affective development.

5. Create learning environments that encourage positive interpersonal relationships and social interactions, foster cultural understanding, emotional safety, and well-being that will prepare individuals with gifts and talents to live independently and productively in a culturally diverse world.

6. Use a wide range of strategies, information and communication technology, and assistive technology to address the diverse needs of all individuals with gifts and talents.

7. Design, implement, evaluate, and revise curricula that provides differentiated instructional opportunities directly related to the unique learning needs of individuals with gifts and talents, facilitating these actions in a collaborative context.

8. Use appropriate and multiple types of assessment tools and information for identification and making instructional decisions.

9. Engage in professional, ethical, and reflective practices while being committed to participating in professional development opportunities.

10. Work collaboratively with families, school personnel, and related service providers to communicate, advocate, and promote programs that benefit individuals with gifts and talents.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in Master of Education in Instruction: Gifted and Talented program competencies and college-wide graduation competencies. Performance-based assessments are used to evaluate fieldwork, projects, assignments and research papers. 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 may include advising conferences and observations of candidate performance in authentic settings. A web portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and dispositions described in National Association for Gifted Education Standards.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Instruction: Gifted and Talented degree program. The 33-credit program consists of 15 credit hours of content-specific courses related to gifted and talented learners and 18 credit hours of teaching and learning courses.

Course Requirements

Foundation Courses

MED 7809   Instructional Design
MED 7812   Culture and Learning Environments
MED 7808   Assessment and Evaluation
MED 7704   Education for Equity and Social Justice
MED 8804   Action Research

Concentration

MSE 7400   The Gifted and Talented Child (3 credits)
MED 7802   Psychology of Gifted and Talented Learners (3 credits)
MED 7807   Creativity and Critical Thinking (3 credits)
MED 7804   Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3 credits)
MED 7996   Practicum: Gifted and Talented Learners (3 credits)

Qualification for Degree

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

Delaware Certification—
Teacher of Gifted and Talented Students

By completing the program and other requirements specified by the State of Delaware, candidates who hold an initial or continuing Delaware teaching license can qualify for a Delaware certificate/endorsement as a Teacher of Gifted and Talented Students, grades K-12. As part of those requirements, five courses have to be completed: The Gifted and Talented Child (3 credits); Psychology of Gifted and Talented Learners (3 credits); Creativity and Critical Thinking (3 credits); Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3 credits); and Practicum: Gifted and Talented Learners (3 credits).

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.

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 a regionally 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 nine 3-credit courses and a 6-credit action research project for a total of 33 credits.

Program Competencies

The program competencies adopted for the Master of Education in Instruction: Teaching and Learning degree program are the Model Standards for Teacher Licensing, Assessment and Development from The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) sponsored by the Council of Chief State School Officers. The standards can be found at the website http://www. ccsso.org/content/pdfs/corestrd.pdf.

The degree program is designed to produce educators who:

1. Are skilled at combining content knowledge, pedagogical knowledge, and pedagogical-content knowledge to create instructional experiences that advance student learning.

2. Are specialists in understanding developmental issues and design learning opportunities to support student intellectual, social, emotional (affective), physical, and moral development.

3. Remain attentive to contextual and cultural factors while designing appropriate instructional opportunities for all learners.

4. Design and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance.

5. Create learning environments that promote a culture of learning: active engagement, self-motivation, individual and group motivation, and positive social and cognitive interactions among and between students and teachers.

6. Use effective communication skills to promote inquiry, collaborative exploration with learners, and appropriate feedback responses.

7. Plan inquiry-based instruction based upon knowledge of subject matter, learners, the community, and curricular goals that regularly involves students in planning and managing their learning experiences to gain global and cultural awareness of the knowledge and skills needed for the 21st workforce.

8. Use multiple assessment strategies to make data-driven decisions about student achievement, to provide quality feedback to students, to promote self-assessment and self-regulatory behaviors, and to evaluate curriculum programs.

9. Collaborate with colleagues, families, and other members of the community to support students' learning and well-being, and demonstrate knowledge of the role of the school in the community.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the competencies described in the Master of Education in Instruction: Teaching and Learning program competencies and college-wide graduation competencies. Performance-based assessments are used to evaluate fieldwork, projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include advising conferences and observations of candidate performance in authentic settings. A web portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and dispositions described in the Model Standards for Teacher Licensing, Assessment and Development from The Interstate New Teacher Assessment and Support Consortium (INTASC).

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Instruction: Teaching and Learning degree program. The 33-credit program consists of 21 credit hours of foundation courses that focus on teaching and learning and 12-credit hours of elective courses; 33-credit hours are required for program completion. The program must be completed within 5 years. A program portfolio is required.

Course Requirements

Foundation Courses   **(21 credits)**

MED 7810	Psychology of Learning	
MED 7809	Instructional Design	
MED 7812	Culture and Learning Environments	
MED 7808	Assessment and Evaluation	
MED 7712	Curriculum Development	
MED 8804	Action Research (6 credits)	

Electives   **(12 credits)**

MED 6490	Education, Ethics, and the Law	
MED 7704	Education for Equity and Social Justice	
EDT 6005	Applications in Educational Technology	
MED 7404	Brain-based Research Instructional Strategies	
MED 7807	Creativity and Critical Thinking	
MED 7805	Earth System Science	
MED 7806	Climate Change and Earth Science	
MLL 7406	Methods of Teaching English Language Learners K-12	
MRD 7802	Process and Acquisition of Literacy	
MRD 7803	Strategies and Materials for Teaching Reading and Writing	

MRD 7805   Strategies and Materials for Teaching
            Reading in the Content Area

Qualification for Degree

To qualify for the Master of Education in Instruction: Teaching and Learning degree, a candidate must successfully complete a minimum of 33 credit hours with a GPA of at least a 3.0 and complete a program portfolio. 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.

Instruction: Teacher of Reading

Master of Education

Admission

Please refer to ÒThe Graduate Admissions ProcessÓ section for general graduate admission information. For consideration and admission to the Master of Education in Instruction: Teacher of Reading degree 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 a regionally 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. A current valid teacher license or certificate.

7. 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: Teacher of Reading degree program is designed for educators who want to become more knowledgeable and skillful in teaching reading at the elementary, middle, or high-school level. Individuals seeking to earn the degree must hold a valid initial teacher license or certificate. Candidates are provided with knowledge, skills, and experiences needed to enhance their instruction of reading (including strategies/interventions) and to promote students' reading ability. The program is NOT intended to provide educators with strategies for meeting the needs of children with identified learning disabilities. The program does not lead to state certification.

Program Competencies

The program competencies adopted for the Master of Education in Instruction: Teacher of Reading degree program are the International Reading Association (IRA) Standards for Classroom Teachers. Standards from The Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) will be addressed in the foundation courses. The standards can be found at the website http://www.ccsso.org/content/pdfs/corestrd.pdf

1. Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

    1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. As a result, candidates know foundational theories of practices and materials they use in the classroom.

    1.2 Demonstrate knowledge of reading research and histories of reading. They recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.

    1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. They can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.

    1.4 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. They can explain how the components of reading are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.

2. Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. As a result, candidates:

    2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes. As a result, candidates match instructional grouping options to specific instructional purposes that take into account developmental, cultural, linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.

    2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural and linguistic differences of their students.

    2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

    2.4 Candidates plan for the use of a wide range of curriculum materials. Their selections are guided by evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

3. Assessment, Diagnosis, and Evaluation: Candidates use a wide range of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates:

    3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. They select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technologically adequate assessment tools. They can interpret the results of these tests and assessments.

    3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties. They compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability of reading levels across children in the same grade and across different subject areas. They can identify students' proficiency and difficulties. They recognize the need to make referrals for appropriate services.

    3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds. They analyze, compare and contrast and use assessment results to plan, evaluate, and revise effective instruction for all students within the assessment/evaluation/instruction cycle.

    3.4 Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). Candidates will be

able to interpret a student's reading profile from assessments and communicate results to students, parents, caregivers, colleagues and administrators.

4. Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:

    4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. They collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.

    4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can select books, technology-based information, and non-print materials representing multiple levels, broad interests and cultural and linguistic backgrounds. They can articulate the research base that grounds their practice.

    4.3 Model reading and writing enthusiastically as valued lifelong activities. They model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research base that supports modeling, think-alouds and read-alouds to students.

    4.4 Motivate learners to be lifelong readers. Candidates can effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of the children's literature interests and reading levels in their class and can select appropriate texts. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.

5. Professional Development: Candidates view professional development as a career-long effort and responsibility. As a result, candidates:

    5.1 Display positive dispositions related to reading and the teaching of reading. They ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.

    5.2 Continue to pursue the development of professional knowledge and dispositions. They identify specific questions related to knowledge, skills and /or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policy making bodies.

    5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice. They actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.

    5.4 Participate in, initiate, implement, and evaluate professional development programs. They participate individually and with colleagues in professional development experiences.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education: Teacher of Reading program competencies and the college-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include advising conferences and observations of candidate performance in authentic settings.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Master of Education: Teacher of Reading degree program. The 33-credit program consists of 12-credits of foundation courses that focus on teaching and learning, 15-credits of reading content courses, and 6-credits of grade specific electives; 33-credit hours are required for program completion. The program must be completed within 5 years. A program portfolio is required.

Course Requirements

Foundation Courses

MED 7810   Psychology of Learning

MED 7809   Instructional Design

MED 7808   Assessment and Evaluation

MED 7712   Curriculum Development

Reading Concentration Area

MRD 7804   Literature and Non-Fiction Books/Materials for Children and Adolescents

MRD 6201   Causes of Reading Difficulties *

MRD 6202   Foundations of Reading *

MRD 6203   Brain-based Reading Instruction

MRD 6204   Phonemic Awareness and Auditory Processing *

Grade-Specific Electives

Early Childhood (Birth-Grade 2)

MRD 6205   Literacy Skills for Early Childhood *

MRD 6206   Developmental Aspects of Reading Instruction

Elementary Level (Grades 3-6)

MRD 6209   Authentic and Differentiated Instruction for Reading*

MRD 7803   Strategies and Materials for Teaching Reading and Writing

Middle and High School Levels (Grades 7-12)

MRD 6208   Vocabulary and Comprehension Development for Middle School and High School*

MRD 7805   Strategies and Materials for Teaching Reading in the Content Area

40-clinical hours are required in the reading clinic, 'Ready! Set! Read! Courses marked with an asterisk (*) have a clinical component.

Qualifications for Degree

To qualify for the Master of Education in Instruction: Teacher of Reading degree, a candidate must successfully complete a minimum of 33 credit hours including a program portfolio. The program must be completed within five years.

Certificate

Completion of this degree does not qualify the recipient for a Delaware teaching license, endorsement, or certification, since there is no applicable Delaware licensing category.

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 at the Reading Specialist level.

The College 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 a regionally 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 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 Reading prepares teachers certification as a Reading Specialist in grades K-12. 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, summarized below, and can be accessed in their entirety through the IRA's website: **www.ira.org/resources/community/ncate_standards. html.**

The program develops reading experts who:

1. Foundational Knowledge

   1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.

   1.2 Demonstrate knowledge of reading research and histories of reading.

   1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

   1.4 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.

2. Instructional Strategies and Curriculum Materials

   2.1 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 their use of instructional grouping options.

   2.2 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 their use of a wide range of instructional practices, approaches, methods including technology based practices.

   2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

3. Assessment, Diagnosis, Evaluation

   3.1 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.

   3.2 Use a wide range of assessment tools and practices to plan and evaluate reading instruction in order to support the classroom teacher in the assessment of individual students.

   3.3 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.

   3.4 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 (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

4. Creating a Literate Environment

   4.1 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.

   4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interest, and cultural and linguistic backgrounds.

   4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals.

   4.4 Create literate environments by effectively revising instructional plans to motivate all students.

5. Professional Development

   5.1 Can articulate the theories related to the connections between teacher dispositions and student achievement.

   5.2 Conduct professional study groups for paraprofessionals and teachers.

   5.3 Positively and constructively provide an evaluation of one's own or others' teaching practices.

   5.4 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. PRAXIS II (20300 Reading Specialist) must be taken and passed prior to receiving a grade in MRD 7950.

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. Candidates are required to register for MRD 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy program competencies.

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. It is also conducted through a site-based reading clinic, under the supervision of the course instructor. 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:

- 15 or 18 course credits for a cluster of graduate study in reading

- 35 credits are 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 (560) is required.

- An exit interview with the program coordinator or an advisor is 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 289 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 at multiple grade levels.

The clinical component requires students to arrange for time to be spent in elementary and secondary schools so that they can become familiar with classrooms and the learning environment K-12. 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 a district level. Research is also conducted with the children participating in the reading clinics, and may be assigned by the course instructor to meet the requirements of this course. The research project may be completed through the site-based reading clinics, and this venue may be required during summer semesters.

An electronic portfolio is required for all students beginning the program in fall 2009.

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 the program and during either MRD 7920, Practicum In Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II Reading Specialist test (20300) must also be taken and passed using State of Delaware passing criteria (560) prior to receiving a grade in MRD 7950. 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 K-12 (35 credits)

Core Courses

MRD 6102	E-Folio (0 credits)	
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

A dual degree in MRD/ESOL may be obtained with the following changes:

1. Completion of all MRD and MLL courses described above, but substituting

MRD 7815 for MRD 7805,

2. Successful completion of outside requirements of both degrees (Praxis II 20300 and oral and written language tests, scheduled at www.languagetesting.com).

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 a regionally 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, 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 6102   E-folio (0 credits)

MED 6102 is required for all students beginning the School Leadership program as of Fall I 2009. E-folio is an electronic portfolio system used for documenting and tracking student mastery of program competencies.

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 OR	The Principalship, preK-8
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 (0 credits)

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, the Wilmington University School Leadership Content Area Assessment (CAA).

Graduation Planning Conference

Prior to registering for either MED 8900 or 8901 students shall schedule a graduation planning conference with the Program Coordinator or a University Program Advisor.

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. Students are requested to provide copies of scores on state-mandated examinations (if taken). These scores provide valuable data essential to maintaining NCATE accreditation status.

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

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 College 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 a regionally 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 an electronic writing sample (Criterion™).

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 practicum and a 12-week (60 complete teaching days) supervised clinical experience are 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 College of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the College 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.

10. Obtain and retain successful employment in the profession of education.

Option A (Certification)

11. Immerse oneself in an actual special education setting through active participation as a teacher.

12. Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse society.

Option B (Instruction)

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

Option C (Administration)

14. 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 (CEC) 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 State of Delaware standard teaching certificate for special education grades K-12. (Option A)

- Teacher candidates who wish to obtain a master's degree with an instructional focus (OptionB) [will not lead to certification]

- Teacher candidates who wish to obtain a master's degree with an administrative focus (OptionC)

[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). Teacher candidates in Option A must satisfy specific prerequisites; including EDU 402/407, EDU 405/410, EDU 306, PSY201 or PSY 302 and EPY 401. The College of Education sets a required minimum grade of "B" for all education core courses.

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. Enrollment in any methods course requires 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 Elementary 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 must be submitted electronically and do not take the place of registration for the course. 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 tests are also required before 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. A criminal background check may be required for student teaching.

Program Prerequisites

Each option requires five program prerequisite courses, namely:

- Methods/Content in Elementary Reading/Writing
- Methods/Content 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 6102   E-Folio Electronic Portfolio (0)
MSE 7401   Curriculum in Special Education (3)
MSE 7402   Applied Behavior Analysis (3)
MSE 7403   Diagnosis/Assessment/IEP Development (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 7990   Practicum in Special Education (1)

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 (9)

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 6601   Effective Mentoring in a K-12 School Setting (3)
MED 7703   Curriculum and Teaching:
              Research, Theory, and Practice (3)
MEE 7631   Child Growth and Development (3)
MSE 7400   The Gifted and Talented Child (3)
MSE 7404   Assistive Technology (MH, SED, LD) (3)
MSE 7501   Introduction to Autism and Severe Disabilities (3)
MSE 7502   Educating Pre-Schoolers with Special Needs (3)
MSE 7506   Functional Communication
              of Individuals with Autism & Severe Disabilities (3)
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

Passing scores on PRAXIS I are required for each option. To qualify for a Master of Education in Special Education (Option A, certification option) degree, a teacher candidate must complete all necessary course work including prerequisite courses, student teaching, PRAXIS I, and the appropriate PRAXIS II tests with at least a "B" average in the graduate courses. To qualify for a Master of Education in Special Education (Option B or Option C, non-certification options) degree, a candidate must complete all necessary course work including prerequisite courses, and PRAXIS I with at least a "B" average in the graduate courses.

Passing scores on PRAXIS I are required prior to registering for the prerequisite methods courses at Wilmington University. An E-folio—electronic portfolio—that demonstrates program competencies is also required for graduation from the master's program. A review committee member evaluates the electronic portfolio. The program must be completed within five years.

*Delaware Autism & Severe Disabilities Certification Courses**

Wilmington University offers graduate-level courses designed to satisfy academic requirements for a Delaware Autism & Severe Disabilities certificate. 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 (PRAXIS I, PRAXIS II, etc.), for fulfilling state-mandated degree and/or teaching experience requirements, and for applying for credentials.

The Delaware certification requirements are described below. Any changes in state regulations for 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 in Autism and Severe Disabilities:

MSE 7402   Applied Behavior Analysis
MSE 7404   Assistive Technology (MH, SED, LD)
MSE 7501   Introduction to Autism and Severe Disabilities
MSE 7506   Functional Communication
MSE 8101   Severe Disabilities

Philosophy*

The purpose of graduate nursing education at Wilmington University is to stimulate personal and professional growth of individual students as well as the advancement of the nursing profession. The graduate nursing faculty encourages students to synthesize knowledge, strengthen communication skills, and be empowered to promote care and advocacy of diverse groups. The faculty strongly agree that, "The advanced practice nurse of the third millennium must be technically competent, use critical thinking and decision models, possess vision that is shared with colleagues and consumers, and function in a vast array of roles.î (Milstead, 2009, p. 275)

*The philosophy may be read in its entirety on the College of Health Professions home page at www.wilmu.edu/nursing/philosophy.aspx.

Mission & Goals

Our mission is to create an academic environment for undergraduate and graduate health professions education that:

- acknowledges the competence of health professionals with diverse backgrounds, abilities, and experiences;
- challenges health professionals to acquire new skills to respond to the changing health needs of individuals, families, and communities;
- guides health professionals to critically examine the issues confronting health care;
- encourages health professionals to participate effectively in the learning process; and
- influences health professionals to pursue lifelong learning.

Goals:

The master's program prepares graduates to:

1. Function effectively in advanced nursing practice roles in a variety of settings.
2. Engage in personal and professional development through life-long learning.
3. Broaden career mobility and opportunities in nursing.

Sigma Theta Tau International Honor Society of Nursing/Omicron Gamma Chapter

Sigma Theta Tau International, the Honor Society of Nursing, is an organization that fosters scholarship in nursing. It is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice.

Wilmington University's College of Health Professions' chapter, Omicron Gamma, received its charter in March, 1998. By invitation, Omicron Gamma annually inducts nursing students and community members who exhibit commitment to nursing excellence as scholars, leaders, practitioners,

and innovators. The induction pledge emphasizes commitment to honor, community, service, and knowledge to perpetuate professional ideals.

Program Accreditation

Commission on Collegiate Nursing Education

The BSN and MSN programs hold approval from the Commission on Collegiate Nursing Education (CCNE), an agency approved to accredit baccalaureate and master's nursing programs. The first site visit for the programs at Wilmington University was completed in spring 2001. Full accreditation for 10 years was granted in fall 2001.

CCNE

One DuPont Circle, NW, Suite 530
Washington, DC 20036-1120

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 the current registered nurse licensure or computer verification.

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. Completion of a writing assessment with a score of 3 or better.

8. To be considered for an interview for the program, applicants must have **all** of the above items in their graduate application file.

9. Students will be notified of admission only after the interview is complete.

10. Faculty recommends that applicants have two years' experience as a registered nurse before entering the program.

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 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 to:

1. Function effectively in advanced nursing practice roles in a variety of settings.

2. Engage in personal and professional development through life-long learning.

3. Broaden career mobility and opportunities in nursing.

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. To progress in the first year, students must obtain a "B" or better in all the science and assessment courses. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete a minimum of 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

POSSIBLE COURSE SEQUENCE

YEAR ONE

Fall

MSN	6501	Advancement of Nursing Science (Fall I)
MSN	6603	Advanced Physiology/Pathophysiology

Spring

MSN	7702	Advanced Adult Health Assessment (Spring I)
MSN	7701	Child Development and Assessment (Spring II)

Summer

MSN	8110	Practicum I—Family Practicum
MSN	7703	Advanced Pharmacology

YEAR TWO

Spring

MSN	8223	Practicum III— Family Practicum
MSN	7707	Primary Care III: Gender Health Issues (Spring I)
MSN	6606	Research in Nursing Practice (Spring II)
OR		
MSN	7750	Teaching and Learning in Nursing (Spring II)

YEAR THREE

Spring

MSN	8223	Practicum III—Family Practicum
MSN	7707	Primary Care III: Gender Health Issues (Spring I)
MSN	6606	Research in Nursing Practice (Spring II)

Summer

MSN	8330	Practicum IV— Family Practicum
MSN	6606	Research in Nursing Practice (Spring II)
OR		
MSN	7750	Teaching and Learning in Nursing (Spring II)

YEAR FOUR

Fall

MSN	8343	Practicum V— Family Practicum
MSN	7741	Politics and Policy in the Healthcare System (Fall I)

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. To progress in the first year, students must obtain a "B" or better in all the science and assessment courses. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete a minimum of 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 8344   Practicum V—Adult/Gerontology Practicum

Possible Course Sequence

Year One

Fall

MSN 6501   Advancement of Nursing Science (Fall I)

MSN 6603   Advanced Physiology/Pathophysiology

Spring

MSN 7702   Advanced Adult Health Assessment (Spring I)

MSN 7709   Geriatric Assessment (Spring II)

Summer

MSN 7703   Advanced Pharmacology

MSN 8111   Practicum I—Adult/Gerontology Practicum

Year Two

Fall

MSN 8214   Practicum II— Adult/Gerontology Practicum

MSN 7704   Primary Care I:
             Acute and Chronic Care of Children (Fall I)

MSN 7705   Primary Care II:
             Acute and Chronic Care of Adults (Fall II)

MSN 8213   Practicum II – Family Practicum

MSN 7704   Primary Care I:
             Acute and Chronic Care of Children (Fall I)

MSN 7705   Primary Care II:
             Acute and Chronic Care of Adults (Fall II)

Spring

MSN 8224   Practicum III— Adult/Gerontology Practicum

MSN 7707   Primary Care III: Gender Health Issues (Spring I)

MSN 6606   Research in Nursing Practice (Spring II)
OR
MSN 7750   Teaching and Learning in Nursing (Spring II)

Summer

MSN 6606   Research in Nursing Practice (Summer II)
OR
MSN 7750   Teaching and Learning in Nursing (Summer II)

MSN 8331   Practicum IV— Adult/Gerontology Practicum

Year Three

Fall

MSN 8344   Practicum V— Adult/Gerontology Practicum

MSN 7741   Politics and Policy in the Healthcare System (Fall I)

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 College of Health Professions 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 Semester Guide 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. Students must maintain a grade point average of 3.0 or better.

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

Courses are listed in order of sequence.

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

Courses are listed in order of sequence.

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 the current registered nurse licensure or computer verification.

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. Completion of writing assessment with a score of 3 or better.

8. Students will be contacted for a personal interview when application materials are completed. At that time, a schedule of courses will be outlined.

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 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

Goals

The goals of the Master of Science of Nursing program are to prepare graduates to:

1. Function effectively in advanced nursing practice roles in a variety of settings.

2. Engage in personal and professional development through life-long learning.

3. Broaden career mobility and opportunities in nursing.

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 in Nursing

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 healthcare, 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 Colleges of Education and Business in addition to the College of Health Professions. 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: i.e. 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 expands the 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. The LNC courses are available as online courses only. Students should be comfortable with the distance learning format and are required to take the DIS 095 pre-requisite.

Course Requirements (Total 36 credits)

Courses are not listed in the order of completion. Students are advised to begin their course of study with courses that are offered beginning in the fall and spring Block 1 sessions. MSN 6500 and MSN 6501 are recommended to be taken early in the course of study; MSN 6606 is the pre-requisite for MSN 6607. *Capstones are to be taken after all other courses as the completion to the program.*

Core MSN 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

Executive Concentration Requirements   (24 credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice
MSN 6607	Evidence-Based Decision-Making in Nursing
MSN 6641	Philosophical Perspectives of Nursing Leadership
Or	
MSN 6645	Bioethics in Nursing Practice

Students select three from the following courses:

MGT 6501	Organizational Theory and Design
MGT 6503	Leadership Development and Change Management
MHR 7830	Finance and Accounting for Managers
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
MSN 8400	Capstone
MSN 8500	Capstone

Educator Concentration Requirements   (24 credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice
MSN 6607	Evidence-Based Decision-Making in Nursing
MED 7710	Technology and the School Environment
MSN 7753	Curriculum Development
MSN 7752	Clinical Teaching and Evaluation
MSN 6641	Philosophical Perspectives of Nursing Leadership
Or	
MSN 6645	Bioethics in Nursing Practice
MSN 8400	Capstone
MSN 8500	Capstone

Legal Nurse Consultant Concentration   (24 credits)

MSN 6645	Bioethics in Nursing Practice
MSN 6607	Evidence-Based Decision-Making in Nursing
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
MSN 8600	LNC Capstone
MSN 8700	LNC Capstone

Capstone

The six-credit capstone is earned by completing a field practicum, a small project or research study and by submitting an integrated portfolio of work or final paper. The student works with an individual faculty in a collaborative effort throughout the process.

This program may be completed in 24 to 27 months. However, students do have up to five years to complete the program. Students must complete all courses, consisting of 36 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.

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

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

Admission, progression, and graduation requirements are a coordinated effort between the Colleges of Health Professions and Business. The dual degree program is 51 credits. Students receive advisement regarding course selection from both 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 College of Health Professions 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 learning. Applicants may obtain a Graduate Certificate Program Form from the Semester Guide 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 within 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 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 are required to take the following courses:

MSN 7750   Teaching and Learning in Nursing

MSN 7755   Executive Leadership field practicum

Students select three courses from the following Graduate College of Business offerings:

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

MGT 6501   Organization Theory and Design

MGT 6503   Leadership Development and Change Management

(Advisor may approve from among many other choices)

Educator Role   (15 credits)

Students are required to take the following courses:

MSN 7750   Teaching and Learning in Nursing

MSN 7752   Clinical Teaching and Evaluation

MSN 7753   Curriculum Development

MSN 7754   Educational Leadership Field Practicum

Students select one course from among the following:

MED 7710   Technology and the School Environment

MSN 7705   Educational Measurement

MEC 6401   Theories of Counseling

(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

Social and Behavioral Sciences

Mission Integration Statement

The essential values of the College of Social and Behavioral Sciences are: personal worth, human dignity, social justice, integrity, intellectual curiosity and academic freedom.

Within this value structure we provide quality education, professional guidance and opportunities to achieve an understanding of the Behavioral Sciences. We promote academic integrity, the prevailing codes of professional ethical behavior, and an environment that fosters social justice.

We expect students to participate with faculty in embracing these values, challenge students to make a difference in the lives of others and the world at large, and encourage students to commit themselves to a process of lifelong learning.

Accreditation

The College of Social and Behavioral Sciences Master of Science in Community Counseling 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.

Alpha Phi Sigma

Administration of Justice students with a minimum GPA of 3.75 who have completed 27 credits are invited to join the Alpha Phi Sigma Honor Society. Alpha Phi Sigma is the only National Criminal Justice Honor Society for Criminal Justice majors. The Wilmington University Eta Beta Chapter recognizes outstanding scholarship in graduate students in the Administration of Justice Program.

Tau Upsilon Alpha National Organization, Nu Chapter — Human Services Honor Society

Tau Upsilon Alpha (TUA) National Human Services Honor Society, Nu Chapter, is open to graduate students in the Administration of Human Services program. Students who have completed at least 24 credits, have a 3.5 GPA or higher, and are in the top 35% of their class are invited for membership. The purpose of TUA is to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity. TUA also sponsors a Service Society, which is open to any student who is interested in engaging in community service projects.

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. 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 Wilson Graduate Center for a personal interview.

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.

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 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. 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 interviewed by the program coordinator 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, Criminal Behavior, and Homeland Security 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. The MAJ program offers classes in semester, block, and weekend modular formats. These formats can be scheduled as face-to-face, hybrid, or distance learning. The program can be completed using a variety of formats to conveniently fit the busy schedules of our students. This 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. 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. Students who do not declare a concentration will take a total of seven courses from any of the offerings 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

Students who have not declared a concentration will select seven courses from any of the courses offered in the program to complete their degree.

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

Electives

Select any three courses offered in the program.

Homeland Security Concentration

Wilmington University is pleased to announce that the Homeland Security concentration is now being offered as a separate master's degree. Additional information regarding the Master of Science in Homeland Security is available later in this section.

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

MAJ 6601   Typologies of Crime
MAJ 6605   Supervision and 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 6632   Quantitative Applications
MAJ 6900   Thesis Supervision
MAJ 6901   Graduate Practicum
MHS 7000   Contemporary Issues in Homeland Security
MHS 7001   Terrorism
MHS 7002   Legal Aspects of Homeland Security
MHS 7003   Risk Assessment and Management
MHS 7004   Crisis Leadership

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

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 it relates to criminal justice organizations.

Core Courses

Five courses as listed above

Area Specialization Courses

MAJ 6605   Supervision and Management
MAJ 6607   Workplace Law and Liability
MAJ 6608   Police Executive Leadership
MHS 7004   Crisis Leadership

Electives

Select any three courses offered in the program.

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 Semester Guide or by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Courses

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

Electives

MAJ 6605   Supervision and Management
MAJ 6619   Forensic Behavior Analysis
MHS 7004   Crisis Leadership

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. 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
MCC 6402   Human Development
MCC 6502   Tools & Techniques of Individual Counseling
MCC 6505   Principles & Practices of Community Counseling
MCC 7202   Group Counseling
MCC 7203   Counseling for Career Development
MCC 7605   Counseling Diverse Populations
MCC 7805   Appraisal Techniques
MCC 7806   Research & Evaluation
MCC 6901   Classification of Psychopathology
MCC 7501   Family Counseling

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
MCC 8020   Addictions Counseling
MCC 8030   Human Sexuality Counseling
MCC 8040   Crisis Intervention Counseling Strategies and Skills
MCC 8050   Ethical Decision-Making

MCC 8060   Advanced Counseling and Psychotherapy

MCC 8070   Marriage and Relationship Counseling

MCC 8080   Advanced Family Counseling

MSA 7701   Administration in Student Affairs

MSA 7702   Student Development in a College Setting

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 in Community Counseling

To qualify for the Master of Science degree in Community Counseling, 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.

Homeland Security

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. Students who do not meet the University standard will be expected to complete ENG 365, Academic Writing.

The Homeland Security 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 interviewed by the program coordinator before they are fully matriculated into the program.

Program Purpose

The Master of Science in Homeland Security is a dynamic program designed to prepare present and future leaders in the field of homeland security to address the problems and issues confronting their agencies and organizations. The Homeland Security program offers concentrations in Safety and Security, Organizational Leadership, and Information Assurance, addressing the need for graduate level exposure to current topics in homeland security for leaders and those preparing to be leaders in the field. 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

Homeland Security degree is offered entirely online, providing working professionals, information assurance specialists, law enforcement and military personnel the flexibility to complete their degrees without compromising their professional and personal schedules.

Program Design

The core of the program will provide solid theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. This base of knowledge will prepare students to understand the issues involved and adapt to the ever-changing landscapes in homeland security. 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 professional arena. The Capstone project is earned by completing a field practicum, a small project, or research study and by submitting a portfolio or final paper.

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. The Master of Science in Homeland Security program is designed and delivered entirely online. This offers the students the convenience of completing their degrees while working toward career advancement.

Program Competencies

1. Explain the ethical, social, cultural, and legal issues surrounding homeland security.

2. Locate, analyze, and evaluate information to identify the trends and threats to homeland security.

3. Apply relevant knowledge and utilize technology to manage homeland security operations and resources to promote safe environments in local, state, and federal government, and in private industry.

4. Create professional relationships in the field and in the community that promote sensitivity to cultural differences.

5. Employ effective oral and written communication skills.

Program Requirements

The Master of Science in Homeland Security requires 33 credit hours. All students must satisfactorily complete six core courses. A total of four courses are chosen from an area of specialized concentration. The final requirement is completing a Capstone project (3 credits)

Course Requirements

The Master of Science in Homeland Security is intended to provide students with the academic capital needed for successful careers in the field. 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	6633	Research Methods
MHS	7000	Contemporary Issues in Homeland Security
MHS	7001	Sociology of Terrorism
MHS	7002	Legal Aspects and Policy of Homeland Security
MHS	7003	Risk Assessment and Management
MHS	7004	Crisis Leadership

Safety and Security Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

MHS	7005	Border and Transportation Security
MHS	7006	Topics in Intelligence
MHS	7007	Strategic Planning in Homeland Security
MHS	7008	Bio-Terrorism
MHS	7020	Capstone

Organizational Leadership Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

MGT	6501	Organizational Theory and Design
MGT	6503	Leadership Development and Change Management
MGT	7400	Analysis of Decision Making
MGT	7800	Strategy in Organizations
MHS	7020	Capstone

Information Assurance Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

SEC	6010	Planning for Information Security
SEC	6020	Security Issues Concerning RFID System Technology Applications
SEC	6030	Operating System and Computer Systems Security
SEC	6040	Web Data Security
MHS	7020	Capstone

Qualifications for Degree

To qualify for the Master of Science in Homeland Security degree, a student must satisfy the candidacy requirements and complete a minimum of 33 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 Semester Guide or by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Courses

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

Electives

MAJ 6605	Supervision and Management
MAJ 6619	Forensic Behavior Analysis
MHS 7004	Crisis Leadership

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 Homeland Security Program as listed above. 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 Semester Guide 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 a 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.

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 Semester Guide 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 Graduate application

2. Official transcripts with degree conferral for a master's degree in counseling or aclosely 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.

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.

- 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. Students completing the program will better understand the relationship between business requirements and technology solutions with an emphasis on applying a systems approach when integrating information technology into strategic business/education/government activities. Moreover, to capitalize on the inter-disciplinary nature of modern information systems and the settings in which they are implemented, the MS-IST includes four career concentrations.

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.

Information Systems Foundations

Most students entering the MS-IST program already have work or academic experience sufficient to undertake the MS-IST core described below. Students who have an insufficient level of experience to enter the program will be identified during their initial interview with the Program Coordinator and appropriate measures will be prescribed to prepare the student to enter the program.

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.

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 his/her advisor 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 college other than the College of Technology. For example, the Training Skills specialization in an academic track may be taken in the College of Education and in the College of Business.

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
EDT	6035	Ethical, Legal, and Social Issued in Educational Technology
MED	7809	Instructional Design
MGT	7395	Management Development
MHR	7506	Training and Development
MHR	7900	Special Topics (or EDT 6045)
MSE	7404	Assistive Technology

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	6050	Business Intelligence
SEC	6090	Topics in Information Assurance

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

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 6503	Leadership Development and Change Management
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

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 before registering for IST 8101.

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 Assurance 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.

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.

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 wiht 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 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 7645   **3 credits**

Financial Management in Human Services

Financial management is a vital component of Human Services organizations. This course will address a) the importance of financial management b) the basics of accounting and financial statements c) the use of finances as performance measures d) budgeting systems and models, and e) auditing/evaluation processes.

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 7655   **3 credits**

Principles of Creating a Human Services Organization

Creating an effective human service organization is critical in addressing the ever-changing needs of society. This course will equip students with the necessary tools to develop and manage a service-focused organization. Participants will learn how to develop a vision and mission, formulate a business plan, and shape an effective marketing plan. In addition, participants will learn how to complete the federal 501(c)3 application process for tax exempt nonprofit human service organizations.

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.

AHS 8110   **3 credits**

Guided Practicum—Part II

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. Prerequisites: Faculty Approval

AHS 8200   **3 credits**

Capstone Project in Human Services Administration

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. Prerequisites: Faculty Approval

DBA 7100 3 credits

Organizational Strategy and Policy Seminar

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. Prerequisites: DBA7400

DBA 7200 3 credits

Advanced Organizational Behavior

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.

DBA 7300 3 credits

Quantitative Business Analysis

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. Prerequisites: RES7105

DBA 7400 3 credits

Advanced Seminar in Managerial Finance and Accounting

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.

DBA 7500 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. 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.)

DBA 7510 3 credits

Business Intelligence

This course covers the concepts, drivers, challenges, and techniques for using business intelligence (BI) solutions and supporting technologies to drive business value. Students are introduced to different methods of information management and delivery such as OLAP, visualization, dashboards, and scorecards to better understand how BI can help management make informed decisions.

DBA 7600 3 credits

Ethics in Business and Management

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. Prerequisites: RES7106

DBA 7700 3 credits

Advanced Marketing Management

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 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 3 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 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

DBA 9001   **3 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 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

DBA 9002   **3 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 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

DBA 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 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

DBA 9004   **0 credit**
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 9004 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 steaming 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 6102   **0 credit**

E-folio for Doctor of Education in Educational Leadership

This course provides access to the electronic portfolio required for all students who began their Doctor of Education in Educational Leadership degree programs on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDD 6103   **0 credit**

E-folio for Doctor of Education in Organizational Leadership

This course provides access to the electronic portfolio required for all students who began their Doctor of Education in Organizational Leadership degree program on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDD 6104   **0 credit**

E-folio for Doctor of Education in Higher Education Leadership

This course provides access to the electronic portfolio required for all students who began their Doctor of Education in Higher Education Leadership degree program on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed

into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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 7108   **3 credits**
Curriculum Leadership in Higher Education
The purpose of this course is to examine the roles that higher educational leaders play in the curriculum design process and in removing barriers to teaching and learning in higher education. Among the topics discussed in this course will be Teaching Philosophy and Approaches, Curriculum Structure, Instructional Models, and Student Assessment. Emphasis will be placed on developing well-defined learning objectives within an organized curriculum; structuring learning units in a logical, sequential order; constructing assessments that enhance student learning; and implementing a variety of instructional strategies to promote student mastery of course performance objectives.

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 7206   **3 credits**
Leadership Issues in Higher Education
Issues in Higher Education is designed for doctoral students to develop an understanding of the role of contemporary higher education in the United States and its importance as a social, economic and political force in today's society. The course is organized so students can reflect on institutions of higher education as a professional area in which to be employed. Higher education issues studied include leadership, curriculum, instruction and assessment, finance, student affairs and safety. Two year, four year and graduate institutions will be discussed.

EDD 7208   **3 credits**
Adult Development and Leadership
Leadership and Adult Development is designed for doctoral students to develop an understanding of the role leaders play when they effectively work with adults who represent various generations and a multiplicity of other diversities. The course will look at adult development theory, the ages and stages of adulthood and the importance of understanding the perspectives of adults from different generations, varied cultures and other diversities. The role of work in adults' lives will be discussed along with the importance of being an adult lifelong learner. The importance of effective communications skills and conflict management will be emphasized in this course also.

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 7303   **3 credits**
Policy and Planning in Higher Education
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 higher education 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 7304 — 3 credits
Planning, Budgeting & the Higher Education Finance Process

This course examines the process of budgeting, including development of budgets, purchasing, accounting, insurance, transportation and current problems in the higher education finance process. In addition, the planning process to include revenue sources such as student seat count, state and federal funding sources and funds raised through the development process and others will be explored.

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 — 3 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.

EDD 9001 — 3 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.

EDD 9002 — 3 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.

EDD 9003 — 3 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.

EDD 9004   0 credit
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 6005   3 credits
Applications in Educational Technology

Selecting and using information and communication technologies to facilitate learning and creative expression are the main foci. Candidates will design multimedia instruction that engages and promotes an individual's innovative thinking and inventiveness in various learning environments. Candidates use audio/ video software, productivity tools, and knowledge construction tools to design and develop digital media. Topics include pedagogy and content, motivation, the design of interactive learning environments, collaboration, and creativity.

EDT 6010   3 credits
Instructional Applications of Technology

The design, development, and evaluation of digital learning experiences for the purpose of facilitating learning are the main foci. Candidates use software applications and digital media production tools to design and develop authentic learning experiences that promote innovative thinking, creativity,

integrative assessment for learning, and self-assessment. Topics include instructional design, visual literacy, computer-based instruction, and assessment/evaluation for individualized and collaborative learning environments. Prerequisites: EDT 6000/6005

EDT 6020   3 credits
Emerging Trends in Educational Technology

The course explores the latest trends in technology that are likely to have an impact on collaboration, innovative thinking, inquiry, research, and creative expression. Course activities will focus on experimenting with and acquiring skills in the latest technologies to build learning communities, instructional media, and foster relationships for a global and digital society. Candidates use learning management systems as a way to communicate relevant information and ideas. Topics include emerging technologies, technology genres and fluency, digital applications and technologies that support research, media-rich multisensory learning environments, and creativity thinking for innovation and original solutions. Prerequisites: EDT 6000/6005 and EDT 6010

EDT 6030   3 credits
Electronic Delivery Systems

This course focuses on principles, theory, and application of modern telecommunications services and equipment for the classroom, and on the current network topologies in use or enabled by typical educational infrastructures. Prerequisites: EDT 6000 or 6005, EDT 6010 and EDT 6020 Prerequisites: EDT 6000/6005 and EDT 6010

EDT 6035   3 credits
Ethical, Legal, and Social Issues in Educational Technology

Candidates inquire about ethical, legal, and social issues associated with being a digital citizen in a global society. Using electronic digital systems, software, and applications, candidate create learning environments that are based on best practices of fair use, incorporate the integration of assistive technologies for diverse needs of students, promote equitable access and the social negotiation of policies and practices, and encourage collaboration. Topics include self-expression, online and cultural identities, and social and equity justice within digital environments. Prerequisites: EDT 6000/6005, 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 6000 or 6005, EDT 6010, EDT 6020 and EDT 6030 or 6035 Prerequisites: EDT 6000/6005, EDT 6010, EDT 6020 and EDT 6030/6035

EDT 6045   3 credits
Special Topics in Educational Technology
The course is a capstone course focused on professional capacity to facilitate the adoption and diffusion of a new technology initiative. The project requires conducting inquiry into the management of a technology initiative, writing a technology plan for implementation, and sharing a prototype and data results with an established local or global learning community. Candidates will be involved in shared decision-making and collaboration while demonstrating fluency in technology. Topics explored include adoption and diffusion, data-driven decisions, legal issues, professional development, and professional leadership capacity. Prerequisites: EDT 6000/6005, EDT 6010, EDT 6020, and EDT 6030/6035

EDT 6102   0 credit
E-folio for Master of Education in Applied Technology in Education
This course provides access to the electronic portfolio required for all students who began their Master of Education in Applied Technology in Education degree programs on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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.

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.

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.

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 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 before registering for IST 8101.

Students will employ an Action Research Methodology to complete their selected project. This methodology can be used for… new development, quality improvement, information gathering, internships, or (for the Internet Web Design students) electronic portfolio development.

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.

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 lead to the development of specialized categories of crime and criminals, including criminal career offenders and the occasional offender as it relates to white collar crime, organized crime, political crime, violent crime, property crime, and the variations of each.

MAJ 6602   3 credits

Criminal Justice Ethics

This course will explore the ethical issues that confront modern practitioners in the various criminal justice settings. Both the theoretical and applied applications will be presented. Topics will include individual moral responsibility, dual relationships, falsification and lying, perjury, abuse of force and authority, and the concept of use of discretionary authority. The development and enforcement of the organizational code of ethics will be discussed, as well as the role of the Internal Affairs unit and the body of law that has been developed in that area. Case studies will be reviewed.

MAJ 6603   3 credits

Managing Diversity

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

MAJ 6604   3 credits

Technology for Modern Policing

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

MAJ 6605   3 credits

Supervision and Management

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

MAJ 6606   3 credits

Crisis Management

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

MAJ 6607   3 credits

Workplace Law and Liability

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

MAJ 6608   3 credits

Police Executive Leadership

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

MAJ 6609   3 credits

Violent Crime

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

MAJ 6610   3 credits

White Collar Crime

This course analyzes the usually nonviolent criminal conduct described as violations of trust. Typologies of white collar crime will be presented as occupational, governmental, corporate, financial, technical, professional, and religious in nature. Measurement and assessments of costs will include the economic and social damage. White collar crime will be presented through a review of the pertinent theories, including the work of Sutherland, Coleman, and Ross. Both the deviant and criminal aspects of these behaviors will be presented.

A practical overview will include the prevention, detection, and prosecution of offenders as well as a survey of the law enforcement agencies tasked with specialized investigative responsibilities.

MAJ 6611   3 credits
Victimology

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

MAJ 6612   3 credits
Drugs and Society

Analysis and definition of drugs of abuse and their 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. Prerequisites: 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 credit
E-Folio

This course provides access to the electronic portfolio required for all students who began their Master of Arts in Secondary Teaching degree program on or after September 1, 2008. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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. Prerequisites: 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 with Delaware's passing scores, the appropriate PRAXIS II high school 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, 21 hours of supporting seminars, and professional journal. The three Practicum and student teaching placements must be in different school settings. Prerequisites: 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. The three Practicum and student teaching placements must be in different school settings. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Prerequisites: Valid T.B. clearance and MAS 7996.

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, 21 hours of supporting seminars. The three Practicum and student teaching placements must be in different school settings. A reflective set of learning activities, focusing on the theory and practice of reading is completed for Practicum III. Prerequisites: Valid T.B. clearance, MAS 7997, 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.

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. Practicum and student teaching placements are in different school settings. A criminal background check may be 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. Prerequisites: MHR 7830 or two semesters of undergraduate accounting

MBA 6300 3 credits

Quantitative Business Analysis

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. Prerequisites: MAT 110 or undergraduate algebra, calculus and statistics and familiarity with Microsoft® Excel

MBA 6400 3 credits

Economic and Financial Environment of Business

Interrelationships between financial and other economic sectors are studied. Development of the macroeconomic framework and concepts relating to the determination of output, employment, and price level is reviewed. Prerequisites: ECO 105 or one semester of undergraduate economics

MBA 7200 3 credits

Financial Management

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

MBA 7292 3 credits

Investments

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. Prerequisites: MBA 6100 and 7200

MBA 7293 3 credits

Portfolio Theory

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. Prerequisites: MBA 7292

MBA 7294 3 credits

Advanced Financial Analysis

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

MBA 7295 3 credits

Corporate Taxation

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. Prerequisites: MBA 6100

MBA 7296 3 credits

International Finance

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. Prerequisites: MBA 6100 and 7200

MBA 7301 3 credits

Business Support Systems

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. Prerequisites: MBA 6300

MBA 7302 3 credits

Project Management

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. Prerequisites: MBA 6300

MBA 7592   3 credits

Global Enterprise Development

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 6400 or the program coordinator's approval

MBA 7594   3 credits

Creativity in Management

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

MBA 7600   3 credits

Global Marketing Management

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 with particular attention to cultural differences, ethical challenges, geopolitical dynamics, distribution challenges and product adaptation.

MBA 7602   3 credits

Marketing Communications, Salesmanship and Customer Service

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 7603   3 credits

Market Research and Consumer Behavior

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 7604   3 credits

New Business Ventures

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 7606   3 credits

Business to Business and Business to Government Marketing

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   3 credits

Topics in Finance—Derivatives

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. Prerequisites: 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 simulation. Prerequisites: Completion of all core requirements

MCC 6401   3 credits

Theories of Counseling

Classical theoretical approaches to counseling from both the historical and contemporary perspective are examined. Major personality theories, their relationship to counseling theories, and the formation of a personal counseling theory are studied. Application in clinical 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, problem solving, and decision-making. Legal and ethical issues are discussed and analyzed. Prerequisites: 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 related to counseling theory. Student participation in group counseling demonstrations. Methods of organizing and leading different types of groups are explored. 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. Prerequisites: 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. Counseling tools to meet the special needs of women, men, racial and ethnic minorities, the disabled, and other diverse groups are examined. Prerequisites: 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) total 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   3 credits
Internship (150 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) total clock hours are required for the practicum internship 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 total clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8001   3 credits
Internship (150 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) total clock hours are required for the practicum internship 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 total clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8002   3 credits
Internship (150 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) total clock hours are required for the practicum internship 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 total clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8003   3 credits
Internship (150 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) total clock hours are required for the practicum internship 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 total 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. 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 6102   **0 credit**

E-Folio

This course provides access to the electronic portfolio required for all students who began their Career and Technical Education degree programs on or after September 1, 2009. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6401   **3 credits**

Career and Technical Education Instructional Technology

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the Internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. 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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6403   **3 credits**

History and Regulations of Career and Technical Education

This course explores the history, philosophy, and regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. 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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. Prerequisite: MCT 6102 (for all students who began their career and

technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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 needs in the workplace , the needs of students and to 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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6411 3 credits

Methods of Teaching Career and Technical Education I

Methods of Teaching Career and Technical Education I 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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

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 career and technical education 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. Prerequisite: MCT 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MCT 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6420 6 credits

Clinical Component for Career and Technical Education Teachers

OPTION 1 – Action Research/Problem Solving Project. The candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the field to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). The project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Coordinator. The presentation will be posted on the course website and in E-Folio** (EDC 100 or MCT 6102). Final grade for the course will be either Satisfactory or Unsatisfactory.

OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 40-day (school days) clinical experience, co-supervised by a college mentor provided by the Office of Clinical Studies and a school-based mentor provided by the placement school (fully certified teacher, department chair, content area supervisor, or administrator). During this 40-day period the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes. The candidate will be observed at least six times during the placement using the DPAS II model or the observation/evaluation system required by the school. The same e-folio** student teaching components required for other College of Education teacher preparation programs are also required for this option (reflections on and evidence of achievement of Delaware's teaching standards, etc.). Final grade for the course will be either Satisfactory or Unsatisfactory. *EDC 420/MCT 6420 is a dual-listed course and may be taken

for either undergraduate or graduate credit. Additional and differentiated assignments are required for students taking this course at the graduate level. ALL STUDENTS MUST TAKE AND PASS ALL THREE SECTIONS OF PRAXIS I: (writing, reading & mathematics) BEFORE REGISTERING FOR 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. **All Career and Technical Education students must be registered for EDC 100(undergraduate) or MCT 6102 (Graduate) which is the E-Folio System that is used for documenting and tracking student mastery of program competencies. Prerequisites: EDC 102 (undergraduate) or MCT 6102 (graduate); passing scores on all three sections of PRAXIS I; approval of the Program Coordinator.

MEC 6102   0 credit
E-Folio
This course provides access to the electronic portfolio that is required for all students in the School Counselor program who began their coursework on or after September 1, 2009. This is a non-credit course and does not meet as a regular class. The course requires an initial fee which provides students with instructions and ensures their access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio.

MEC 6401   3 credits
Theories of Counseling
Students examine various psychological theories that have been used as the basis for counseling. Students investigate non-directive and directive client-centered approaches to counseling, including the psychoanalytic approach, the traditional Rogerian, the Adlerian, Reality Theory, and the Gestalt approach. Each theory is evaluated in terms of usability in school settings. Assignments are relevant to both elementary and/or secondary school counseling. This course is a prerequisite to MEC 6502, MEC 6503, MEC 7202.

MEC 6402   3 credits
Human Behavior and Child Development
This course is designed to prepare the professional school counselor to use knowledge of human behavior and child development to meet the needs of all children Also, theoretical models of development will be presented and examined for usability in the school counseling process. Emphasis is placed on children and adolescent 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 the course. This course is a prerequisite to MEC 6502, MEC 6503, MEC 7202.

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-counseling program. Developmental K-12 guidance programs are explored. Students are required to visit and critique at least three school counseling programs: one elementary, one middle level, and one high school. The professional school counselor will provide insight into the organization and delivery of school counseling services. This course is a prerequisite to MEC 6502, MEC 6503, MEC 7202.

MEC 6502   3 credits
Tools and Techniques of Individual Counseling: Part I
Students apply multicultural 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, Degree Candidate, 12 credits, 3.0 GPA

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. Prerequisites: 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 6601 3 credits

Effective Mentoring in a K-12 School Setting

This course will provide an opportunity for participants to identify and promote best practices in the development and implementation of an effective mentoring program. The focus of this course is on K-12 in-school programs. Course will include: presenting tips for making mentoring work, designing effective programs, selecting mentors, discussing interactions and communications with mentors and parents, providing solutions to student problems and issues and gathering data for outcomes assessment. Topic areas will be addressed through a combination of lecture, guest speakers, case studies and practical applications. Participants will develop a working model for effective mentoring program specific to a K-12 population.

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. Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 7203, Degree Candidate, 12 credits, 3.0 GPA

MEC 7203 3 credits

Career Development and Information Services

This course examines methods of providing and disseminating information necessary to make educational, career and personal choices and provides a lifespan perspective on work/career. The impact of career development theory on the counseling process, the relationship of career guidance and development to college, vocation/technical schools and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources, including career computer guidance programs for a diverse client population and those with special needs are investigated. This course is a prerequisite to MEC 6502, MEC 6503, MEC 7202.

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 7600 6 credits

Non-Certification Supervised Counseling Practicum

This non-certification practicum course will give graduate students an opportunity for counseling skill development and demonstrate competence as counselors while participating in a clinical experience that does not lead to State of Delaware certification. Students and the University will mutually arrange a placement with a counselor in a school environment where they will engage in a variety of counseling activities. Students who choose this course option are subsequently not eligible for school counseling certification in the State of Delaware. This may impact the certification eligibility for other states. It is the responsibility of the student to keep current with certification requirements of states other than Delaware. The minimum of one hundred (100) hours must be completed to fulfill practicum requirement. Prerequisites: MEC 6401, MEC

6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701

MEC 7701   **3 credits**

Testing, Measurements, and Research in School Counseling

This course is designed to prepare future professional school 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 address 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 and research data will be examined. Students will learn how to gather information through research, such as questionnaires and follow-up studies. The methods for analyzing the data and reporting the results will be described. The use of computers and other technology in scoring and interpreting tests and other research data will be explored. An individual research project is required. This course is a prerequisite to MEC 7781, MEC 7782, MEC 8000, 8002.

MEC 7781   **6 credits**

Supervised Elementary Practicum

This practicum course will give graduate students an opportunity for counseling skill development and demonstrate competence as counselors while participating in a clinical experience. Students and the University 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 with a minimum of three years of teaching experience and a teaching certification (K-12) will complete 100 hours under the supervision of a school-based certified school counselor and a Wilmington University supervising counselor. Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I: PPST or present a valid teaching certificate. Delaware elementary certification – grades 1-6 Middle grades 5-8 Middle School – must declare Elementary Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701

MEC 7782   **6 credits**

Supervised Secondary Practicum

This practicum course will give graduate students an opportunity for counseling skill development and demonstrate competence as counselors while participating in a clinical experience. Students and the University 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 with a minimum of three years of teaching experience and a teaching certification (K-12) will complete 100 hours under the supervision of a school based certified school counselor and a Wilmington University supervising counselor. Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I: PPST or present a valid teaching certificate. Delaware secondary certification- grades 9-12

Middle grades 5-8 Middle School – must declare Secondary level Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701

MEC 7806   **3 credits**

Research Methods, Statistics, and Accountability in School Counseling

The focus of this course is to present common research concepts that will be applied to improve the practice of school counseling. The course will stress the importance for a strong research foundation emphasizing empirically supported interventions leading to evidence based practices in a comprehensive school guidance program. Accountability is addressed in the context of the ASCA national model; activities that demonstrate the counselor and program effectiveness are discussed. Basic statistics (descriptive and inferential) and research design methods will be presented. Prerequisites: None. However a basic understanding of logic and mathematics is extremely useful.

MEC 8000   **6 credits**

Supervised Elementary Internship I

This first internship will give graduate students an opportunity to become oriented to school culture. Recognizing that the Internship I student is a novice when working in the school environment, required course activities are structured to provide experiences that will lead to an understanding of roles and responsibilities of all school team members. This course will orient the student to the profession of school counseling and the professional behaviors of an educational specialist. Students and the University will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of teaching and counseling activities. Students will be under the supervision of a school based certified school counselor and a Wilmington University faculty advisor. This course is designed to provide non teachers the opportunity to become familiar with the school environment as well as develop an awareness of the classroom dynamics of teaching and learning; also, counseling skills will be developed and assessed. This is the first course in a two course, two semesters, 12 credit sequences. Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I: PPST or present a valid teaching certificate. Delaware elementary certification – grades 1-6 Middle grades 5-8 Middle School – must declare Elementary Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701

MEC 8001   **6 credits**

Supervised Elementary Internship II

This second internship will give graduate students an opportunity to continue counseling skill development and demonstrate competence as counselors while participating in a clinical experience. Students and the University will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of

counseling activities. Students will be under the supervision of a school-based certified school counselor and a Wilmington University supervising counselor. This is the second course in a two course, two semesters, 12 credit sequences. Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I:PPST or present a valid teaching certificate. Delaware elementary certification – grades 1-6 Middle grades 5-8 Middle School – must declare Elementary Prerequisites: MEC 8000 or MEC 8002

MEC 8002   **6 credits**
Supervised Secondary Internship I

This first internship will give graduate students an opportunity to become oriented to school culture. Recognizing that the Internship I student is a novice when working in the school environment, required course activities are structured to provide experiences that will lead to an understanding of roles and responsibilities of all school team members. This course will orient the student to the profession of school counseling and the professional behaviors of an educational specialist. Students and the University will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of teaching and counseling activities. Students will be under the supervision of a school based certified school counselor and a Wilmington University faculty advisor. This course is designed to provide non teachers the opportunity to become familiar with the school environment as well as develop an awareness of the classroom dynamics of teaching and learning; also, counseling skills will be developed and assessed. This is the first course in a two course, two semesters, 12 credit sequences. This course will give graduate students an opportunity for counseling skill development and demonstrate competence as counselors while participating in a clinical experience. Students and the University 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 with a minimum of three years of teaching experience and a teaching certification (K-12) will complete 100 hours under the supervision of a school based certified school counselor and a Wilmington University supervising counselor. Prerequisite: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701 Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I: PPST or present a valid teaching certificate. Delaware secondary certification – grades 9-12 Middle grades 5-8 Middle School – must declare Secondary level Prerequisites: MEC 6401, MEC 6402, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, MEC 7701

MEC 8002   **6 credits**
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.

MEC 8003   **6 credits**
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.

MEC 8003   **6 credits**
Supervised Secondary Internship II

This second internship will give graduate students an opportunity to continue counseling skill development and demonstrate competence as counselors while participating in a clinical experience. Students and the University will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of counseling activities. Students will be under the supervision of a school based certified school counselor and a Wilmington University supervising counselor. This is the second course in a two course, two semesters, 12 credit sequences. Students must meet and receive approval of the site program advisor and program coordinator. Student clinical applicants must take the PRAXIS I:PPST or present a valid teaching certificate. Delaware secondary certification- grades 9-12 Middle grades 5-8 Middle School – must declare Secondary level Prerequisites: MEC 8000 or MEC 8002

MED 5000   **0 credit**
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 6102   0 credit
E-Folio for School Leadership

This course provides access to the electronic portfolio that is required for all students in the M.Ed. School Leadership program who began their coursework on or after September 1, 2009. This is a non-credit course and does not meet as a regular class. The course requires an initial fee which provides students with instructions and ensures their access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio.

MED 6103   3 credits
E-folio for Master of Education in Instruction: Gifted and Talented Learners

This course provides access to the electronic portfolio required for all students who began their Master of Education in Instruction: Gifted and Talented Learners degree programs on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

MED 6105   0 credit
E-Folio for Teacher of Reading

This course provides access to the electronic portfolio that is required for all M.Ed. in Instruction: Teacher of Reading students who are beginning their coursework on or after September 1, 2009. This is a non-credit course. The course does not meet on a regular basis. The course requires an initial fee which will provide students with instructions and ensure their access to the portfolio for a period of six years. Student must enroll in this course at the beginning of their programs as information from many other courses will be place into the electronic portfolio.

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, privacy issues, 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 7404   3 credits
Brain Based Research Instructional Strategies

The course prepares educators to use a variety of instructional strategies and materials that reflect brain-based research and which have been shown to improve student achievement in mathematics. Candidates will build a repertoire of research-based practices for students with a variety of learning styles and diverse needs.

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; shared 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.

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-discriminatory 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, collaborative bargaining, values, ethical behaviors, 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; collaborative 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: 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. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Apply technology in ways that enhance professional practice and increase the school leader's personal productivity as well as the productivity of others. Provide direction for the integration of technology tools into productive learning and administrative systems. Use technology to facilitate a comprehensive system of effective assessment and evaluation. 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 7712   3 credits

Curriculum Development

Candidates will explore processes in planning, implementation, and evaluation of programs and curriculum.

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   3 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   3 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   3 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 7805   3 credits
Earth Systems Science

The course will provide participants with a student-centered teaching model for the geosciences. The course will emphasize instructional strategies, materials, and learning environments that are effective with students with diverse interests and needs. The course will also enable participants to access and begin using a variety of scientific and technological resources in their classrooms.

MED 7806   3 credits
Climate Change and Earth Science

The course will focus on the Earth Systems science education (i.e., Biosphere, Geosphere, Atmosphere, and Hydrosphere). Candidates will use real-time data for authentic research to delve into the issues of climate change. As a technology-based course, students will design and develop instructional materials using computer and information technologies that

meet the needs of students with diverse interests and needs. Topic discussions will include developing remote sensing labs, using technology-based applications to design remote sensing visualization tools, and developing a learning community for inquiry about ecological impacts of climate change.

MED 7808   3 credits
Assessment and Evaluation

The course will focus on helping the candidate to develop competence in assessing student work in an educational setting and understanding program evaluation. The collection, analysis, and interpretation of data results for making shared decisions about instruction, learning, and program evaluation will be emphasized.

MED 7809   3 credits
Instructional Design

Candidates will explore the systematic design of instruction. The focus of the course is on the design, production, formative evaluation, implementation, and summative evaluation of instruction.

MED 7810   3 credits
Psychology of Learning

Candidates will focus on the examination of the major psychological theories of learning and the relationship between instruction and learning. A component of the course is the consideration of ways psychology can be of value in facilitating the teaching-learning process.

MED 7812   3 credits
Culture and Learning Environments

Candidates will inquire about the impact learning environments and a culture of learning have upon student achievement. The focus of this course is on ways teachers can establish, maintain, and promote safe, positive learning environments that promote collaboration, positive social interactions, and active engagement.

MED 7996   3 credits
Practicum for Gifted and Talented Learners

Candidates will work collaboratively in a school setting to learn, analyze, and reflect upon effective teaching practices appropriate for students identified as gifted and talented.

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. Prerequisites: MED 8802

MED 8804 6 credits
Action Research
The capstone course emphasizes the role of Teacher-as-Researcher and the value of conducting classroom and school-based action research. The semester course prepares students to conduct action research studies that will enhance professional practice and directly involve the candidates in the process of educational improvement.

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 3 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 credit
E-Folio
This course provides access to the electronic portfolio required for all students who began their Master of Education in Elementary Studies degree program on or after September 1, 2008. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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 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 hours of field experience and development of a unit that incorporates all of the social sciences. Prerequisites: MEE 7603, a minimum of three credit hours in social science with a "C" or better 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. Students will participate in a series of diagnostic tests designed to inform them of the need for additional mathematics coursework. Six hours of clinical observation and analysis of the teaching of math are required. Prerequisites: MEE 7603, a minimum of three credit hours in math with a "C" or better 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 hours of clinical observation and analysis of the teaching of science are required. Prerequisites: MEE 7603, a minimum of three credit hours in science with a "C" or better 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. The three Practicum and student teaching

placements must be in different school settings. Prerequisites: 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. The three Practicum and student teaching placements must be in different school settings. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Prerequisites: Valid T.B. clearance and MEE 7996.

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. The three Practicum and student teaching placements must be in different school settings. A reflective set of learning activities, focusing on the theory and practice of reading is completed for Practicum III. Prerequisites: Valid T.B. clearance, MEE 7997, 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/Internship

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 placement.

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

Labor Relations and Collective Bargaining Procedures

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

MGT 7504 3 credits

Ethical Issues in Management

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

MGT 7591 3 credits

Leadership and Communication

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

MGT 7600 3 credits

Legal and Ethical Aspects of Organizations

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.

MGT 7667   3 credits

Diversity in the Workplace

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

MGT 7668   3 credits

Public Relations

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

MGT 7710   3 credits

Integrative Independent Study Project A

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 7800   3 credits

Strategy in Organizations

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 7900   3 credits

Topics in Management

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

MGT 8800   3 credits

Integrative Independent Study Project B

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.

MHR 6503   3 credits

Law, Regulation and the Workplace

This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human 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.

MHR 7505   3 credits

Compensation Administration: Issues and Practices

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

MHR 7506   3 credits

Training and Development

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

MHR 7508   3 credits

Design and Development of Human Systems

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

MHR 7800   3 credits

Seminar in Human Resource Management

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 7830   3 credits
Finance and Accounting for Managers
This course provides a summary of essential accounting and financial concepts as they impact upon the use of resources in an organization. The focus is on accounting reports, financial statements, ratio analysis, budgets, forecasting, and profit and cost relationships.

MHR 7900   3 credits
Special Topics in Human Resource Management
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.

MHS 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.

MHS 7001   3 credits
Sociology of 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.

MHS 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.

MHS 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.

MHS 7004   3 credits
Crisis Leadership
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.

MHS 7005   3 credits
Border and Transportation Security
This course will examine Homeland Security as it applies to border protection and security of critical infrastructures. Students will examine the prevention of and response to terrorist attacks within the context of border and transportation security. Issues will be examined from a pro-active, problem-solving perspective. Prerequisites: DIS 095

MHS 7006   3 credits
Topics in Intelligence
This course will investigate current topics relating to intelligence activities in the context of Homeland Security. The course will also address constitutional, statutory, regulatory, and public policy issues relating to intelligence activities, including both authorizations and limitations. Prerequisites: DIS 095

MHS 7007   3 credits
Strategic Planning in Homeland Security
Students will learn to customize and create icons, attributes, templates, palettes and chart properties that complement their investigations. Students will build their importing and

analytical skills while learning techniques for manipulating charts created with mass data. Emphasis will be placed on learning the analysis tools and how they can be used to examine chart focus and to find commonalities within and between charts. Students learn more about attributes and will be introduced to analysis attributes and how they can be used for analysis. Prerequisites: DIS 095

MHS 7008   3 credits
Bio-Terrorism
This course will explore biological weapons and agents, their methods of dissemination and exposure, as well as effects and treatments. Bioterrorism will be examined from an international and domestic perspective by identifying impending threats to the U.S. as well as countries or terrorist groups with the existing capability or possibility for the development of bio-agents and attacks. Federal and local preparedness will be addressed with an emphasis on identification of potential threats and expedient, efficient responses. Bio-attacks and war games will be explored with a focus on potential casualties and socioeconomic impact. Prerequisites: DIS 095

MHS 7020   3 credits
Capstone
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 needs identified by the agency. The student's project will have a practical application and benefit to the host organization. The capstone may be more of a creative project, such as an executive position paper, a documentary project or designing a new program based on quantitative or qualitative data from a variety of sources. Students may also complete a practicum/internship project that is an intensive mentored experience in the field of homeland security. Students are assigned an individual faculty member who will provide guidance throughout the process. Prerequisites: DIS 095. This course also requires approval from the MHS Program Coordinator.

MLL 6102   0 credit
E-Folio
This course provides access to the electronic portfolio required for all students who began their Master of Education in ESOL Literacy degree programs on or after September 1, 2010. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

MLL 7400   3 credits
Methods of Teaching English as a Second Language (Grades 6-12)
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)
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. Prerequisites: 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

MOL 6100   3 credits
Leadership Foundations
This course discusses various models of leadership applicable to organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. The course will also encompass research, theories, and models of communication in organizations as they relate to effective leadership. 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. This course also examines the maximization of communication effectiveness to overcome barriers to group formation and facilitation in the ultimate achievement of 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 6600   3 credits
Legal and Ethical Aspects of Organizations
This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, contracts, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways in which they are manifested in organizations as a basis for and stimulant of culture.

MOL 7100   3 credits
Performance Measurement and Control
This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results. An overview of state-of-the-art control tools is included in the learning experience.

MOL 7200   3 credits

Marketing and Event Management

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

MOL 7300   3 credits

Organizational Reality

This course focuses on the role of leaders in organizations as 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.

MOL 7400   3 credits

Organizational Development and Change

This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development, and implementation of intervention strategies and analysis of the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized. The course includes a personal reflection on the student's mission, values, goals, and world view.

MOL 7500   3 credits

High Performance Teams

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

MOL 8800   3 credits

Crafting the Future

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

MPA 6501   3 credits

Seminar in Public Administration

This course focuses on federal, state, and local administrative practices; principles of organization; policy formulation; and 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.

MPA 6503   3 credits

Administrative Law

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

MPA 7201   3 credits

State and Local Financial Management

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

MPA 7202   3 credits

Public Budgeting Systems

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

MPA 7400   3 credits

Public Personnel Administration

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

MPA 7401   3 credits

Government Contracting and Purchasing

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

MPA 7502   3 credits

Analysis of Public Policy

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

MPA 7900   3 credits

Special Topics in Public Administration

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

MRD 6101   3 credit

Causes of Reading Difficulties

This course provides the architecture for understanding why so many children experience difficulty learning to read. The course develops awareness in the candidate of the impact of physical, emotional, psychological, and neurological conditions that contribute to reading difficulties. There is a course requirement of 10 hours of participation in the reading clinic. 137

MRD 6102   0 credit

E-folio for Master of Education in Reading

This course provides access to the electronic portfolio required for all students who began their Master of Education in Reading degree programs on or after September 1, 2009. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

MRD 6202   3 credits

Foundations of Reading

Candidates will learn how the ability to construct meaning from language and the ability to decode are essential to becoming efficient readers. Topics include background and linguistic knowledge, syntax, semantics and phonology, concepts of print, phoneme awareness, knowledge of the alphabetic principle and letter knowledge, concept and word knowledge. There is a course requirement of 10 hours of participation in the reading clinic.

MRD 6203   3 credits

Brain-based Reading Instruction

This course will enable candidates to understand the connection between effective reading instruction and the memory, language, motor, visual and auditory centers in our brains. Candidates will employ research-based instructional strategies and capitalize on what we know about how our brains receive, store, and use information.

MRD 6204   3 credits

Phonemic Awareness and Auditory Processing

This course will enable candidates to understand the connection between effective reading instruction and the memory, language, motor, visual and auditory centers in our brains. Candidates will

employ research-based instructional strategies and capitalize on what we know about how our brains receive, store, and use information.

MRD 6205   3 credits

Literacy Skills for Early Childhood

The focus of this course is on literacy skills, ages birth to age eight. The course also familiarizes candidates with the characteristics of developmentally appropriate curricula, appropriate print and non-print instructional tools, and methodologies. Candidates will learn strategies for how to involve the home/family in promoting appropriate skill development and learning experiences for children at these ages. There is a course requirement of 10 hours of participation in the reading clinic.

MRD 6206   3 credits

Developmental Aspects of Reading Instruction

The focus of this course is on the "how and when" of reading instruction for children ages birth to age eight. Candidates will investigate the relationship of verbal and non-verbal language development relative to the social, emotional, psychomotor, and cognitive aspects of young children's learning. The candidate will learn current trends in teaching reading to young children, research on brain development, and theories of reading development.

MRD 6208   3 credits

Vocabulary and Comprehension Development for Middle School and High School

This course develops candidates' understanding of the relationship between vocabulary with multiple meaning, vocabulary specific to a particular content area, and the relationship of vocabulary to comprehension. Candidates will look at content-specific vocabulary words and develop appropriate content area lessons. They will design authentic activities for developing content-specific vocabulary words and comprehension of content-area texts. Candidates will explore all levels of comprehension within their discipline to show how their current instructional methodology aligns with students' ability to be successful in content-area reading. There is a course requirement of 10 hours of participation in the reading clinic. Pre-req: MRD 7805

MRD 6209   3 credits

Authentic and Differentiated Instruction for Reading

This course enables candidates to make connections between research that tells us that we learn most effectively when new information is presented in novel ways and is meaningful to the learner. Candidates will evaluate current instructional practices. They will reflect and develop authentic means of teaching reading through differentiated instruction. The course will help candidates develop their students' reading abilities; deepen their thinking, and their motivation to be lifelong readers. There is a course requirement of 10 hours of participation in the reading clinic.

MRD 7801 3 credits

Language Development

This course is a detailed study of the relationship 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. Strategies and skills for reading, spelling and writing instruction are demonstrated and applied. (*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 is 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. MRD candidates are required to model/demonstrate strategies in classrooms other than their own and conference with teachers. This course is used in conjunction with MED Instruction: Teacher of Reading, with emphasis on the candidate's classroom needs. 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. MRD candidates are

required to present their projects to other professionals. This course is used in conjunction with MED Instruction: Teacher of Reading, with emphasis on the candidate's classroom needs. Prerequisites: MRD 7801, 7802, 7803

MRD 7805 3 credits

Strategies and Materials for Teaching Reading in the Content Area

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. This course is used in conjunction with MED Instruction: Teacher of Reading, with emphasis on the candidate's classroom needs. 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. Prerequisites: MRD 7801

MRD 7902   **3 credits**
Diagnosis and Correction of Reading Difficulties II
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. The assessment and tutoring are conducted at on-site reading clinics. A grade of C is the minimum passing grade. 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 7903 (or MRD 7901 and MRD 7902)with a minimum grade of C (2.0)

MRD 7921   **3 credits**
Practicum in Content Area Reading
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, and MRD 7903 (or MRD 7901 and MRD 7902)

MRD 7950   **3 credits**
Seminar in Reading Research
Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom-based research is a major focus. This research may be required in conjunction with the reading clinic participants. MRD candidates will need to present a passing Praxis II 20300 score in order to receive their final grade for this course. An exit interview with an advisor or Program Coordinator is also required as a graduation checkpoint. Prerequisites: MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7705, MRD 7815 or the equivalent, and MRD 7903 or the equivalent, with a minimum grade of C.

MSE 6102   **0 credit**
E-Folio
This course provides access to the electronic portfolio required for all students who began their Master of Education in Elementary Special Education degree program on or after September 1, 2009. This is a non-credit course and does not meet as a regular class. Registration for the course requires an initial fee which provides students with instructions and access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because

documents, assignments, and artifacts from other courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

MSE 7400　　　　　　　　　　　　　　3 credits
The Gifted and Talented Child

This is the foundation course in gifted/talented education. It addresses the nature and nurture of giftedness and how those concepts have changed over time, the science and politics of intelligence and creativity, instructional models and practices, issues and challenges, and emerging trends in the education of the gifted. Students will explore topics such as inclusion, equity, cultural diversity, learning environments, socio-economic issues, identification and assessment, and decision making/problem solving related to the education of gifted and talented children.

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.

MSE 7402　　　　　　　　　　　　　　3 credits
Applied Behavior Analysis

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

MSE 7403　　　　　　　　　　　　　　3 credits
Diagnosis/Assessment/IEP Development for Exceptionalities

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

MSE 7404　　　　　　　　　　　　　　3 credits
Assistive Technology (MH, SED, LD)

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

MSE 7501　　　　　　　　　　　　　　3 credits
Introduction to Autism & Severe Disabilities

This course provides an introduction to issues related to the identification and assessment of students with autism spectrum disorder or severe disabilities. The concepts of inclusion and non-categoricial educational identification and teaching are emphasized. It also presents identification instruments, assessment systems and their relation to theoretical models about these disabilities, reviews the relationship between assessment and educational planning. A clinical component of observation and analysis of severe disabilities is included.

MSE 7502　　　　　　　　　　　　　　3 credits
Educating Pre-Schoolers with Special Needs

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.

MSE 7506　　　　　　　　　　　　　　3 credits
Functional Communication for Individuals with Autism & Severe Disabilities

In this course students will learn identification methods and teaching strategies for students with Autism and severe disabilities. The concepts of behavioral principles, curriculum development, teaching alternative skills, and use of functional communication are addressed. A clinical component of observation and analysis of Autism and severe disabilities is included. Also, students are expected to develop an instructional lesson to promote a functional skill and to expand student learning and use of functional skills across environments.

MSE 7990　　　　　　　　　　　　　　1 credit
Practicum in Special Education

MSE 7990 Practicum is a one-credit, supervised, structured, field-based, exploratory program that requires at least thirty-five (35) hours in an approved educational learning environment for individuals with exceptional learning needs (ELN). Fieldwork is supported by (21) hours of Practicum seminar sessions.

Seminars are held weekly or monthly by faculty of the Division of Education. The MSE 7990 Practicum is intended to help teacher preparation candidates in the MSE program analyze and reflect on learning, teaching, and the school environment in relation to both the Council for Exceptional (CEC) Professional Standards and the Delaware Professional Teaching Standards (DPTS). The "capstone" experience for this Practicum is teaching a lesson in a learning environment for individuals with exceptional learning needs. The MSE 7990 Practicum's activities begin the process of helping the teacher preparation candidate understand and achieve Division of Education Program Competencies. Practicum activities and expectations reflect the Division of Education Conceptual Framework and are standards-driven. This standards-based teacher preparation curriculum is linked directly to Delaware's Professional Teaching Standards, the Council for Exceptional Children Professional Standards, and the four Domains of Professional Practice. Prerequisites: MSE 7401, valid TB clearance

MSE 8101   3 credits
Severe Disabilities
Students learn identification methods and teaching strategies for students with severe and multiple disabilities, including: autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments, and multiple handicaps. The concepts of inclusion and non-categorical educational identification and teaching are emphasized. A clinical component of observation and analysis of severe disabilities is included.

MSE 8102   3 credits
Legislation and Implementation of Policy and Procedure
Pertinent legislation at federal and state levels is reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course includes interpretation of psychological and other special reports, preparation of the special education teacher for multidisciplinary team meetings (MDT's) and meetings with parents and other professionals to develop the individualized education program (IEP). Prerequisite: MSE 7403

MSE 8103   3 credits
Supervision and Evaluation of Special Education Programs
Students study the relationship of research in special education to program development, administration, supervision, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures are a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, relationship to other professionals, parent training, public relations, and budget. Prerequisites: MSE 7401, 7402, 7403, 7990, 8101, and 8102

MSE 8802   9 credits
Student Teaching/Internship in Special Education
Students participate in a clinical immersion which includes 60 full days of student teaching in a special education 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 give to placing students in schools/classrooms that reflect a special education setting and reflective of 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 Content tests 10352 and 10353, GPA of 3.0, 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 may be required. Prerequisites: MSE 7401, MSE 7402, MSE 7403, MSE 7990, 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 Content tests 10352 and 10353; and an approved application from the Office of Clinical Studies.

MSN 6500   3 credits
Leadership Roles in Advanced Nursing Practice
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. Prerequisites: MSN 6606

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 1-3 credits

Independent Study in Nursing

Students may earn one to three 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. Prerequisites: MSN 7310.

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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 providing care to the older and elderly adult using a life span approach. Health promotion and disease prevention is 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 for geriatric clients. 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. Prerequisites: MSN 6603, 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 7754   3 credits
Practicum: Post Master's Nursing Educator

This course serves as a practicum for the nurse educator student. The student will complete a minimum of 40 hours with a preceptor in selected areas of the art of teaching, curriculum planning, clinical/simulation laboratory supervision, and other aspects of the nursing educational process. Students work with an individual faculty advisor who will provide guidance.

MSN 7755   3 credits
Practicum: Post Master's Nursing Executive

This course serves as a practicum for the nurse executive student. The student will complete a minimum of 40 hours with a preceptor in the area of executive and managerial experiences that integrate the student's personal objectives within various leadership positions. Students will work with an individual faculty advisor who will provide guidance.

MSN 8101   3 credits
Certificate Adult 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 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

MSN 8102   3 credits
Certificate 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 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

MSN 8103   3 credits
Certificate 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 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

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. Prerequisites: 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. Prerequisites: MSN 6603, 7709, 7702

MSN 8201   3 credits

Certificate Adult 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, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

MSN 8202   3 credits

Certificate 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, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

MSN 8203   3 credits

Certificate 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, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester. Prerequisites: Approval of Program Coordinator

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. Prerequisites: 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. Prerequisites: 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. Prerequisites: 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. Prerequisites: MSN 6603, 7702, 7703, 7709, 8111, 8214

MSN 8301   3 credits

Certificate Adult 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 collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 166 clinical hours in the semester or the final cumulative amount of 500 hours. Prerequisites: Course needs approval of Program Coordinator

MSN 8302   3 credits

Certificate 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 collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 166 clinical hours in the semester or the final cumulative amount of 500 hours. Prerequisites: Course needs approval of Program Coordinator

MSN 8303 3 credits

Certificate 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 collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 166 clinical hours in the semester or the final cumulative amount of 500 hours. Prerequisites: Course needs approval of Program Coordinator

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. Prerequisites: 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. Prerequisites: MSN 6603, 7702, 7703, 7709, 8111, 8214, 8224

MSN 8343 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 will complete the process of building a professional portfolio started in practicum I. Prerequisites: MSN 6603, 7701, 7702, 7703, 8110, 8213, 8223, 8330

MSN 8344 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 will complete the process of building a professional portfolio started in practicum I. Prerequisites: MSN 6603, 7702, 7703, 7709, 8111, 8214, 8224, 8331

MSN 8400 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 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 1 credit

Independent Studies

Students register for this course 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 8502 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 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   **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 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   **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 8702   **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 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 7105   **3 credits**

Statistics for Research

This course provides a survey of statistical techniques to support doctoral research in business and the social sciences. Basic statistical concepts will be reviewed, and the student will be introduced to methods of organizing, interpreting, and presenting quantitative data. Students will gain an understanding of which statistical methods are appropriate for analyzing different research datasets, and how to develop proper statistical interpretations from those analyses. Topics include descriptive statistics, hypothesis testing, probability distributions, sampling and sampling distributions, testing for significance, multiple regression, and regression analysis.

RES 7106   **3 credits**

Disciplined Inquiry I

This course introduces students to the dissertation research process and helps them visualize ways to frame their research interests and develop related research questions. Students will learn about research methods, with a particular focus on qualitative methods. The course will investigate the design and use of qualitative research methods and develop an understanding of the strengths and weaknesses of the different research approaches. It builds skills in writing using APA format and skills in searching for, evaluating, and organizing academic literature with an emphasis on conducting and writing literature searches and analyzing and properly communicating research results.

RES 7107   **3 credits**

Disciplined Inquiry II

Following RES 7106, this course continues to acquaint students with the dissertation research process and to help them visualize ways to frame their research interests and develop related research questions. Students will learn about research methods, with a particular focus on quantitative methods. The course will investigate the design of quantitative research methods and develop an understanding of the strengths and weaknesses of the different research approaches. Working in small groups, they will conduct a survey research project. They will continue to build skills in writing using APA format. Students will become familiar with SPSS analytical software and properly communicating statistical results. Prerequisites: RES7105, RES7106

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. Prerequisites: RES7107

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.

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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M.S., University of Delaware
Ph.D., Widener University

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Assistant Vice President for Academic Affairs
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M.A.R., Harding University
M.S., Loyola College in Maryland
Ed.D., Argosy University

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    Assistant Vice President ....James D. Wilson, Jr., Ed.D.

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    Assistant Vice President and Registrar ....Erin J. DiMarco, M.S.

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    Assistant Vice President ....Peter A. Bailey, D.B.A.

    Assistant Vice President .... Eileen G. Donnelly, M.S.

Vice President and Chief Financial Officer... Heather A. O'Connell, M.S.

    Assistant Vice President/Controller ....David Lewis, M.B.A., C.P.A.

    Assistant Vice President, Student Administrative Services ....Erin J. DiMarco, M.S.

Vice President for Student Affairs ....LaVerne T. Harmon, Ed.D.

    Assistant Vice President .... Thomas B. Cupples, Ed.D.

    Assistant Vice President ....Tina Scott, Ed.D.

    Assistant Vice President/Chief Human Resources Officer.............................. P. Donald Hagermann, M.H.R.M., S.P.H.R.

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College of Health Professions .... Sheila M. Sharbaugh, Ph.D.

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Admissions, Director.. Christopher P. Ferguson, Ed.D.

Alumni Relations, Director.. Patricia L. Jennings

Alumni Services, Director.. Stefanie Whitby, M.Ed.

Annual Fund, Director.. Gloria R. Johnson, B.S.

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