

Graduate Course Catalog

2015-2016



Graduate Programs

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.

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 over 20,000 students of diverse backgrounds.

The program of day, evening, and weekend classes serves traditional high school graduates as well as non-traditional adult students in need of flexible scheduling. 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 in 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, Middletown, Dover Air Force Base, Dover, the William A. Carter Partnership Center in Georgetown, Rehoboth Beach Outreach Center, and Brandywine. In New Jersey, Wilmington University offers programs in Burlington County, Gloucester County, Cumberland County, and the Joint Base Education Center for McGuire AFB/Fort Dix/Lakehurst Naval Air Station. In Maryland, select Wilmington University degree programs are available at Cecil College's Elkton location.

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.

A Message from the President

As our mission statement affirms, Wilmington University strives to offer the opportunity for higher education to all who seek it and are willing to work hard for it. We are committed to excellence in our classrooms, whether they are traditional, face-to-face units or cohorts of online learners. Our faculty design and deliver the academic rigor upon which our relevant, career-oriented programs are built. We offer these programs at an affordable price and provide caring, individual attention to our students. The enthusiastic, personal involvement of our Board of Trustees sets the bar high for our administrators, faculty, staff, and alumni to follow suit. These efforts have created a University community which reaches far beyond the state of Delaware. We have a physical presence in the surrounding states of Maryland and New Jersey, and our online programs continue to expand rapidly.

Our students are provided with the solid academic foundations, practical skills, and "real world" opportunities necessary to advance as innovators in their professions and leaders in their communities. We encourage active participation in an education that requires effort, challenges critical thinking, provides solid career preparation, instills ethical values, and inspires a commitment to lifelong learning. We encourage you to take advantage of all that we have to offer. Please explore our website, register for an information session online or face-to-face, call our University Information Center, or stop by one of our locations. We hope you will find a place here where you can begin, continue, or enhance your education.

This is our mission, and we invite you to become a part of it.



Dr. Jack P. Varsalona
President



Accreditation

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

Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104
267.284.5000

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:

Brandywine

3509 Silverside Road 302.478.2491
Talley Building, Suite 100 FAX: 302.478.2609
Wilmington, DE 19810

Burlington County

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 x1551
Vineland, NJ 08360 FAX: 856.690.0008

Dover

3282 N. DuPont Highway 302.734.2594
Building A FAX: 302.734.2618
Dover, DE 19901

Dover Air Force Base

436 FSS/FSDE 302.674.8726
261 Chad Street FAX: 302.674.5034
Dover Air Force Base,
DE 19902-6639

Georgetown

21225 College Drive 302.856.5780
Carter Partnership Center FAX: 302.856.5787
Georgetown, DE 19947

Gloucester County

1400 Tanyard Road 856.464.5228
Sewell, NJ 08080 FAX: 856.468.7023

Joint Base McGuire-Dix-Lakehurst

Bldg. 3829 School Road
FCN, RM 302 609.723.2790
Joint Base MDL, NJ 08641 FAX: 609.723.4053

Middletown

651 N. Broad Street
Suite 306 302.378.0360
Middletown, DE 19709 FAX: 302.378.0367

New Castle Campus

Office of Admissions
320 N. DuPont Highway 302.356.4636
New Castle, DE 19720-6491 FAX: 302.328.5902

Rehoboth Beach Outreach Center

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

CONTENTS

Academic Information	1	College of Business	18
Academic Awards	1	Doctor of Business Administration	19
Academic Policies/Procedures	2	Master of Business Administration	21
Attendance	2	M.B.A.: Accounting	23
Graduate Grading System	4	M.B.A.: Environmental Sustainability	24
International Students	5	M.B.A.: Finance	24
Probation, Suspension and Academic Standing	5	M.B.A.: Health Care Administration	24
Registration	5	M.B.A.: Homeland Security	24
Alternative Methods for Earning Course Credit	6	M.B.A.: Management Information Systems	24
Graduation	7	M.B.A.: Marketing Management	25
Graduate Educational Values/Competencies	8	M.B.A.: Organizational Leadership	25
Privacy Policy	8	Certificates of Advanced Study	25
Student Code of Conduct	9	Certificate of Advanced Study	
Other Academic Information	10	in Environmental Sustainability	25
Financial Aid	11	Certificate of Advanced Study in Finance	25
Federally Funded Financial Aid for Graduate Students	11	Certificate of Advanced Study in	
Application Procedures for Financial Aid	11	Management Information Systems	25
Determination of Eligibility for Financial Aid	11	Accounting	26
Federally-Funded Financial Aid	11	Master of Science in Management	27
Refund and Withdrawal Policy for		M.S.M.: Health Care Administration	29
Students Receiving Federal Financial		M.S.M.: Homeland Security	29
Aid (Return of Title IV funds policy)	12	M.S.M.: Human Resource Management	29
Satisfactory Academic Progress for		M.S.M.: Management Information Systems	30
Financial Aid Recipients	12	M.S.M.: Marketing	30
Financial Aid Warning	13	M.S.M.: Military Leadership	30
Financial Aid Suspension	13	M.S.M.: Organizational Leadership	31
State of Delaware Support	13	M.S.M.: Public Administration	31
Wilmington University Scholarships	13	M.S.M.: Sports Management	31
The Graduate Admissions Process	14	Professional Certification Option	32
Program Admission	14	College of Education	33
International Student Admission	14	Ed.D: Educational Leadership and Innovation	36
Readmission	14	Ed.D: Higher Education Leadership and Innovation	38
Veteran Admission	15	Ed.D: Organizational Learning,	
University Policies Regarding Applicants		Leadership and Innovation	40
with Felony Convictions	15	M.A.T.: Secondary Teaching: Grades 7-12	42
University Policies Regarding Substance Abuse	15	M.Ed.: Applied Technology in Education	47
Student Services and Activities	16	Certificate of Advanced Study in Applied Technology in	
University Library	16	Education	49
Office of Student Affairs	16	M.Ed.: Career and Technical Education	49
Athletics	16	M.Ed.: Education Studies	51
Career Services	16	Concentration in Elementary Education (K-6)	52
Office of Student Life	16	Concentration in Secondary Education (7-12)	52
Disability Services	16	Concentration in Special Education (K-12)	53
Housing Assistance	17	M.Ed.: Elementary and Secondary School Counseling	54
Student Organizations	17	Certificate of Advanced Study Elementary	
Guest Speakers	17	and Secondary School Counseling	57
The Alumni Association	17	M.Ed.: Elementary Studies	58
		M.Ed.: ESOL Literacy	62
		M.Ed.: Instruction: Gifted and Talented	66
		M.Ed.: Instruction: Teacher of Reading	69
		M.Ed.: Instruction: Teaching and Learning	71
		M.Ed.: Reading	73
		M.Ed.: Reading/ESOL Literacy	77
		M.Ed.: School Leadership	79
		M.Ed.: Special Education	82

College of Health Professions.....	87	Course Descriptions.....	118
Doctor of Nursing Practice.....	88	Directory.....	189
M.S.N.: Nurse Practitioner: Family, Adult/Gerontology....	91	Board of Trustees.....	189
Concentration in Adult/Gerontology.....		Faculty.....	191
Concentration in Nurse Practitioner.....	93	Professor Emeritus.....	198
Post-M.S.N. Certificate Options.....	94	Adjunct Faculty.....	199
Post-M.S.N. Certificate Course of Study.....	94	Administration.....	206
M.S.N.: Nursing Leadership:			
Executive, Educator, or Legal Nurse Consultant.....	96		
Legal Nurse Consultant.....	97		
Dual Degree M.S.N. with M.S.M./H.C.A. or M.S.N.			
with M.B.A./H.C.A.	98		
Post-M.S.N. Nursing Leadership Certificate Options	98		
Executive Role	98		
Educator Role.....	99		
Legal Nurse Consultant.....	99		
College of Social and Behavioral Sciences	100		
M.S.: Administration of Human Services	101		
M.S.: Administration of Justice	103		
Course Requirements	104		
Concentration in Criminal Behavior	104		
Concentration in Homeland Security.....	104		
Concentration in Leadership and Administration.....	105		
Second Master Degree	105		
Second Degree in Administration of Justice.....	105		
Second Degree in Administration of Human Services.....	105		
M.S.: Clinical Mental Health Counseling	106		
M.S.: Homeland Security.....	108		
Course Requirements	109		
Information Assurance Concentration	109		
Military Leadership Concentration	109		
Organizational Leadership			
Safety and Security Concentration	110		
Post-master's Certificate in Homeland Security.....	110		
Post-master's Certificate in Child and Family Counseling.....	111		
Post-master's Certificate in Mental Health Counseling ...	111		
Technology	112		
M.S.: Information Systems Technologies.....	113		
M.S.-I.S.T. Program Requirements.....	114		
Concentration in Geographic Information			
Systems (GIS)	115		
Concentration in Information Assurance	115		
Concentration in Internet/Web Design.....	115		
Concentration in Management and			
Management Information Systems.....	115		
SCADA Cyber Security Certificate	117		

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 Business Administration

This award is given to a graduating student in the Doctor of Business Administration degree program who has a distinguished academic record, consistently demonstrated the highest standards of professional scholarship, made a significant contribution to a professional field, and demonstrated excellence in fulfilling the ideals of the D.B.A. program.

Doctor of Education

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

Doctor of Nursing Practice

This award is given to a graduating student in the Doctor of Nursing Practice degree program who has a distinguished academic record, consistently demonstrated the highest standards of professional scholarship, made a significant contribution to a professional field, and demonstrated excellence in fulfilling the ideals of the D.N.P. 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, exemplified the highest standards of graduate-level scholarship, and 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 or 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 or her field of expertise, academically or professionally.

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, consistently exemplified the highest standards of graduate-level scholarship, and made significant contributions in his or her respective fields.

Master of Science in Accounting

This award is given to a graduating Master of Science in Accounting student who has demonstrated sustained academic excellence as evidenced by cumulative grade point average. In addition to academic excellence, the student should have demonstrated significant contributions to the accounting profession through professional organizations or in professional practice.

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, exemplified the highest standards of graduate-level scholarship, and demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

Master of Science in Management

This award is given to a graduating Master of Science in Management 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 Management degree 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 Chair 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 Chair, 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 Chair.

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 Chair in whose program the course resides. This communication must occur within 60 days from the time the course grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Chair, 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 Chair.

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 Office of 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, the Assistant Vice President or the 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' and financial aid 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 online learning sessions. Students are expected to attend all in-class sessions and to participate in all online sessions as required by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Online Learning Courses

Attendance for an online learning course is defined as "logging onto the course" 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.

Unexcused Absence - Administratively Dropped

Students who are absent for the first two sessions of a course will be administratively dropped (removed) from the course roster. Being administratively dropped from a course may have unintended consequences on a student's financial aid and/or standing with the University. Students should also be familiar with the "First Semester Suspension" policy found under the heading: Probation, Suspension and Academic Standing.

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

(Ed.D, D.B.A. or D.N.P. courses)

Credit Hour Definition

Each course offered for University credit is assigned a specific credit hour value. A credit is a unit of measure that represents scheduled instruction which can be applied to the total number of hours needed for completing the requirements of a degree. For many courses at Wilmington University, 3 credit hours are granted for courses with 40 instructional hours, (45 for Legal Studies Courses) including the structured external assignment.

However, Wilmington University recognizes that learning can take place in environments outside the traditional classroom. To recognize this learning and to equate it with traditional classroom learning, guidelines have been developed for awarding such credit.

Each 3 credit course at Wilmington University has 35 hours of scheduled instruction, approximately 60-80 hours of expected independent learning activities, and a 5 hour structured external assignment.

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 Chair 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.

Grades/Academic Progress

Full-time Graduate Students

Nine credit hours per semester constitutes a full-time graduate course load. For international graduate students, Master of Science in Nursing students, Doctor of Education, Doctor of Business Administration, and Doctor of Nursing Practice 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 Chair. Students who are denied approval to take a course load in excess of 14 credits per semester may appeal in writing to the Office of Academic Affairs.

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.

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" and "FA" are used in computing the grade point average. Courses with grades of "F" and "FA" are counted in attempted credit hours and receive zero quality points.

"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.

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	
B	86-88	3.00	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-	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 did not complete a sufficient amount of work to earn a passing grade.
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. May be granted with approval of instructor. <i>If granted</i> , student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted.
IP		0.00	Course in Progress. This grade is specific to Practicums, Internships, and Senior Seminars.
AU		0.00	Audit. Does not yield credit.
W		0.00	Withdraw. No academic penalty.

Pass/Fail Option

Students may gain approval from their Program Chair to enroll in selected courses on a pass/fail basis. This option is limited to two courses, excluding 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).

International Students

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance into an academic program may be found on the following web page: <http://www.wilmu.edu/admission/international/index.aspx>

Probation, Suspension 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.

First Semester Suspension

If during the first semester at Wilmington University, a student receives two or more grades of “F” or “FA”, (earning zero quality points for the specific time period), the student will be automatically suspended from the University. Students will be notified in writing of this suspension.

A student under “First Semester Suspension” may seek reinstatement to the University by meeting the following criteria:

- One complete semester has passed
- A written appeal is submitted to the Academic Review Committee Chairperson
- Based upon the content of the student’s letter, the Academic Review Committee approves the appeal

Upon approval for reinstatement, the student’s status will be on academic probation.

Academic Probation and Suspension

The following leads to academic probation:

1. A cumulative GPA of less than 3.0
2. An “F” or “FA” 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 Chair 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.

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 annually in the student guide, as well as in the annual academic calendar. Copies are available at the Office of the Registrar, any site offices, or on the website, www.wilmu.edu. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

Adding/Dropping Courses

Course drop/add instructions and dates are listed in the student guide, the academic calendar, and on the 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. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any changes in course credit load.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the Student Guide and on the website. Course withdrawals may be completed online through WebCampus or with an official withdrawal form submitted at the Office of the Registrar or at any Wilmington University location. Students who choose to fax or mail withdrawal forms are responsible for calling

the appropriate office to confirm 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; this grade has no impact in GPA. Failure to withdraw before the withdrawal deadline results in a grade of "FA." An FA will have a negative impact on GPA.

In certain circumstances, students may have grounds to appeal for a withdrawal after the established deadline. Students who fall under this category and have documented circumstances that warrant further consideration must go through an appeals process. A committee will review the requests on a bi-monthly basis; the decision of this committee is final. The reasons for appeal review are as follows:

- Serious illness (physical or psychological) or injury to the student that precludes the student from completing the term
- Death of a member of the student's immediate family that prevents the student from completing the term
- Serious illness or injury to a member of the student's immediate family that requires the student to be the primary caregiver to the family member and prevents the student from completing the term
- Military orders that require reporting between the withdrawal deadline and the end of the term and prevent the student from completing the term.
- Employment situation that precludes a student from attending class (e.g. schedule change)

To submit an appeal, the student must submit a completed official withdrawal form (available on the Wilmington University Office of the Registrar website or at any Wilmington University location), a typed letter explaining the circumstances of the reason for appeal, and documentation from a medical professional (or copy of military orders) that support the request. Submission of documentation is not a guarantee of a specific outcome. Requests will only be considered if the withdrawal request is for all courses in a term.

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."

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 Methods for Earning Course Credit

Wilmington University grants academic credit for course completion in a number of ways beyond the traditional and virtual classroom setting. Credit may be granted through transfer credit, for work completed at another academic institution, or related work completed in the manners listed below. A brief description follows. Additional information may be found on the University website located at <http://www.wilmu.edu/academics/altcredit.aspx> or from an Academic Advisor or Site Director. Please see your program chair for additional information.

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 Chair 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.

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).

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 Chair 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 satisfactory/unsatisfactory basis. A maximum of six (6) credits may be earned through the independent study format and may be used towards residency credits.

Internships

Internships 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.

Prior Learning Assessment (PLA)

Prior learning, sometimes called “experiential learning” is knowledge obtained outside the typical university setting. The Council for Adult and Experiential Learning (CAEL) defines prior learning as the assessment and award of credit for learning and knowledge students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. Credit may be granted for verifiable learning gained through experience, but not for the experience itself.

A maximum of 6 credits may be earned through the Prior Learning Assessment format and may be used towards residency credits. PLA credits may have implications on

student financial aid, as such students are encouraged to coordinate with their student financial aid advisor to avoid any impacts on financial awards or eligibility.

NOTE: Unless otherwise indicated, PLA credit is applied to student transcripts as transfer credit.

Additional information on PLA can be found on the University web site: <http://www.wilmu.edu/coel/credit-for-pl.aspx> or by contacting your Academic Advisor.

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.

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

Appraise the needs of the audience and then speak in a clear and succinct manner.

Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

Written Communication

Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)

Exhibit competence in writing for specific purposes, diverse audiences, and genres.

Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.

Disciplined Inquiry

Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

Information Literacy

Using information in any format, research, evaluate, and ethically utilize information effectively and with appropriate attribution.

Ethics

Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the student's chosen profession.

Additional Program Competencies

Additional program competencies as prescribed by the academic college.

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

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 combined with practical applications:

- Lifelong Learning: Commitment to self-directedness, self-discipline and lifelong learning
- Multiculturalism: Sensitivity to diversity and respect for a pluralistic society
- Collaboration: Awareness of self in relationship to others and the benefits of working in teams
- Creativity: Appreciation of creative expression including the arts and humanities
- Citizenship: Commitment to responsible citizenship as a contributing, civil member of society
- Well Being: Commitment to the holistic health of an individual
- Civility: Commitment to a civil, supportive, and collegial campus environment and beyond.

Privacy Policy

Release of Student Information

In accordance with the Family Educational Rights and Privacy Act (FERPA), 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 45 days of the receipt of the request. Students do not have the right to inspect confidential letters and recommendations if the student has waived the right to inspect.

Right to seek amendments to records:

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

Right to consent to disclosure:

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

Exceptions to student rights regarding disclosure:

The University is authorized to disclose student information without consent in the following circumstances:

- Information designated as "directory information"
- Disclosure to school officials with legitimate educational interests
- Disclosure to an alleged victim of a crime of violence
- Disclosure to officials of another institution where student seeks to enroll
- Request from Comptroller General of US, Secretary, or state/local educational authorities
- Disclosure in connection with financial aid for which student has applied
- Disclosure to accrediting agencies

- To comply with judicial order or subpoena (reasonable attempt to notify must be made)
- Disclosure in connection with a health or safety emergency

Right to file a complaint:

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

Family Policy Compliance Office

US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Annual Notification to Students:

Wilmington University is required to notify students annually of their rights regarding privacy. Students are notified of their FERPA rights by publication in the university catalog and on the Wilmington University website. Additional information about FERPA can be found at the following web address: www.wilmu.edu/privacy/index.aspx.

STEM Programs of Study

Science, technology, engineering, and mathematics (STEM) expertise is necessary to sustain American competitiveness in the global economy. Technological innovation has been and will continue to be a primary driver of U.S. economic growth. Employment in STEM occupations is projected to expand faster than employment in non-STEM occupations (Lockard and Wolf 2012). In fact, the National Center for Science and Engineering projects that between 2010 and 2020, 2.6 million jobs will require an advanced degree. In addition, employees in STEM occupations typically have higher average salaries and lower unemployment rates, a pattern that has persisted even during the recent economic recession (U.S. Department of Commerce 2011).

In order to help meet the need for education in STEM areas, Wilmington University offers the following programs of study:

Graduate Programs

Applied Technology in Education

Information Systems Technologies

- Geographic Information Systems (GIS)
- Information Assurance
- Internet/Web Design
- Management and Management Information Systems

Graduate Certificates

Game-Based Learning

SCADA Cyber Security

Note: All programs relate to the 2012 STEM designated degree program list (DHS.gov)

Student Code of 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. A copy of the Student Handbook may be found on the University's website: www.wilmu.edu/studentlife/handbook/.

Academic Integrity

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; use the words, phrases, or ideas of another without proper citation; cheat or attempt to cheat on an assignment or examination; or to aid, assist, or allow another to commit an act of academic dishonesty. Acts of academic dishonesty are serious offenses.

When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgment. Additional information may be found on the University website located at: <https://www.wilmu.edu/studentaffairs/academic-integrity.aspx>

Safe Assign

Safe Assign is offered through Blackboard Learning System and is designed to aid in educating students about academic integrity, plagiarism and the proper citation of any borrowed content. Safe Assign is a proactive tool for students and faculty to use together to review student work and to allow for students to have an opportunity to assess their efforts prior to submitting an assignment. Faculty may also use Safe Assign as a tool to affirm the originality of assignments. Additional information related to University policy may be found on the University website: <https://www.wilmu.edu/studentaffairs/academic-integrity.aspx>

Other Academic Information

Intellectual Property Policy and Students

By enrolling in the University, the student gives the University a nonexclusive, royalty-free license to mark on, modify, and retain the student's Intellectual Property (work) as may be required for course completion. The University will not have the right to use the Intellectual Property (work) in any other manner without the written consent of the student. Additional information is located in the Office of Academic Affairs.

Photo Identification Policy

In order to protect student privacy, students should be prepared to furnish photo identification to complete transactions where private student information is exchanged or where changes are made to a student's academic record. This policy applies to all Wilmington University locations. Examples of photo ID include:

- Wilmington University ID Card
- Driver's License
- State-issued identification card
- Passport
- Resident alien card

Examples of transactions where photo IDs are required:

- Registering for, adding, dropping, or withdrawing from courses
- Academic Advising
- Financial Aid
- Transcript or diploma pick-up

Confirming identity is a way to ensure the integrity of student records and the privacy of students.

When students visit campus to complete a transaction where private student information will be exchanged, staff members should ask for photo ID. If photo ID cannot be furnished and identity cannot be confirmed, no private information should be exchanged. In cases where a student has given permission via a FERPA form to release information about their academic record, the ID must match the name of the approved persons.

University and Academic Calendar Year

The academic year is divided into three semesters, six accelerated sessions (blocks), and weekend modules.

The calendar can be found on the University website located at: www.wilmu.edu/registrar/calendar.aspx

Web Enhanced Courses

All courses at Wilmington University are web-enhanced utilizing a course learning system called Blackboard. Students should therefore expect to utilize the Blackboard Learning System throughout their course of study at Wilmington University which requires having access to a computer and the internet. A limited number of open computers are available at university locations. Should this be a particular challenge, students should contact their academic advisor or site director

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.

FINANCIAL AID

Federally Funded Financial Aid for Graduate Students

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.

Application Procedures for Financial Aid

1. Wilmington University requires all financial applicants to complete the Free Application for Federal Student Aid (FAFSA) each academic year and strongly urges all students to do so on-line at www.fafsa.gov. If not already done, students must request a FSA ID as the first step in completing the FAFSA on-line. When accessing the FAFSA web site, students who do not have a FSA ID 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 be fully admitted into an eligible degree program and 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 Financial Aid office listing the types and amounts of aid offered to them.
4. Students who are offered and who accept student loans for the first time at Wilmington University must complete a Master Promissory Note (MPN). Students who have received or who are currently receiving a student loan at Wilmington University do not have to do this, as the MPN is good for 10 years. Applicants will be notified by the direct loan servicer concerning the loan approval and terms.
5. In order to be eligible for aid, applicants must be fully admitted into a degree program. In order to actually receive aid, student must begin attending classes for the semester, and must maintain an enrollment of a minimum of five credits per semester in courses that apply to the degree program.

Determination of Eligibility for Financial Aid

In order to be eligible for loans, state grants and scholarships, and institutional scholarships, students must submit the 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 an eligible degree program, as no funds can be awarded until the applicant has been officially accepted to the University. Currently, only the following Certificate Programs are eligible for Federal Student Aid funding: Child and Family Counseling, Homeland Security, Mental Health Counseling, Nurse Practitioner, Family, Adult/Gerontology Nurse Practitioner, Legal Nurse Consultant, Educator Nurse, Executive Nurse.

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 Work-Study Program (FWS).
- 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.
- Direct Graduate PLUS Loan - Graduate or professional students are now eligible to borrow under the credit based PLUS Loan program. Students may borrow amounts 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.

Refund and Withdrawal Policy for Students Receiving Federal Financial Aid (Return of Title IV funds policy)

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. Note: students do not need to withdraw from all courses during a term or payment period to require a Return of Title IV calculation.

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:

- Direct Stafford Unsubsidized Loans (other than PLUS loans)
- Direct PLUS Loans
- Other assistance under this Title for which a Return of Title IV Funds is required (e.g., TEACH)

Satisfactory Academic Progress for Financial Aid Recipients

Wilmington University's Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients is comprised of two components: a qualitative and a quantitative component. The qualitative component is measured by the student's GPA, whereas the quantitative component is measured by the successful completion of credits. Both components are described in detail below.

Graduate students must maintain a minimum cumulative GPA of 3.0. GPA review occurs at the end of every semester. Students who do not meet the required minimum will be placed on financial aid warning and must sign a Financial Aid Warning Letter, which indicates students are aware they are not making satisfactory academic progress on cumulative GPA, understand that they are on financial aid warning and understand the consequence of not improving their GPA. Graduate students who do not attain the required 3.0 minimum cumulative GPA by the end of the next term of attendance will immediately become ineligible for financial aid.

In addition to GPA standards, students must maintain a minimum 67% pace of completion. This also includes all withdraws and repeated classes; each one counts once. (Example: ENG 121 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 67% of the credits attempted. Successful completion is defined as earning an "A", "B", "C", or "D" in a course.

Pace of completion review occurs at the end of every semester. Students who do not meet the minimum pace of completion are placed on financial aid SAP Warning and are given one semester to improve his/her pace of completion. In addition, the student must sign a SAP Warning Letter, which students acknowledges that they are not making satisfactory academic progress based on pace of completion, understand that they are on SAP warning and understand the consequences of not improving their pace of completion.

In addition to pace of completion standards, students are restricted to the maximum number of credits for which they can receive financial aid. All students are expected to complete degree requirements within 150% of the number of credits required by the program. For example, if a graduate program requires 36 credits, students must complete it within 54 credits (36 x 150% = 54).

Financial Aid Warning

A student will be placed on financial aid SAP warning for one semester if he or she fails to meet the GPA and/or overall pace of completion standards. While on warning the student may still receive federal financial aid. To be removed from SAP Warning the student must meet the required cumulative GPA and pace of completion standards by the end of the warning semester. Otherwise, students will be placed on Financial aid Suspension and lose eligibility for federal aid at the end of the warning semester if they have not come back up to both GPA and pace of completion standards.”

Financial Aid Suspension

While on suspension, students are not eligible for most financial aid programs (the exceptions include private loan programs and non-federal outside assistance that do not require Satisfactory Academic Progress). Students may attend the University, without the benefit of federal aid assistance, until they attain the minimum cumulative GPA and pace of completion required. To regain financial aid eligibility the student’s record must reflect that he or she has met these requirements or complete a Financial Aid Appeal Form and return it to the Financial Aid office. If the appeal is approved, the student will be placed on Financial Aid SAP Probation for one semester. Some students on Financial Aid SAP Probation will also be given an Academic Plan if it is determined that it will take more than one semester of attendance for them to regain satisfactory academic progress. Students may once again receive federal aid assistance while on Financial Aid SAP Probation.

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.

Wilmington University 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.

THE GRADUATE ADMISSIONS PROCESS

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 admission, file completion and graduation. The admissions process includes document collection and the completion of the criteria necessary for approval to pursue a specific graduate-level degree. File completion requires the successful completion of the admissions process. 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 visit online at www.wilmu.edu or call or write the site of attendance.

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 three admissions/enrollment statuses for graduate students at Wilmington University: 1) Conditional Acceptance; 2) Full Acceptance; 3) File Complete. 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 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, an interview/program planning conference is required for most graduate programs. When the interview is 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. The student's participation in meeting these requirements is essential in the ability to petition to graduate. All documents must be submitted in order for a student's degree to be conferred.

International Student Admission

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance into an academic program may be found on the following web page: <http://www.wilmu.edu/admission/international/index.aspx>

Readmission

A student who discontinues study in any program for 12 months or more is required to reapply and pay a new application fee. The student must meet all of the admission and program requirements in effect on the date of readmission. A student will not be able to register until the readmission process is completed.

Re-entry

A Wilmington University graduate who has returned to take course work in a graduate-level degree program is classified as a re-entry student. The student must submit an updated graduate application and application fee which can be completed on the website or by visiting any location.

Veteran Admission

Veterans are required to follow all of the standard admission procedures. In addition, veterans must contact the Student Financial Services Office and file the necessary paperwork to establish qualifications for benefits.

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 student must complete a background check and submit all requested supporting documentation before the application packet is reviewed by a committee. The process can take 6-8 weeks to complete.

University Policies Regarding Substance Abuse

Wilmington University policies regarding substance abuse are detailed in the Wilmington University Student Handbook that is distributed to all students and on the Wilmington University web site at www.wilmu.edu.

STUDENT SERVICES AND ACTIVITIES

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 assist with research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Distance Programs or at Dover Air Force Base, Dover, Georgetown and New Jersey sites may request books-by-mail at no charge from the main campus site in New Castle by completing the online request form or by calling our toll-free phone line.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 192,000 print volumes as well as more than 32,000 e-books and over 52,000 e-journals. The library features state-of-the-art technologies with resources accessible through the Internet, including online catalog, e-books, and a digital library providing access to reference materials and thousands of full-text journal articles.

There are library resource rooms available for students in Dover and at the Wilson Graduate Center. The library resource rooms provide Internet access to the Delaware Library Catalog, 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, all students may request 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 your 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 LibGuides 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.

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.

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.

Career Services

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

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. For more information on upcoming events, go to www.wilmu.edu/studentlife.

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 Disability Services.

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.

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, which may result in disruption of peaceful procedures or the destruction of property. For further information, contact the Office of Student Affairs.

The Alumni Association

The Wilmington University Alumni Association was founded with the first graduating class of 198 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. In order to connect better with our alumni, Chapters have been formed in certain geographical locations as well as on behalf of particular university affinity groups. A Chapter Chair is appointed to lead the group in efforts of alumni recruitment and university engagement. The Chapters are also 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

Accounting

Environmental Sustainability

Finance

Health Care Administration

Homeland Security

Management Information Systems

Marketing Management

Organizational Leadership

Master of Science

Accounting

Master of Science in Management

Health Care Administration

Homeland Security

Human Resource Management

Management Information Systems

Marketing

Military Leadership

Organizational Leadership

Public Administration

Sports Management

Certificates

Advanced Study in Environmental Sustainability

Advanced Study in Finance

Advanced Study in

Management Information Systems

College of Business Vision

Wilmington University's College of Business will offer highly respected programs that provide opportunity to all lifelong learners in business practices through a professional faculty, relevant curriculum and individual student support.

Mission Integration Statement

Wilmington University's College of Business is committed to excellence in teaching by providing business students with practitioner-based faculty who focus on individual guidance and support with professionalism, respect, and integrity for all. The curriculum is based on fundamentals and emerging business practices recognizing the link between community needs and educational instruction. The College of Business remains nimble and current by developing and maintaining strong bonds with both alumni and the business community. Upon graduation, students will have confidently demonstrated the knowledge, skills and ability to solve problems, make meaningful contributions to the workforce, and to serve both their organization and the community at large.

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, M.S.M. and Master of Science in Accounting students who rank in the upper 20 percent 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 Chairs 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 and requirements.

For consideration and admission to the Doctor of Business Administration program, applicants should submit:

1. A graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Official transcripts from all postsecondary schools attended. The transcripts must be from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's and master's degree. Send official transcript(s) directly from the identified college or university to the Wilmington University Graduate Admissions Office or have official transcripts sent electronically from the institution to gradadmissions@wilmu.edu.
3. A current resume.
4. 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.
5. 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.

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 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.

4. Significant work experience: applicants need to have experience in a management or leadership position, or as an educator in a classroom setting and have the support of their organization.

5. Students will be asked to verify that they have a level of technology literacy adequate to successfully pursue the DBA.

The items listed above are minimum requirements for applying. Please note that meeting these minimum requirements does not guarantee admission into the program.

Program Purpose

The Doctor of Business Administration degree program (DBA) is designed to facilitate the continuing development of professionals as senior managers or 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. Formulate an understanding of the issues facing business leaders in a contemporary global environment and develop strategies to effectively address those issues.

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 2½ 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 are required to have achieved a “B-” or higher in all doctoral classes.

Format

The DBA Program is offered in two formats: the Hybrid Weeknight and Online. Cohort placement and specific start dates are dependent on preferred format. Students who start the program are expected to stay in the format that they were accepted into. Any exceptions may be discussed with the Director.

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. In addition, the student is required to form a dissertation committee and gain approval for a concept paper describing the purpose and approach envisioned for dissertation research. After completing these requirements, the student will advance to doctoral candidacy.

Dissertation or Research Project

The DBA dissertation (traditional five chapter or Critical Evaluation Recommendation paper) or culminating research project requires a minimum of 9 semester credit hours for completion. 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, 11 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)

DBA	7100	Organizational Strategy and Policy
LDR	7000	Experiential Learning: Leadership Issues
LDR	7100	Managing Innovation and Change
RES	7105	Statistics for Research
RES	7106	Disciplined Inquiry I
RES	7107	Disciplined Inquiry II
RES	7111	Research Design

Program Core Courses

(24 credits)

DBA	7310	Executive Decision Making
DBA	7400	Advanced Seminar in Managerial Finance and Accounting
DBA	7510	Business Intelligence
DBA	7600	Ethics in Business and Management
DBA	7800	Global Management Models
DBA	8000	Seminar on Research in Management

Two of the following four courses:

DBA	7200	Advanced Organizational Behavior
DBA	7700	Advanced Marketing Management
EDD	7303	Policy and Planning in Higher Education
EDD	7304	Planning, Budgeting, and the Higher Education Finance Process

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 and/or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. Applicants whose native language is not English or who have not graduated from an institution where English is the language of instruction, see page 11 for international student admission requirements.
3. A program planning conference meeting with a program chair to discuss admission, candidacy, and program requirements is highly recommended.
4. It is recommended that students also request official copies of their undergraduate transcripts at the time of their application submission.

MBA applicants should review the sections on Admission and Advancement to Degree Candidacy below.

All required application, transcripts, and candidacy documents should be sent to the Office of Graduate Admissions.

Program Purpose

The Master of Business Administration program is designed to prepare students for management and leadership positions in all types of business enterprises including health care organizations, financial institutions, and 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. Embedded in the MBA program is an appreciation for the role of business in a pluralistic society and the international community.

Program Competencies

In addition to the university graduate school graduation competencies, the following competencies apply to the MBA program:

1. Use financial management, economic principles, and modern marketing techniques to ensure the efficient operation and strong fiscal future of the organization.
2. Prepare a strategic plan that will critically examine the organization's internal and external environments and select creative, feasible business alternatives.

Program Design

The philosophy of the Wilmington University MBA program is closely aligned with its instructional format. The program is organized through a series of coordinated accelerated seven-week courses and is scheduled to accommodate the needs of students who maintain full-time employment while pursuing their degree. While some course sequencing is necessary, the program is designed to permit students to complete degree requirements at their own pace. Classes are offered at the Wilson Graduate Center and are scheduled on weeknights and Saturdays. Classes are also offered at multiple satellite campuses and are scheduled primarily on weeknights. Many of the MBA courses and concentrations are available fully online.

Over the 2015-16 academic year the MBA program will transition the majority of in-class sections to seven 3-hour face-to-face weekly classes complemented by required online instructional activities.

MBA Admission and Candidacy Requirements

The MBA program requires the following undergraduate coursework:

Mathematics. Three credits in undergraduate mathematics with a grade of "C" or better at the level of college algebra, college mathematics, statistics or higher (equivalent to Wilmington University MAT 110 or higher or a passing grade on the CLEP college algebra examination).

Economics. Three credits in undergraduate economics with a grade of "C" or better (equivalent to Wilmington University ECO 105 or a passing grade on the CLEP microeconomics or macroeconomics examination).

Accounting. Six credits of undergraduate Accounting I and II with a grade of "C" or better in both courses (equivalent to Wilmington University BAC 101 and 102). Students may complete MBA 5850, Financial Accounting for MBAs, to meet this requirement.

Finance. Three credits of undergraduate finance with a grade of "C" or better (equivalent to Wilmington University FIN 305). Students may complete MHR 7830, Finance and Accounting for Managers, to meet this requirement.

Students who need to fulfill any of the prerequisite undergraduate course requirements may enroll in specially designed graduate courses or appropriate undergraduate courses that carry no credit toward the MBA degree.

Incoming MBA students are expected to have a basic proficiency in spreadsheet software applications and writing skills at a level necessary for success in graduate coursework. Applicants are encouraged to discuss potential shortcomings in these areas and corrective solutions during their program planning conference.

Registration

It is highly recommended that students take MBA 6000 as the first course in the MBA program.

Prior to registering for the second MBA course students should:

1. Submit official transcript(s) 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.
2. Meet with a program chair for a program planning conference if not completed earlier. Official transcript(s) should be on file prior to the conference. Students may bring unofficial transcripts to this meeting if official transcript(s) are not yet on file.

Advancement to Degree Candidacy

Students who have met the MBA admission requirements are advanced to degree candidacy after completing four courses with a minimum GPA. of 3.0, provided they have met the following requirements:

1. Official undergraduate transcript(s) are on file with the graduate admissions office.
2. Successfully completed MBA 6000 as one of the first four courses in the program.
3. Fulfilled all of the undergraduate pre-requisite coursework listed in the section above.

Students who have not completed all of the above requirements prior to completing 12 graduate credits will not advance to candidacy status. Students who do not meet the candidacy requirement will be unable to register for additional classes until they meet with a program chair and agree on a plan of action ensuring student's successful completion of the MBA candidacy requirements.

The Wilmington University MBA Program

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 divided into a 7 course common core and a 5 course concentration. The MBA core is required of all students and provides an in-depth and integrated exposure to the fields of economics, finance, accounting, management, leadership, quantitative methods, and business strategy.

The MBA Common Core:

MBA	6000	Organizational Behavior and Ethical Leadership
MBA	6100	Managerial Accounting
MBA	6300	Quantitative Business Analysis
MBA	6400	Economic and Financial Environment of Business
MBA	7200	Financial Management
MBA	7600	Global Marketing Management
MBA	8800	Business Strategy

MBA Without a Concentration

In addition to the MBA core, students complete the following courses:

MBA	7592	Global Enterprise Development
MGT	6503	Leadership Development and Change Management

One of the following three courses:

IST	7060	Project and Change Management
MBA	7301	Business Support Systems
MBA	7302	Project Management
2 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.

The MBA without a concentration is the only MBA option with open electives.

*Graduate-level courses taken to meet program admission pre-requisites are not applied towards the 36 credit-hour requirement for MBA degree completion.

MBA Concentrations

In addition to the traditional MBA program above, students may elect to concentrate in a particular area of study. The following concentrations are offered:

- Accounting*
- Environmental Sustainability
- Finance
- Health Care Administration
- Homeland Security
- Management Information Systems
- Marketing Management
- Organizational Leadership

Each of the above MBA program concentrations* require 12 3-credit graduate courses consisting of the MBA core and the specific concentration curriculum.

*The MBA with a concentration in Accounting requires a six course, 18-credit hour common core. Advanced Managerial Accounting MAC 7200 is taken within the Accounting concentration. MBA 6100 is not included in the MBA Accounting curriculum.

MBA WITH A CONCENTRATION IN ACCOUNTING

In addition to the MBA admission and candidacy requirements listed above, the MBA Accounting concentration has the prerequisite completion of undergraduate Intermediate Accounting I and II with grades of "C" or better. The Wilmington University equivalent of these courses is BAC 201 and 202.

To fulfill the requirements for the MBA with a concentration in Accounting, students must complete an 18-credit hour Business Management core and an 18-credit hour concentration in Accounting. The 6 courses listed below along with a 6 course MBA core are required for completion of an MBA with a concentration in Accounting.

MAC	7100	Financial Accounting Theory, Policy, and Research
MAC	7200	Advanced Managerial Accounting
MAC	7300	Issues in Auditing and Assurance Services
MAC	7400	Fraud Prevention and Forensic Accounting
MAC	7500	Federal Taxation, Policy and Research
MAC	7600	International Accounting and Taxation

MBA Core 18 credits

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

MBA WITH A CONCENTRATION IN ENVIRONMENTAL SUSTAINABILITY

This concentration has two additional program competencies of 1) demonstrating knowledge of how to strategically align the needs of businesses with environmental needs in order to promote ecological sustainability and 2) utilizing management skills necessary to meet the complex technological and ethical issues relating to environmental issues both at the domestic and global level. The 5 courses listed below along with the 7 course MBA core are required for completion of the MBA with a concentration in Environmental Sustainability.

MBA	7802	Economic and Financial Analysis of Environmental Issues
MBA	7803	Management Using Sustainable Green Technologies
MBA	7804	Environmental Regulations and Ethical Issues
MBA	7805	Strategic Planning for Sustainable Organizations
MBA	7810	Principles of Environmental Sustainability

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN FINANCE

This concentration has an additional program competency of exercising decision making skills in the area of financial management to meet business strategy. Five of the courses listed below in addition to the 7 course MBA core are required for completion of an MBA with a concentration in Finance.

Select five of the following six courses:

MBA	7292	Investments
MBA	7293	Portfolio Theory
MBA	7294	Advanced Financial Analysis*
MBA	7295	Corporate Taxation
MBA	7296	International Finance
MBA	7800	Topics in Finance - Derivatives

MBA Core 21 credits

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

*MBA 7294 ideally scheduled immediately following MBA 7200.

MBA WITH A CONCENTRATION IN HEALTH CARE ADMINISTRATION

This concentration has two additional program competencies of 1) analysis of decision making as it relates to Healthcare Administration and 2) to demonstrate knowledge of health policy, insurance and reimbursement. Five of the courses listed

below in addition to the 7 course MBA core are required for completion of the MBA with a concentration in Health Care Administration.

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 Core 21 credits

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. This concentration has two additional program competencies of 1) demonstrating knowledge in the area of risk assessment and homeland security management and 2) determining future strategies for meeting security challenges in organizations. The 5 courses listed below in addition to the 7 course MBA core are required for completion of the MBA with a concentration in Homeland Security.

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

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

This concentration has two additional program competencies of 1) demonstrating decision making IT strategies in the areas of analysis, modeling and design and 2) knowledge of available communication and networking in order to meet IT strategies within the organization. The 5 courses listed below in addition to the 7 course MBA core are required for completion of an MBA with a 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

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN MARKETING MANAGEMENT

This concentration has two additional program competencies of 1) demonstrating knowledge of management issues affecting marketing in global environments confronting U.S. organizations today and 2) formulating business strategies in order to meet sales, marketing and customer service needs. Five of the courses listed below in addition to the 7 course MBA core are required for completion of the MBA with a concentration in Marketing Management.

MBA 7603 Market Research and Consumer Behavior
MBA 7606 Business-to-Business and
Business-to-Government Marketing
MBA 7608 Integrated Marketing Communications

Two of the following three courses:

MBA 7592 Global Enterprise Development
MBA 7604 New Business Ventures
MBA 7610 Salesmanship and Sales Force Management

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN ORGANIZATIONAL LEADERSHIP

This concentration has two additional program competencies of 1) evaluating the need for using teams with respect to organizational effectiveness and 2) knowledge of theories and principles of change management as it relates to leadership. While some course sequencing is necessary, the program is designed to permit students to complete degree requirements at their own pace. Five of the courses listed below in addition to the 7 course MBA core are required for completion of an MBA with a concentration in Organizational Leadership.

MOL 6100 Leadership Foundations
MOL 6200 Group Process and Facilitation Skills
MOL 6400 Leadership and People
MOL 7500 High Performance Teams

One of the following five courses:

HCA 7740 Legal Aspects of Health Care
MHR 6503 Law, Regulation and the Workplace
MHS 7002 Legal Aspects and Policy of Homeland Security
MOL 6600 Legal and Ethical Aspects of Organizations

MPA 6503 Administrative Law

MBA Core 21 credits

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

CERTIFICATES OF ADVANCED STUDY

The College of Business offers certificates of advanced study in Environmental Sustainability, Finance, and Management Information Systems. All students interested in completing a certificate of advanced study must:

1. Submit a graduate admissions application along with the non-refundable application fee
2. Submit official transcript(s) documenting completion of an accredited bachelor's degree

Certificate of Advanced Study in Environmental Sustainability

Students who wish to receive a Certificate of Advanced Study in Environmental Sustainability must complete the five courses listed in the Concentration in Environmental Sustainability above. When students are enrolled in their last course for completion of the certificate program, the student must complete the Graduate Certificate Program Form and submit to the Office of the Registrar. This form is available from the Registrar's website.

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. When students are enrolled in their last course for completion of the certificate program, the student must complete the Graduate Certificate Program Form and submit to the Office of the Registrar. This form is available from the Registrar's website.

Certificate of Advanced Study in Management Information Systems

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. When students are enrolled in their last course for completion of the certificate program, the student must complete the Graduate Certificate Program Form and submit to the Office of the Registrar. This form is available from the Registrar's website.

ACCOUNTING

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 Accounting program, applicants must hold a Bachelor’s degree or higher from a regionally accredited post-secondary institution and satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. 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.
3. A program planning conference meeting with a program director or chair to discuss admission, candidacy, and program requirements is highly recommended.

All required application and candidacy documents should be sent to the Office of Graduate Admissions

Program Purpose

The M.S. in Accounting is designed to meet the growing need for credentialed accountants and financial managers and to respond to new Certified Public Accountant (CPA) licensure requirements in the State of Delaware.

Wilmington University recognizes that not all accounting students aim for CPA licensure. The M.S. in Accounting also provides the foundation for students who are interested in both the Certified Management Accountant Exam (CMA) and the Certified Fraud Examination Exam (CFE).

Program Competencies

In addition to satisfying the University’s graduate graduation competencies, students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. Apply appropriate, relevant and reliable measurement results using applicable standards for objective disclosure and reporting.
2. Analyze risk to identify and manage audit and business risks.
3. Use technology assisted tools to assess and control risk and document work performed.

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. Various classes in the program are offered at the Wilson Graduate Center on weeknights, Dover on weeknights, Dover Air Force Base on weekends, and Georgetown on weeknights. At this time, all MAC courses are only offered at the Wilson Graduate Center.

Program Requirements

The MS 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 ten 3 (three) credit hour courses. The eight core courses (24 credit hours) provide an in-depth exposure to core accounting theory and practice that are applicable to a wide range of situations and organizations. In this concentration, students also select two elective courses to compliment the core requirements. These students may select any graduate level business course as long as the prerequisite requirements are met.

Registration

All required courses in the Master of Science in Accounting program have undergraduate or graduate accounting prerequisites. Please consult with your program chair if you have questions about these prerequisites. Elective courses from the Master of Science in Management or MBA programs may be taken until the prerequisites have been met. Some MBA courses have prerequisites.

Prior to registering for your second Master of Science in Accounting course students should:

1. Meet with a program director or chair for a program planning conference. Please have a transcript (unofficial transcript is acceptable) available for the conference.
2. Submit 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.

Advancement to Degree Candidacy

Students in the Master of Science in Accounting program are advanced to degree candidacy after completing four courses with a minimum GPA. of 3.0, provided they have:

1. Submitted an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts from all institutions attended should be submitted.
2. Successfully completed undergraduate courses in Intermediate Accounting I and Intermediate Accounting II.
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.

Students not completing any of these items will not be permitted to continue their Master of Science in Accounting studies until the deficiency or deficiencies have been corrected.

M.S. Accounting Program Course Requirements

Ten courses are required for program completion; the eight 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.

MAC	7100	Financial Accounting Theory and Policy and Research
MAC	7200	Advanced Managerial Accounting
MAC	7300	Issues in Auditing and Assurance Services
MAC	7400	Fraud Prevention and Forensic Accounting
MAC	7500	Federal Taxation, Policy and Research
MAC	7600	International Accounting and Taxation
MBA	7200	Financial Management
MBA	7294	Advanced Financial Analysis
2 Electives		

MANAGEMENT

MASTER OF SCIENCE IN MANAGEMENT

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 (M.S.M.) program, applicants must hold a Bachelor's degree or higher from a regionally accredited post-secondary institution and satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. 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.
3. A program planning conference meeting with a program director or chair to discuss admission, candidacy, and program requirements is highly recommended.

M.S.M. applicants should review the section Advancement to Degree Candidacy below.

All required application and candidacy documents 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 in Human Resources. Students who wish to be considered for graduate-level credit should apply to the M.S.M. Program Chair.

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

In addition to the University's graduate graduation competencies; students will have an advanced level of applicable knowledge in the following areas as appropriate to one's field of study:

1. Apply contemporary leadership and management models and theories.
2. Apply change frameworks and models.
3. Apply legal principles to guide professional behavior and decisions.
4. 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, Middletown and Brandywine campuses on weeknights, Dover on weeknights, Dover Air Force Base on weekends, and Georgetown on weeknights.

M.S.M. Program Requirements

The M.S.M. program is based upon the students working in a wide range of organizations; they must be adept at understanding the relationship of one's self to the organization in a way that brings them to a level of mastery. The program consists of twelve 3 (three) credit hour courses. Two of the courses (six credit hours) pertain to the student's graduate integrative, independent study project. The other ten courses (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 graduate business course with MBA or MGT prefixes 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.

As an alternative to the standard M.S.M. program, students may select the program with one of the following concentrations: Health Care Administration, Homeland Security, Human Resource Management, Management Information Systems, Marketing Management, Military Leadership*, Organizational Leadership, Public Administration or Sports Management.

Registration

Register for either MGT 6501 or MGT 6503 as the first course in the M.S.M. program. MGT 6501 is highly recommended as the first course to be taken in the program.

Prior to registering for your second M.S.M. course you should:

1. Meet with a program director or chair for a program planning conference. Please have a transcript (unofficial transcript is acceptable) available for the conference.
2. Submit 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.

**Enrollment in the M.S.M. with a concentration in Military Leadership is restricted to selected members of the Delaware National Guard.*

Advancement to M.S.M. Degree Candidacy

Students in the M.S.M. 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. Completed a program planning conference.
3. Successfully completed MGT 6501.

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

Master of Science in Management (M.S.M.) 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.

MBA	7600	Global Marketing Management
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	7800	Strategy in Organizations
MGT	8800	Integrative Independent Study Project B
MHR	7830	Finance and Accounting for Managers
MOL	6600	Legal and Ethical Aspects of Organizations

Two Electives

Total of courses is 12 courses equaling 36 credit hours.

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

M.S.M. WITH A CONCENTRATION IN HEALTH CARE ADMINISTRATION

This concentration has two additional program competencies of 1) analysis of decision making as it relates to Healthcare Administration and 2) demonstrating knowledge of health policy, insurance and reimbursement. To fulfill the requirements for the M.S.M. 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 M.S.M. with a concentration in Health Care Administration.

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
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
MGT	8800	Integrative Independent Study Project B

One Elective

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. 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. This concentration has two additional program competencies of 1) demonstrating knowledge in the area of risk assessment and homeland security management and 2) determining future strategies for meeting security challenges in organizations. To fulfill the requirements for the M.S.M. 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 M.S.M. 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
MGT	8800	Integrative Independent Study Project B
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

One Elective

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

To fulfill the requirements for the M.S.M. 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 M.S.M. 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
MGT	8800	Integrative Independent Study Project B
MHR	6503	Law, Regulation and the Workplace
MHR	7600	International Human Resources
MHR	7650	Compensation and Benefits
MHR	7800	Seminar in Human Resource Management
MHR	7830	Finance and Accounting for Managers

One Elective

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

This concentration has two additional program competencies of 1) demonstrating decision making IT strategies in the areas of analysis, modeling and design and 2) knowledge of available data communication and networking in order to meet IT strategies within the organization. To fulfill the requirements for the M.S.M. with a concentration in Management Information Systems, students must complete an 18-credit hour Business Management core, a 15-credit hour concentration and 1 elective. 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 the completion of the M.S.M. with a 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
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
MGT	8800	Integrative Independent Study Project B

One Elective

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN MARKETING

This concentration has two additional program competencies of 1) demonstrating knowledge of management issues affecting marketing in a global environment confronting U.S. organizations today and 2) formulating business strategies in

order to meet sales, marketing and customer service needs. To fulfill the requirements for the M.S.M. 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 M.S.M. with a concentration in Marketing.

MBA	7600	Global Marketing Management
MBA	7603	Market Research and Consumer Behavior
MBA	7608	Integrated Marketing Communications
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
MGT	8800	Integrative Independent Study Project B
MHR	7830	Finance and Accounting for Managers

Two Electives to be chosen from:

MBA	7592	Global Enterprise Development
MBA	7604	New Business Ventures
MBA	7606	Business-to-Business and Business-to-Government Marketing
MBA	7610	Salesmanship and Sales Force Management

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. 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. This concentration has an additional program competency of demonstration of decision making skills in complex military leadership situations. To fulfill the requirements for the M.S.M. 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 M.S.M. 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

Two Electives

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN ORGANIZATIONAL LEADERSHIP

This concentration has two additional program competencies of 1) evaluating the need for using teams with respect to organizational effectiveness and 2) knowledge of theories and principles of change management as it relates to leadership. To fulfill the requirements for the M.S.M. 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 M.S.M. with a concentration in Organizational Leadership.

MBA	7600	Global Marketing 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
MGT	8800	Integrative Independent Study Project B
MOL	6100	Leadership Foundations
MOL	6200	Group Process and Facilitation Skills
MOL	6400	Leadership and People
MOL	7500	High Performance Teams

One of the following five courses:

HCA	7740	Legal Aspects of Health Care
MHR	6503	Law, Regulation and the Workplace
MHS	7002	Legal Aspects and Policy of Homeland Security
MOL	6600	Legal and Ethical Aspects of Organizations
MPA	6503	Administrative Law

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN PUBLIC ADMINISTRATION

This concentration has an additional program competency of demonstrating decision making ability in public policy and administration in a wide variety of industries, both public and private. To fulfill the requirements for the M.S.M. 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 M.S.M. 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
MGT	8800	Integrative Independent Study Project B
MPA	6501	Seminar in Public Administration
MPA	6503	Administrative Law
MPA	7202	Public Budgeting Systems
MPA	7502	Analysis of Public Policy

Two Electives

Total of core and concentration courses is 12 courses equaling 36 credit hours.

M.S.M. WITH A CONCENTRATION IN SPORTS MANAGEMENT

This concentration has additional program competencies of: 1) Demonstrating the ability to apply strong sports management skills and strategies critical to the operation of sport organizations. 2) Formulate an advanced understanding of the governance and regulation of sport organizations. 3) Contrast the needed skills in the finance of sport organizations including key elements of budgeting, accounting, public/private financing, and revenue development. 4) Categorize the necessary skills in understanding the economics of sport including concepts of supply and demand, economic forecasting, and economic impact assessment.

To fulfill the requirements for the M.S.M. with a concentration in Sports Management, 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 M.S.M. with a concentration in Sports 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
MGT	8800	Integrative Independent Study Project B
MSP	7500	Business Strategy in Sports Administration
MSP	7502	Sports Economics and Finance
MSP	7504	Sports Law, Governance and Compliance
MSP	7506	Sport Service and Event Marketing

Two Electives*

*It is recommended that students who did not complete an undergraduate sports management internship or have experience working in the field of sports management take MSP 7503, Sports Administration Graduate Internship as one of their electives.

Total of core and concentration courses is 12 courses equaling 36 credit hours.

Professional Certification Option

Wilmington University will award up to 6 graduate credits 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; Certified Project Manager, Six Sigma Green or Black Belt; and Senior Professional HR Manager.

COLLEGE OF

EDUCATION

Doctor of Education

Educational Leadership and Innovation
Higher Education Leadership and Innovation
Organizational Learning,
Leadership and Innovation

Master of Arts in Teaching

Secondary Teaching (Grades 7 – 12)

Master of Education

Applied Technology in Education
Career and Technical Education
Education Studies
Elementary Education (K-6)
Secondary Education (7-12)
Special Education (K-12)

Elementary and Secondary School Counseling

Elementary Studies

ESOL Literacy

Instruction: Gifted and Talented

Instruction: Teacher of Reading

Instruction: Teaching and Learning

Reading

Reading/ESOL Literacy

School Leadership

Special Education

Certificates

Advanced Study in Applied Technology
in Education

Advanced Study in Elementary
and Secondary School Counseling

About the College of Education

The College of Education at Wilmington University is a major provider of educators for schools in Delaware and throughout the region. The College is also a Teach for America center and provides programming and field supervision for a new cohort of Teach-for-America (TFA) corps-members each year. (TFA is a highly-selective national program that recruits recent college graduates to teach in high-needs schools in the area.) The College also attracts substantial numbers of students who are preparing to pursue careers as educators in Maryland, Pennsylvania, and New Jersey.

Programs in the College of Education range from an associate's degree in early care and education to doctoral degrees with concentrations in innovation, learning and leadership. In addition to teacher preparation degrees in early childhood education, elementary and middle school teaching, special education, and secondary teaching, the College offers degrees and courses of study in a variety of specialized educational areas such as school counseling, school leadership, educational technology, career and technical education, instruction, gifted and talented education, reading, and teaching English to speakers of other languages. At any given time there are about 1,000 Wilmington University students doing supervised fieldwork in schools throughout Delaware and the region.

Vision

We believe that effective professional educators must also be learners—learners who want to share challenging ideas and successful practices with their colleagues. Educators prepared at Wilmington University believe in the importance of hard work and persistence, and in reflecting on and improving the quality of that work. They are committed to collaborating with parents, colleagues, and community stakeholders. They want to create teaching/learning environments that support personal, physical and emotional development; intellectual growth; and high levels of student achievement ... and which also encourage innovation, exploration, creativity and problem-solving. We try to maintain a climate of high expectations, caring, and respect for the worth of every individual. We view ourselves as “Professional Partners, Creating Environments for Learning.”

Mission

The College of Education at Wilmington University prepares educators to work successfully with children from birth through adolescence, and to work closely with all education stakeholders. Our programs prepare candidates to work effectively with students with a wide variety of learning needs and from diverse cultural, socioeconomic and linguistic backgrounds. An important goal of our programs is the translation of theory into practice. All programs are standards-driven. All programs emphasize the importance of data-based decision making, practical experiences in classrooms and schools, content knowledge, knowing and understanding learner needs, and the application of research-based best practices.

Conceptual Framework

The College of Education Conceptual Framework reflects the vision and mission of the University and articulates the College's philosophy and goals. The Conceptual Framework is the fundamental theoretical architecture upon which all degree programs are based. The framework includes eight specific Program Attributes essential for the preparation of effective educators. These attributes appear on every course syllabus.

The complete Conceptual Framework can be found on the Wilmington University website, at www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

Accreditation

Wilmington University is a private, non-profit institution that is fully accredited by the Middle States Association of Colleges and Schools. The College of Education is accredited by CAEP (the Council for the Accreditation of Educator Preparation) using NCATE Standards (National Council for the Accreditation of Teacher Education). In addition, all degree programs contributing to eligibility for state licensure and/or certification as educators are state-approved and nationally recognized. Consequently, the College of Education reserves the right to modify degree requirements to comply with any licensure/certification or regulatory changes mandated by the Delaware Professional Standards Board, the Delaware State Department of Education, or the Delaware General Assembly.

Background Checks

A Criminal Background Check (CBC) is required for all field placements associated with College of Education degrees (e.g., practical, course-related fieldwork, student teaching, internships, residencies, etc.). This includes a background check by the FBI and the Delaware State Police, and clearance through the Delaware Child Protection Registry (DCPR). This process must be completed PRIOR to submitting applications for placements. No applications for clinical placements will be considered until all CBC and DCPR reports have been received. Details about this process are explained at www.wilmu.edu/education/clinicalstudies/backgroundcheck.aspx.

General Knowledge Admission Requirements for Education Degrees Leading to Licensure and/or Certification

In addition to the General Admission Requirements listed for each degree program offered in the College of Education, applicants for admission to programs approved for state licensure

and/or certification as an educator must meet Delaware's minimum, state-mandated program-entry standards. Those standards include mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be college-ready on a test of general knowledge normed to the college-bound population.

The general knowledge requirement can be met by achieving minimum passing scores on the ETS Praxis Series Core Academic Skills for Educators. Test codes and minimum score requirements are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

These requirements became effective on July 1, 2014 and apply to the following graduate degree programs:

- Master of Education in Career and Technical Education
- Master of Education in Elementary Studies (K-6)
- Master of Arts in Secondary Teaching (7-12)
- Master of Education in Special Education (K-12)
- Master of Education in ESOL Literacy
- Master of Education in Reading
- Master of Education in Reading/ESOL (dual degree)
- Master of Education in Instruction: Gifted and Talented Education
- Master of Education in School Leadership
- Master of Education in Elementary and Secondary School Counseling
- Doctor of Education in Innovation and Educational Leadership

Note: students enrolled at Wilmington University prior to July 1, 2014 have until July 1, 2015 to provide evidence that these standards have been met.

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports

Content and Performance Assessment Requirements for Education Degrees Leading to Licensure and/or Certification

Content Assessment

Effective January 1, 2015, all candidates for state-approved educator preparation degrees must meet the content assessment requirements adopted by the Delaware Department of Education and described in DE Administrative Code, Title 14, Regulation 290 in order to be eligible for graduation. The regulation states, in part:

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment

Effective July 1, 2016, all candidates for state-approved degrees must meet the performance assessment requirements adopted by the Delaware Department of Education and described in DE Administrative Code, Title 14, Regulation 290 in order to be eligible for graduation. The regulation states, in part:

“Where a performance assessment is applicable and available in an area appropriate to the program in which a candidate is enrolled, the candidate shall achieve a passing score as a requirement to exit the program. The performance assessment may not be scored by any employees of the educator preparation program or unit, and shall be scored by certified reviewers.”

These regulations apply to the following degree programs:

- Ed.D. in Innovation and Educational Leadership
- M.A. in Secondary Teaching
- M.Ed. in Career and Technical Education
- M.Ed. in Elementary Studies
- M.Ed. in ESOL Literacy
- M.Ed. in Elementary and Secondary School Counseling
- M.Ed. in Instruction: Gifted and Talented
- M.Ed. in Reading
- M.Ed. in Reading/ESOL Literacy
- M.Ed. in School Leadership
- M.Ed. in Special Education

The entire regulation can be accessed at: <http://regulations.delaware.gov/AdminCode/title14/200/290.pdf>

Specific assessments and score requirements are listed on the program pages in this catalog. Candidates must consult with program advisors and/or program chairs to obtain current and accurate information about these graduation requirements.

EDUCATIONAL LEADERSHIP AND INNOVATION

DOCTOR OF EDUCATION

This degree program is nationally recognized by the ELCC (Educational Leaders Constituent Council) and is accredited by CAEP (Council for Accreditation of Educator Preparation) under NCATE standards (National Council for Accreditation of Teacher Education).

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For 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. Official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute. This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

4. Three letters of recommendation.
5. Written statement of professional and academic interest and intent.
6. Résumé.
7. 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.

NOTE: If the transcript shows a GPA that is less than 3.0, applicants may still be considered for admission by submitting official score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute. This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732) or other approved tests of general knowledge that satisfy Delaware Department of Education regulations. For complete information about Delaware testing and score requirements for educators, go to the following website: <http://regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage>

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, a field component and a dissertation/capstone project. This program of studies meets the needs of public, private, and post-secondary.

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 Ed.D. in Educational Leadership and Innovation 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.
9. Generating ideas, processes and procedures that are innovative and challenge the status quo of a particular group or organization.

Program Design

The Ed.D. in Educational Leadership and Innovation 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 program are required to take EDD 8102, EDD 8103 and EDD 8104 as part of the field component.

The third feature of the program is an applied research component consisting of 9 credit hours 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 and III, a written content assessment, all field component requirements and candidacy meeting with faculty advisors)
- Phase V: Dissertation/Capstone Project Completion
(completing the Dissertation/Capstone Project and related oral presentation—9 credit hours)

Course Requirements

EDD	6102	E-Folio (0 credits)
EDD	7000	Experiential Learning: Leadership Issues
EDD	7100	Curriculum Engineering
EDD	7101	Pluralistic Communities: Administrative Issues
EDD	7105	Leadership, Equity, and Educational Law
EDD	7106	Disciplined Inquiry I
EDD	7107	Disciplined Inquiry II
EDD	7200	Supervisory Behavior
EDD	7201	Managing Human and Material Resources
EDD	7202	Leadership Dynamics and Data-Driven Decision Making
EDD	7204	The Art of Leadership
EDD	7300	Policy Systems/Analysis, Evaluation and Implementation
EDD	7301	Finance, Resource Development and Implementation
EDD	7402	Problem-Centered Research I
EDD	8102	Leadership Practicum
EDD	8103	Internship
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)

Courses = 57 credit hours

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. In addition, candidates are required to complete 240 internship hours over a three year period and a portfolio of activities that tie-in with the NCATE/ELCC standards. During the third year a Content Assessment Test is given that also ties in with the NCATE/ELCC 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 will need to formally reapply to the program if they have a leave of absence of more than a year. 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 AND INNOVATION

DOCTOR OF EDUCATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For 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 letters of recommendation.
4. Written statement of professional and academic interest and intent.
5. Résumé.
6. International students only: the results of the Test of English as a Foreign Language (TOEFL).

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

Purpose

The Ed.D. in Higher Education Leadership and Innovation is designed for the professional development of higher education faculty and administrators, and other personnel who desire to pursue careers in higher education. The 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 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 hybrid format which involves both face-to-face and on-line instruction. An online option is also offered to students.

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 and Innovation 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 of learning 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. Provide 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 college/universities personnel.
8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.

Generate ideas, processes and procedures that are innovative and challenge the status quo of a particular group or organization.

Program Design

The Doctor of Education program in Higher Education Leadership and Innovation is designed to combine theory, practice, and inquiry to enhance students' innovation and leadership skills. The program has three major features. One is a core program of course work that includes research courses as well as courses specifically designed for the higher education professional.

A second feature consists of a field component consisting of three courses for 9 credit hours. The field component provides students the opportunity to engage in problem-based experiences outside the classroom 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, in a higher education setting. Candidates are expected to complete a minimum of 120 internship hours to satisfy the field component.

The third feature of the program is an applied research component consisting of 9 credit hours 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.

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 a minimum of 9 credit hours)
- Phase IV: Degree Candidacy
(completing degree candidacy review which includes completion of Phases II and III, a written content assessment, all field component requirements and candidacy meeting with faculty advisors)
- Phase V: Dissertation/Capstone Project Completion
(completing the Dissertation/Capstone Project and related oral presentation—9 credit hours)

Course Requirements

EDD	6102	E-Folio (0 credits)
EDD	7000	Experiential Learning: Leadership Issues
EDD	7101	Pluralistic Communities: Administrative Issues
EDD	7106	Disciplined Inquiry I
EDD	7107	Disciplined Inquiry II
EDD	7108	Curriculum Leadership in Higher Education
EDD	7200	Supervisory Behavior
EDD	7201	Managing Human and Material Resources
EDD	7202	Leadership Dynamics and Data-Driven Decision Making

EDD 7204	The Art of Leadership
EDD 7206	Leadership Issues in Higher Education
EDD 7208	Adult Development and Leadership
EDD 7303	Policy and Planning In Higher Education
EDD 7304	Planning, Budgeting and the Higher Education Finance Process
EDD 7402	Problem-Centered Research I
EDD 8102	Leadership Practicum
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 Continuation (if needed – 0 credits, ½ tuition)

Courses = 57 credit hours

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. In addition, candidates are required to complete 120 internship hours over a three year period and a portfolio of activities that tie-in with the NCATE/ELCC standards. During the third year, a Content Assessment Test is given that also ties in with the NCATE/ELCC 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 will need to formally reapply to the program if they have a leave of absence of more than a year. Students may need to re-take two of the research courses or Disciplined Inquiry course(s) to be reinstated if they have more than a two-year leave of absence.

ORGANIZATIONAL LEARNING, LEADERSHIP AND INNOVATION

DOCTOR OF EDUCATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For 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 letters of recommendation.
4. Written statement of professional and academic interest and intent.
5. Résumé.
6. International students only: the results of the Test of English as a Foreign Language (TOEFL).

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

Purpose

The doctoral program in Organizational Learning, Leadership and Innovation facilitates the professional development of all organizational personnel connected with any educational aspect of their organization to include chief educational officers, corporate trainers and private and corporate consultants, as well as personnel who desire to become innovative leaders. The Organizational Learning, Leadership and Innovation program prepares students to translate research into effective systems of instruction, 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 or online 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 Learning, Leadership and Innovation 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 members of the greater learning community and 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. Provide 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 organization personnel.
8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.
9. Generate ideas, processes and procedures that are innovative and challenge the status quo of a particular group or organization.

Program Design

The Doctor of Education program in Organizational Learning, Leadership and Innovation 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 content and research courses.

A second feature consists of a field component consisting of 3 courses for 9 credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the classroom 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, in an organizational setting. Candidates are expected to complete a minimum of 120 internship hours to satisfy the field component.

The third feature of the program is an applied research component consisting of 9 credit hours 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 9 credit hours)

Phase IV: Degree Candidacy
(completing degree candidacy review which includes completion of Phases II and 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)

Course Requirements

EDD	6102	E-Folio (0 credits)
EDD	7000	Experiential Learning: Leadership Issues
EDD	7101	Pluralistic Communities: Administrative Issues
EDD	7106	Disciplined Inquiry I
EDD	7107	Disciplined Inquiry II
EDD	7200	Supervisory Behavior

EDD 7201 Managing Human and Material Resources
 EDD 7202 Leadership Dynamics and Data-Driven Decision Making
 EDD 7204 The Art of Leadership

Choose either:

EDD 7208 Adult Development and Leadership
 OR
 EDD 7403 Problem-Centered Research II
 EDD 7209 Innovation and Leadership
 EDD 7210 Leadership and Communication
 EDD 7211 Culture, Structure, and Leadership Succession
 EDD 7212 Organizational Learning and Leadership
 EDD 7402 Problem-Centered Research I
 EDD 8102 Leadership Practicum
 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 plus electives = 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, 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. In addition, candidates are required to complete 120 internship hours over a three year period and a portfolio of activities that tie-in with the NCATE/ELCC standards. During the third year, a Content Assessment Test is given that also ties in with the NCATE/ELCC 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 will need to formally reapply to the program if they have a leave of absence of more than a year. 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.

SECONDARY TEACHING: GRADES 7-12

MASTER OF ARTS IN TEACHING

This degree program is accredited by CAEP (Council for Accreditation of Educator Preparation) under NCATE Standards (National Council for Accreditation of Teacher Education).

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admissions information.

Admission to the Master of Arts in Secondary Teaching: Grades 7-12 (MAT) degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official (and complete with sub-test scores) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute. This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/>

4. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
5. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
6. Register for and activate MED 6102 (E-Folio) along with other courses selected.

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

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The content assessment requirement can be satisfied by taking and passing (using minimum score requirements approved by the Delaware Professional Standards Board) the subject-area appropriate Praxis II assessment for teaching at the secondary school level. A complete listing of those assessments and minimum score requirements can be accessed at the following ETS website: <https://www.ets.org/praxis/de/requirements>

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Changes

The Master of Arts in Secondary Teaching degree program contributes to eligibility for initial licensure and certification as a Delaware educator and is approved by the Delaware Department of Education. Any changes that are mandated by the Delaware Department of Education or the Delaware General Assembly will be implemented in accordance with state regulations. Students will be notified of any changes that may affect program or degree completion/conferral requirements.

Program Purpose

The Master of Arts in Secondary Teaching degree program prepares teachers to meet the academic and social needs of students in grades 7-12. 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

Master of Arts degree programs in the College of Education are designed to prepare educators who demonstrate the following competencies:

Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes Assessment

The assessment of content knowledge, pedagogy, learning theory, and performance competencies is accomplished through satisfactory attainment of specific course objectives; satisfactory performance on tests of general and content-related knowledge, as well as performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and school-based mentors; and evaluations and post-graduation surveys.

Program Design

The Master of Arts in Secondary Teaching degree 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 curriculum 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/Teaching Internship.

Candidates must submit passing scores and sub-test scores (using Delaware minimum score requirements) on ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations for each of these exams prior to registering for any course. Also, prior to Student Teaching/Internship, the teacher candidate must pass the appropriate PRAXIS II 9-12 high school - secondary - 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, the program will prepare teacher candidates to teach students at the middle and high school level using the teacher 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 will be better able to help students meet the rigorous achievement standards now expected in secondary schools.

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.

Dual Certification

Teacher Candidates should consider completion of coursework in other certification areas as an enhancement to their initial certificates. For example, completion of specific pedagogical coursework in Special Education, passing the appropriate Praxis II assessment, and completing Student Teaching/Internship placement in an inclusion setting would contribute to eligibility for dual certification.

Contact a Program Advisor or Program Chair/Assistant Chair for specific details.

Praxis Testing Requirements

Teacher Candidates starting their programs on or after July 1, 2014, must pass - by achieving Delaware minimum scores - the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations, in order to register for the first clinical experience, Practicum I, MAS 7991. Candidates must also pass (by achieving Delaware minimum scores) the appropriate 9 - 12 "secondary" PRAXIS II test(s) prior to registration for Student Teaching/Teaching Internship. Teacher Candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-test scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Program Requirements

Teacher candidates are required to register for and activate MED 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.

Teacher candidates are expected to complete all requirements associated with the Master of Arts in Teaching degree, including content course work, master's course work, and clinical experiences. Pedagogical courses, MAS 8800, Applied Assessment and Research in the Classroom, all sections of ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations, (or relevant exemption tests), and the appropriate PRAXIS II content test must be satisfied prior to taking MAS 8801, Student Teaching/Internship. All courses have one or more goals for both diversity in education and writing across the curriculum.

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. However, an overall GPA of 3.0 is required for program completion.

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Teaching Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/Teaching Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Teaching Internship, are still required. All sections of ETS PRAXIS Series Core Academic Skills for Educators with sub-test scores, and the relevant PRAXIS II test, a 3.0 grade point average, and approval from the Office of Clinical Studies are required for Student Teaching/Teaching Internship.

Fieldwork Requirements

All fieldwork placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

Practicum Courses (Practicum I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements. The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms.

A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

Capstone Clinical Experience (Student Teaching/Internship)

Student Teaching/Teaching Internship

Placement requirements include the following: Passing ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations and the relevant PRAXIS II scores, a 3.0 grade point average, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (Less than a year old), a completed CPR (Child Protection Registry Form), completed health form, and approval from the Office of Clinical Studies.

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/

Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. The capstone clinical experience is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's subject-area concentration.

Teacher Dispositions and Values

A significant element of programs for the preparation of teachers deals with developing a teacher candidate's proficiency in working with students who present a wide variety of needs, learning styles and exceptionalities. Teacher 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 Teaching: Grade 7-12

MED	6102	E-Folio (0 credits)
MAS	7601	Education of Diverse Populations and Exceptional Children in the Middle and High School (3 credits)
MAS	7602	School in a Multicultural Society (3 credits)
MAS	7603	Strategies for Effective Teaching (3 credits)
MAS	7604	Technology for Instruction (3 credits)
MAS	7651	Adolescent Growth and Development (3 credits)
MAS	7652	Reading in Content Areas (3 credits)
MAS	7701	Classroom Culture and Student Behavior (3 credits) (Prerequisite for MAS 7701: MAS 7603 Strategies for Effective Teaching)

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

MAS 7996 Practicum I (1 credit)

MAS 7997 Practicum II (1 credit)

MAS 7998 Practicum III (1 credit)

NOTE: Registration for any Practicum Course requires passing all sections of ETS Praxis Series Core Academic Skills for Educators (or relevant exemption tests)

MAS 8800 Applied Assessment and Research in the Classroom (co-requisite with MAS 7998)
(3 credits)

MAS 8801 Student Teaching/Internship (9 credits)

NOTE: Registration for 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: Teacher 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 8801.

Qualifications for Degree

To qualify for the Master of Arts in Secondary Teaching degree, a 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—is required. The portfolio must demonstrate a mastery of graduation and 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 full admission to the Master of Education: Applied Technology in Education degree program, applicants are expected to provide or complete the following:

Prior to registering for your first course:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee.
 - a. Complete the application online at wilmu.edu/admission/apply online
 - b. Download the application: wilmu.edu/admission/documents/paperapp.pdf
2. Register for MED 6102 (E-Folio) along with other course(s) selected.
3. Prior to completing your first course:
 - a. Provide 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.
 - b. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair.
 - c. Provide a record of work experience as a classroom teacher or in a related field (three years’ experience is preferred).

International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.

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

Program Purpose

The Master of Education in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills in current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed to design digital-based instruction and transform learning environments that promote student learning and engagement in digital-rich learning environments. The program addresses topics related to creativity and innovation, digital-age learning experiences and assessments, digital citizenship, and professional growth and leadership.

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 for Teachers (NETS•T) issued by the International Society for Technology in Education (2008). The M.Ed. in Applied Technology in Education degree program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:

Program Competency Standard 1. Facilitate and Inspire Student Learning and Creativity

Candidates 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.

Program Competency Standard 2. Design and Develop Digital-Age Learning Experiences and Assessments

Candidates 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•T.

Program Competency Standard 3. Model Digital-Age Work and Learning

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

Program Competency Standard 4. Promote and Model Digital Citizenship and Responsibility

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

Program Competency Standard 5.

Engage in Professional Growth and Leadership

Candidates 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 degree program competencies and the college-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 mentoring sessions and observations of performance-based projects in virtual or authentic settings. A standards web-based presentation portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and experiences described by the National Educational Technology Standards for Teachers (NETS•T).

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the M.Ed. in Applied Technology in Education degree program. 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. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (18 credits)

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

Technology Courses (15 credits)

Note: Courses must be taken in sequence.

MED	6102	E-Folio (0 credits)
-----	------	---------------------

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 standard-based presentation program portfolio. The standard-based presentation program portfolio shows the candidate's level of expertise in acquiring the knowledge and skills described by the National Educational Technology Standards for Teachers (NETS•T). 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.

CERTIFICATE OF ADVANCED STUDY IN APPLIED TECHNOLOGY IN EDUCATION

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 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

Admission to the Master of Education in Career and Technical Education degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute. This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

For more information about State of Delaware testing requirements for educators, go to: <http://regulations.delaware.gov/AdminCode/title14/1500/1510.shtml#TopOfPage>

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/

ETS test takers must designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports. Please note that the Delaware Department of Education will NOT accept paper copies of score reports.

1. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
2. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
3. Register for MED 6102 (E-Folio) along with other courses selected.

All documents required for admission should be sent to the Office of Graduate Admissions.

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.

Qualifications for Degree

All candidates entering the program must register for MED 6102 during the first Block they wish to take courses. Candidates must successfully complete all courses in one of the two options (A or B). Once selected, deviation from the chosen Option must be approved by the Program Coordinator.

Candidates have two Clinical Component (MCT 6420) options. Candidates who are not currently certified to teach or are not employed in a teaching position who wish to obtain a teaching certification MAY complete a student teaching Clinical Component. This will be coordinated through the Office of Clinical Studies.

Candidates may also elect to complete a Clinical Component (MCT 6420) consisting of a project-based assignment.

Candidates for the Master of Education Degree in Career and Technical Education must successfully complete a minimum of 36 graduate-level credits, including the six-credit clinical component (MCT 6420), with a GPA of 3.00 or better. The College of Education sets the grade of "C" as the lowest grade that is acceptable in any required teacher preparation course. Courses with a grade of "C-" or lower must be repeated.

The program must be completed within five years. 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.

Course Requirements

Option A - Certification Program

MAS	7601	Education of Diverse Populations and Exceptional Children*
MCT	6400	Educational Psychology*
MCT	6401	Career and Technical Education Instructional Technology*
MCT	6406	Career and Technical Education Assessment and Course Construction*
MCT	6407	Career and Technical Student Organizations*
MCT	6410	Multicultural Education*
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	6420	Clinical Component (6 credits)
MED	6102	E-Folio (0 credits)

Plus 1 elective from Option B below (3 credits)

*These courses are required for Delaware C and T (Skilled and Technical Sciences) certification. A teacher who has already earned undergraduate credits for any of the required certification courses should select alternative courses from option B to complete the master's degree.

Option B - Instructional Program

MAS	7651	Adolescent Growth and Development
MAS	7652	Reading in the Content Areas
MCT	6402	Advanced Curriculum Design
MCT	6403	History and Regulations of Career and Technical Education
MCT	6404	Career and Technical Education Guidance Practices
MCT	6405	Career and Technical Education: Community and Business Relations
MCT	6420	Clinical Component (6 credits)
MED	6102	E-Folio (0 credits)
MRD	7805	Strategies and Techniques for Teaching Reading in the Content Areas

Plus 3 electives from Option A courses (9 credits)

EDUCATION STUDIES

MASTER OF EDUCATION IN EDUCATION STUDIES

The Master of Education in Education Studies degree is designed for those who want to work with children and youth in positions that do not require state licensure/certification, or who may want to enter a teacher licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as learning theory, educational psychology, child development, and education best practices in preparation for a variety of other occupations and career paths.

The Education Studies degree provides candidates with three possible areas of concentration: Elementary Education (K-6), Secondary Education (7-12), and Special Education (K-12), but does not qualify recipients for state licensure and/or certification.

Licensure/Certification Option*

Once admitted to the Education Studies degree program, students have the option of remaining in that major and completing the M.Ed. in Education Studies, or applying for admission to a parallel degree program that contributes to eligibility for licensure/certification as a Delaware educator.

Admission to licensure/certification programs has content assessment and exit performance assessment requirements which require applicants to demonstrate mastery of general knowledge, including the ability to read, write, and compute, by achieving a score deemed to be college-ready on a test of general knowledge normed to the college-bound population. This requirement can be met by achieving passing scores on all three tests in the ETS Praxis Series Core Academic Skills for Educators.

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

Information about these tests, as well as additional content and exit performance tests can be accessed at: www.ets.org/praxis/about/core.

*See Master of Education Elementary Studies (MEE) and/or Master of Arts in Teaching (MAT) degree and/or Master of Education in Special Education programs for specific content and performance assessment details.

Concentration Options for the M.Ed. in Education Studies

Elementary Education (K-6). Students complete 40-43 credits of core courses in the MEE Elementary Studies Program and 9-12 credits of elective courses in lieu of some or all of the MEE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.

Secondary Education (7-12). Students complete 28-31 credits of core courses in the MAT in Secondary Teaching Program and 9-12 credits of elective courses in lieu of some or all of the MAT clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.

Special Education (K-12). Students complete 48-51 credits of core courses in the MSE Special Education Program and 9-12 credits of elective courses in lieu of some or all of the MSE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.

CONCENTRATION IN ELEMENTARY EDUCATION (K-6)

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies with a concentration in Elementary Education (K-6). Candidates must register for and complete MED 6102 E-folio as the initial course in the program. This course is a pre-requisite for all other education courses.

Parallel Curriculum

The purpose, curriculum and program design of the Master of Education in Education Studies, Elementary Education (K-6) are the same as for the Master of Education in Elementary Studies (K-6) with the exception of those elements associated with clinical coursework (practicum and student teaching).

Program Competencies

Program competencies for this degree are identical to those currently in effect for the M.Ed. in Elementary Studies (K-6), with the exception of those competencies associated with practicum and student teaching courses. Program competencies and attributes are derived from the College of Education Conceptual Framework and the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:

Conceptual Framework: www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

InTASC Standards: [www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

Course Prerequisites/Additional Course Requirements

Course prerequisites are listed in the Course Descriptions section of the catalog and on the Wilmington University website.

Required Courses

MED	6102	E-folio (0 credits)
MEE	6000	Mathematics for Teachers (3 credits)
MEE	7601	Education of Diverse Populations and Exceptional Children in the Elementary School Setting (3 credits)
MEE	7603	Strategies for Effective Teaching (3 credits)
MEE	7604	Technology for Instruction (3 credits)
MEE	7607	Health and Physical Education (3 credits)
MEE	7631	Child Growth and Development (3 credits)
MEE	7632	Language and Literacy (3 credits)
MEE	7633	Methods of Teaching Elementary Reading and Writing (3 credits)
MEE	7634	Methods of Teaching Elementary Social Studies (3 credits)
MEE	7635	Professional Issues Related to Family, School and Community (2 credits)
MEE	7636	Fine Arts and Literature for Children and Adolescents (2 credits)
MEE	7637	Methods of Teaching Elementary Mathematics (3 credits)
MEE	7638	Methods of Teaching Elementary Science (3 credits)
MEE	7996	Practicum I (must have passed Core Academic Skills for Teachers) (1 credit)
MEE	7997	Practicum II (must have passed Core Academic Skills for Teachers) (1 credit)
MEE	7998	Practicum III (must have passed Core Academic Skills for Teachers) (1 credit)
MEE	8800	Applied Assessment and Research in the Classroom (3 credits)

Elective Courses: 9-12 credits as approved by the Program Chair or Graduate Advisor

CONCENTRATION IN SECONDARY EDUCATION (7-12)

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies with a concentration in Secondary Education (7-

12). Candidates must register for and complete MED 6102 E-folio as the initial course in the program. This course is a pre-requisite for all other education courses.

Parallel Curriculum

The purpose and curriculum of the Master of Education in Education Studies, Secondary Education (7-12) are the same as for the Master of Arts in Secondary Teaching (7-12), with the exception of those elements associated with clinical coursework (practicum and student teaching).

Program Competencies

Program competencies for this degree are identical to those currently in effect for the Master of Arts in Secondary Teaching (7-12), with the exception of those competencies linked directly to clinical courses. Program competencies and attributes are derived from the College of Education Conceptual Framework and the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:

Conceptual Framework: www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

InTASC Standards: [www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

Course Prerequisites/Additional Course Requirements

Course prerequisites are listed in the Course Descriptions section of the catalog and on the Wilmington University website. Additional courses may be necessary for this degree, depending on course work completed as part of or in addition to the candidate's Bachelor's degree. Each candidate's transcript(s) will be evaluated by a Graduate Program Advisor to determine if the candidate has completed sufficient coursework in specific content areas. This typically requires 30-36 credit hours in a specific content area (e.g., history, English, mathematics, chemistry, etc.)

Required Courses

MED	6102	E-Folio (0 credits)
MAS	7601	Education of Diverse Populations and Exceptional Children in the Middle and High School (3 credits)
MAS	7602	School in a Multicultural Society (3 credits)
MAS	7603	Strategies for Effective Teaching (3 credits)
MAS	7604	Technology for Instruction (3 credits)
MAS	7651	Adolescent Growth and Development (3 credits)
MAS	7652	Reading in Content Areas (3 credits)
MAS	7701	Classroom Culture and Student Behavior (3 credits)
MAS	7801	Practicum/Pedagogical Approaches to Teaching in the Middle/High School (4 credits)

MAS	7996	Practicum I (must have passed Core Academic Skills for Teachers) (1 credit)
MAS	7997	Practicum II (must have passed Core Academic Skills for Teachers) (1 credit)
MAS	7998	Practicum III (must have passed Core Academic Skills for Teachers) (1 credit)
MAS	8800	Applied Assessment and Research in the Classroom (3 credits)

Elective Courses : 9-12 credits as approved by the Program Chair or Graduate Advisor

CONCENTRATION IN SPECIAL EDUCATION (K-12)

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies with a concentration in Special Education, Grades K-12. Candidates must register for and complete MED 6102 E-folio as the initial course in the program. This course is a pre-requisite for all other education courses.

Parallel Curriculum

The purpose and curriculum of the Master of Education in Education Studies, Special Education (K-12) are the same as for the Master of Education in Special Education (K-12) with the exception of those elements associated with clinical coursework (practicum, and student teaching).

Program Competencies

Program competencies for this degree are identical to those currently in effect for the Master of Education in Special Education (K-12), with the exception of those competencies linked directly to clinical courses. Program competencies and attributes are derived from the College of Education Conceptual Framework, the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and standards set by the CEC (Council for Exceptional Children). These standards can be reviewed at the following links:

Conceptual Framework: www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

InTASC Standards: [www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

CEC Standards: www.cec.sped.org

Course Prerequisites/Additional Course Requirements

Course prerequisites are listed in the Course Descriptions section of the catalog and on the Wilmington University website.

Required Courses

MED	6102	E-Folio (0 credits)
MAS	7602	School in a Multicultural Society (3 credits)
MED	6000	Elementary Mathematics for Teachers (3 credits)
MEE	7604	Technology for Instruction (3 credits)
*MEE	7601	Education of Diverse Populations and Exceptional Children in the Elementary School Setting (3 credits)
*MEE	7603	Strategies for Effective Teaching (3 credits)
*MEE	7631	Child Growth and Development (3 credits)
OR		
*MAS	7651	Adolescent Growth and Development (3 credits)
MEE	7633	Methods of Teaching Elementary Reading and Writing (3 credits)
MEE	7637	Methods of Teaching Elementary Mathematics (3 credits)
MRD	7802	Process and Acquisition of Literacy (3 credits)
MRD	7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors (3 credits)
MSE	7401	Curriculum in Elementary Special Education (3 credits)
MSE	7402	Applied Behavior Analysis (3 credits)
MSE	7403	Diagnosis/Assessment/IEP Development (3 credits)
MSE	7991	Practicum I (must have passed Core Academic Skills for Teachers) (1 credit)
MSE	7992	Practicum II (must have passed Core Academic Skills for Teachers) (1 credit)
MSE	7993	Practicum III (must have passed Core Academic Skills for Teachers) (1 credit)
MSE	8800	Applied Assessment and Research in the Classroom (3 credits)
MSE	8101	Severe Disabilities (3 credits)
MSE	8102	Legislation and Implementation of Policy and Procedure (3 credits)

*These may be satisfied with the corresponding undergraduate courses.

Elective Courses: 9-12 credits as approved by the Program Chair or Graduate Advisor

ELEMENTARY AND SECONDARY SCHOOL COUNSELING

MASTER OF EDUCATION

The Master of Education in School Counseling is approved by the Delaware Department of Education and contributes to eligibility for Delaware certification as a school counselor. Program competencies are based on the School Counselor Competencies established by the American School Counselor Association (ASCA)

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in Elementary and Secondary School Counseling degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

4. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
5. Schedule a program planning conference with the Program Chair or designee.
6. Register for MED 6102 (E-Folio) along with other course(s) selected.

*NOTE: Candidates admitted prior to July 1, 2014 have until July 30, 2015 to meet this requirement.

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015.)

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in Elementary and Secondary School Counseling is ETS exam #5421, The Professional School Counselor. The minimum acceptable score is 156.

Candidates NOT satisfying all exit requirements may not receive a degree that leads to certification as a school counselor.

It is essential for candidates to consult with program advisors and/or program chairs to obtain the most current information about these graduation requirements.

Program Purpose

The Master of Education in Elementary and Secondary School Counseling program prepares school counselor candidates to address the academic, social/emotional and career

developmental needs of all students in the K-12 school setting. This graduate program is aligned with the philosophy and vision of the American School Counselor Association (ASCA) National Model, the ASCA School Counselor Competencies, and the ASCA Ethical Standards for School Counselors. These standards emphasize training in the implementation of a comprehensive school counseling program promoting leadership, advocacy, collaboration and systemic change to enhance student achievement and success.

The College of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification or program-approval regulations issued by the Professional Standards Board and/or the Delaware State Department of Education and/or the Delaware Legislature.

Outcomes Assessment

The assessment of outcomes involves multiple measures throughout the program. Grades on assignments and for courses are the first level of assessment. Course goals, learning outcomes, assignments and assessments are designed to address program competencies as well as graduation competencies. Other measures may include observation of candidate performance in authentic or simulated settings, surveys, standardized tests, and performance assessments.

Program Competencies

The program competencies are the School Counselor Competencies (American School Counselor Association, 2008) and can be accessed in their entirety through the ASCA website: www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

Program Design

The Master of Education in Elementary and Secondary School Counseling was designed to prepare school counselor candidates to meet the eligibility requirements for school counselor certification in the State of Delaware. The curriculum for the program is designed on a three-tiered system focusing on various competencies and skills. Level One courses provide content knowledge which establish the foundation for counseling skill development in Level Two courses. Levels One and Two provide the necessary competencies and skills to move to the capstone course and clinical experience at Level Three.

Counseling candidates have two options at Level Three:

Option A, Non-Certification:

Candidates not seeking state certification in school counseling are required to do the following:

200 Hours - Candidates who wish not to pursue state certification in school counseling must complete a 200-hour, one semester, three (3) credit practicum. Locations can vary depending on personal interests and career goals.

MEC 7600 Practicum, Non-Certification

Option B, Certification:

Candidates seeking Delaware state certification in school counseling are required to do the following:

700 Hours - Candidates who wish to pursue state certification as a school counselor are required to complete 700 hours of supervised fieldwork in order to satisfy Delaware certification requirements.

Candidates will complete 100 hours of fieldwork during Level 2 of the program. 50 hours will be completed during MEC 7500 and 25 hours will be completed in both MEC 7501 and MEC 7202. The remaining 600 hours are distributed over three semesters in the following manner:

First Semester (200 hours):

Internship I (MEC 8000 – Elementary or MEC 8002 – Secondary- 3 credits)

Second Semester (200 hours):

Internship II (MEC 8001 – Elementary or MEC 8003 – Secondary- 3 credits)

Third Semester (200 hours):

Internship III (MEC 8004 – Elementary or MEC 8005 – Secondary- 3 credits)

The school counselor certification process and application is the responsibility of the candidate counselor and is between the applicant and the Delaware Department of Education.

Program Requirements

Completion of the degree includes successful completion of the courses within Levels 1 and 2, capstone course, and depending on the election of Option A or Option B, a clinical that meets the candidates' professional goals of non-certification or state certification as a school counselor. Twenty one (21) semester credits in counseling theories, human behavior, college and career readiness, school counseling ethics, measurement and accountability, consultation and working with special needs populations are required. Twelve (12) semester credits in individual counseling, family counseling and group counseling strategies and techniques are required. A capstone course worth six (6) credits is required before candidates move into the clinical portion of the program. Depending on the election of Option A or Option B, three (3) or nine (9) semester credits respectively are necessary to fulfill the clinical requirement for the degree.

The clinical portion includes a formal application submitted for approval in Task Stream to the Assistant Chair. The application includes, among other items, a state criminal background check, FBI clearance, child abuse clearance, signed confidentiality agreement, and a signed clinical agreement. All degree-seeking candidates in the MEC program are required to demonstrate graduation and program competencies as counselors by engaging in a prescribed variety of related counseling activities.

Candidates electing Option B must work collaboratively with the Assistant Chair to arrange to practice in either an elementary or secondary school (or both) according to the grade level at which they will be seeking state certification. Candidates work under the supervision of a school-based, certified school counselor with at least three years of experience who is designated as the Cooperating Counselor. In addition, each candidate is assigned a Wilmington University Clinical Faculty Mentor who is responsible, in conjunction with the cooperating counselor, for monitoring the activities, interactions, and skill development of candidates. The clinical faculty mentor is responsible for final grade designation.

Candidates electing Option A must work collaboratively with the Assistant Chair to arrange for alternative clinical placement sites such as a university or non-profit setting, and work under a site supervisor and the assigned University clinical faculty mentor. The clinical faculty mentor is responsible for final grade designation.

Course Requirements

Candidates must complete eleven academic courses in appropriate sequence to meet prerequisite requirements and either a supervised non-certification practicum or supervised certification internships from the list below:

Level 1 Coursework

MEC	6400	Introduction to School Counseling and Theories
MEC	6402	Human Behavior and Child Development
MEC	6607	Ethical Issues in School Counseling
MEC	7213	College and Career Readiness K-12
MEC	7502	The Counselor as a Consultant
MEC	7503	Special Education Law and the School Counselor's Role
MEC	7701	Testing, Measurements, and Research in School Counseling
MED	6102	E-Folio (0 Credits)

Level 2 Coursework

MEC	7202	Group Counseling
MEC	7500	Individual Counseling Skills and Strategies
MEC	7501	Family Counseling

Level 3 Coursework and Clinical Experiences

MEC 6511 Principles and Practices of a School Counseling

Program (Capstone course)

MEC 7600 Non-Certification Supervised Practicum

OR (three of the following courses.)

MEC 8000 Supervised Internship: I Elementary

MEC 8001 Supervised Internship: II Elementary

MEC 8002 Supervised Internship: I Secondary

MEC 8003 Supervised Internship: II Secondary

MEC 8004 Supervised Internship III: Elementary

MEC 8005 Supervised Internship: III Secondary

NOTE: Current New Jersey school counselor certification 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: 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 NJ State Department of Education.

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete a minimum of 42 credit hours (with non-certification practicum), or 48 credit hours (with certification internships), maintain a GPA of at least 3.0, and submit a passing score on the PRAXIS II: The Professional School Counselor #5421. Praxis scores should be submitted to Wilmington University via ETS. The program must be completed within five years.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING

CERTIFICATE OF ADVANCED STUDY

The Certificate of Advanced Study (CAS) in School Counseling provides opportunities for practicing school counselors to gain knowledge and skills pertinent to the needs of today's students. The CAS is designed to prepare present school counselors for current issues and trends in the profession. The CAS courses can also be used as hours towards recertification while providing focused professional development. The CAS is a post-Master's course of study and offers the opportunity to obtain an additional 18 credits (above the 42/48 required for the MEC degree). The post-Master's CAS in School Counseling requires the successful completion of the following six (6) core courses (18 credits) with a grade-point average of 3.0 or higher. Courses are available in a traditional face-to-face format or an online format.

Please note that the Wilmington University Certificate of Advanced Study in Elementary and Secondary School Counseling is not a State of Delaware license or certificate.

Admissions Requirements

1. A completed Wilmington University application
2. Official transcripts with degree conferral date for a master's degree in school counseling or closely related field
3. Current résumé
4. Interview with Program Chair or designee
5. Students will have the option to petition for review of up to six (6) credits of previous Wilmington University graduate work as it applies to the program

Certificate Components

The following courses (18 total credits) are offered in the CAS in School Counseling:

MEC 6600	Introduction to Drug/Alcohol Counseling
MEC 6607	Ethical Issues in School Counseling
MEC 6608	Multicultural Counseling
MEC 6901	Classifications of Psychopathology
MEC 7503	Special Education Law and the School Counselor's Role
MEC 7806	Research Methods, Statistics and Accountability in School Counseling

ELEMENTARY STUDIES

MASTER OF EDUCATION

This program is nationally recognized by the Association for Childhood Education International (ACEI) and is accredited by CAEP (Council for the Accreditation of Educator Preparation) under NCATE Standards (National Council for Accreditation of Teacher Education).

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS.

Admission

Please refer to “The Graduate Admissions Process” section for general admission requirements and procedures.

Admission to the Master of Education in Elementary Studies (MEE) degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor’s degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official and complete score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/>

4. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
5. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.
6. Register for and activate MED 6102 (E-Folio) along with other courses selected.

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

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The assessments and minimum test score requirements established by the Delaware Department of Education for this degree program and for K-6 certification are:

ETS test #5001, Elementary Education Multiple Subjects

(All four tests are required and can be taken separately or together in one sitting)

Reading and Language Arts Subtest	(score of 157)
Mathematics Subtest	(score of 157)
Social Studies Subtest	(score of 155)
Science Subtest	(score of 159)

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Changes

Master of Education degree programs in the College of Education which contribute to eligibility for initial licensure and certification as Delaware educators are approved by the Delaware Department of Education. Any changes that are mandated by the Delaware Department of Education or the Delaware General Assembly will be implemented in accordance with state regulations. Students will be notified of any changes that may affect program or degree completion/conferral requirements.

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

Program Purpose

The Elementary Studies program prepares teachers to meet the academic and social needs of students. 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 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

Master of Education degree programs in the College of Education are designed to prepare educators who demonstrate the following competencies:

Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Design

The Master of Education in Elementary Studies is designed to meet the standards for certification at the elementary school level (grades K-6) in the State of Delaware. 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 by providing alternatives to the clinical semester.

Outcomes Assessment

The assessment of content knowledge, pedagogy, learning theory, and performance competencies is accomplished through satisfactory attainment of specific course objectives; satisfactory performance on tests of general and content-related knowledge, as well as performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and school-based mentors; and evaluations and post-graduation surveys.

Dual Certification

Candidates should consider completion of coursework in other certification areas as an enhancement to their initial teaching license and certification. For example, completion of specific pedagogical coursework in Special Education, passing the appropriate Praxis II exam, and completing Student Teaching/Teaching Internship in a K-6 inclusion setting would contribute to eligibility for dual certification. Contact a Program Advisor, Chair or Assistant Chair for details.

Praxis Testing Requirements

Candidates starting their programs on or after July 1, 2014, must pass - using Delaware minimum score requirements - the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations, prior to registration for the first clinical experience, Practicum I (MEE 7996) and must pass the appropriate PRAXIS II test(s) prior to registration for Student Teaching/Internship. Teacher Candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-test scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Program Requirements

Teacher candidates are required to register for and activate MED 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy graduation and program competencies.

Teacher candidates are expected to complete all requirements associated with the Master of Education in Elementary Studies, including all course work and fieldwork/clinical experiences. 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. All courses accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution.

The College of Education sets a required minimum grade of "C-" for all education core courses as well as for all courses needed to satisfy the content major. However, an overall GPA of 3.0 is required for program completion.

Fieldwork Requirements

All fieldwork placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

Practicum Courses (Practicum I, II, III)

These courses require 80 hours of commitment including at least 50 hours of field experience in an approved school/clinical placement in addition to the required 30 hours of

seminar classes. The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms.

A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

For students entering the program Fall 2014 or later, passing scores on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations are required.

Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree as low as possible and still meet state certification requirements. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

Capstone Clinical Experience (Student Teaching/ Internship)

Prerequisites include the following: Passing ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations and the relevant PRAXIS II scores, a 3.0 grade point average, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (Less than a year old), a completed CPR (Child Protection Registry Form), completed health form, and approval from the Office of Clinical Studies.

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for the Student Teaching/Internship course (MEE 8801). Registration and payment of all fees, including laboratory fees for Student Teaching/Teaching Internship, are still required.

The capstone clinical experience is a full-time, full-day placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. A full-time, year-long option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.

Teacher Dispositions and Values

A significant element of programs for the preparation of teacher candidates deals with developing a teacher candidate's proficiency in working with students who present a wide variety of needs, learning styles and exceptionalities. Teacher 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 Studies: Kindergarten – Grade 6

MED	6102	E-Folio (0 credits)
MED	6000	Elementary Mathematics for Teachers (3 credits)
MEE	7601	Education of Diverse Populations/ Exceptional Children in the Elementary School Setting (3 credits)
MEE	7603	Strategies for Effective Teaching (3 credits)
MEE	7604	Technology for Instruction (3 credits)
MEE	7607	Health and Physical Education (3 credits)
MEE	7631	Child Growth and Development (3 credits)
MEE	7632	Language and Literacy (3 credits)
MEE	7633	Integrated Methods for Teaching Elementary Reading and Writing (3 credits)
MEE	7634	Integrated Methods for Teaching Elementary Social Studies (3 credits)
MEE	7635	Professional Issues Related to Family, School, and Community (2 credits)
MEE	7636	Fine Arts and Literature for Children and Adolescents (2 credits)
MEE	7637	Integrated Methods for Teaching Elementary Mathematics (3 credits)
MEE	7638	Integrated Methods for Teaching Elementary Science (3 credits)

NOTE: Registration for Practicum I requires passing scores on all three sections of Praxis Core Series for Educators or relevant exemption tests.

- MEE 7996 Practicum I (1 credit)
- MEE 7997 Practicum II (1 credit)
- MEE 7998 Practicum III (1 credit)
- MEE 8800 Applied Assessment and Research in the Classroom (3 credits)
(co-requisite with MEE 7998)
- MEE 8801 Student Teaching/Internship (9 credits)

NOTE: Registration for MEE 8801, Student Teaching/Internship, requires a 3.00 grade point average, successful completion of all other coursework, and an approved application from the Office of Clinical Studies)

Qualifications for Degree

To qualify for the Master of Education in Elementary Studies degree, a 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—is required. The portfolio will demonstrate mastery of program competencies based on the Delaware Professional Teaching Standards, Wilmington University Graduation Competencies, and satisfactory attainment of the goals described in the College of Education Conceptual Framework. The program must be completed within five years.

ESOL LITERACY

MASTER OF EDUCATION

This program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) under NCATE Standards (National Council for the Accreditation of Teacher Education) and meets TESOL Standards (Teacher of English to Speakers of Other Languages).

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in ESOL Literacy degree program requires the following:

- 1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
- 2. Submit an official transcript or transcripts verifying completion of a bachelor’s degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions.
- 3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150
- 4. Submit a valid United States teaching certificate.
- 5. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
- 6. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
- 7. Register for MED 6102 (E-Folio) along with other course(s) selected.

*NOTE: Candidates admitted prior to July 1, 2014 have until July 30, 2015 to fulfill this requirement.

Program Purpose

The Master of Education degree in ESOL Literacy is built around the five domains of the TESOL standards: Language, Culture, Planning, 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 school-aged children. 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 courses. As our population becomes more richly diverse, we recognize the constant need for teachers who understand the variables which affect their environments. We need teachers who possess the professional skills necessary to contribute to the development, implementation, and evaluation of programs and procedures to improve instruction and learning. There is also a need for teachers who will increase learning, and provide sensitivity, and acceptance of cultural and linguistic diversity within school environments.

Program Competencies

The program competencies are built around the five domains of 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:

Standards

Domain 1. Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

Standard 1.a. Language as a System

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b Language Acquisition and Development

Candidates understand and apply theories and research in language acquisition and development to support English language/literacy learning and content-area achievement.

Domain 2. Culture

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Domain 3. Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4. Assessment

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

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 2011, candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. A second assessment will be taking the PRAXIS II ESL Subject Test (5361) just prior to taking MRD 7950 as part of their clinical courses. A passing score of 149 is required. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream. Other assessment measures include the observation of application of knowledge in practical settings, participation in community activities and affiliation with either local, state or national professional organizations, and alumni surveys that query such items as preparation levels for careers and life-long learning activities. PRAXIS II scores must be reported prior to receiving a grade for MRD 7950.

Program Design

The Master of Education in ESOL Literacy program is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), Teachers of English Speakers of Other Languages (TESOL), National Council for Accreditation Teacher Education and Certification (NASDTEC), and the Council for the Accreditation of Educator Preparation (CAEP) under the National Council for Accreditation of Teacher Education (NCATE) standards. Candidates are expected to complete all requirements associated with the Master of Education in ESOL Literacy program. A total of 33 credits are required for completion.

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in ESOL Literacy is ETS PRAXIS II exam #5361, English to Speakers of Other Languages. Candidates must achieve a minimum score of 149 prior to receiving a grade in MRD 7950. The assessment is administered and scored by ETS. Scores must be submitted directly to Wilmington University by ETS.

Candidates must satisfy all exit requirements in order to be eligible for completion and conferral of the degree.

Candidates must consult with program advisors and/or the program chair to obtain the most current information about assessments and other graduation requirements.

Qualifications for a Degree

To qualify for a Master of Education in ESOL Literacy, a candidate must complete all courses: core and clinical, for a total of 33 semester credits. The MLL Content Test, which assesses knowledge of instructional competencies necessary for success in teaching ELLS, skills, strategies and materials, must be taken online and during MRD 7950, Seminar in Reading Research. The PRAXIS II 5361 English to Speakers of Other Languages must also be taken and passed at a level of 149 prior to receiving a grade in MRD 7950. Praxis scores should be submitted to Wilmington University via ETS. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. An exit interview with the Program Chair or an advisor is required during MRD 7950. The program must be completed within five years.

Course Requirements

Core Education Courses

(This list does not represent the recommended sequence.)

MED	6102	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 (semester)
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 (semester)
MRD	7805	Strategies and Techniques for Teaching Reading in the Content Areas

Clinical Courses: All clinical courses are semester courses

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

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 five MLL courses may be taken as a course of study.

Additionally, a dual degree in MRD/ESOL may be obtained with the following changes:

1. Completion of all MRD and five MLL courses, (requires substitution of MRD 7815 (5) for MRD 7805 (3), as well as
2. Successful completion of outside requirements of both degrees (PRAXIS II 5301 (score of 164), Praxis ESL Subject Area Test (5361) (score of 149).

(See subsequent degree program description.)

INSTRUCTION: GIFTED AND TALENTED

MASTER OF EDUCATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in Instruction: Gifted and Talented degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150
4. Submit a valid United States teaching certificate.
5. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
6. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
7. Register for MED 6102 (E-Folio) along with other course(s) selected.

*NOTE: Candidates admitted prior to July 1, 2014 have until July 30, 2015 to fulfill this admissions requirement.

Program Purpose

The Master of Education in Instruction: Gifted and Talented degree program is designed for educators interested in teaching and developing programs for gifted and talented students. Candidates study research-based practices to acquire 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-based practices relating to curriculum development, promoting cognitive, social, and emotional development, and encouraging creativity, innovative and critical thinking.

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 (2013). The M.Ed. in Instruction: Gifted and Talented degree program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:

Standard 1: Learner Development and Individual Learning Differences

Beginning gifted education professionals understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

Beginning gifted education professionals create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.

Standard 3: Curricular Content Knowledge

Beginning gifted education professionals use knowledge of general and specialized curricula to advance learning for individuals with gifts and talents.

Standard 4: Assessment

Beginning gifted education professionals use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning.

Standard 5: Instructional Planning and Strategies.

Beginning gifted education professionals select, adapt, and use a repertoire of evidence-based instructional strategies³ to advance the learning of individuals with gifts and talents.

Standard 6: Professional Learning and Ethical Practice

Beginning gifted education professionals use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 7. Collaboration

Beginning gifted education professionals collaborate with families, other educators, related-service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education in Instruction: Gifted and Talented degree program competencies and the 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 observations of performance-based projects in authentic settings and mentoring sessions. A standards-based presentation portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and dispositions described by the National Association for Gifted Education Standards. An exit PRAXIS II examination [Test Code 5358, Gifted Education, with a passing cut score of 157] is required to be taken, passed, and scores on record at Wilmington University prior to graduating.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the M.Ed. in 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. The program requires that candidates be working in an educational setting to complete the program competency assignments and practicum. The degree program is offered in multiple formats: traditional, hybrid, and online. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses

(18 credits)

MED	7704	Education for Equity and Social Justice
MED	7808	Assessment and Evaluation
MED	7809	Instructional Design
MED	7812	Culture and Learning Environments
MED	8804	Action Research (6 credit course offered in Fall and Spring semester)

Gifted and Talented Concentration Courses

(15 credits)

MED	6102	E-Folio (0 credits)
MED	7802	Psychology of Gifted and Talented Learners
MED	7804	Curriculum Design and Instructional Strategies for G/T Learners
MED	7807	Creativity and Critical Thinking
MED	7996	Practicum: Gifted and Talented Learners
MSE	7400	The Gifted and Talented Child (pre-requisite for the MED Gifted and Talented courses)

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure and/or certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in Instruction: Gifted and Talented is ETS Praxis II, Test Code #5358, Gifted Education. The minimum acceptable score is 157. The assessment is administered and scored by ETS. It is the

candidate's responsibility to have PRAXIS II scores sent to Wilmington University directly from ETS (Educational Testing Service).

Candidates must obtain passing scores this exam in order to be eligible for conferral of the M.Ed. in Instruction: Gifted and Talented Education.

Candidates must consult with program advisors and/or the program chair to obtain the most current information about this graduation requirement.

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, complete a standards-based presentation program portfolio, and earn a passing score (157) on the PRAXIS II, Test Code 5358, Gifted Education exit assessment. The standards-based presentation program portfolio shows the candidate's level of expertise in acquiring the knowledge and skills described by the National Gifted Education Standards. The degree program must be completed within five years.

Delaware Certification - Teacher of Students Who Are Gifted and Talented

Current Delaware Department of Education regulations (DE Title 14, §1572) permit individuals who hold an initial continuing, advanced license, or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, and who hold a Standard Certificate in a subject (content), grade level, or area, to apply for a State of Delaware Standard Certificate as a Teacher of Students Who Are Gifted and Talented after successfully completing five (5) Wilmington University College of Education courses: 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), and earn a passing score (157) on the ETS Praxis II, Test Code 5358, Gifted Education.

However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website: <http://regulations.delaware.gov/AdminCode/title14/1500/index.shtml>

NOTES:

Any changes in Delaware licensure and 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: TEACHER OF READING

MASTER OF EDUCATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

For full admission to the Master of Education in Instruction: Teacher of Reading degree program, applicants are expected to provide or complete the following:

1. Prior to registering for your first course:

Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee.

Complete the application online. www.wilmu.edu/admission/applyonline.aspx. Download the application. www.wilmu.edu/admission/documents/paperapp.pdf.

2. Register for MED 6102 (E-Folio) along with other course(s) selected.

3. Prior to completing your first course:

Provide 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.

Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair.

International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.

All of the documents described 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 are interested in acquiring research-based practices that advance literacy instruction. The program addresses practices related to instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; assessment strategies and

practices to evaluate effective reading and writing instruction; awareness, understanding, respect, and a valuing of differences in our society; literate environments that foster reading and writing; and leadership and professional development opportunities.

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 (2010). The M.Ed. in Instruction: Teacher of Reading degree program is designed to enable candidates to demonstrate their knowledge and skills in the following standards:

Program Competency Standard 1. Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Program Competency Standard 2. Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Program Competency Standard 3. Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Program Competency Standard 4. Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Program Competency Standard 5. Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Program Competency Standard 6. Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education in Instruction: Teacher of Reading degree program competencies and 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 mentoring sessions and observations of performance-based projects in authentic settings.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Master of Education in Instruction: Teacher of Reading degree program. The 33-credit degree program consists of 18 credits of foundation courses that focus on teaching and learning, 12 credits of reading content courses, and three credits of electives. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (18 credits)

MED 7808	Assessment and Evaluation
MED 7809	Instructional Design
MED 7810	Psychology of Learning
MED 7712	Curriculum Development
MED 8804	Action Research (6 credit course offered in the Spring and Fall semester)

Reading Concentration Courses (12 credits)

MED 6102	E-Folio (0 credits)
MRD 6201	Causes of Reading Difficulties
MRD 6202	Foundations of Reading
MRD 6203	Brain-based Reading Instruction
MRD 6204	Phonemic Awareness and Auditory Processing

Electives (3 credits)

MRD 6205	Literacy Skills for Early Childhood
MRD 6208	Vocabulary and Comprehension Development for Middle School and High School
MRD 6209	Authentic and Differentiated Instruction for Reading

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 with a GPA of at least a 3.0 average. 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.

INSTRUCTION: TEACHING AND LEARNING

MASTER OF EDUCATION

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For full admission to the Master of Education in Instruction: Teaching and Learning degree program, applicants are expected to provide or complete the following:

1. Prior to registering for your first course:

Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee.

Complete the application online. www.wilmu.edu/admission/applyonline.aspx

or

Download the application. www.wilmu.edu/admission/documents/paperapp.pdf

2. Register for MED 6102 (E-Folio) along with other course(s) selected.

3. Prior to completing your first course:

Provide 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.

Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair.

Provide a record of work experience as a classroom teacher or in a related field (three years of experience is preferred).

International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.

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

Program Purpose

The Master of Education in Instruction: Teaching and Learning degree program is designed for educators who are interested in the in-depth study of teaching and learning focused on effective and reflective practices while developing skills to become leaders of teachers. Candidates study research-based practices to acquire knowledge and skills needed to promote the success of all students by advocating, nurturing, and sustaining a culture of learning, designing programs that promote student learning, and engaging in personal inquiry of a professional practice. Candidates explore personal practices and reflect upon ways to improve teaching and learning and provide collegial leadership. The program addresses best practices related to teaching-learning, instructional planning, student achievement and performance, curriculum development, culturally diverse learning environments, and educational reform.

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) (2011) by the Council of Chief State School Officers. The M.Ed. in Instruction: Teaching and Learning degree program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:

Program Competency Standard 1. Learner Development

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Program Competency Standard 2. Learning Differences

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Program Competency Standard 3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Program Competency Standard 4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Program Competency Standard 5. Applications of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Program Competency Standard 6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Program Competency Standard 7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Program Competency Standard 8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Program Competency Standard 9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the community), and adapts practice to meet the needs of each learner.

Program Competency Standard 10. Leadership and Collaboration

The teacher seeks appropriate leaderships roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education in Instruction: Teaching and Learning degree 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 mentoring sessions and observations of candidate performance in authentic settings.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the M.Ed. in 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. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. The foundation courses are offered in multiple formats: traditional, hybrid, and online. Several elective courses can be taken either in a hybrid and online format. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (21 credits)

MED	6102	E-Folio (0 credits)
MED	7712	Curriculum Development
MED	7808	Assessment and Evaluation
MED	7809	Instructional Design
MED	7810	Psychology of Learning
MED	7812	Culture and Learning Environments
MED	8804	Action Research (6 credit course offered in Fall and Spring semesters)

Electives (12 credits)

EDT	6005	Applications in Educational Technology
MED	7404	Brain-based Research Instructional Strategies
MED	7704	Education for Equity and Social Justice
MED	7807	Creativity and Critical Thinking
MED	7813	Differentiated Instruction
MED	7814	Problem-based Learning
MED	7815	Innovations in Teaching
MED	7816	Advanced Studies in Teaching and Learning
MED	7817	Professional Studies

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 average. 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.

ETS 5722 Writing 162

ETS 5732 Mathematics 150

4. Submit a valid United States teaching certificate.
5. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
6. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
7. Register for MED 6102 (E-Folio) along with other course(s) selected.

*NOTE: Candidates admitted prior to July 1, 2014 have until July 30, 2015 to meet this requirement.

READING

MASTER OF EDUCATION

This program is nationally recognized and accredited by the Council for the Accreditation of Educator Preparation (CAEP) under NCATE Standards (National Council for the Accreditation of Teacher Education) and meets the International Literacy Association (ILA) standards at the Reading Specialist level.

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in Reading degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156

Program Purpose

The Master of Education in Reading prepares teachers for 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.reading.org/resources/community/ncate_standards.html.

The program develops reading experts who have demonstrated mastery in:

Standard 1. Theoretical/ Foundational

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. Specifically, candidates:

- 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections
- 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components

Standard 2. Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. Specifically, candidates:

- 2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
- 2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).]
- 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

Standard 3. Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Specifically, candidates

- 3.1: Understand types of assessments and their purposes, strengths, and limitations
- 3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

Standard 4. Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. Specifically, candidates:

- 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
- 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- 4.3: Develop and implement strategies to advocate for equity.

Standard 5. Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Specifically, candidates

- 5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction
- 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

Standard 6. Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. Specifically, candidates

- 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture
- 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]
- 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development 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 the measurement of program and graduation competencies. The Knowledge of Reading Test (KRT) must be taken online 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 (5301 Reading Specialist) must be taken and passed (score of 164) prior to receiving a grade in MRD 7950. It is a graduation requirement.

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), Council for the Accreditation of Educator Preparation (CAEP) under the National Council for Accreditation of Teacher Education (NCATE), and International Literacy Association (ILA). Students who complete the program are eligible for a State of Delaware Certificate as a Reading Specialist. Candidates are required to register for MED 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, four 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 candidates 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. Finally, candidates must participate in local, state and/or national professional organizations.

Candidates 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. Candidates, 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, candidates may apply for the Reading Specialist certificate through the Department of Education. Documentation of a passing PRAXIS II score (164) is required.

An exit interview with the Program Chair or an advisor is required.

Program Requirements

A current valid United States teaching certificate is required for admission to this program as noted previously.

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 250 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 candidates 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. 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. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. Participation in the reading clinic is required as part of the diagnosis and assessment course (MRD 7903). A course grade no lower than "B" must be achieved in this course. A final component requires candidates to attend school board meetings and be affiliated with either a local, state or national professional reading organization.

A research project is required. This research project may be qualitative or quantitative and designed for a classroom, school, or a district level. The final two courses, MRD 7902 and MRD 7950, may not be taken concurrently without prior approval from Program Chair. An electronic portfolio is required for all students beginning the program in Fall 2009. Verification forms are collected throughout the program for various learning experiences.

Qualifications for a Degree

To qualify for a Master of Education in Reading, a candidate 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 and during MRD 7920, Practicum in Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II Reading Specialist test (5301) must also be taken and passed using State of Delaware passing

criteria (164) prior to receiving a grade in MRD 7950. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed within five years.

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure and/or certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in Reading is ETS Praxis II, #5301 Reading Specialist. The minimum acceptable score is 164. The assessment is administered and scored by ETS.

Candidates must satisfy all exit requirements in order to be eligible for program completion and degree conferral.

Candidates must consult with program advisors and/or the program chair to obtain the most current information about exit and graduation requirements.

Course Requirements

Master of Education in Reading leading to State Certification as a Reading Specialist K-12 (35 credits)

Core Courses

MED	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 (semester)
MED	7705	Measurement, Accountability, and Student Learning

Clinical Courses: All clinical courses are semester courses

MRD	7815	Application of Strategies for Teaching Content Area Reading
MRD	7903	Diagnosis and Correction of Reading Difficulties (This course requires onsite tutoring and final grade of “B” or higher)
MRD	7920	Practicum in Reading
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 five MLL courses,
2. Successful completion of outside requirements of both degrees [(PRAXIS II 5301 (164), Praxis ESL Subject Area Test 5361 (score 149).]

(See subsequent degree program description)

Certification Only

For teachers wishing to pursue ONLY certification rather than a degree, Regulation 1581 of the Delaware Administrative Code specifies the following coursework:

The successful completion of twenty-four (24) graduate level credit hours in the following content areas:

Assessment and Instruction in Writing (3 credits);(MRD 7806)

Assessment and Instruction in Reading (6 credits);(MRD 7903)

Practicum in Reading to include application of strategies in assessment, instruction and parent involvement (6 credits); (MRD 7920)

Literacy in the Content Areas (3 credits); (MRD 7805)

Teaching English as a Second Language (3 credits) (MLL 7405); and either

Literacy Acquisition (3 credits); (MRD 7801)

OR

Coaching Adult Learners (3 credits) (MRD 7930)

READING/ESOL LITERACY

MASTER OF EDUCATION

This program is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) under NCATE Standards (National Council for the Accreditation of Teacher Education) and meets the International Literacy Association (ILA) standards at the Reading Specialist level as well as TESOL Standards (Teachers of English Speakers of Other Languages).

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in Reading/ESOL Literacy degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor’s degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

4. Submit a valid United States teaching certificate.
5. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
6. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.

7. Register for MED 6102 (E-Folio) along with other course(s) selected.

NOTE: Candidates admitted prior to July 1, 2014 have until July 30, 2015 to satisfy this requirement.

The Master of Education in Reading/ESOL Literacy prepares teachers for certification as both a Reading Specialist and ESL teacher in grades K-12. Please see individual degree program descriptions for the most thorough description of each component of this dual degree.

Program Competencies

The program competencies are the IRA Standards, summarized below, and can be accessed in their entirety through the IRA’s website: www.reading.org/General/CurrentResearch/Standards. The TESOL standards are located at: www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf

Outcomes Assessment

The assessment of outcomes consists of multiple measures as described in the individual program descriptions.

ALL individual program requirements must be met.

Program Design

The Master of Education in Reading/ESOL Literacy program was designed to meet five sets of professional standards: Delaware Professional Teaching Standards (DPTS), National Association of State Directors of Teacher Education and Certification (NASDTEC), Council for the Accreditation of Educator Preparation (CAEP) under the National Council for the Accreditation of Teacher Education (NCATE), International Literacy Association (ILA), and Teachers of English Speakers of Other Languages (TESOL). Students who complete the program are eligible for a State of Delaware Reading Specialist and ESL certification. Candidates are required to register for MED 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.

This program is designed to serve students with several career opportunities.

50 credits are required for the master’s degree. Subsequently, candidates may apply for the Reading Specialist and ESL certificates through the Department of Education. Documentation of a passing PRAXIS II Reading Specialist (5301) score (164), passing ESL PRAXIS II 5361 score (149) are required, for the university. All Praxis scores should be sent to Wilmington University directly from ETS.

An exit interview with the Program Chair or an advisor is required.

Program Requirements

A current valid United States teaching certificate is required for admission to this program, as noted previously.

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, and second language acquisition, pedagogy and structure of language are required. The required clinical sequence includes twenty (23) semester credits with a minimum of 440 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 courses require interaction with children and/or teachers and paraprofessionals at multiple grade levels.

The clinical component requires candidates 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. In addition, time must be arranged to work with other teachers at the elementary and secondary levels, specialists, parents, and community organizations. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. Participation in the reading clinic is required as part of the diagnosis and assessment course. A grade of "B" is required in MRD 7903. Experience serving as a resource person to other professionals in middle and secondary schools is required. A final component requires candidates to attend school board meetings, community activities and be affiliated with either a local, state or national professional reading organization.

A research project is required. This research project may be qualitative or quantitative and designed for a classroom, school, or a district level. Candidates may not take MRD 7920 and MRD 7950 concurrently without prior approval of Program Chair.

Verification forms are collected throughout the program for various learning experiences.

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

"Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board."

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

"Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers."

The instruments selected by Wilmington University as required exit assessments for the M.Ed. in Reading/ESOL Literacy are:

ETS PRAXIS II Reading Specialist, test #5301. This assessment must be taken and passed using State of Delaware passing criteria (minimum score of 164) prior to receiving a grade in MRD 7950.

ETS PRAXIS II English to Speakers of Other Languages, test #5361. This assessment must be taken and passed with a minimum score of 149.

Both of these assessments are administered and scored by ETS. Praxis scores must be sent directly to Wilmington University via ETS.

Candidates must consult with program advisors and/or program chairs to obtain the most current information about these graduation requirement.

Candidates must satisfy all exit and graduation requirements in order to be eligible for program completion and degree conferral.

Qualifications for a Degree

To qualify for a Master of Education in Reading/ESOL Literacy, a candidate must complete all courses: core and clinical, for a total of 50 semester credits. The Knowledge of Reading Test (KRT), the MLL Content Area Test both which assess knowledge of basic reading skills, strategies and materials, and instruction of English Language Learners (ELLs) must be taken online during MRD 7920, Practicum in Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II Reading Specialist test (5301) must also be taken and passed using State of Delaware passing criteria (164) prior to receiving a grade in MRD 7950. The Praxis ESL Subject Area Test (5361)

must also be taken and passed with a score of 149. Praxis scores should be sent to the university via ETS. They will also need to be posted in Taskstream. 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/ESOL Literacy (50 credits)

(This list does not convey the recommended sequence of courses.)

Core Courses

MED	6102	E-Folio (0 credits)
MED	7705	Measurement, Accountability, and Student Learning
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 (semester)

Clinical Courses: All clinical courses are semester courses.

MLL	7403	Assessment of Second Language Learners
MRD	7815	Application of Strategies for Teaching Content Area Reading
MRD	7903	Diagnosis and Correction of Reading Difficulties (This course requires onsite tutoring and a final grade of "B" or higher.)
MRD	7920	Practicum in Reading
MRD	7950	Seminar in Reading Research

NOTE: MRD 7920 and MRD 7950 may not be taken concurrently without prior approval from Program Chair.

SCHOOL LEADERSHIP

MASTER OF EDUCATION

This degree program is approved by the State of Delaware and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) under NCATE Standards (National Council for the Accreditation of Teacher Education). The program has been awarded National Recognition by the ELCC (Educational Leadership Constituent Council).

Admission

Please refer to "The Graduate Admission Process" section for general graduate admission information.

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150
4. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
5. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
6. Register for MED 6102 (E-Folio) along with other courses selected.

*NOTE: Candidates admitted to the program prior to July 30, 2014 have until July 1, 2015 to meet these general knowledge program admission requirements.

Content and Performance Assessment Requirements

This is a state-approved degree program which contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in School Leadership is the SLLA (School Leader Licensure Assessment), administered and scored by ETS. Candidates must consult with program advisors and/or program chairs to obtain the most current information about how to fulfill this graduation requirement.

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.

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

Candidates are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 33-35 credit hours are 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 to three 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, online learning courses, and/or hybrid courses.

Required Courses

With the exception of MED 6102, courses may be taken in any order. It is recommended that candidates take MED 7590 and MED 7503 very early in the program.

MED 6102 E-Folio (0 credits)

MED 6102 is required for all candidates listing a major of MED School Leadership. 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 The Principalship, PreK-8
OR

MED 7707 The Principalship, 9-12

MED 7708 Curriculum Leadership

MED 8900 Practicum in School Leadership
(Includes Content Area Assessment)

MED 8903, 8904, 8905 and 8906
Administrative Internship (3-6 credits)

Elective Courses (choose one)

MED 7702 Classroom and School Culture: Creating Environments for Learning

MED 7703 Curriculum and Teaching: Research, Theory and Design

MED 7704 Education for Equity and Social Justice

MED 7709 Personnel Administration

MED 7710 Technology and the School Environment

MED 7712 Curriculum Development

MED 7799 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 (35 credit hours for New Jersey candidates), 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 the School Leadership Content Area Assessment (CAA). In addition, beginning July 1, 2016, candidates are required to take the School Leader Licensure Assessment (SLLA) and achieve a score deemed passing by the College of Education. Candidates NOT passing these tests may not receive a degree that leads to certification in that area.

Graduation Planning Conference

Prior to registering for either the Practicum in School Leadership or the Administrative Internship, candidates will schedule a graduation planning conference with the Program Chair or a University Program Advisor.

Administrative Certification

The M.Ed. in School Leadership meets the academic certification requirements in Delaware for the positions of assistant principal/principal. In addition, if not taken at the undergraduate level, a course in Child, Adolescent or Human Development is required.

Candidates taking courses to satisfy certification requirements are personally responsible for verifying, with 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 Core, 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. These scores provide valuable data essential to maintaining CAEP/NCATE accreditation status.

The Delaware State Board of Education adopted new regulations for certification as a school leader effective March 11, 2013. These regulations require a master's or doctoral degree from a regionally accredited college or university in educational leadership or administration. The program must be nationally accredited/recognized or state-approved using CAEP/NCATE standards; or the applicant must hold a degree from a regionally accredited college or university in any field and successfully complete one of the following: A School Principal Course of Study as defined by 14 DE Admin. Code 1595 or a School Principal Certification program pursuant to 14 DE Admin. Code 1595.

Delaware experience requirements for a School Assistant Principal and Principal certificate specify the following: "A minimum of 5 years of teaching experience as defined in 16 DE Reg 969 (03/01/13)."

Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

SPECIAL EDUCATION

MASTER OF EDUCATION

This program is nationally recognized by the Council for Exceptional Children (CEC) and is accredited by CAEP (Council for Accreditation of Educator Preparation) under NCATE Standards (National Council for Accreditation of Teacher Education).

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTIONS AND EXIT REQUIREMENTS

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information.

Admission to the Master of Education in Special Education (MSE) degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor’s degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions.
3. Submit official (complete with sub-test scores) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute.* This requirement can be met by providing an official score report showing scores (including all sub-test scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about these exams (including how to register), go to: <http://www.ets.org/praxis/>

4. If you are applying for admission to MSE Option B, provide a copy of your current state teaching license and/or certification.
5. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
6. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair.
7. Register for and activate MED 6102 (E-Folio) along with other courses selected.

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

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral.

The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

“Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board.”

The content assessments required by the Delaware Department of Education are:

For certification in Exceptional Children, Special Education Teacher (all grade levels and subject areas):

ETS Praxis II, test #5354, Special Education Core Knowledge and Applications (score of 151)

AND

Passing score(s) on the Praxis II Content Area Assessment(s) appropriate for the level(s) and subject area(s) to be taught.

For Elementary School Special Education Teachers, Grades K-6

ETS Praxis II test #5001, Elementary Education Multiple Subjects (All four tests are required and can be taken separately or in one sitting.)

Reading and Language Arts Subtest (score of 157)

Mathematics Subtest (score of 157)

Social Studies Subtest (score of 155)

Science Subtest (score of 159)

For Middle and High School Special Education Teachers: the Praxis II assessment(s) in the subject area(s) and grade level(s) to be taught. For a complete listing of those assessments and score requirements, go to: <https://www.ets.org/praxis/de/requirements>

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

“Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers.”

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board

Candidates must check-in periodically with a program advisor or program chair to obtain current and accurate information as to specific assessments and score requirements, because the Delaware Professional Standards Board sometimes modifies required tests and minimum acceptable scores. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral. All Delaware test score requirements can be accessed at this web address: https://www.ets.org/praxis/de?WT.ac=praxishome_states_121126

Program Purpose

The purpose of the Master of Education in Special Education licensure/certification degree program is to prepare candidates for positions teaching exceptional children in specific content areas and grade levels (grades 1-12).

Students with disabilities 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 two distinct options which allow the master's candidate to focus on his/her individual needs and career goals. This non-categorical program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

Program Changes

Master of Education degree programs in the College of Education which contribute to eligibility for initial licensure and certification as Delaware educators are approved by the Delaware Department of Education. Any changes that are mandated by the Delaware Department of Education or the Delaware General Assembly will be implemented in accordance with state regulations. Students will be notified of any changes that may affect program or degree completion/conferral requirements.

Program Competencies

The Master of Education in Special Education (MSE) degree program is built around standards developed by the Council for Exceptional Children, in addition to the InTASC standards, and reflects the College of Education Program Attributes and Conceptual Framework. Those standards can be accessed at:

CEC Standards:

www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf

InTASC Standards:

<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>

Attributes and Framework: www.wilmu.edu/education/clinicalstudies/conceptframework.aspx

Outcomes Assessment

The assessment of content knowledge, pedagogy, learning theory, and performance competencies is accomplished through satisfactory attainment of specific course objectives; satisfactory performance on tests of general and content-related knowledge, as well as performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and school-based mentors; and evaluations and post-graduation surveys.

Program Design

The M.Ed. in Special Education offers two options:

Option A is for candidates who have completed a bachelor's degree in a field other than education who wish to obtain a master's degree and eligibility for a state of Delaware initial teaching license and certificate as a K-12 special education teacher and who also desires to meet the requirements for a standard certificate in a core content area. At entry, previous transcript(s) of teacher candidates will be carefully reviewed to determine if they have completed the necessary content area coursework - 15 credits - for

which they intend to teach children with disabilities. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

Option B is for candidates who already hold an initial teaching license and certificate who wish to obtain a master's degree with an instructional focus on teaching children with disabilities. Candidates must provide a copy of their teaching license and certificate at time of entry. This option does not qualify the candidate for an initial Delaware teaching license.

Prerequisite Coursework

A minimum grade of "B" is required for all prerequisite courses.

To obtain a Master of Education degree in Special Education, candidates must complete five courses as program prerequisites. These courses include: EDU 402/407, EDU 405/410, EDU 306, PSY 201 or PSY 332 and EPY 401 or their graduate equivalents. Candidates who have completed a Wilmington University BS degree in Birth-Grade 2, K-6, or Middle Level Education or a Master of Education degree in Elementary Studies will have completed all program prerequisites. Candidates with education degrees from other institutions must have their transcripts evaluated to ensure that program prerequisites have been met. To fulfill the requirements of this program, candidates must complete all course requirements as specified, depending on the option which is chosen.

Praxis Testing Requirements

Teacher Candidates starting their programs on or after July 1, 2014, must pass - using Delaware minimum score requirements - the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations, prior to registration for the first clinical experience, Practicum I, MSE 7991.

Candidates must also pass (by achieving Delaware minimum scores) appropriate PRAXIS II test(s) prior to registration for Student Teaching/Teacher Internship. In addition to the Delaware PRAXIS II Category test - Special Education: Core Knowledge and Applications - Code 5354, candidates must also take and pass a Delaware-approved ETS PRAXIS II Content Test of their choosing and complete their student teaching in an inclusion setting that aligns with the selected content area. Teacher Candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Program Requirements

Teacher candidates are required to register for and activate MED 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.

Teacher candidates are expected to complete all requirements associated with the Master of Education in Special Education degree, including content course work, required special education courses, and clinical experiences. All sections of ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Professional Standards Board regulations, (or relevant exemption tests), and prior to Practicum I, and the appropriate PRAXIS II category and content test must be satisfied prior to taking MSE 8802, Student Teaching/Teaching Internship. All courses have one or more goals for diversity in education and writing across the curriculum.

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Teaching Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/Teaching Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Teaching Internship, are still required. All sections of ETS PRAXIS Series Core Academic Skills for Educators and the relevant PRAXIS II category and content tests, a 3.0 grade point average, and approval from the Office of Clinical Studies are required for Student Teaching/Teaching Internship.

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. However, an overall GPA of 3.0 is required for program completion.

Fieldwork Requirements

All fieldwork placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. However, final placement decisions are made by school district officials and are based on the availability of qualified school mentors. Candidates are not permitted to seek or make arrangements for their own placements.

Practicum Courses (Practicum I, II, III)

These courses require 80 hours of commitment. This includes 50 clock hours of field experience during the regular school day in an approved setting, plus 30 clock hours of seminar-format classes. The 50 hours of field experience will usually take place

in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than one (1) year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program Fall 2014, passing scores on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations are required.

Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours as low as possible while still meeting state requirements. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience (is a full-time, full-day placement for at least 80 school days in an approved inclusive setting and in a content area/grade level that corresponds to a candidate's content area concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: a 3.00 or higher cumulative GPA, no Incomplete grades in required courses, passing PRAXIS (CORE) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Chair approval is required for course registration..

Teacher Dispositions and Values

A significant element of programs for the preparation of teachers deals with developing a teacher candidate's proficiency in working with students who present a wide variety of needs, learning styles and exceptionalities. Teacher 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 MSE 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. MSE teacher candidates must recognize, develop, and model dispositions that are expected of professional educators.

Candidates are expected to participate in dispositional surveys and self-assessments at different program points. Because of the importance accorded to these surveys/assessments, candidates are expected to participate fully and to comply with these tasks as assigned.

Program Prerequisites

Each option requires five prerequisite courses which could be satisfied with either undergraduate or graduate level courses:

- 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

In addition, fifteen (15) credits in the selected content area must also be satisfied prior to Student Teaching/Internship.

MSE Course Requirements

Each option requires the following core courses:

27 Credits

MED	6102	E-Folio (0 credits)
MED	6000	Mathematics for Teachers (3 credits)
MRD	7802	Process and Acquisition of Literacy (3 credits)
MRD	7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors (3 credits)
MSE	7401	Curriculum in Special Education (3 credits)
MSE	7402	Applied Behavior Analysis* (3 credits)

MSE	7403	Diagnosis/Assessment/IEP Development (3 credits)
MEE	7604	Technology for Instruction (3 credits)
MSE	8102	Legislation/Implementation of Policy and Procedure (3 credits)
MSE	8800	Applied Assessment and Research in the Classroom (3 credits - co-requisite with MSE 7993 or MSE 7990)

In addition to the courses listed above, each option has specific courses which must be completed.

By option, those requirements are:

Option A - Licensure and Certification Program

18 credits

MAS	7602	The School in a Multicultural Society (3 credits)
MSE	7991	Practicum I in Special Education (1 credit)
MSE	7992	Practicum II in Special Education (1 credit)
MSE	7993	Practicum III in Special Education (1 credit)
MSE	8101	Severe Disabilities (3 credits)
MSE	8802	Student Teaching/Internship in Special Education (9 credits)

Option B - Instructional Program

18 credits

(Option B is only available for licensed/certified teachers.)

MSE	7990	Practicum in Special Education (3 credits)
-----	------	--

Electives (choose five) from the list below:

(Courses used as prerequisites may not serve as electives)

MAS	7651	Adolescent Growth and Development (3 credits)
MAS	7701	Classroom Culture and Student Behavior (3 credits)
MED	7703	Curriculum and Teaching: Research, Theory, and Practice (3 credits)
MEE	7631	Child Growth and Development (3 credits)
MSE	7404	Assistive Technology (MH, SED, LD) (3 credits)
MSE	7409	Methods of Instruction in Academic Standards and Functional Skills* (3 credits)
MSE	7501	Introduction to Autism and Severe Disabilities* (3 credits)
MSE	7502	Educating Pre-Schoolers with Special Needs (3 credits)
MSE	7506	Functional Communication* (3 credits)
MSE	7507	Competency-Based Practicum* (3 credits)

* Course is part of a program of study contributing to eligibility for DE certification in Autism or Severe Intellectual Disabilities.

Qualifications for Degree

To qualify for the Master of Education in Special Education (MSE) degree, a teacher candidate must complete all course work and clinical experiences with at least a “B” average (a cumulative grade point average of 3.0). An electronic portfolio

- E-Folio - is required. The portfolio must provide evidence of mastery of program and graduation competencies. The program must be completed within five years.

Additional Certification in Autism and Severe Disabilities

Eligibility for the Delaware Certificate in Autism and Severe Disabilities requires:

- A valid initial teaching license
- Current content area certification
- Current certification as a Teacher of Exceptional Children – Special Education
- Completion of the Wilmington University courses listed below

Wilmington University courses approved for Delaware certification in Autism and Severe Disabilities:

MSE	7402	Applied Behavior Analysis
MSE	7409	Methods of Instruction in Academic Standards and Functional Skills
MSE	7501	Introduction to Autism and Severe Disabilities
MSE	7506	Functional Communication
MSE	7507	Competency-Based Practicum

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.

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

HEALTH PROFESSIONS

Doctor of Nursing Practice

Master of Science in Nursing

Nurse Practitioner:

Family, Adult/Gerontology

Nursing Leadership:

Executive, Educator or Legal Nurse Consultant

Dual Degree:

M.S.N. with M.S.M./H.C.A. or M.B.A./H.C.A.

Post-MSN Nurse Practitioner Certificates

Adult/Gerontology Nurse Practitioner

Adult Nurse Practitioner—

Seeking Adult/Gerontology Nurse Practitioner

Adult Nurse Practitioner—

Seeking Family Nurse Practitioner

Family Nurse Practitioner

Gerontology Nurse Practitioner—

Seeking Adult/Gerontology Nurse Practitioner

Pediatric Nurse Practitioner—

Seeking Family Nurse Practitioner

Women's Health Nurse Practitioner—

Seeking Family Nurse Practitioner

Post-MSN Nursing Leadership Certificates

Executive, Educator, or Legal Nurse Consultant

About the College of Health Professions

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” (Milstead, 2009, p. 275).

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

Mission and 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 programs prepare graduates to:

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

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

Broaden career mobility and opportunities in nursing.

The DNP program prepares graduates to:

Be experts in specialized advanced nursing practice. Provide clinical leadership in the delivery of culturally competent care.

Function effectively in advanced nursing practice roles at the highest level of clinical competence in a variety of settings.

Contribute to health care models based on contemporary nursing science, organizational, political, cultural, and economic principles.

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

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 baccalaureate and master's Nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE) since 2001.

CCNE is a widely recognized accrediting body that focuses on Baccalaureate and Graduate degree programs in Nursing. As of 2008, CCNE has accredited over 76% of all baccalaureate nursing programs and 86% of master's degree nursing programs across the country.

CCNE

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

DOCTOR OF NURSING PRACTICE

About This Program

Purpose

Today's advanced practice nurses need to have the forward-thinking clinical expertise and leadership skills at their command to promote the application and implementation of evidence-based practices that are linked to original scientific research. Accomplishing this goal means linking knowledge about health policy, informatics, and business practices to care of individual clients, families and communities. The Doctor of Nursing Practice (D.N.P.) at Wilmington University is the terminal degree to produce the most competent advanced nurse clinicians to meet the nation's increasingly complex health care needs.

Program Competencies

Foundational outcome competencies for the D.N.P. program are derived from The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). Upon completion of the Doctor in Nursing Practice (D.N.P.), graduates will:

1. Evaluate the scientific underpinnings in clinical practice.
2. Apply organizational and system leadership skills to affect systemic changes in thinking and development of quality improvement activities to improve clinical outcomes.
3. Use analytic methods to critically appraise existing literature and other evidence that translates into the application and evaluation of new science into practice improvements.
4. Appraise and utilize current information systems and technologies to improve health care.
5. Analyze and advocate for health care policies that provide equitable health care and social justice to populations at risk.
6. Function as a collaborative team member to facilitate clinical prevention activities to promote population health.
7. Synthesize and utilize data to promote the highest quality of care.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in selecting, implementing, and evaluating care.

Program Design

The Doctor of Nursing Practice program is designed to combine theory, practice, and inquiry to enhance students' interpretation and use of evidence based practice to influence the health care system. The 24-credit D.N.P. core is designed to build upon graduate nursing education in the areas of population health, quality improvement, and systems leadership, among other key areas. These core courses are delivered by the Wilmington University block format.

The D.N.P. is a rigorous, practice-leadership focused degree. Clinical practicum experience affords post-graduate students the opportunity to synthesize and utilize theory and data to promote the highest quality of care at the advanced level of professional nursing practice. Students will complete five hundred (500) self-directed post-graduate experiential scholarship hours that expand on current knowledge above the master's level of advanced practice. Faculty will provide oversight and guidance to these self-directed experiences.

The D.N.P. program exists within a framework of professional, academic rigor that culminates with the planning, implementation, and evaluation of a defined doctoral project. The D.N.P. project is an indirect practicum over three semesters with advisement until project completion. Students must be raised to candidacy before beginning this phase of the program. This doctoral project itself totals 12 credit hours.

The DNP program is delivered in two ways, either a modified hybrid format or 100% online. The modified hybrid consists of classroom meetings the first weekend and last weekend of the Core DNP classes. For the DNP Project students may need to meet initially at the beginning, but definitely at the end, to present their culminating work. The admission for this group is annual in September. The online students will only need to come to campus at the end of the program to present their work. The admission for this group is annual in January.

Program Requirements

Courses (including the clinical practicum and the doctoral project) are developed as follows:

D.N.P. Core (24 credits)

DNP 7000	Bioethics for Advanced Practice Nursing
DNP 7101	Epidemiology in Advanced Practice
DNP 7102	Prevention and Population Health I *
DNP 7103	Prevention and Population Health II *
DNP 7104	Politics and Policy in the Health Care System
DNP 7105	Health Care Economics and the Business of Practice
DNP 7106	Informatics in Health Care
DNP 7107	Applied Evidence Based Practice

D.N.P. Project (9 credits)

DNP 8000	Doctor in Nursing Practice Project I *
DNP 8001	Doctor in Nursing Practice Project II *
DNP 8002	Doctor in Nursing Practice Project III *

**Includes experiential academic engagement, totaling 500 hours.*

Possible Course Sequence

**Note – the course sequence is identical for the 'hybrid' or '100%' online admissions. Admission of students occur in a cohort and generally do not change between the hybrid and online classes.*

Year One - Hybrid

Fall

Block One	DNP 7000 Bioethics for Advanced Practice Nursing
Block Two	DNP 7101 Epidemiology in Advanced Practice

Spring

Block One	DNP 7102 Prevention and Health Promotion I
Block Two	DNP 7103 Prevention and Health Promotion * Enrollment in DNP 7102 is a co-requisite

Summer

Block One	DNP 7104 Policy and Politics in the Health Care System
Block Two	DNP 7105 Health Care Economics and the Business of Practice

Year Two

Fall

Block One	DNP 7106 Informatics in Health Care
Block Two	DNP 7107 Applied Evidence Based Practice

Spring

Semester	DNP 8000 DNP Project I
----------	---------------------------

Summer

Semester	DNP 8001 DNP Project II
----------	----------------------------

Year Three

Fall

Semester	DNP 8002 DNP Project III
----------	-----------------------------

**Any student who does not complete the project by the end of DNP 8002 continues enrollment in DNP 8004 in the next semester.*

Year One - 100% Online

Spring

Block One DNP 7000
Bioethics for Advanced Practice Nursing

Block Two DNP 7101
Epidemiology in Advanced Practice

Summer

Block One DNP 7102
Prevention and Health Promotion I

Block Two DNP 7103
Prevention and Health Promotion
* Enrollment in DNP 7102 is a co-requisite

Fall

Block One DNP 7104
Policy and Politics in the Health Care System

Block Two DNP 7105
Health Care Economics and the Business of Practice

Year Two

Spring

Block One DNP 7106
Informatics in Health Care

Block Two DNP 7107
Applied Evidence Based Practice

Summer

Semester DNP 8000
DNP Project I

Fall

Semester DNP 8001
DNP Project II

Year Three

Spring

Semester DNP 8002
DNP Project III

**Any student who does not complete the project by the end of DNP 8002 continues enrollment in DNP 8004 in the next semester.*

D.N.P. Project

The project highlights the scholarly contribution of doctoral level advanced practice nursing to the ever-changing landscape of health care. Within the framework of evidence-based practice, students identify a pertinent topic. The project begins in DNP 8000 and culminates with completion in DNP 8002.

A majority of the experiential hours is devoted to the doctoral project; however, other courses may have practicum related experiences. The final formal scholarly document details the nature and scope of the project, and provides a method of communication with the health care world. Students are encouraged to individualize their project toward their career focus as a D.N.P.

Candidacy for the D.N.P. program requires the completion of the graduate admission process, a grade point average of 3.0, and completion of the D.N.P. core (24 credit hours), including 56 experiential hours. Students will be assigned to a D.N.P. faculty advisor who will serve as the D.N.P. Project Chair, providing guidance and advice throughout the three sequential semesters of project completion. The remaining supervisory committee member(s) will be mutually agreed upon between the student and faculty advisor.

Qualifications for the Degree

To qualify for the Doctor of Nursing Practice (D.N.P.) degree, a student must satisfactorily complete the 33-credit post-graduate program. The student must: (1) maintain a minimum 3.0 grade point average, (2) show evidence of dissemination of scholarly work, (3) obtain approval of the student's D.N.P. project; and (4) successfully complete and present the doctoral project. These requirements must be completed within seven years of matriculation into the program. A petition for reinstatement is necessary if the program is not completed within a seven-year period.

Admission

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

1. Completed Wilmington University graduate (D.N.P.) application accompanied by a non-refundable application fee.
2. Official transcripts from an accredited college or university verifying completion of a bachelor's and master's degree which reflect nursing. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university.
3. GPA 3.0 or higher at the graduate level.
4. Copy of a current Professional Resumé or Curriculum Vitae.
5. Proof of current unencumbered RN license, and unencumbered APRN license.

6. Two statements of recommendation must be submitted from (1) an immediate supervisor and (1) professional colleague or academic professor. Personal recommendations are discouraged. Submit the recommendation letters directly to the Office of Graduate Admissions.
7. Complete submission of Statement of Goals
8. Documentation of Clinical Experience (as defined below):

The D.N.P. is a clinical doctorate requiring 1000 post-baccalaureate clinical hours as delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The 1000 post-baccalaureate clinical hours must be completed in a health care setting prior to doctoral degree conferral.

Five hundred (500) of the 1000 post-baccalaureate clinical hours must be completed prior to enrollment in the Wilmington University post-master's D.N.P. program. The remaining 500 supervised hours will be completed while enrolled in the D.N.P. program.

Therefore, each applicant is required to provide accurate and sufficient evidence describing how the 500 post-baccalaureate clinical hours were earned. This must be completed prior to entering into the Wilmington University D.N.P. program. Applicants can select and prepare one of the following in support of validating 500 post-baccalaureate clinical hours:

1. Validation by Advanced Practice Certification

Applicants who have earned an advanced practice certification (e.g. Nurse Practitioner [NP], Certified Registered Nurse Anesthetists [CRNA], Certified Nurse Specialist [CNS], and Certified Nurse Midwife [CNM]) must provide a copy of their current national certification as evidence of having completed 500 supervised clinical hours since completing a baccalaureate nursing education program.

2. Validation by Official Graduate Transcript

Applicants who have not yet earned an advanced practice certification, but have completed the graduate degree, must provide a thorough description of the supervised clinical/practicum hours completed while enrolled in an NP, CRNA, CNS, or CNM program as validated by an official transcript.

Acceptable descriptions include any of the following:

- 1) Course syllabi that demonstrate the number of clinical hours required in each course,
- 2) Official clinical logs which record the clinical hours in each course,
- 3) An official letter from the graduate nursing program director, and/ or

- 4) An official letter from the mentor who supervised the required clinical hours.

3. Validation by Professional Portfolio

Although we welcome all other strong applicants, those applicants who do not have a certification or did not earn 500 clinical practicum hours in their graduate nursing program must provide evidence of 500 hours in the form of a professional portfolio describing relevant, clinical projects.

Examples of project documents are welcome, as well as any other supporting documentation that helps the admission committee understand why the applicant's portfolio should be considered as appropriate evidence for the required 500 supervised hours.

NURSE PRACTITIONER: FAMILY, ADULT/ GERONTOLOGY

MASTER OF SCIENCE IN NURSING

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. Students are admitted to this program twice per year for courses starting each Fall or Spring Semester (New Castle Family NP option only, No Georgetown admission or admission into the Adult Gerontology Track in the Spring semester). For consideration and admission to the Master of Science in Nursing: Nurse Practitioner program, all applicants must satisfactorily submit or complete the following:

1. A completed Wilmington University graduate application form and the non-refundable application fee by March 1st for consideration of admission to the Fall semester and September 1st for consideration of admission to the Spring semester.
2. Proof of current unencumbered RN licensure (copy of computer verification acceptable).
3. Official transcripts reflecting the following:
 - a. Graduation from a regionally 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 concentrations only).
 - d. Completion of all nursing-related science courses.
4. A written statement of career goals and explanation of reasons for applying to the program as directed by the application packet.
 5. A professional resume.
 6. To be considered for an interview for the program, applicants must have all of the above items in their graduate application file.
 7. Students will be notified of admission only after the interview is complete; however, an interview does not guarantee placement in the upcoming cohort.
 8. 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.

The MSN-NP program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the MSN-NP admissions committee. Applicants who have met the MSN-NP program standards on all of the application materials will then be invited to the second stage of the admissions application process which includes an interview. Decisions regarding final acceptance are made by the MSN-NP admissions committee following these interviews.

Program Purpose

The Master of Science in Nursing (M.S.N.) 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.

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 registering in MSN 6606 Research in Nursing Practice and/ or prior to consideration for degree candidacy (completion of 12 credits). If an undergraduate course in statistics has not been successfully completed, 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.

ADULT/GERONTOLOGY NURSE PRACTITIONER CONCENTRATION

This program can be completed in 32 months. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete a minimum of 600 clinical hours. Courses are not listed in the order of completion.

Adult/Gerontology Nurse Practitioner

Core Courses (12 credits)

MSN 6502	Contemporary Concepts in Advanced Practice Roles
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 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6603	Advanced Physiology/Pathophysiology

Spring

MSN 7703	Advanced Pharmacology
Any Core MSN Course (MSN 6606, 7750, 7741)	

Summer

MSN 7702	Advanced Adult Health Assessment
MSN 7709	Advanced Geriatric Assessment

Year Two

Fall

MSN 7705	Primary Care II Acute and Chronic Care of Adults
MSN 8111	Practicum I - Adult/Gerontology Practicum

Spring

Any Core M.S.N. Course (MSN 6606, 7750, 7741)	
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 7707	Primary Care III: Gender Health Issues
MSN 8214	Practicum II - Adult Gerontology Practicum

Summer

MSN 8224	Practicum III - Adult/Gerontology Practicum
Any Core M.S.N. Course (MSN 6606, 7750, 7741)	

Year Three

Fall

Any remaining Core M.S.N. if applicable	
MSN 8331	Practicum IV - Adult/Gerontology Practicum

Spring

MSN 8344	Practicum V - Adult/Gerontology Practicum
----------	---

FAMILY NURSE PRACTITIONER CONCENTRATION

This program can be completed in 32 months. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete 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 6502	Contemporary Concepts in Advanced Practice Roles
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 6502	Contemporary Concepts in Advanced Practice Roles (Fall I)
MSN 6603	Advanced Physiology/Pathophysiology

Spring

MSN 7703	Advanced Pharmacology
Any Core M.S.N. course (MSN 6606, 7750, 7741)	

Summer

MSN 7702	Advanced Adult Health Assessment
MSN 7701	Child Development and Assessment

Year Two

Fall

MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 8110	Practicum I - Family Practicum

Spring

MSN 7704	Primary Care I: Acute and Chronic Care of Children
Any Core M.S.N. course (MSN 6606, 7750, 7741)	
MSN 7707	Primary Care III: Gender Health Issues

MSN 8213 Practicum II - Family Practicum

Summer

Any Core M.S.N. course (MSN 6606, 7750, 7741)
MSN 8223 Practicum III - Family Practicum

Year Three

Fall

Any Core M.S.N. course (MSN 6606, 7750, 7741)
MSN 8330 Practicum IV - Family Practicum

Spring

MSN 8343 Practicum V - Family Practicum

POST-M.S.N. 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 M.S.N. 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 M.S.N. program. Applicants will have graduate transcripts reviewed and will be advised regarding course selection. Course of study is individualized based on the type of M.S.N. held by the candidate.

Nurse Practitioner Certificate Program Competencies

Through completion of the selected certification program, graduates will:

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-M.S.N. Certificate Course of Study

Courses are listed in order of sequence.

Adult/ Gerontology Nurse Practitioner (30 credits/ 500 clinical hours)

MSN 6603 Advanced Pathophysiology*

MSN	7702	Advanced Adult Health Assessment
MSN	7709	Advanced Geriatric Assessment and Health Promotion
MSN	7703	Advanced Pharmacology*
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	8104	Certification Adult/Gerontology Practicum I **
MSN	8204	Certification Adult/Gerontology Practicum II
MSN	8304	Certification Adult/Gerontology Practicum III

* May be accepted as transfer credits

** May be accepted as Prior Learning Assessment

Adult Nurse Practitioner—

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

MSN	7707	Gender Health Issues*
MSN	7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN	7709	Advanced Geriatric Assessment and Health Promotion
MSN	8104	Certification Adult/Gerontology Practicum I**
MSN	8204	Certification Adult/Gerontology Practicum II
MSN	8304	Certification Adult/Gerontology 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 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

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

Courses are listed in order of sequence.

Gerontology Nurse Practitioner—

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

MSN	7705	Primary Care II: Acute and Chronic Care of Adults
MSN	7707	Primary Care III: Gender Health Issues
MSN	8104	Certification Adult/Gerontology Practicum I**
MSN	8204	Certification Adult/Gerontology Practicum II
MSN	8304	Certification Adult/Gerontology Practicum III

* Many GNP 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

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 before registering for your first graduate course.
2. Proof of current unencumbered RN license, (copy of computer verification acceptable).
3. Register for either MSN 6500 or MSN 6502 as your first course.
4. Prior to completing your first course:
 - a. Submit official transcripts reflecting the following:

Graduation from a nationally accredited baccalaureate program in nursing.

Completion of an undergraduate statistics course, with a grade of “C” or higher.
 - b. Meet with a program chair for a program planning conference.

All of the documents indicated above should be sent directly to:

Wilmington University

Office of Graduate Admissions

31 Reads Way

New Castle, DE 19720

Program Purpose

The Master of Science in Nursing (M.S.N.) 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.

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 registering in MSN 6606 Research in Nursing Practice and/ or prior to consideration for degree candidacy (completion of 12 credits). If an undergraduate course in statistics has not been successfully completed, the following course is appropriate:

MAT 308 Fundamentals of Statistics

Core Requirements

All M.S.N. degree students are required to take the following courses:

MSN 6502 Contemporary Concepts in Advanced Practice Roles (Beginning September 2015, MSN 6502 replaces MSN 6501 Advancement of Nursing Science)

MSN 6606 Research in Nursing Practice

MSN 7741 Politics and Policy in the Health Care 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 M.S.N. 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. Technology is integrated into the program, and 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: e.g., field practice time, small project, or thesis 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 Online Learning format and are required to take the DIS 095 pre-requisite.

Program Requirements

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 I sessions. MSN 6500 and MSN 6502 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 6502 Contemporary Concepts in Advanced Practice Roles (Beginning September 2015, MSN 6502 replaces MSN 6501 Advancement of Nursing Science)

MSN 6606 Research in Nursing Practice

MSN 7741 Politics and Policy in the Health Care 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 8400 Capstone

MSN 8500 Capstone

Choose either:

MSN 6641 Philosophical Perspectives of Nursing Leadership
OR

MSN 6645 Bioethics in Nursing Practice

Students select three from the following courses:

HCA 7730 Health Insurance and Reimbursement

HCA 7740 Legal Aspects in Health Care

MGT 6501 Organizational Theory and Design

MGT 6503 Leadership Development and Change Management

MHR 7830 Finance and Accounting for Managers

Educator Concentration Requirements (24 credits)

MSN 6500 Leadership Roles in Advanced Nursing Practice

MSN 6607 Evidence-Based Decision-Making in Nursing

MSN 7753 Curriculum Development

MSN 7752 Clinical Teaching and Evaluation

MED 7710 Technology and the School Environment

Choose either:

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 6607 Evidence-Based Decision-Making in Nursing

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 7350 Forensic Nursing: Clinical and Legal Implications

MSN 8600 LNC Capstone

MSN 8700 LNC Capstone

The six-credit capstone is earned by completing a field practicum, a small project, or research thesis and by submitting a final scholarly paper and professional poster. 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 MSN WITH MBA/HCA

Students may wish to earn both a Master of Science in Nursing (M.S.N.) and a Master of Science in Management (M.S.M.) with the Health Care Administration (H.C.A.) focus; or the Master of Business Administration (M.B.A.) with the Health Care Administration (H.C.A.) focus.

Admission, progression, and graduation requirements are a coordinated effort between the Colleges of Health Professions and Business. The dual degree program is 51 credits; however, the MSN/MBA program has specific pre-requisite requirements. Students remain under the College of Health Professions' graduate program chair for advisement and the Capstone process. A course selection guide is available from the MSN Nursing Leadership Program Chair.

Post-M.S.N. Nursing Leadership 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 M.S.N. 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 M.S.N. program. A course of study may be individualized based on the type of M.S.N. held by the candidate. Applicants may obtain a Graduate Certificate Program Form by downloading it from the Wilmington University Registrar's webpage.

Post-M.S.N. Nursing Leadership 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)

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

(Program chair may approve from other choices)

Educator Role (15 credits)

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:

MEC 6402 Human Behavior and Child Development
MED 6608 Multicultural Counseling
MED 7710 Technology and the School Environment

(Program chair 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

Master of Science

Administration of Human Services

Administration of Justice

Administration of Justice

Criminal Behavior

Homeland Security

Leadership and Administration

Second Degree in Administration of Justice

Second Degree in Administration of Human Services

Clinical Mental Health Counseling

Homeland Security

Information Assurance

Military Leadership

Organizational Leadership

Safety and Security

Certificates

Child and Family Counseling

Homeland Security

Mental Health Counseling

About the College of 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 Clinical Mental Health Counseling program at Wilmington University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (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

1. Before registering for your first course:
Submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Steps for Registration:
Register for either AHS 6600 or AHS 6640 as one of your first semester courses.
3. Prior to completing your 1st course:
 - a. Submit 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.
 - b. Meet with the program chair for a program planning conference. Students are encouraged to bring a statement of career goals and resume for discussion at the meeting.
4. Prior to completing your 4th course:
 - a. Submit a statement of career goals.
 - b. Submit a resume.

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 block, weekend modular, and online 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

To qualify for the Master of Science in Administration of Human Services degree, a student must satisfy the fully admitted requirements and complete a minimum of 33 credit hours, maintaining a 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	7634	Leadership Through Films (which is cross-listed with MAJ 6634)
AHS	7640	Social Policy, Advocacy and Human Services
AHS	7645	Financial Management in Human Services
AHS	7650	Managing Children and Family Services
AHS	7655	Principles of Creating a Human Services Organization
AHS	7670	Alcohol and Other Drugs Program Management
AHS	7675	Grant Writing and Grant Management in the Human Service Environment
AHS	7680	Administering Programs for Senior Adults
AHS	7685	Fund Development and Fundraising in the Human Service Environment
AHS	7690	Volunteer Management
AHS	8110	Guided Practicum – Part II

ADMINISTRATION OF JUSTICE

MASTER OF SCIENCE

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information and requirements.

1. Before registering for your first course:
 - Submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Register for MAJ 6633 as one of your first semester courses.
3. Prior to completing your 1st course:
 - a. Submit 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.
 - b. Students are encouraged to meet with the program chair for a program planning conference. Students taking advantage of this opportunity should bring the statement of career goals and resume for discussion at the meeting.
4. Prior to completing your 4th course:
 - a. Submit a statement of career goals.
 - b. Submit your resume.

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 Online 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 Chair. 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	6634	Leadership Through Films
MAJ	6900	Thesis Supervision
MAJ	6901	Graduate Practicum

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	6606	Crisis Management

MAJ 6607 Workplace Law and Liability

MAJ 6608 Police Executive 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 fully admitted 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 Chair.

Second Master Degree

Students are required to meet the following criteria when obtaining a second Master Degree in Administration of Justice or Administration of Human Services:

SECOND DEGREE IN ADMINISTRATION OF JUSTICE

The student will need to complete the 5 core courses and any 2 electives. However, if seeking the Administration of Justice degree with a concentration, the student will need to complete the 5 core and the 4 concentration courses.

SECOND DEGREE IN ADMINISTRATION OF HUMAN SERVICES

The student will need to complete the 6 core courses and any 1 elective.

CLINICAL MENTAL HEALTH 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 Clinical Mental Health Counseling (CMHC) should request a CMHC admissions application packet from the Wilmington University Graduate Admissions Office. Applicants should apply for admission to begin studies in the summer term by submitting a fully completed application that includes all requested supporting documentation. 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 CMHC thought questions included in the CMHC admissions application packet following the guidelines specified therein.
4. Two Recommendation Forms for Graduate Admission included in the CMHC 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 CMHC Program Retention and Review Policy statement included in the CMHC admissions application packet.

The CMHC program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the CMHC admissions committee. Applicants who have met the CMHC 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 CMHC 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 mental health counseling. The CMHC program adheres to the competitive enrollment standards required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Before entering the CMHC 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 CMHC program admissions policies and procedures agreement, and attend a required orientation meeting.

Program Purpose

Wilmington University’s CMHC program seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the CMHC program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students are trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings. Two field experiences (practicum [100 hours] and internship [600 hours]) are required. Students are prepared to sit for the National Counseling Exam (NCE) administered by the National Board of Certified Counselors (NBCC) which awards the National Certified Counselor (NCC) credential. Following 3200 hours of post-master’s supervised experience by 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.

CMHC Program Goals, Objectives and Competencies

The CMHC Program Goals, Objectives and Competencies are based on the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Goal #1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:

Become knowledgeable about the counseling profession and ethical practice in counseling

Become knowledgeable about social and cultural diversity

Become knowledgeable about human growth and development

Become knowledgeable about career development

Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives

Become knowledgeable about group work

Become knowledgeable about assessment

Become knowledgeable about research and program evaluation

Competencies Expected for these Objectives:

Proficient knowledge base in each subject area

Proficiency in the application of subject area knowledge

Proficiency in oral and written communication related to subject area knowledge

Goal #2 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Skills and Practices

Objectives for Goal #2:

Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision

Develop and demonstrate skills in mental health counseling, prevention and intervention

Develop and demonstrate skills in addressing issues of diversity and providing advocacy

Develop and demonstrate skills in assessment and clinical evaluation

Develop and demonstrate skills in research and evaluation of counseling programs and outcomes

Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

Proficiency in developing counseling relationships, performing culturally competent counseling interventions, and advocating

Proficiency in performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports

Proficiency in conceptualizing cases, developing treatment plans, and evaluating treatment outcomes

Proficiency in applying evidenced based practices in counseling

Course Requirements

Required Core Course Curriculum (44 credits)

MHC 6401	Theories of Counseling
MHC 6402	Human Development
MHC 6502	Tools, Techniques, and Strategies of Counseling
MHC 6505	Ethics and Practices of Clinical Mental Health Counseling
MHC 6901	Diagnosis and Treatment of Psychopathology
MHC 7202	Group Counseling
MHC 7203	Counseling for Career Development
MHC 7501	Family Counseling
MHC 7605	Counseling Diverse Populations
MHC 7805	Appraisal Techniques
MHC 7806	Methods of Research and Program Evaluation
MHC 8020	Addictions Counseling
MHC 8091	Seminar – Professional Counselor Orientation and Advocacy
MHC 8092	Seminar – Consultation for Counselors (2 credits)
MHC 8093	Seminar – Supervision for Counselors (2 credits)
MHC 8094	Seminar – Psychopharmacology for Counselors (1 credit)

Required Field Experiences (12 credits)

MHC 7905	Practicum (Community Site) (4 credits)
MHC 9001-9002	Internship (Community Site) (8 credits)

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

Electives (4 credits based on practicum/internship setting)

MHC 8011	Advanced Seminar - Counseling Children/Adolescents (2 credits)
MHC 8012	Advanced Seminar - Evidenced Based Family Treatment (2 credits)
MHC 8061	Advanced Seminar - Humanistic Counseling (2 credits)
MHC 8062	Advanced Seminar - Cognitive Behavioral Counseling (2 credits)

The total number of credits required for the Master of Science degree in Clinical Mental Health Counseling is 60 in the required and elective courses identified above. MHC 6501, Tools, Techniques, and Strategies I may be substituted for MHC 8091 Seminar – Professional Counselor Orientation and Advocacy and MHC 6503, Tools, Techniques, and Strategies of Counseling II may be substituted for MHC 6502, Tools, Techniques and Strategies. Upon admission to the program,

each student is assigned an academic advisor who guides and assists the student with the varied demands of the program, including curricular decisions.

Qualifications for the Master of Science Degree

To qualify for the Master of Science degree, a student must complete the prescribed 60 credit hours (including practicum and internship) with a 3.0 grade point average (GPA). The program is designed such that all course work, practicum, and internship can 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 CMHC 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. Amenability to clinical supervision during the Practicum and Internship process;
 - e. Self-awareness, openness to self-examination, and commitment to personal growth.
 - f. Appropriate attitudes.
3. Ethical Behavior: Each student is expected to demonstrate awareness of and concern for the ethical standards of mental health and all other disciplines within the counseling field. Ethical behavior will be monitored and assessed in several venues throughout the student's academic career, including:
 - a. In the classroom, as evidenced by ethical conduct in issues concerning peer relationships and works scholarship; and
 - b. In the community, as evidenced by ethical conduct at Practicum and Internship agency placements, including adherence to the employment policies of said agencies.

HOMELAND SECURITY

MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information and requirements.

1. Prior to registering for your first course:
 - a. Submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
 - b. Register for MHS 7033 as the first course in the MHS program.
2. Prior to completing your first course:
 - a. Provide 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.
 - b. Submit a statement of goals.
 - c. Submit a resume.

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:

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
MHS	7033	Research Methods

INFORMATION ASSURANCE CONCENTRATION

Core Courses

Six courses as listed above

Area Specialization Courses

MHS	7020	Capstone
SEC	6010	Planning for Information Security
SEC	6025	Security Issues Concerning RFID System Technology Applications
SEC	6030	Operating System and Computer Systems Security
SEC	6040	Web Data Security

MILITARY LEADERSHIP CONCENTRATION

To be eligible for this concentration, students must have successfully completed the Delaware Leadership Academy sponsored by the Delaware National Guard.

Core Courses

Five core courses as listed above. Students will not be required to take MHS 7004.

Area Specialization Courses

DNG	6200	Strategic Leadership and Decision-making
DNG	6300	Military Leadership Skills
DNG	6400	Role of the Guard
DNG	6500	Joint Force Operations
DNG	6600	Leadership project
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

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

Qualifications for Degree

To qualify for the Master of Science in Homeland Security degree, a student must satisfy the fully admitted 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 Chair.

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. Students may obtain a Graduate Certificate Program Form 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 and 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.

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. Students may obtain a Graduate Certificate Program Form by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Core Courses

MCC 6901 or MHC 6901

Classification of Psychopathology

MCC 7501 or MHC 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 a closely related area
3. Current resume

Applicants will have the option to petition for review of up to three 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 by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Core Courses

MCC 6401 or MHC 6401

Theories of Counseling

MEC 6901 or MCC 6901

Classification of 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 a closely related area
3. Current resume

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

Master of Science

Information Systems Technologies

- Geographic Information Systems
- Information Assurance
- Internet/ Web Design
- Management and
- Management Information Systems

Certificates

- SCADA Cyber Security
- Game-Based Learning

About the College of Technology

Philosophy and Mission

The mission of the College of Technology is to explore the conceptual and practical aspects of information technologies and to address the challenges of design in digital media communications from a creative, technical, and managerial perspective such that students will become competent practitioners, able in the use of technology and capable of assuming a leadership role in its stewardship and implementation. Toward those ends, the faculty is committed to providing an academically challenging, aesthetically pleasing environment that will foster the development of creative and innovative projects to meet the challenges of a constantly changing profession.

College of Technology Vision

The Master of Science program in Information Systems Technologies is designed to meet the workplace needs for talented professional employees with advanced knowledge about managing information systems. After completion of the program, graduates will possess working knowledge of the technology and will be capable of applying technology as an informational and business asset. Graduates will also be able to apply management skills to the thoughtful integration of information technology into strategic business, educational and governmental activities.

Epsilon Pi Tau Honor Society/Delta Lambda Chapter

Epsilon Pi Tau is an international honor society that encourages academic excellence of students in fields devoted to the general study of technology and the preparation of practitioners for the technology professions. It recognizes and provides services to students in degree and certificate programs in accredited higher education institutions offering associate through doctoral degree programs.

It provides recognition of individuals for achievement and leadership, and is a medium for professional development. Membership in Epsilon Pi Tau is open to technology students and professionals with careers in technology. Students are considered for membership in this International Honorary Society because of their academic excellence. Only those individuals who have shown scholastic success are considered.

INFORMATION SYSTEMS TECHNOLOGIES

MASTER OF SCIENCE

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information and requirements.

1. Before registering for your first course, please submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Steps for registration:
 - a. Register for IST 7000 as the first course in the IST program.
 - b. Provide 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.
 - c. Review and sign the Code of Conduct Policy (required for the Information Assurance concentration only)
 - d. Attend a Master of Science Information Systems Technologies (MS-IST) orientation session at one of the sites
 - e. Register for DIS 095 (core courses are offered as hybrid which require the completion of DIS 095).

All Information Systems Technologies students are encouraged to complete IST 5000, an introductory academic writing course during their first semester.

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:

1. Oral Communication
 - Speak with confidence, clarity, and conciseness.
 - Research, prepare, and deliver professional presentations.
2. 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.
3. 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.
4. 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.
5. Ethics
 - Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.
6. Integration Component
 - Identify systemic interrelationships.
 - Apply a Systems Thinking Approach to identify benefits, disadvantages, and synergies of an Information System.
7. 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 immediately be 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 and 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 scope. 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
- Concentrations

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 Chair/Advisor 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 often 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 concentration 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, and 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

A concentration consists of five or more related courses that prepare a student for a specialization in their chosen major.

GEOGRAPHIC INFORMATION SYSTEMS (GIS) CONCENTRATION

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

GIS	6000	Geographic Information Systems Science and Technology
GIS	6010	Applied Geographic Information Systems
GIS	6020	Advanced Geographic Information Systems
GIS	6030	Remote Sensing
GIS	6040	Geographic Information Systems Design, Development and Implementation
GIS	6050	Geographic Information Systems in Spatial Security

INFORMATION ASSURANCE CONCENTRATION

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	6025	Radio Frequency Identification (RFID) Applied Systems
SEC	6030	Operating System and Computer Systems Security
SEC	6040	Web and Data Security
SEC	6050	Business Intelligence

SEC	6060	Incident Handling and Response
SEC	6070	Penetration Testing
SEC	6080	Industrial Control Systems (ICS) Security
SEC	6082	SCADA Architecture
SEC	6084	SCADA Risk Management and Auditing
SEC	6086	SCADA Security Awareness and Standards
SEC	6090	Topics in Information Assurance

INTERNET/WEB DESIGN CONCENTRATION

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

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
MOL	6600	Legal and Ethical Aspects of Organizations

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:

- Option one provides students following the Internet/Web Design Concentration or the Geographic Information Systems (GIS) Concentration an opportunity to develop an electronic portfolio or a GIS project.

- Option two primarily applies to students following the Information Assurance Concentration and the Management and Management Information Systems Concentration 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 concentration
- 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.

GAME-BASED LEARNING CERTIFICATE

Leverage the Power of Games

From pre-adolescent to senior citizens, electronic game play is not just for recreation; electronic gameplay is engaging and provides an active learning environment. The Game-Based Learning courses will focus on how to maximize student learning, engage your audience, and convey complex messages with simple and fun methods. Heavily rooted in STEM, this certificate will provide the foundation and framework for creating experiences to explore science, technology, engineering and math.

The certificate requires 15 graduate credit hours (as identified below) as well as post Baccalaureate status to register. Students are required to complete six MED credits and nine GMD credits. Although this certification is primarily designed to support educators, students from other disciplines are welcome.

Core Courses

GMD	6000	Game Literacy
GMD	6020	Game Design and Analysis
GMD	6030	Game Audience and Analysis
Choose two (2) of the following:		
MED	7808	Assessment and Evaluation
MED	7809	Instructional Design
MED	7810	Psychology of Learning

SCADA CYBER SECURITY CERTIFICATE

Guarding the Critical Infrastructure, Systems, and Processes

Supervisory Control and Data Acquisition (SCADA) is the system that monitors and controls critical infrastructure, processes, and other systems. SCADA is used in various industries and processes, including power generation and transmission, water treatment, transportation, pipelines, etc.

SCADA Cyber Security protects and mitigates threats to the SCADA system, the critical infrastructure, processes, and related systems. The security courses in this graduate level certificate focus on SCADA Cyber Security from a strategic perspective.

The certificate requires 15 graduate credit hours (as identified below). Prerequisites for registration are Post-Baccalaureate status, and networking experience or training. If a student does not have the networking background, then they must take IST-7040 (Data Communications and Networking) to fulfill the prerequisite. This Certificate requires students to complete three IST credits and twelve SEC credits from the list of core courses below.

Core Courses

Choose one of the following IST courses:

- IST 7060 Project and Change Management
- IST 7100 IT Policy and Strategy
- SEC 6080 Industrial Control Systems (ICS) Security
- SEC 6082 SCADA Architecture
- SEC 6084 SCADA Risk Management and Auditing
- SEC 6086 SCADA Security Awareness and Standards

NOTE: You must successfully complete one IST course (either IST 7060 or IST 7100) and all four SEC courses identified in the core courses to receive certification.

COURSE DESCRIPTIONS

AHS 6600

3 credits

Survey of Human Services

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

AHS 6610

3 credits

Administration of Human Service Organizations

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

AHS 6620

3 credits

Legal and Ethical Issues in Human Service Administration

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

AHS 6630

3 credits

Research, Design and Evaluation of Programs in Human Services

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

AHS 6640

3 credits

Contemporary Issues in Administration of Human Services

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

AHS 7610

3 credits

Structure and Dynamics of Relationships, Organizations, Communities and Societies

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

AHS 7615

3 credits

Topics: Administering Faith-based Human Services

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

AHS 7620

3 credits

Technology and Information Management in Human Services

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

AHS 7625

3 credits

Administering Disability Services

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

AHS 7630 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.	3 credits	AHS 7655 Principles of Creating a Human Service 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 7634 Leadership through Films The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character, motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.	3 credits	AHS 7670 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 7640 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.	3 credits	AHS 7675 Grant Writing and Grant Management 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 7645 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.	3 credits	AHS 7680 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 7650 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.	3 credits	AHS 7685 Fund Development and Fundraising in the Human Service Environment A critical skill for human service administrators is the ability to effectively raise funds to support program, operations and capital needs. This course will teach the skills necessary for an effective fund development plan in traditional and on line markets for direct mail/on line, special events, leadership gifts, federated appeals and planned giving, with a focus on collaborations and partnership opportunities with private and public organizations.

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**

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.

DBA 7310**3 credits****Executive Decision-Making**

This course helps students make good decisions about strategic business issues involving ambiguity and uncertainty. They will understand how to structure the decision-making process and use quantitative techniques such as decision trees and simulation as well as qualitative techniques such as estimating probabilities.

DBA 7400**3 credits****Advanced Seminar in Managerial Finance and Accounting**

The course covers the fundamental principles and core tools used in corporate finance. Topics include: the analysis of the firm performance, cash flow valuation, the assessment of capital investment opportunities, the cost of capital and capital structure, managing firm growth, risk assessment, and short-term financial management. The course emphasizes the theoretical and conceptual underpinning of each topic, and its use in applied work. The course further introduces each student to some of the academic and business literature related to the main topics covered.

DBA 7510 Business Intelligence <p>This course integrates and applies key concepts of business intelligence and critical thinking from an executive management perspective. Students learn how to leverage data and systems to develop and evaluate strategic alternates, make better informed decisions, and effectively manage business. A critical thinking process which can help managers “ask the right questions” is explained and applied to a business intelligence project.</p>	3 credits	DBA 9000 DBA Research <p>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. Prerequisites: RES7105 and RES7106 and RES7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 or DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and DBA 8000 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304.</p>	3 credits
DBA 7600 Ethics in Business and Management <p>This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, and ethics by business application, as well as cross-cultural ethics research.</p>	3 credits	DBA 9001 DBA Research <p>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. Prerequisites: RES7105 and RES7106 and RES7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 OR DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and DBA 8000 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304</p>	3 credits
DBA 7700 Advanced Marketing Management <p>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.</p>	3 credits		
DBA 7800 Global Management Models <p>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.</p>	3 credits		
DBA 8000 Seminar on Research in Management <p>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. Prerequisites: RES7105 and RES7106 and RES7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 or DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304.</p>	3 credits		

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 Prerequisites: Successful completion of all DBA common core courses and program core courses.

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 Prerequisites: Successful completion of all DBA common core courses and program core courses.

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

DNP 7000 **3 credits**
Bioethics for Advanced Practice Nursing

This course will explore bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to the advanced practice, DNP nurse. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated. Analysis of leadership roles for the DNP within the context ethics and utilization of healthcare resources are studied in the context of ethical conflicts.

DNP 7101 **3 credits**
Epidemiology in Advanced Practice

This course provides an overview of the epidemiological approach to the study of public health problems in a community. Students will learn various methods to measure the burden of disease in a population, how to organize epidemiologic data, and the application of descriptive and analytic epidemiologic methods. In addition, the course will provide an introduction to biostatistics.

DNP 7102 **3 credits**
Prevention and Population Health I

This course will prepare the DNP student to develop and evaluate approaches to health care delivery that address the needs of various populations with a focus on prevention, quality of health care, diversity and patient safety. In Section I the DNP student will analyze epidemiologic, biostatistical and environmental data related to individual, aggregate and population health and synthesize interventions related to prevention, health promotion and access to care. The DNP student will be expected to apply these principles along with knowledge of nursing science to conduct a comprehensive and systematic assessment of health and illness as it relates to prevention and population health. Students will be expected to complete 28 hours of practicum during the course.

DNP 7103 **3 credits**
Prevention and Population Health II

This course will prepare the DNP student to develop and evaluate approaches to health care delivery that address the needs of various populations with a focus on prevention, quality of health care, diversity and patient safety. In Section II the DNP student will focus on the evaluation of care delivery models using concepts related to community, environmental and occupational health, as well as cultural and socioeconomic dimensions of care. The DNP student will have the opportunity to incorporate strategies that support sensitivity to diverse organizational cultures and populations in the clinical setting. Students will be expected to complete 28 hours of practicum during the course Prerequisites: Co-Requisite - DNP 7102

DNP 7104 **3 credits**
Politics and Policy in the Health Care System

This course examines the perplexing challenges faced in the United States healthcare system. Students will be engaged in critical analysis of health policy, while building knowledge to shape systems 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 advanced practice nurse leader's role in health policy development and the impact these issues have on the health care system.

DNP 7105 **3 credits**
Health Care Economics and the Business of Practice

This course explores the role of the advanced practice nurse within a changing health care system. Students will explore the economic implications of the current economics and healthcare policies as a major impact on systems and advanced practice nursing. Theories of leadership, safety, quality, risk outcomes and financial structures for practice will be discussed, providing a framework for change contextually within advanced practice.

DNP 7106 **3 credits**
Informatics in Health Care

This course will provide a comprehensive examination of health care informatics. The role of advanced practice nurses in policy making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration will be explored. The course will present strategies related to the utilization of information technology in quality improvement implementation, evidence-based practice, administrative and clinical decision-making, and patient and clinician education.

DNP 7107**3 credits****Applied Evidence-Based Practice**

This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the Doctor of Nursing Practice (DNP). Quantitative and qualitative research methods related to the generation of evidence will be analyzed related to practice. Students will develop search strategies to answer questions related to their topic of interest. The value of evidence-based care principles will guide the student into successful planning and implementation of their project.

DNP 8000**3 credits****Doctor in Nursing Practice Project I**

This course will provide the doctor of nursing practice (DNP) student the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, bioethics, informatics, and clinical management techniques in health care. Students will identify a pertinent topic discovered through evaluation of evidence-based literature. The Project Chair will guide students in making a contribution applicable to their practice setting, community, and/ or career focus. Students will formulate a statement of the problem, a brief review of the literature, methods to be used, anticipated results, and potential implications of the project. Students will be prepared to verbally present their DNP Proposal to the DNP Project Chair and project committee member(s) by the semester's end. Prerequisites: DNP 7000-7107

DNP 8001**3 credits****Doctor in Nursing Practice Project II**

Utilizing evidence based findings and practice inquiry skills, the DNP II student will synthesize and integrate newly acquired knowledge and skills in the implementation of their project. Prior to data collection or interventions, DNP II students will complete the National Institute of Health (NIH) course, "Protecting Human Research Participants", and produce a copy of their NIH-issued completion certificate. If applicable, the DNP Project Chair will also guide the DNP II student through Wilmington University's Human Subjects Review Committee. With received approval, DNP II students begin to implement their selected DNP Project. Prerequisites: DNP 8000

DNP 8002**3 credits****Doctor in Nursing Practice Project III**

DNP III students master and exemplify independent advanced leadership and expert clinician roles. Students continue to implement their DNP Project, prepare the scholarly paper for submission, measure outcomes, ensure sustainability of the project, and disseminate results. DNP III students must present their work in a scholarly manner to colleagues and faculty. The

completed DNP project, presentation, and scholarly paper are required for completion of DNP III and subsequent graduation. Prerequisites: DNP 8000 and DNP 8001

DSN 6010**3 credits****Streaming Media**

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

DSN 6020**3 credits****Human Computer Interaction**

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

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

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

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

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

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

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

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

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

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

This course is an intensive study of selected contemporary topics in Internet and Web Design. Emphasis is placed on research in areas pertinent to Design involving the current “public internet infrastructure” environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the field. The focus for each section will vary, and in a “Directed Study” format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter

will change at each offering; students should refer to the course listing bulletin for current topic. PreRequisites: At least two of the DSN 6000-series courses.

EDD 6102**0 credit****E-Folio**

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Graduate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their program and (2) open the course on Blackboard and follow the instructions to activate their TaskStream account. Throughout your program, assignments, documents, and artifacts from designated 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 **Adult Development and Leadership** **3 credits**

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 7209 **Innovation and Leadership** **3 credits**

This course is designed to facilitate creative and critical thinking in order to create a "culture of innovation" in the organizational environment. Motivating people towards a vision is an important aspect of keeping an organization fresh and growing and this class will help students develop that creative "seed" as well as the necessary applications for the organizational environment.

EDD 7210 **Leadership and Communication** **3 credits**

This course focuses on the primary tool that all Leaders must possess in order to be effective and efficient in their organizational environments, the ability to communicate. It weaves together specific skills that all leaders should strive to develop to include "storytelling", public communications, the ability to navigate through organizational politics and how to build a "learning organization".

EDD 7211 **Culture, Structure, and Leadership Succession** **3 credits**

All leaders must understand the relationship between culture and structure in their organizational environments. This class will help students build the necessary skill sets to utilize culture and structure to their advantage in building a successful organization and succession plan.

EDD 7212 **Organizational Learning and Leadership** **3 credits**

This class is designed to help leaders transform their organizations into "Learning Communities". Students will learn the necessary skill sets to become organizational consultants, to properly design training and development programs for their staff as well as professional growth options for their staff.

EDD 7300 **Policy Systems/Analysis, Evaluation, and Implementation** **3 credits**

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 **Finance, Resource Development and Implementation** **3 credits**

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 **Policy and Planning in Higher Education** **3 credits**

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 **Planning, Budgeting and the Higher Education Finance Process** **3 credits**

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 **Problem-Centered Research I** **3 credits**

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 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 6005**3 credits****Applications in Educational Technology**

Selecting and using information and communication technologies to facilitate learning and creative expression are the main foci. Topics include content, instruction, pedagogy and motivation, the design of interactive learning environments, collaboration, and creativity. Using audio/ video software, productivity tools, and knowledge construction tools to design and develop digital media, candidates will design interactive instruction that engages and promotes innovative thinking, problem solving, critical thinking and creativity in various learning environments. Participating with global professional learning communities is a required component. Discussions forum topic focus upon promoting interactivity, collaboration, creativity and innovative thought. Prerequisites: MED 6102 E-folio

EDT 6010**3 credits****Instructional Applications of Technology**

The design, development, and evaluation of digital learning experiences for the purpose of facilitating digital-age learning and conducting assessment for learning are the main foci. Using online software applications and digital media production tools, candidates will design and develop authentic learning experiences and interactive instruction that promote innovative thinking, creativity, and self-assessment. Topics include instructional design, visual literacy, computer-based instruction, and assessment/evaluation for individualized and collaborative learning environments. Participating with global professional learning communities is a required component. Discussion forum topics focus on ways to enhance and enrich professional practice by participating in shared decision-making and community building of curricula. Prerequisites: EDT 6000 or EDT 6005 and MED 6102 E-folio

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 or EDT 6005, EDT 6010 and MED 6102 E-folio

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

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 or EDT 6005, EDT 6010, EDT 6020 and MED 6102 E-folio

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 or EDT 6005, EDT 6010, EDT 6020, EDT 6030 or EDT 6035 and MED 6102 E-folio

ESL 6150**3 credits****Research Writing for Non-Native English Speakers**

This course expands the international student's writing preparation on previous ESL courses to prepare international students for research level writing requirements. It will focus on augmenting research skills, critical reading skills, and advanced writing skills through the preparation of a research paper based upon in-depth analysis of scholarly sources. The course will emphasize the proper use and formatting of sources according to APA style guidelines. It will also identify the most common grammatical and mechanical errors made by ESL students while providing opportunities to correct these errors through in-class exercises, homework, and quizzes. Please note

the minimum passing grade is a “B”. This course is required of graduate level international students as part of the ESL program. Students who receive a waiver for any or all of the other four ESL courses may still be required by their college to complete ESL 6150 during their first semester.

GIS 6000

3 credits

Geographic Information Systems Science and Technology

‘Geo-spatial Information Science and Technology’ provides the theory and origin for the practice of geo-spatial analysis in GIS. This course introduces the fundamental mathematics, physics and modern technology in usage by the geospatial sciences. Topics necessary to perform mapping, inventory, data conversion, and analysis are covered. Aspects of the applied field include the fundamentals of: measurement, units, precisions, accuracies, projections, datum(s), conversions, geo-spatial models (2D/3D/4D, geodetic, geo-referencing), GIS data types, application programming, remote sensing, and global positioning systems. These core areas provide the foundation for our mapping systems and resulting cartographic visualizations.

GIS 6010

3 credits

Applied Geographic Information Systems

Geographic Information Systems are powerful and a relatively new form of spatial information processing used by business, industry and government. GIS is a unique data base management system which incorporates analytic geographic techniques to capture, manipulate, analyze, and display spatial data. This course deals with the design and use of GIS analytic tools stressing proper scientific method to ensure viable results. Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GIS 6020

3 credits

Advanced Geographic Information Systems

Geographic Information Systems are much more than a graphical processing, storage and display system. The real influence and advantage that GIS provides, is in its information analysis potential. As data become larger, these GIS analytical methods (e.g., spatial modeling, spatial statistics and spatial analysis) provide insight for data scientists. This course introduces analytical methods for geospatial data. Some of the topics include: point pattern analysis, interpolation, surface analysis, overlay-analysis, spatial autocorrelation, modeling spatial statistics, geo-statistics, Boolean logic, and map algebra. Some programming will also be included to automate varied processes. Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GIS 6030

3 credits

Remote Sensing

Students are instructed in the interpretation and analysis of remotely sensed data. Varied remote sensing systems and/or platforms are discussed along with their respective data. Imagery products are examined for applications and fitness for use (e.g., color-infrared, multispectral scanned imagery, side-looking airborne RADAR/SLAR, thermal infrared, LIDAR, GPR and others). Image and data processing techniques are explored for applications analysis. Sensor networks and newly emerging multi-sensor arrays are also explored. Topics will include: air photo interpretation, satellite systems/data, ship borne systems/data, ground based systems and cyber-systems. Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GIS 6040

3 credits

Geographic Information Systems Design, Development and Implementation

This course prepares the student to develop, implement and maintain Geographic Information Systems. Students are exposed to GIS analysis and design employing a structure method approach. The Students examine processes to identify, track and correct errors throughout the GIS implementation process. This is performed by a ‘hands on’ experience of developing a GIS prototype. Geo-spatial data management and integration into a geo-computing environment are also addressed. Topics in varied GIS roll-outs are also examined (e.g., architectures, competing systems designs, programming, administration, and new emerging technologies research). Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GIS 6050

3 credits

Geographic Information Systems in Spatial Security

This course will explore the geospatial security dimensions of Geographic Information Systems and data. The Federal Geographic Data Committee focus on Detection, Preparedness, Prevention, Protection, Response and Recovery, will be examined. Students will be exposed to discussions on operationalization of these areas. Topics will include: critical infrastructure protection, emergency response, disaster recover, law enforcement, intelligence and/or home land security. Prerequisites: Graduate status Note: Programming, Systems Design, Systems Development, Systems Implementation, New Technologies Research Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GIS 6090**3 credits****Topics in Geographic Information Systems**

This course is an intensive study of selected contemporary topics in Geographic Information Systems. 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 may change at each offering; students should refer to the course listing bulletin for the current topic. Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GMD 6000**3 credits****Game Literacy**

This course provides students with a holistic understanding of the intricacies, aesthetics, and cultural elements of the world of "Gaming" through critical play, analysis, and discussions. A variety of game formats will be considered in the course, including board games and card games. However, the main focus will be on digital and video gaming on a variety of output devices. A focus on the history of video games (their creation, and the experiences they provide), as well as their influence on society will play a key role in class discussions. This course will prepare students with the vocabulary necessary to communicate effectively both inside and outside of the gaming realm. The course will provide a foundation for other courses, and instruction in gaming terms, techniques, and approaches for utilizing and leveraging "Gamification" for business, education, and marketing. This course provides a good foundation for educators looking to use STEM in the classroom. Prerequisites: Graduate status

GMD 6020**3 credits****Game Design and Analysis**

Game Design and Analysis provides the core skills necessary to design and implement game mechanics, game play structures, reward/achievement and currency systems, campaign design, and incorporate the "Fun" elements. The design portion of the course revolves around the analysis of paper based created games through play testing. Those games are then related to the design of an actual screen-based game. Trends and patterns of games, historical models of games, and play testing approaches will also be utilized throughout the course. During the analysis phase, students will discuss and explore debugging approaches and play testing techniques for finding areas of improvement,

user issues, error handling, and use cases. Takeaways from this course will be a game design process that could be used to enhance classroom engagement, improve comprehension of topics, and better students' educational performance. The skills learned could also be applied to the consumer market, employee training, and entertainment. This course provides a good foundation for educators looking to use STEM in the classroom. Prerequisites: Graduate status

GMD 6030**3 credits****Game Audience Analysis**

This course is based on analyzing player feedback and developing objectives that align with user expectations. Whether it is lower health insurance rates, improved test scores, or escapism, knowing and understanding your player ensures that you can give them the experience they crave. Understanding the player's motivation and sense of "fun" will drive decisions when designing games. Creating games that focus on the player and their journey through your designed experience will be explored through examples of good design, as well as by testing student-created projects. This course provides a good foundation for educators looking to use STEM in the classroom. Prerequisites: Graduate status

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 5000

0 credit

APA style and Academic Writing for Graduate Students

This course focuses on improving research writing skills, specifically focusing on using the Publication Manual of the American Psychological Association (APA) for format and style. Students will learn how to determine quality reference sources as well as how to synthesize information and correctly document their analysis. Instruction will include (but is not limited) how to correctly paraphrase, quote, use tables and figure, document references, and cite sources correctly using APA. Prerequisites: IST majors only.

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: IST 7000, IST 7020, IST 7040, IST 7060, IST 7100

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, (for the Internet Web Design students) electronic portfolio development or (for Geographic Information Systems students) a GIS project. Prerequisites: IST8100 and at least three track courses

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.

MAC 7100 **3 credits**
Financial Accounting Theory, Policy, and Research

This course examines the conceptual, theoretical, and practical aspects of financial accounting. Students will focus on the theoretical foundations of financial reporting and the factors that affect accounting standard setting and decision making. Recent and current literature is studied to enhance analytic skills in accounting. Using case studies, the student will learn how to recognize important issues, ask critical questions, and research answers in the authoritative accounting literature. Prerequisites: BAC 201 and BAC 202

MAC 7200 **3 credits**
Advanced Managerial Accounting

This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Special emphasis is given to the application of strategic cost management principles to practical situations. The course uses cases to help students contextualize cost accounting topics and to understand the impact of cost accounting information on firm planning and decision-making. Prerequisites: BAC 201 and BAC 202

MAC 7300 **3 credits**
Issues in Auditing and Assurance Services

This is an advanced course in auditing. The course content will consist of generally accepted auditing standards, professional requirements (both from the AICPA and PCAOB), and the effects of the Sarbanes-Oxley Act. Subject matters include the demand for auditing and assurance services, risk assessment, internal auditing, EDP auditing, and governmental auditing issues. Prerequisites: BAC 201 and BAC 202

MAC 7400 **3 credits**
Fraud Prevention and Forensic Accounting

Students will be provided an overview of various forms of financial fraud schemes, the role of auditors and forensic accountants in detecting fraud, and how internal controls can be designed to prevent such activity. In particular, the course highlights asset misappropriation and fraudulent financial reporting. The regulatory and legal issues surrounding financial frauds are also covered. Prerequisites: MAC 7300

MAC 7500 **3 credits**
Federal Taxation, Policy, and Research

Taxes affect business entities and the individuals who own them—proprietors, partners, and shareholders. Emphasis is placed on income tax theory and applications to problems frequently encountered by individuals and businesses. Topics in this course include tax planning, compliance, and research methodology. Prerequisites: BAC 201 and BAC 202

MAC 7600
International Accounting and Taxation

3 credits

Topics in this course are studied in the context of accounting in an international environment. Subjects include accounting for foreign currency transactions, foreign financial reporting and disclosure, transfer pricing, comparative accounting standards, taxation, and current issues in multinational accounting. Prerequisites: MAC 7500

MAJ 6600
Criminological Theory

3 credits

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
Typologies of Crime

3 credits

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
Criminal Justice Ethics

3 credits

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
Managing Diversity

3 credits

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
Technology for Modern Policing

3 credits

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
Supervision and Management

3 credits

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
Crisis Management

3 credits

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 6634 **3 credits**

Leadership through Films

The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character, motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.

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 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.

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.

MAS 7604**2 credits****Technology for Instruction**

This course, based on the TPACK Framework, prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.0 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules. This course is for students starting fall 2015 and is a co-requisite with MED 6102, a pre-requisite for all other courses. Students entering prior to fall 2015 will take the 2 credit version.

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 is an optional requirement.

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 resolved 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. Completion of a 30-hour concentration as determined through transcript analysis by a specific Wilmington University advisor, and all required course work.

MAS 7996
Practicum I

1 credit

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Prerequisite(s): MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

MAS 7997
Practicum II

1 credit

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MAS 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MAS 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

MAS 7998
Practicum III

1 credit

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements

are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MAS 7996 and MAS 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MAS 7996 and MAS 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. To be taken concurrent with MAS/MEE/MSE 8800.

MAS 8800

3 credits

Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and to effectively assess student learning of skills, appropriate and necessary utilization of acquired data to evaluate and reflect upon student learning and the candidate's effectiveness in the classroom. Candidates will investigate approaches used to evaluate skill acquisition and how to develop assessments that align with instruction. Candidates will learn how to make data driven 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 data and research for solving problems in those settings. Applied Assessment and Research in the Classroom follows the requirements for Task 2 in PPAT, in a mock setting, allowing the candidate to understand the utilization of data requirements in the classroom and school setting that will be encountered in student teaching. Concurrent with MAS/MEE 7998; MSE 7993.

MAS 8801

9 credits

Student Teaching/Internship

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Secondary Education; 7-12. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. 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 professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisites: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Program Chair approval is required for course registration.

MBA 5850

3 credits

Financial Accounting for MBAs

MBA 5850 presents the principles of financial accounting with emphasis on the four statements of financial accounting: balance sheet, income statement, statement of cash flows, and statement of owner's equity and retained earnings. With its focus on financial accounting statements, this course provides students with an understanding of accounting terminology, accounting concepts, transaction analysis, and the basic accounting model. A key learning objective in this course is a managerial perspective on the information provided in financial

statements and the ability to analyze financial statements. MBA 5850 cannot be used as an MBA elective.

MBA 6000

3 credits

Organizational Behavior and Ethical Leadership

This course introduces MBA students to the foundation principles of organizational theory, behavior, and leadership with an emphasis on ethical practices of organizational leadership. Organizational theory principles studied include structure and design, organizational culture, communication, individual and group dynamics, teamwork, and decision-making. Organizational theory and design are introduced to understand the implementation of policy within the organization. Leadership principles, practices, and styles with an emphasis on ethical leadership is a key concept of the course. MBA students will demonstrate fluency in these topics through a variety of research-based writing assignments and demonstrate competency with APA-style in these assignments.

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: 6-credits undergraduate accounting equivalent to BAC 101 and 102 or MBA 5850

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: 3-credits undergraduate algebra, calculus, or mathematics statistics or MAT 110 or higher

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: 3-credits undergraduate economics or ECO 105

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: 3-credits undergraduate finance equivalent to FIN 305 or MHR 7830

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 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 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 7200

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 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 7589 **3 credits**
Entrepreneurial Innovation

This course is intended for people seeking to improve their ability to manage creativity, innovation, and change. Using an "innovation constraints" framework and successful business practice, participants will learn how to best manage people (all categories of stakeholders) when innovation is the goal. This course focuses on understanding and managing people engaged in creation, innovation and positive change, regardless of the environment. We will treat innovation as the process of generating, assessing, and then implementing useful and valuable ideas. We will focus on all phases from idea generation to getting ideas heard, accepted, and implemented

in organizations. As a critical part of the creative process, we will also focus on your creativity and creative development. Numerous activities and exercises will be utilized to assist you, the driver of innovation, in better understanding your personal areas of strength and growth as it relates to entrepreneurial innovation.

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 program chair approval

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 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. Prerequisites: MBA 7600

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. Prerequisites: MBA 7600

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. Prerequisites: MBA 7600

MBA 7608 **3 credits**
Integrated Marketing Communications

The role of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization is the focus of this course. The development of an integrated marketing communications programs requires an understanding of the overall marketing process and how companies organize for advertising and other promotional functions. Related aspects such as customer behavior, communications theory, and how to set goals, objectives and budgets related to IMC plans are examined. Attention will be given to the various IMC tools used in contemporary marketing including advertising, direct marketing, internet and interactive marketing, sales promotion, publicity and public relations, and personal selling. There will be strong emphasis on the art of communicating effectively through various marketing media. Prerequisites: MBA 7600

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 concentration courses listed above.

MBA 7802 **3 credits**
Economic and Financial Analysis of Environmental Issues

This course discusses the economic costs and benefits of maintaining an ecologically friendly business enterprise while examining critical areas of concern such as how well the firm designs, utilizes and replenishes resources so that the earth's natural systems are sustained and not threatened.

MBA 7803 **3 credits**
Project Management with Sustainable Green Technologies

This course combines current operations and project management methods with "green" management techniques to help the business operate in a socially responsible way while profiting from today's environmentally conscious product and

services. Discussions in this course will include globalization, green business ventures, recycling, eco-friendly products and practices, the concepts of Life-Cycle Assessment, and the ISO 14000 series of certifications.

MBA 7804 **3 credits**
Environmental Regulations and Ethical Issues

This course is designed to introduce the student to the legal, regulatory and ethical aspects of laws effecting environmental stewardship. Subjects discussed in this course will include environmental law and policy, toxic substance control, waste management, conservation and proper replenishment of natural resources and international environmental law.

MBA 7805 **3 credits**
Strategic Planning for Sustainable Organizations

Strategic Planning for Organizational Sustainability provides students with an understanding of strategic planning techniques integrating environmental and energy sustainability principles to improve the organization's bottom line. Students will learn concepts relating to costing, operational and capital improvement decision-making, risk assessment, cost / benefit and profitability analysis, supply chain and other external value relationships and avoidance of liability and other legal implications associated with governmental regulation and corporate governance.

MBA 7810 **3 credits**
Principles of Environmental Sustainability

Principles of Environmental Sustainability in Business provides students with an understanding of the need and pressures for businesses to incorporate environmental sustainability, resource management, and responsibility into effective business decision making at every level of the organization. Students taking this course will be introduced to the terms, definitions, and basic business strategies and practices that environmentally sustainable businesses embrace. Principles of Environmental Sustainability in Business examine the various methods that businesses use to create competitive advantage while maintaining a culture of sustainable practices. A general overview of evolving industry standards and regulations for environmental sustainability in business will be reviewed as well as ethical considerations.

MBA 8795 **3 credits**
MBA Internship

MBA students may apply for an approved internship to meet one of the two open electives in their program. An MBA internship offers students the opportunity to gain relevant work experience in business. Through this experience, the student gains a practical understanding of work in the industry,

experience on the job, enhancement of skills learned in the classroom, and contacts with professionals in the business world. Upon selection for an approved internship, MBA students must complete a minimum of 150 hours of compensated or uncompensated work within a 14-week semester. MBA students must have completed a minimum 18 credits in the MBA core and have a minimum cumulative GPA of 3.3. This course is graded satisfactory/unsatisfactory. Prerequisites: Completion of 18-credits in MBA core.

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 MBA 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 and 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 and 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, sex equity, 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 and 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

12 credits

Internship (600 hours)

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

12 credits

Internship (600 hours)

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

12 credits

Internship (600 hours)

Internship is the culminating experience of the counseling program. It is expected that the student will assume more professional responsibility during the internship than during

the practicum, i.e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Six hundred (600) 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

12 credits

Internship (600 hours)

Internship is the culminating experience of the counseling program. It is expected that the student will assume more professional responsibility during the internship than during the practicum, i.e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Six hundred (600) 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 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites:

MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 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. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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. Prerequisites: MCT 6411 Methods of Teaching Career and Technical Education I and MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 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 Chair. 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 and 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 ED 102 (undergraduate) or MED 6102 (graduate) which is the E-Folio System that is used for documenting and tracking student mastery of program competencies. Prerequisites: MED 6102 and approval of the Program Chair.

MEC 6400

3 credits

Introduction to School Counseling and Theories

This course will serve two purposes: to introduce school counseling candidates to the traditional counseling theories and to provide an understanding of the historical significance of school counseling as a profession. Candidates examine various psychological theories that have been used as the basis for counseling. Candidates 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. Additionally, candidates gain an understanding about the historical context of the school counseling field and ways in which key historical events and educational reforms shaped the progression of the field. Prerequisites: College Level=Graduate, MED 6102

MEC 6402**3 credits****Human Behavior and Child Development**

This course is designed to prepare the candidate to apply knowledge of human behavior and child development to address issues using prevention, intervention and education. Emphasis is placed on the child and adolescent cognitive, social/emotional, and physical development factors which impact on the child's learning, behavior, and the counseling process. Theoretical models of development as well as current research-based literature will be utilized.

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 6511**6 credits****Principles and Practices of a School Counseling Program**

The primary focus of this course is to acquire the knowledge and skills to understand and implement a comprehensive school counseling program based on the ASCA National Model. The ASCA National Model themes of leadership, advocacy, collaboration and systemic change and the National Model quadrants of foundation, delivery, management and accountability are explored in detail. In addition, this course presents the challenges of the school counseling reform agenda of the past 25 years and how school counselors proactively responded to the call for providing every child with a quality education. A context is established to address what school counselors need to know and be able to do to successfully work with every student in the K-12 environment. School counselor skills including social justice advocacy, working with special populations and creating safe school environments are discussed. This is a capstone course and is to be taken immediately before the commencement of the clinical semester. Prerequisites: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701, MEC 7500, MEC 7202 and MEC 7501

MEC 6600**3 credits****Introduction to Drug/Alcohol Counseling**

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

MEC 6607**3 credits****Ethical Issues in School Counseling**

This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed such as: informed consent, confidentiality and privileged communications, records, technology and subpoenas, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards for 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 6901**3 credits****Classifications of Psychopathology**

The new DSM-5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.

MEC 7202**3 credits****Group Counseling**

Group Counseling is a 3 credit course that requires a 25 hour practicum in a qualified school setting.* Candidates investigate group dynamics and processes related to counseling theory by participating in group counseling demonstrations. This course is designed for candidates to gain group counseling skills, self-awareness about one's own qualities, needs, motivations, and values that can either facilitate or interfere with one's effectiveness as a group participant and group leader. 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. Candidates are expected to arrange a visit to a school or agency to observe an actual group session at the level for which they are seeking certification or the age group with which they will be involved. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. To register for this course students must have completed MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and have at least a 3.0 cumulative grade point average. Prerequisites: College Level= Graduate and MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7213**3 credits****College and Career Readiness K-12**

The purpose of this course is to enable candidates to understand, apply, and formulate programs as they apply to postsecondary planning and career readiness. Candidates will develop an understanding of the role of the school counselor, especially as this relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. This course includes a focus on engaging students in early career awareness, planning, and making informed postsecondary choices crossing the spectrum of K-12 and using the ASCA National Model as a framework. Candidates will learn about the usefulness of data to guide academic planning, and the steps involved for

transitioning students from elementary school to middle school to high school, and then to postsecondary training and college. This course also includes topics that relate to postsecondary planning, including NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College and Career Readiness, completing FAFSA's, and the college admissions process. Prerequisites: College Level= Graduate and MED 6102

MEC 7500**6 credits****Individual Counseling Skills and Strategies**

Individual Counseling Skills and Strategies is a 6 credit semester course that requires a 50 hour practicum in a qualified school setting.* The course equips a novice school counselor's tool belt with tools and techniques to counsel individual students. The course provides practicing counselors with opportunities to learn and apply theory, strategies, and techniques to assist students with personal/social development, academic development, career development, and/or crisis intervention. Counselors will apply ethical and legal standards to individual counseling sessions and to real life practical applications. Counselors will learn and apply intervention strategies to meet the needs of students that reflect current issues in our schools today. This course will also provide opportunities to learn and apply a variety of data collection methods and student monitoring that may lead to the referral process. During this course, students will learn and practice basic counseling/interpersonal skills including: Attending, Minimal Encouragers, Opening and Closing, Providing Feedback, Active Listening, Interviewing, Invitational Skills, Rapport Building, Reflecting Skills, Paraphrasing, Reflecting Feelings, Empathizing, Reflecting Meaning, Summarizing, Reflecting Content, Noting Discrepancies, Self-Disclosure, Reframing, and Use of Silence. To register for this course students must have completed MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and have at least a 3.0 cumulative grade point average. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. Prerequisites: College Level= Graduate and MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and have at least a 3.0 cumulative grade point average.

MEC 7501**3 credits****Family Counseling**

Family Counseling is a 3 credit course that requires a 25 hour practicum in a qualified school setting.* The family structure is explored as candidates learn how to meet the needs of children at school through family counseling. Knowledge of family dynamics, social and cultural issues, and parenting education are explored as the class considers issues of sexuality, child

abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure. Socioeconomic, ethnic background and race are addressed in terms of their influence on children in families. Candidates will research and report on community and agency resources and referral services available for children and their families. To register for this course students must have completed MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and at least a 3.0 cumulative grade point average. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. Prerequisites: College Level = graduate and MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7502

3 credits

The Counselor as Consultant

This course focuses on the counselor as consultant in matters concerning child behavior, test interpretation, grades, and a child's ability to function socially, academically, and physically. Strategies for consulting with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in the school setting. Candidates examine distinctions between counseling and consulting and the need to increase collaborative consultations in schools, families, and the community. Prerequisites: College Level= graduate and MED 6102

MEC 7503

3 credits

Special Education Law and the School Counselor's Role

This course will review special education law, including relevant statutes, cases, and regulations. Students will receive advanced training in the development, monitoring, and implementation of IEPs and 504 Plans as related to school counseling. The course will also address professional issues related to the school counselor's role in the evaluation, referral, monitoring, and consultation of students with special needs. In addition, this course will help to develop awareness of one's own values, attitudes, and beliefs as they relate to school counseling with students with special needs and their families. Prerequisites: College Level= Graduate, MED 6102

MEC 7600

3 credits

Non-Certification Supervised Counseling Practicum

This non-certification practicum course will give graduate students an opportunity for counseling skill development and competence demonstration as counselors while participating in a clinical experience that does not lead to State of Delaware certification. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the

duration of a full 15-week semester. 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 7500, MEC 7202, MEC 7203, MEC 7701 Cum 3.0 GPA

MEC 7701

3 credits

Testing, Measurements, and Research in School Counseling

This course is designed to prepare future school counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Candidates 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. Candidates 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.

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

3 credits

Supervised Elementary Internship I

This internship course provides graduate students an opportunity to obtain counseling skill development and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, research papers and clinical seminars must be completed over the duration of a full 15-week semester.

This is the first course in a two-course, two-semester, 6-credit sequence. Passing scores on the ETS Praxis Series Core Academic Skills for Educators exam (test codes: #5712, #5722 and #5732) or a valid state educator certificate are a required component of the clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: --MEC 6401, MEC 6402, MEC 6501, MEC 6607, MEC 7202, MEC 7203, MEC 7500, MEC 7701 --3.0 cum GPA --Completed clinical application submitted to MEC Assistant Chair

MEC 8001

3 credits

Supervised Elementary Internship II

This second internship course provides graduate students a continued opportunity to further develop counseling skills and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the duration of a full 15-week semester. Passing Internship I and submitting new clinical paperwork are required components of the Internship II clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: MEC 8000 or MEC 8002; 3.0 cum GPA; Completed clinical application submitted to MEC Assistant Chair

MEC 8002

3 credits

Supervised Secondary Internship I

This internship course provides graduate students an opportunity to obtain counseling skill development and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, research papers and clinical seminars must be completed over the duration of a full 15-week semester. This is the first course in a two-course, two-semester, 6-credit sequence. Passing scores on the ETS Praxis Series Core Academic Skills for Educators exam (test codes: #5712, #5722 and #5732) or a valid state educator certificate are a required component of the clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: --MEC 6401, MEC 6402, MEC 6501, MEC 6607, MEC 7202, MEC 7203, MEC 7500, MEC 7701 --3.0 cum GPA --Completed clinical application submitted to MEC Assistant Chair

MEC 8003

3 credits

Supervised Secondary Internship II

This second internship course provides graduate students a continued opportunity to further develop counseling skills and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the duration of a full 15-week semester. Passing Internship I and submitting new clinical paperwork are required components of the Internship II clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: MEC 8000 or MEC 8002; 3.0 cum GPA; Completed clinical application submitted to MEC Assistant Chair

MEC 8004

3 credits

Supervised Elementary Internship III

This third internship course provides graduate students a continued opportunity to further develop counseling skills and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the duration of a full 15-week semester. Passing Internship II and submitting new clinical paperwork are required components of the Internship III clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisite(s): MEC 8001 or MEC 8003; 3.0 cum GPA. Completed clinical application submitted to MEC Assistant Chair

MEC 8005

3 credits

Supervised Secondary Internship III

This third internship course provides graduate students a continued opportunity to further develop counseling skills and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the duration of a full 15-week semester. Passing Internship II and submitting new clinical paperwork are required components of the Internship III clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisite(s): MEC 8001 or MEC 8003; 3.0 cum GPA; Completed clinical application submitted to MEC Assistant Chair.

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 6000

3 credits

Elementary Mathematics for Teachers

This course is designed to build a strong conceptual understanding of basic mathematics concepts. A basic premise of the course is that mathematics is more than the memorization of rules and procedures. The course will help teachers develop a clear understanding of fundamental mathematical concepts and learn how to teach mathematics in a student-centered, participatory learning environment. Singapore Mathematics techniques will be integrated into the course. The course will be presented in a workshop format and will feature high levels of student involvement. The course will focus on the following: Place Value and Models of Arithmetic, Mental Math and Word Problems, Algorithms, and Fractions.

MED 6102

0 credit

E-Folio

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Graduate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course at the beginning of their program and (2) open the course on Blackboard and follow the instructions to activate their TaskStream account. Throughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

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. Prerequisites: MED 6102

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. Prerequisites: MED 6102

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. 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. It is recommended that this course be taken early in the MED School Leadership Program. Prerequisites: MED 6102

MED 7590 **School Leadership: Theory and Practice** **3 credits**

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. It is recommended that this course be taken early in the MED School Leadership Program. Prerequisites: MED 6102

MED 7701 **Supervisory Leadership: Staff Selection Appraisal, and Renewal** **3 credits**

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 **Classroom and School Culture: Creating Environments for Learning** **3 credits**

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 **Curriculum and Teaching: Research, Theory, and Practice** **3 credits**

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; adapting curriculum content and delivery to meet the needs of diverse learners; 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 **Education for Equity and Social Justice** **3 credits**

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 **Measurement, Accountability, and Student Learning** **3 credits**

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. Prerequisites: MED 6102

MED 7706

3 credits

The Principalship, Pre K–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. Prerequisites: MED 6102

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. Prerequisites: MED 6102

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. Prerequisites: MED 6102

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. Prerequisites: MED 6102

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. Topics include curriculum planning; the design of instruction and units or courses that address learning differences while promoting thinking and metacognition; alignment of curriculum to content standards; instruction and assessments based on pedagogical approaches and learning experiences that will help all students succeed; and evaluation methods for program and curriculum improvement. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio

MED 7799

3 credits

Supervision and Curriculum Improvement

This course 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/development, curriculum delivery, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The course 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. Prerequisites: MSE 7400

MED 7803

4 credits

Creative and Critical Thinking

The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents.

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. Prerequisites: MSE 7400 and MED 6102

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.

<p>MED 7807 3 credits</p> <p>Creativity and Critical Thinking</p> <p>The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents. Prerequisites: MSE 7400 for Instruction: Gifted and Talented students only</p>	<p>that promote collaboration, positive social interactions, and active engagement. Instructional leadership for helping to understanding diversity is undertaken. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>
<p>MED 7808 3 credits</p> <p>Assessment and Evaluation</p> <p>The course will focus on helping the candidate to develop competence in assessing student work in an educational setting (i.e., diagnostic, placement, formative and summative assessment strategies) 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. Instructional leadership to promote data driven decisions that impact student success is explored. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>	<p>MED 7813 3 credits</p> <p>Differentiated Instruction</p> <p>The course content focuses on the development and implementation of standard-based differentiated instruction for a broad spectrum of learners. Understanding approaches to assessing student learning needs, flexible teaching approaches, curriculum modifications, and opportunities for students to work in varied instructional formats will be addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>
<p>MED 7809 3 credits</p> <p>Instructional Design</p> <p>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. Guiding instructional change for student success is addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>	<p>MED 7814 3 credits</p> <p>Problem-based Learning</p> <p>The course content focuses on understanding the pedagogy of problem-based learning and designing problem-based learning (PBL) instruction. Alternative assessment strategies are explored. Student-centered approaches to learning will be addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>
<p>MED 7810 3 credits</p> <p>Psychology of Learning</p> <p>Candidates will focus on the examination of major psychological theories of learning and the relationship between instruction and learning for leadership capacity. Candidates will explore and reflect upon how theories inform and support professional practice, student development, and learning. Ways psychology can be of value in facilitating the teaching-learning process will be considered. Prerequisites: MED 6102 E-Folio</p>	<p>MED 7815 3 credits</p> <p>Innovations in Teaching</p> <p>The course content focuses on web-based course design and online pedagogies (blended learning) to create student-centered, collaborative learning environments. Candidates will develop web-based course activities, instruction, and assessments with online technologies. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p>
<p>MED 7812 3 credits</p> <p>Culture and Learning Environments</p> <p>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</p>	<p>MED 7816 3 credits</p> <p>Advanced Studies in Teaching and Learning</p> <p>The course is designed to promote reflective inquiry to advance teachers' knowledge and skills through collaborative learning communities. The course content focuses on teaching practices that improve teaching, learning, and student success. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> <p>MED 7817 3 credits</p> <p>Professional Studies</p> <p>Candidates will complete an independent study project focused on broadening professional practice. The course enables educators the opportunity to implement innovative instruction. Evidence-based measures will provide indication of potential effect. The department chair must approve the</p>

study. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio

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. Prerequisites: MSE 7400 and MED 6102

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. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102

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. Prerequisites: MED 5000, MED 6102

MED 8903

3 credits

Administrative Internship 3 Credits

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. A lab fee is required. Prerequisites: MED 6102

MED 8904

4 credits

Administrative Internship 4 Credits

This course requires a minimum of 240 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. A lab fee is required. Prerequisites: MED 6102

MED 8905

5 credits

Administrative Internship 5 Credits

This course requires a minimum of 300 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. A lab fee is required. Prerequisites: MED 6102

MED 8906

6 credits

Administrative Internship 6 Credits

This course requires a minimum of 360 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. A lab fee is required. Prerequisite(s): MED 6102
Prerequisites: MED 6102

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.

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 Prerequisites: MED 6102

MEE 7604

2 credits

Technology for Instruction

This course, based on the TPACK Framework, prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.0 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates

will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules. This course is for students starting fall 2015 and is a co-requisite with MED 6102, a pre-requisite for all other courses. Students entering prior to fall 2015 will take the 2 credit version.

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.

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 Prerequisites: MEE 7603 and MEE 7632.

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 the development of a unit that incorporates all of the social sciences. Prerequisites: MEE 7603 and a minimum of three credit hours in social science with a "C" or better.

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 and 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 40 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. Prerequisites: MEE 7603 and a minimum of three credit hours in math with a “C” or better.

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. Prerequisites: MEE 7603 and a minimum of three credit hours in science with a “C” or better.

MEE 7996

1 credit

Practicum I

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of

learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Prerequisite(s): MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

MEE 7997

1 credit

Practicum II

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in

teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MEE 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MEE 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

MEE 7998 Practicum III

1 credit

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s):

MED 6102, MEE 7996 and MEE 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MEE 7996 and MEE 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. To be taken concurrent with MAS/MEE/MSE 8800.

MEE 8800

3 credits

Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and to effectively assess student learning of skills, appropriate and necessary utilization of acquired data to evaluate and reflect upon student learning and the candidate's effectiveness in the classroom. Candidates will investigate approaches used to evaluate skill acquisition and how to develop assessments that align with instruction. Candidates will learn how to make data driven 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 data and research for solving problems in those settings. Applied Assessment and Research in the Classroom follows the requirements for Task 2 in PPAT, in a mock setting, allowing the candidate to understand the utilization of data requirements in the classroom and school setting that will be encountered in student teaching. Concurrent with MAS/MEE 7998; MSE 7993.

MEE 8801

9 credits

Student Teaching/Internship

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Elementary Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and

supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. 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 professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisites: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Chair approval is required for course registration.

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 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.

MHC 6401 **3 credits**

Theories of Counseling

Classic and contemporary theoretical approaches to counseling are examined in this course including major personality theories, counseling theories and learning theories. Clinical applications incorporating the influence of cultural diversity are also emphasized as well as the formation of a personal theory of counseling.

MHC 6402 **3 credits**

Human Development

This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theories of individual and family development and transitions across the life span are considered with an emphasis on the nature and needs of persons at various developmental stages and cultures and the impact of these stages on mental health.

MHC 6501 **3 credits**

Tools, Techniques, and Strategies of Counseling I

This course teaches introspective skills in order to develop a therapeutic relationship, maintain ethical boundaries, interview and counsel, and to cultivate self-awareness within the field of clinical mental health counseling. The course emphasizes the centrality for students to be nonjudgmental, reflective, and authentic towards one's internal perceptions of self, others, values, beliefs, and environment in order to fully engage in the helping profession. Specific learned skills are basic listening, self-awareness, stress management, self-care, mindfulness, empathy, and other practices that promote positive counseling outcomes. Prerequisites: MHC 6402 and MHC 6505

MHC 6502 **3 credits**

Tools, Techniques, and Strategies of Counseling

This course teaches the principles of helping relationships, essential interviewing and counseling skills, and general intervention strategies relevant to the provision of culturally responsive clinical mental health counseling services. Emphasis is placed on skills and strategies that promote psychological resilience, enhance motivation, and assist clients in the prevention, management, and/or remediation of various issues including crises, developmental transitions, and ongoing dysfunctional behaviors. Prerequisites: MHC 6401

MHC 6505 **3 credits**

Ethics and Practices of Clinical Mental Health Counseling

This course focuses on ethical practice and mental health law to help develop a deep understanding of legal and moral issues involved in professional practice. Ethical issues related to gender, sexual, racial, cultural and generational diversity will be discussed. This course also covers the history and philosophy of clinical mental health counseling including professional roles, functions and responsibilities with respect to interagency and interdisciplinary collaboration. Professional issues including the management of mental health services and programs, licensure, funding, records, expert witness status, and managed care are discussed.

MHC 6901 **3 credits**

Diagnosis and Treatment 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: MHC 6401, MHC 6505

MHC 7202 **3 credits**

Group Counseling

This course introduces students to the theory, research, ethics, and practice of group counseling. Basic principles of group formation, group dynamics, group process, group development, and group leadership are emphasized for various types of groups. Students participate in an experiential group activity for a minimum of 10 hours. Prerequisites: MHC 6401, MHC 6502

MHC 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.

MHC 7501 **3 credits**

Family Counseling

This course recognizes the importance of the family and family counseling as a viable modality in the treatment of mental and emotional disorders. Major areas of study include the history and development of family counseling, classic and contemporary theoretical approaches, key concepts, skills and techniques used in the assessment and treatment of a family. Characteristics of healthy and dysfunctional family systems are explored as well as special concerns such as the impact of divorce, abuse, addictions, domestic violence, single-parent households, minority stress, poverty, etc. on a family system. The concept of family-of-origin and the use and development of a genogram is emphasized. Prerequisites: MHC 6401, MHC 6502

MHC 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.

MHC 7805 **3 credits**

Appraisal Techniques

This course is a survey of psychological tests and instruments used in clinical mental health counseling settings. Principles of statistics and measurement, administration, scoring, interpretation, and use of various appraisal instruments are covered. Specific skill training in conducting clinical counseling intake interviews is addressed. Cultural biases that occur in the assessment and testing of clients is also discussed. Prerequisites: MHC 6401, MHC 6505

MHC 7806 **3 credits**

Methods of Research and Program Evaluation

This course covers the principles and practice of counseling research and program evaluation. Qualitative, quantitative, and single-case design research methods are covered. Statistical methods used in conducting research and program evaluation are presented in addition to models of needs assessment and program evaluation. The use of research to inform evidence-based practice and ethical and culturally relevant strategies

for interpreting and reporting the results of research and/or program evaluation studies are discussed.

MHC 7905

4 credits

Practicum

The Practicum clinical field experience is comprised of 100 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision, and faculty supervision. The focus is a broad orientation to the clinical aspects of the field of mental health counseling with strong emphasis being placed on personal and professional identity and self-development. The course consists of basic/core counseling skills and intervention strategies and techniques, and exploration of the role of the clinical mental health counselor in a mental health agency setting. Prerequisites: MHC 6401, MHC 6502, MHC 6901, MHC 7202, MHC 7805, MHC 8020, MHC 8061, MHC 8062 or MHC 8011, MHC 8012, plus 18 additional credits, "B" average for all previous work.

MHC 8011

2 credits

Advanced Seminar: Counseling Children and Adolescents

This course teaches students the basic principles of assessment, conceptualization, and intervention skills with children and adolescents. Prerequisites: MHC 6401, MHC 6502, MHC 6505

MHC 8012

2 credits

Advanced Seminar: Evidence Based Family Treatment

This course introduces students to a variety of empirically supported multi-systemic treatment modalities. Discussion topics include family and school consultation, strength-based approaches to treatment, and counseling youth in community based and hospital settings. Prerequisites: MHC 6401, MHC 6502, MHC 6505, MHC 7501

MHC 8020

3 credits

Addictions Counseling

This course introduces students to the basic principles of chemical dependency and "process addictions," including issues associated with gambling and sexual addictions counseling and the impact of addictions on co-occurring psychiatric disorders. This course will present the Disease Model of addiction and other etiological models, and the range of treatment options, counseling strategies, and prevention techniques available for treatment of addiction and co-occurring disorders. Screening and assessment instruments are introduced, with an emphasis on correct diagnosis and application of the Stages of Change Model. Prerequisites: MHC 6401, MHC 6502

MHC 8061

2 credits

Advanced Seminar: Humanistic Counseling

This course provides an advanced exploration of the theories, principles, and skills of humanistic approaches to counseling.

MHC 8062

2 credits

Advanced Seminar: Cognitive-Behavioral Counseling

This course provides an advanced exploration of the theories, principles, and skills of cognitive and cognitive behavioral approaches to counseling.

MHC 8091

3 credits

Professional Counselor Orientation and Advocacy

This course introduces students to the history, philosophy, and scope of professional counseling including professional organizations and the principles and roles of professional advocacy. Students are also introduced to the academic, clinical, and personal growth expectations of the MHC program. An educational and personal growth plan for their professional portfolio is developed which includes an advocacy project. Students are assisted in developing self care strategies appropriate to the counselor role.

MHC 8092

2 credits

Seminar: Consultation for Counselors

This course introduces students to the theory, research, and practice of professional consultation. Students develop, implement, and evaluate a consultation project to be included in their professional portfolio. Students participate in a consultation exercise to enhance their academic performance.

MHC 8093

2 credits

Seminar: Supervision for Counselors

This course introduces students to the methods, models, and practices of clinical supervision. Students will participate in a supervision project to practice basic supervision skills and evaluate the performance of counselors which will be included in their professional portfolio.

MHC 8094

1 credit

Psychopharmacology for Counselors

This course is an introduction to psychopharmacology, the types of medications used in clinical mental health settings, and their side effects. Practical issues of clinical assessment, client referral, and strategies for coordination of treatment involving medication are discussed.

<p>MHC 9001 4 credits</p> <p>Internship</p> <p>Internship I clinical field experience is comprised of 300 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision and faculty supervision. Internship I focus is on advanced counseling and differential diagnostic interviewing skills, appropriate professional documentation, case conceptualization, treatment of high risk clients and treatment planning. The course also discusses personal and professional issues, ethics, and evidence-based models/theories related to clinical mental health. Prerequisites: MHC 7905, "B" average for all previous coursework</p>	<p>MHR 7506 3 credits</p> <p>Training and Development</p> <p>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.</p>
<p>MHC 9002 4 credits</p> <p>Internship II</p> <p>Internship II clinical field experience is comprised of 300 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision and faculty supervision. Internship II is designed to prepare students for counseling practice and future professional licensure. This course highlights the importance of knowledge and application of the current research literature which surveys counseling treatment modalities, strategies and outcome evaluation. Prerequisites: MHC 9001, "B" average for all previous coursework</p>	<p>MHR 7508 3 credits</p> <p>Design and Development of Human Systems</p> <p>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.</p>
<p>MHR 6503 3 credits</p> <p>Law, Regulation and the Workplace</p> <p>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.</p>	<p>MHR 7600 3 credits</p> <p>International HR</p> <p>This course examines human resource management issues that exist in the international business environment. Topics to be included are: how to adapt corporate processes/procedures to fit within each country's cultural and legal framework while still being aligned to the overall business strategy. Learn how to design and implement procedures and programs that will engage a global workforce. Discuss global compensation strategies that are aligned with the organization's business objectives. Communication differences from a cultural standpoint as they relate to human resource issues will also be addressed.</p>
<p>MHR 7505 3 credits</p> <p>Compensation Administration: Issues and Practices</p> <p>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.</p>	<p>MHR 7650 3 credits</p> <p>Compensation and Benefits</p> <p>This course examines issues and practices in compensation administration and their impact on the work environment. Topics discussed include wage and salary administration, pay models, incentive plans, linking performance to pay, legislation affecting compensation, and employee benefits. The ways in which these issues and practices are integrated into unionized and non-unionized environments are also explored. The history of benefits and compensation allows students to analyze historical trends and the evolution of this field.</p>

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 7830 meets the MBA undergraduate finance pre-requisite but cannot be used as an MBA elective.

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 and Policy 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.

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.

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.

MHS 7008

3 credits

Fundamentals of 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.

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.

MHS 7033

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. Prerequisites: MHS student

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 Prerequisites: MRD 7801 and MRD 7802

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. This course requires placement in a K-12 setting. 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. 30 hours of tutoring are required. As of Fall 2016, this course is only offered in a semester format. Prerequisites: MLL 7406

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 in a K-12 setting. 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 in a K-12 or equivalent setting. Please note that this course is not offered in summer semesters. Prerequisites: 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. Prerequisite: MOL 6100

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 Organizational Reality <p>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.</p>	3 credits	MPA 6503 Administrative Law <p>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.</p>	3 credits
MOL 7400 Organizational Development and Change <p>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.</p>	3 credits	MPA 7201 State and Local Financial Management <p>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.</p>	3 credits
MOL 7500 High Performance Teams <p>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.</p>	3 credits	MPA 7202 Public Budgeting Systems <p>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.</p>	3 credits
MOL 8800 Crafting the Future <p>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.</p>	3 credits	MPA 7400 Public Personnel Administration <p>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.</p>	3 credits
MPA 6501 Seminar in Public Administration <p>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.</p>	3 credits	MPA 7401 Government Contracting and Purchasing <p>This course concentrates on purchasing and procurement methods, regulations, statutes, and controls applicable to the federal, state, and local level of government.</p>	3 credits
		MPA 7502 Analysis of Public Policy <p>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,</p>	3 credits

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 6201

3 credits

Causes of Reading Difficulties

Candidates investigate multiple assessment instruments to identify reading difficulties and plan effective instruction. Emphasis is placed upon understanding the major causes of reading difficulties and using a variety of assessment strategies to plan and evaluate effective reading and writing instruction. Prerequisites: MED 6102

MRD 6202

3 credits

Foundations of Reading

Candidates will investigate current research practices that are used to teach students of all levels to read: regular classroom, special education, bilingual education, and remedial 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. Prerequisites: MED 6102

MRD 6203

3 credits

Brain-based Reading Instruction

Candidates will explore brain-based reading strategies for teaching and learning. The course focuses upon designing instruction and assessment strategies that capitalize on brain-based research. Prerequisites: MED 6102

MRD 6204

3 credits

Phonemic Awareness and Auditory Processing

The in-depth study of phonemic awareness, phonological awareness, decoding and encoding relative to word attack skills and their relationship to auditory processing provides the foundation for the course. Topics include addressing instructional practice that focus upon diversity and the appropriate skills needed to enhance reading, writing, and communication. Prerequisites: MED 6102

MRD 6205

3 credits

Literacy Skills for Early Childhood

Candidates will explore literacy skills for children ages birth to eight. The course topics focus upon developmentally appropriate curricula, appropriate print and non-print instructional strategies, literacy need of diverse learners, and the role of home and families in promoting appropriate skill development and learning experiences. Prerequisites: MED 6102

MRD 6206

3 credits

Developmental Aspects of Reading Instruction

Candidates will explore appropriate reading instruction for children ages birth to eight. The course topics focus upon word identification, reading fluency, assessing reading performance, vocabulary and concept development, reading comprehension, and reading-writing connections. Prerequisites: MED 6102

MRD 6208

3 credits

Vocabulary and Comprehension Development for Middle School and High School

Candidates will explore appropriate vocabulary and comprehension instructional strategies that develop independent readers. The course focuses upon exploring vocabulary that is specific to a particular content or content-subject area and the relationship that vocabulary has to comprehension. Prerequisites: MED 6102

MRD 6209

3 credits

Authentic and Differentiated Instruction for Reading

Candidates explore principles of differentiated instruction that address different plans, formats, and strategies in the classroom. The focus of the course is to inquire about instructional practices, implement differentiated instruction for reading instruction, infuse a differentiated instructional process for reading skills across the curriculum, and reflect upon the effectiveness of the teaching-learning process. Prerequisites: MED 6102

MRD 7801

3 credits

Language Development

This course is a detailed study of the relationship of language to reading. Social and cultural differences and similarities, typical and atypical language development, theories of language acquisition, effective language models, 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, language development, and writing instruction are

demonstrated and applied (CEC Standard Six – Language).
Prerequisites: MED 6102

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.) Prerequisites: College Level=Graduate and MED6102 or MRD6102 or Major=Instruction: Teaching and Learning- M.Ed. and MED6102.

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 (for Reading Specialist candidates only) College Level=Graduate AND MED 6102 AND ((MRD7801 GPA 2.00 AND MRD7802 GPA 2.00) OR Major=Instruction: Teaching and Learning-M.Ed. OR Major=Instruction: Teacher of Reading- M.Ed.)

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 36 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. NOTE: Due to the large amount of reading that is required in this course, an alternative, semester format is available. This will not only give candidates an increased amount of time to complete the assignments, it should also increase opportunities for synthesis of the material. Please note: This is a semester course. Prerequisites: D 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 (for Reading Specialist candidates only)

MRD 7806

3 credits

Writing Assessment and Instruction (Cert Candidates, only)

This is a three credit course designed to focus on writing development of children within the K-12 environment. Candidates will learn about the history of teaching writing. Students in this course will learn about the processes of writing development including types and purposes of writing. Candidates will complete activities to prepare them to assess student writing and design differentiated lessons to support growth and development in acquiring writing skills. Candidates will examine research and trends related to state and national standards in writing. The course includes opportunities for design and implementation of writing lessons including reflection and evaluation of lesson effectiveness. Candidates will also spend time investigating appropriate strategies and routines to support students who struggle in reading and writing. Attention and time will be spent recognizing and understanding the forms of diversity present in writing development and their importance in learning to write. This course is required by Delaware State Department of Education for non-degree seeking candidates who are pursuing a Reading Specialist certificate rather than a degree. Prerequisites: MRD

7801, MRD 7802 Prerequisites: College Level=Graduate and Non-degree status

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, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. (CEC Standard 6-Language). Prerequisites: MAS, MEE or MSE students only, Practicum I

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. This course can not be taken with other courses. 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 B (3.0)

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 7930 **3 credits**
Coaching Adult Learners (Cert Candidates only)

This course is a three credit hour course designed to prepare candidates to effectively coach other professionals and/or develop professional development activities representative of best practices in their respective fields and for adult learners. Candidates will complete activities to prepare them to coach adult learners. Topics covered include adult learning theory, models of coaching, and principles of collaborative feedback. This course is required by Delaware State Department of Education for non-degree seeking candidates who are pursuing a Reading Specialist certificate rather than a degree. Prerequisites: MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7806, MRD 7815, MRD 7903, and MRD 7920 Prerequisites: College Level=Graduate and Non-Degree Status MRD7815 GPA 2.0 and MRD7903 GPA 2.0 and MRD7920 GPA 2.0

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 Chair is also required as a graduation checkpoint. Prerequisites: For Reading-M.Ed major, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MED 7705, MRD 7815 or the equivalent; and MRD 7903 or the equivalent, with a minimum grade of B in each. For ESOL Literacy-M.Ed majors, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7805, MLL 7401, MLL 7402, MLL 7405, and MLL 7406 with a minimum grade of C in each.

MSE 7400 **3 credits**
The Gifted and Talented Child

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

MSE 7401 **3 credits**
Curriculum in Special Education

A framework for understanding evidence-based instructional strategies to individualize instruction for teaching students with exceptional learning needs is provided. The course has particular emphasis on portfolio assessment and learning styles. Students examine curriculum models and teaching techniques. The modifying of the learning environment for students with exceptionalities is a major focus of this course (CEC Standard Four – Instructional Strategies).

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, while creating a learning environment that fosters active engagement for students with exceptional learning needs. This learning environment will encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy through the use of direct motivational and instructional strategies. The skills necessary to effectively manage the behavior of the children entrusted to their care, while providing guidance and direction to other individuals will also be addressed (CEC Standard Five – Learning Environment and Social Interaction).

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 along with understanding the legal policies and ethical principles of measurement and assessment. Measurement theory and practices for addressing issues of validity, reliability, norms, and bias are also discussed. Concepts related to the use

and limitations of various types of assessments are examined. 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, plus gain an understanding the legal policies and ethical principles of measurement and assessment (CEC Standard Eight – Assessment).

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 7409

3 credits

Methods of Instruction in Academic Standards and Functional Skills

This course provides candidates with knowledge and skills related to a variety of evidence-based instructional practices that can enhance the academic learning and everyday functioning of students with severe intellectual disabilities or ASD. The course will cover techniques that are useful for group as well as individualized instruction, and will include practices appropriate for special as well as inclusive environments. The course will also address such topics as: how to select and use developmentally-appropriate technology; team planning; assessment; finding and managing resources; and collaboration with all stakeholders (including families, regular education teachers, school leaders/supervisors, paraprofessionals, and specialists).

MSE 7501

3 credits

Introduction to Autism and 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-categorical 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 Preschoolers 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 Comm Indv with Autism and Severe Disability

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 7507

3 credits

Competency-based Practicum in Behaviorally-Based Teaching Techniques

This course will provide the knowledge and skills necessary for teachers to implement developmentally and situationally appropriate, evidence-based interventions to children and adolescents with Autism Spectrum Disorders in a variety of educational settings. Students in the course will be expected to demonstrate satisfactory levels of proficiency in selecting, adapting, applying, and assessing the effectiveness of interventions such as (but not necessarily limited to): antecedent package, behavioral package, comprehensive behavioral treatment for young children, joint attention intervention, modeling, naturalistic teaching strategies, peer training package, pivotal response treatment, schedules, self-management, and story-based intervention. In addition to regularly scheduled class/seminar time, this course requires fifty (50) hours of supervised fieldwork in an approved setting Prerequisites: MSE 7402, MSE 7501, MSE 7409, and MSE 7506; passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination.

MSE 7990**1 credit****Practicum in Special Education**

MSE 7990 is a structured, field-based, semester-long exploratory course that requires at least 50 hours of actual and/or virtual classroom experience in an approved setting. MSE Practicum I placements are in school settings serving students with diagnosed, high-incidence learning needs. Field work is supported by thirty (35) clock hours of required, weekly, practicum seminar sessions. Prerequisites: Current TB clearance, Criminal Background Check (State and Federal), Delaware Child Protection Registry Clearance (Sex Offender Registry), MSE 7401.

MSE 7991**1 credit****Practicum I in Special Education**

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Prerequisite(s): MED 6102 and MSE 7401. A Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102 and MSE 7401. A

Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Effective July 1, 2014, scores and sub-scores that meet Delaware minimum requirements on the PRAXIS CORE SERIES FOR EDUCATORS are pre-requisites for Practicum I. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>.

MSE 7992**1 credit****Practicum II in Special Education**

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MSE 7401, MSE 7991. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MSE 7401, MSE 7991. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application

in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

MSE 7993

1 credit

Practicum III in Special Education

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MSE 7401, MSE 7403, MSE 8101, MSE 7991 and MSE 7992. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MSE 7401, MSE 7403, MSE 8101, MSE 7991 and MSE 7992. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must

submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. To be taken concurrent with MAS/MEE/MSE 8800.

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. In this course, students will examine the similarities and differences in human development and the characteristics of individuals with low-occurrence exceptional learning needs and their impact on human development. The use of this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs is part of the clinical component. 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 (CEC Standard Two – Development and Characteristics of Learners).

MSE 8102

3 credits

Legislation and Implementation of Policy and Procedure

Relevant laws and policies at federal and state levels are reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course discussion will focus on diverse and historical points of view, and human issues that have historically and continue to influence the field of special education and the education and treatment of individuals with exceptional learning needs. Understanding the interpretation of psychological and other special reports, the preparation of the special education teacher for multidisciplinary team meetings (MDT's) and meeting with parents and other professionals to develop the Individualized Education Program (IEP) will be discussed (CEC Standard One – Foundations). Prerequisites: MSE 7403

MSE 8103

3 credits

Supervision and Evaluation of Special Education Programs

Students study best practices as it relates to program development, administration, supervision, attention to legal matters, ethical considerations, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures is a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, issues related to the diversity of individuals with exceptional learning needs, relationships to other professionals, parent training, public relations, and budget (CEC Standard Nine – Professional and

Ethical Practice). Prerequisites: MSE 7401, 7402, 7403, 8101, and 8102

MSE 8802

9 credits

Student Teaching in Special Education

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Special Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. 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 professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisites: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE, Praxis II Special Education Examination and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Program Chair approval is required for course registration.

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 6502

3 credits

Contemporary Concepts in Advanced Practice Roles

The course provides the opportunity for graduate nursing students to explore the philosophical and theoretical foundations in advanced levels of nursing practice. Current trends will be explored including information literacy, technology, quality, and safety. Socialization to the role of advanced level of nursing practice will be introduced. (Starting September 2015, MSN 6502 Contemporary Concepts in Advanced Practice Roles will replace MSN 6501 Advancement of Nursing Science.)

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. Prerequisites: MAT 308 or equivalent undergrad statistics course

MSN 6607 Evidence-Based Decision-Making in Nursing <p>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</p>	3 credits	MSN 7320 Practices in the Realm of Nursing and the Law <p>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</p>
MSN 6641 Philosophical Perspectives of Nursing Leadership <p>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.</p>	3 credits	MSN 7330 Entrepreneurship for Nurses <p>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.</p>
MSN 6645 Bioethics in Nursing Practice <p>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.</p>	3 credits	MSN 7340 Practicum: Post Master's Legal Nurse Consultant <p>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.</p>
MSN 7000 Independent Study in Nursing <p>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.</p>	3 credits	MSN 7350 Forensic Nursing: Clinical and Legal Implications <p>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.</p>
MSN 7310 Legal Issues in Nursing Practice <p>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. Prerequisites: enrollment in the LNC program</p>	3 credits	MSN 7701 Child Development and Assessment <p>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</p>

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

Advanced 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 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 Chair

MSN 8104

3 credits

Certificate 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 167 clinical hours in the semester. Prerequisites: Approval of Program Chair

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 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 Chair

MSN 8204 3 credits
Certificate 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, but the student can function autonomously. Students are expected to complete 167 clinical hours in the semester to equal 334 hours. Prerequisites: Approval of Program Chair

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 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 Chair

MSN 8304**3 credits****Certificate 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 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: Approval of Program Chair

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 when necessary 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 towards the final cumulative amount of 600 hours to graduate.

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 when necessary 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 towards the final cumulative amount of 600 hours to graduate

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. Prerequisite: MSN 8400

MSN 8501 - MSN 8503**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 8600 Capstone <p>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.</p>	3 credits	MSP 7502 Sports Economics and Finance <p>This course will examine financial and economic measurements used in the sports industry. Topics will include government or public financing, sponsorships, naming rights and television rights. Evaluation of finance options in the profit and non-profit sector. Research and discussion on the problems and issues of the economics and labor impact of sports on the economy will be highlighted.</p>	3 credits
MSN 8700 Capstone <p>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. Prerequisite: MSN 8600</p>	3 credits	MSP 7503 Sports Management Graduate Internship <p>The graduate internship utilizes a field of placement with an emphasis on acquisition and application of practical skills in a project based environment. One hundred and eight hours are required in either a 7-week or 15-week period. The student will be supervised by an University internship coordinator and an agency designated supervisor.</p>	3 credits
MSN 8701 - MSN 8703 Independent Studies <p>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.</p>	1 credit	MSP 7504 Sports Law Governance and Compliance <p>This course concentrates on the areas of sports law, sports governance and sports compliance issues required of sports administrators. The legal aspects covered in the course include tort law, anti-trust legislation, Title IX and disability laws, and risk management and the impact on sports. Governance and compliance deals with the administrative function necessary to assist in sports management and includes: constitutional items, incorporation, roles of the various staff and committee positions in addition to developing policies.</p>	3 credits
MSP 7500 Business Strategy in Sports Management <p>The sports industry is one of the largest industries in the world, generating billions of dollars annually. To be successful in the sport industry, it is important to have an understanding of various management practices as applied to the sport industry. The course will focus on the strategic challenges sports firms must address to compete in the global economy. In addition to discussing management practices and techniques, this course will examine various aspects of the sports industry, such as professional sports, collegiate sports, recreational and Olympic sport, scholarships given for athletics, and the global sport industry segments.</p>	3 credits	MSP 7506 Sports Service and Event Marketing <p>Because of the unique atmosphere of sports, the marketing of sports varies greatly from traditional marketing. This course examines the application of marketing as it applies to sports service marketing, public relations, and recreation. The use of case study experiences and traditional course work will be utilized in this course. A segment of the course includes the organization of fundraising.</p>	3 credits
MSP 7501 Sports Ethics and Leadership <p>The course will explore the major ethical issues in sport management. The class will provide students with an overview of the development of ethical standards applied to sport, including the concepts of fair play, sportsmanship and character development. The class will also examine contemporary issues in sport and the associated leadership success and failures.</p>	3 credits	MSP 7507 Recreation, Event and Tourism <p>The course will uncover the keys to business success in the commercial recreation, event and tourism sector. The class will provide a practical overview of the business planning process, industry specific concepts and content including multinational recreation, sustainability, entrepreneurial and operations management perspectives of the RET industry.</p>	3 credits

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: RES 7105, RES 7106

RES 7111**3 credits****Research Design**

Students will develop an understanding of research design, applying its principles to their research interests as they understand them at this point in the program. The common methods used in business-related research will be discussed with

emphasis on case study and action research modalities. Students will become versed in the requirements of a literature search and will produce an abbreviated version relevant to the pursuit of their dissertation topic. They will draft a research concept brief including consideration of how they will operationalize their concept. Prerequisites: RES 7105, RES 7106, RES 7107, DBA 7300 or DBA 7310, DBA 7400

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 6025**3 credits****Radio Frequency Identification (RFID) Applied Systems**

The application of RFID in the context of solving business problems is examined and discussed. Students research how RFID systems improve security of assets, as well as management of product distribution, tracking, and security controls as related to individual industries, career or fields of study.

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.

<p>SEC 6050 Business Intelligence</p> <p>This course covers the concepts, drivers, challenges, and techniques for developing business intelligence (BI) solutions and supporting technologies. Also covered are techniques for managing the project life cycle in the design and development of BI solutions using best practices. Different methods of information delivery such as web and desktop reporting, query and data analysis, OLAP, visualization, dashboards, and scorecards are explored.</p>	3 credits	<p>SEC 6084 SCADA Risk Management and Auditing</p> <p>This course teaches students the necessity of performing risk management and auditing on SCADA systems and environments. It helps students develop risk management and auditing frameworks, as well as the core skills necessary to audit a SCADA system/environment and to manage risks.</p>	3 credits
<p>SEC 6060 Incident Handling and Response</p> <p>Incident Handling and Response: This course will teach students the Incident Response foundation. Students will learn planning and preparation that includes: developing an effective incident response policy and plan, assigning roles and responsibilities, creating and using an effective incident response operation, and how to monitor its performance. Students will build skills and knowledge in these areas by performing exercises that simulate real world problems.</p>	3 credits	<p>SEC 6086 SCADA Security Awareness and Standard</p> <p>SCADA Security Awareness and Standards is a course designed to teach students to assess, develop, and deliver a SCADA security awareness program within an organization. The course also provides students with information regarding various industrial standards related to SCADA systems and environments.</p>	3 credits
<p>SEC 6070 Penetration Testing</p> <p>This class builds upon ethical security practices by performing prescribed techniques while increasing the student's knowledge, skills, and abilities. Topics covered include ethics, standards, methodologies, tools/techniques, and legal ramifications. Summative report development and presentations of findings will be included.</p>	3 credits	<p>SEC 6090 Topics in Information Assurance</p> <p>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.</p>	3 credits
<p>SEC 6080 Industrial Control Systems (ICS) Security</p> <p>Industrial Control Systems are the heart of America's vital power, water and manufacturing facilities. The security of these systems are often linked with generic operating systems like Microsoft Windows and are often connected to the Internet and should be under greater scrutiny. Students will research how ICS functions, the critical infrastructure that they support as well as steps that can be taken to improve the overall security of ICS systems.</p>	3 credits		
<p>SEC 6082 SCADA Architecture</p> <p>This course provides students with an understanding of the SCADA environment and architecture from a security perspective. The security emphasis includes strategies for patching, upgrading, backup, recovery, and business continuity issues. The course also provides students with the knowledge needed to identify SCADA components and how those components function as a system.</p>	3 credits		

BOARD OF TRUSTEES

Officers

Chairman

The Honorable Joseph J. Farnan, Jr.
Farnan, LLP
Attorneys At Law
Wilmington, DE

Vice Chairman and Treasurer

Thomas S. Shaw
Executive Vice President
and COO (Retired)
Pepco Holdings, Inc.
Wilmington, DE

Vice Chairman

David F. Marvin
Chairman
Marvin and Palmer Associates, Inc.
Wilmington, DE

Vice Chairman and Secretary

Thomas E. Leipold
Director (Retired)
E.I. du Pont de Nemours and Company
St. Petersburg, FL

Members

Robert C. Cole, Jr.

President and CEO (Retired)
Blue Cross Blue Shield of DE
Wilmington, DE

Irénée du Pont, Jr.

Director (Retired)
E.I. du Pont de Nemours
and Company
Wilmington, DE

Alan D. Ellingsworth

Director of Security
A. I. duPont Hospital for Children
Wilmington, DE

Michael J. Farnan

Farnan, LLP
Attorneys At Law
Wilmington, DE

Florence W. Garvin

Manager (Retired)
Human Resources
Development International
E.I. du Pont de Nemours and Company
Wilmington, DE

Larry D. Gehrke

President
Bellevue Realty Corporation
Wilmington, DE

G. Dean MacEwen, M.D.

Senior Orthopedic Surgeon
Omega Medical Consultant
Omega Medical Center
Newark, DE

Brian D. Marvin

Principal
Marvin and Palmer Associates, Inc.
Wilmington, DE

Lawrence H. Miller

Vice President and Campus Director (Retired)
Stanton/Wilmington Campus
Delaware Technical
Community College
Newark, DE

Dana P. Robinson

Senior Vice President
Hawthorn, a PNC Company
Philadelphia, PA

The Honorable Sue L. Robinson

United States District Court Judge
for the District of Delaware
Wilmington, DE

Allen L. Samuels

Youth Interventionist
City of Wilmington
Office of the Mayor
Wilmington, DE

Richard P. Sanger

The Sanger Syndicate
Wilmington, DE

Ronald C. Watts, Ed.D.

Chief Operations Officer
Plastic and Cosmetic Surgery
Institute, Inc.
Vineland, NJ

Dorothy M. Peoples

Trustee Emeritus
President
Robert C. Peoples, Inc.
Bear, DE

FACULTY

James D. WilsonProfessor
 Vice President for Academic Affairs
 B.A., Eastern Christian College
 M.A.R., Harding University
 M.S., Loyola College in Maryland
 Ed.D., Argosy University

Sheila M. SharbaughProfessor
 Assistant Vice President for Academic Affairs
 B.S.N., University of Delaware
 M.S.N., Wilmington College
 Ph.D., Widener University

Regina C. Allen-SharpeAssistant Professor
 College of Business
 B.S., Wilmington College
 M.S., Wilmington College
 Ed.D., Argosy University

Linda M. AndrzejewskiAssistant Professor
 College of Business
 B.A., University of Miami
 M.S.Ed., University of Miami

Lewis L. AtkinsonAssociate Professor
 College of Education
 B.A., Davis and Elkins College
 M.Ed., West Chester State College
 Ed.D., Temple University

Joseph P. Aviola, Jr.Associate Professor
 College of Social and Behavioral Sciences
 B.S., University of Delaware
 M.S., Wilmington College
 Ed.D., Wilmington University

Peter A. BaileyAssociate Professor
 Vice President, External Affairs
 A.S., Community College of the Air Force
 B.S., Embry-Riddle Aeronautical University
 M.A.S., Embry-Riddle Aeronautical University
 D.B.A., Argosy University

Dorothy E. BakerProfessor
 College of Health Professions
 B.S.N., Wesley College
 M.S.N., University of Delaware
 Ed.D., University of Delaware

Diane BansbachAssistant Professor
 College of Arts and Sciences
 B.S., Penn State University
 M.A., Villanova University

Jane S. BarfieldAssistant Professor
 College of Education
 B.S., University of Delaware
 M.Ed., University of Delaware
 Ph.D., University of Delaware

Tina M. BarksdaleAssistant Professor
 Assistant Vice President
 Alumni Relations and Student Affairs
 B.S., Wilmington University
 M.B.A., Wilmington University
 Ed.D. Nova Southeastern University

Stephanie A. BattisAssociate Professor
 College of Business
 B.S., University of Delaware
 M.S., Widener University

Debra L. BerkeAssociate Professor
 Director, Psychology Program
 College of Social and Behavioral Sciences
 B.A., University of Nebraska - Lincoln
 M.S., University of Nebraska - Lincoln
 Ph.D., University of Delaware

Mary Stephanie BerridgeAssociate Professor
 College of Social and Behavioral Sciences
 B.S., Rider University
 M.B.A., Monmouth University
 Ed.D., George Washington University

Adrienne M. BeyAssociate Professor
 College of Social and Behavioral Sciences
 B.A., University of Delaware
 M.S.W., Delaware State University
 Ph.D., University of Delaware

Johanna S. M. BishopAssociate Professor
 Director, Behavioral Science Program
 College of Social and Behavioral Sciences
 A.A., Grand Rapids Community College
 B.A., Central Michigan University
 M.S., Wilmington College

- James Burton Boyd**.....Associate Professor
College of Education
B.S., Clarion State University
M.Ed., Salisbury State University
Ed.D., University of Delaware
- James B. Bradley**..... Assistant Professor
Library
B.S., Pennsylvania State University
M.S., Simmons College
- Mary Braudis**..... Assistant Professor
College of Business
B.S., Clarion State College
M.B.A., Robert Morris College
- Michele A. Brewer** Assistant Professor
College of Education
B.A., West Chester University
M.Ed., Wilmington University
Ed.D., Argosy University
- Sylvia Brooks**..... Associate Professor
College of Education
B.S., Delaware State University
M.Ed., Cheyney State University
Ed.D., Wilmington College
- Mary Kathryn Brown**Associate Professor
Director, Specialty Programs
College of Education
B.A., University of South Florida
M.A., University of South Florida
Ed.D., Nova Southeastern University
- John D. Burbage**.....Associate Professor
College of Arts and Sciences
B.S., Salisbury State University
Ph.D., University of Delaware
- Lem Burnham**.....Associate Professor
College of Social and Behavioral Sciences
B.A., US International University
M.S., Bemidji State University
Ph.D., Temple University
- Anthony Carcillo** Assistant Professor
College of Technology
B.A., Immaculata College
M.A., Immaculata College
D.B.A., Wilmington University
- Piyen Chang** Assistant Professor
College of Business
M.S., University of Nebraska
M.S., Virginia Tech
Ph.D., Texas Tech University
- Janice Colvin**..... Assistant Professor
College of Arts and Sciences
A.A., Prince George's Community College
B.S., University of Maryland
M.A., American University
Ed.D., Wilmington University
- Katherine B. Cottle** Assistant Professor
College of Arts and Sciences
B.A., University of Delaware
M.A., Howard University
- Joseph L. Crossen** Assistant Professor
College of Education
B.A., Gannon University
M.Ed., Edinboro State University
Ed.D., State University of New York at Buffalo
- John L. Cunningham** Assistant Professor
Assistant Vice President
University Safety
A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College
- Michael Curry**..... Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Wilmington University
- Pamela M. Curtiss**Professor
College of Education
B.A., Hastings College
M.Ed., University of Nebraska
Ph.D., University of Nebraska
- Michael S. Czarkowski**Professor
Director, Doctoral Studies
College of Education
A.A., Middlesex Community College
B.S., Wesley College
M.B.A, Wilmington College
Ed.D., Temple University

Amy L. Danley	Assistant Professor College of Business B.S., Wilmington University M.B.A, Wilmington University Ed.D., Wilmington University
Dean Deakyne	Instructor College of Technology
Kara L. DiCecco	Assistant Professor College of Health Professions A.D.N., Delaware Technical and Community College B.S.N., Wilmington College M.S.N., Wilmington College
Alfred D. DiEmedio	Assistant Professor Director, Teacher Preparation College of Education B.A., University of Delaware M.Ed., University of Delaware
Eileen G. Donnelly	Assistant Professor Assistant Vice President, Dean College of Online and Experiential Learning B.S., University of Delaware M.S., Wilmington University Ed.D., Walden University
Nancy Doody	Assistant Professor Faculty Development and Support B.S., Wilmington University M.S.M., Wilmington University
Jean M. Downes	Assistant Professor College of Business B.S., Old Dominion University M.S., University of Virginia
Lisa M. Drews	Assistant Professor College of Health Professions B.S.N., The New Jersey City University M.S.N., Wilmington University
Donald W. Durandetta	Associate Professor Dean, College of Business B.S., Lockhaven University Ph.D., Cornell University
Linda H. Frazer	Professor College of Education B.A., University of Mary Hardin - Baylor M.A., University of Notre Dame Ph.D., University of Texas
Lynda K. Fuller	Assistant Professor Director, Undergraduate Business Programs Assistant to the Dean College of Business B.A., Wilmington College M.S., Widener University Ed.D., Argosy University
Monroe B. Gerhart	Assistant Professor College of Education B.S., Shippensburg State College M. Ed., West Chester State College
Rebecca Mattern Ghabour	Associate Professor College of Social and Behavioral Sciences B.A., Elon University Ph.D., University of Delaware
Patrice Gilliam-Johnson	Associate Professor College of Social and Behavioral Sciences B.A., Morgan State University M.A., University of Maryland Ph.D., University of Maryland
Richard D. Gochnauer	Assistant Professor Assistant Vice President and Dean of Locations B.S., Millersville University M.Ed., Millersville University Ed.D., University of Delaware
Todd Grande	Assistant Professor College of Social and Behavioral Sciences B.S., Excelsior College M.S., Wilmington University Ph.D., Regent University
Stacey Graves	Assistant Professor College of Health Professions B.S.N., Widener University M.S.N., University of Delaware D.N.P., Wilmington University

John C. Gray	Professor Dean, College of Education B.S., West Virginia University M.Ed., University of Delaware Ed.D., Columbia University	Melissa J. Jones	Assistant Professor Library B.S., Wilmington University M.Ed., Wilmington University
Susan L. Gregg	Associate Professor College of Technology B.A., Brigham Young University M.Ed., Wilmington College	Elizabeth Jordan	Assistant Professor Registrar College of Business B.A., University of Delaware M.S., Wilmington College
Edward L. Guthrie	Associate Professor Dean, College of Social and Behavioral Sciences A.A., Delaware Technical and Community College B.S., Wilmington University M.S., Wilmington University Ed.D., Wilmington University	Kae E. Keister	Associate Professor College of Education B.A., Pfeiffer College M.Ed., Salisbury State University Ed.D., Nova University
Andrew F. Hartnett	Assistant Professor College of Business B.S., Duquesne University M.A., Ottawa University	Bonnie Kirkpatrick	Assistant Professor Senior Director, Faculty Development and Support B.S., University of Delaware M.S., Wilmington College Ed.D., Wilmington University
Thelma M. Hinds	Assistant Professor College of Education B.A., University of Delaware M.Ed., Armstrong State College Ed.D., Baylor University	Doris G. Lauckner	Associate Professor College of Social and Behavioral Sciences B.A., Seton Hall University M.A., Seton Hall University Ph.D., Seton Hall University
Mark J. Hufe	Associate Professor Director, Cyber Security Education College of Technology B.S., Hofstra University M.S., Stevens Institute of Technology Ed.D., Wilmington University	Niecy M. LeBright	Assistant Professor College of Arts and Sciences B.S., Wilmington College M.S., Wilmington College
Lori S. Irelan	Assistant Professor College of Health Professions B.S.N., East Carolina University M.S.N., Wilmington University D.N.P., Widener University	Stephanie L. LoBiondo	Assistant Professor College of Education B.S., Saint Joseph's University M.S., Saint Joseph's University
Tasha D. Jackson	Assistant Professor College of Technology B.S., Wilmington University M.S., Wilmington University	Catherine A. Maguire	Assistant Professor College of Health Professions B.S., Our Lady of Angels College M.S., Villanova University
Adrienne M. Johnson	Assistant Professor Library B.A., Wilmington University M.S., Drexel University	Joseph Massare	Assistant Professor College of Education B.S., Villanova University M.A., Villanova University M.A., Washington Theological Union Ed.D., Wilmington College

- James M. McCloskey** Associate Professor
Director, Library
B.A., University of Delaware
M.L.S., University of Maryland
M.S., Shenandoah University
- Nancy A. McDonald** Assistant Professor
College of Technology
B.S., Clarkson University
M.B.A., Widener University
- Donna L. Mitchell** Interim Assistant Professor
College of Education
B.A., Indiana University of Pennsylvania
M.A., Indiana University of Pennsylvania
- Lynn W. Moore** Assistant Professor
College of Arts and Sciences
A.A., University of Delaware
B.A., Salisbury University
M.A., Salisbury University
- Kenneth Paul Morlino** Assistant Professor
College of Business
B.S., Middle Tennessee State University
M.B.A., Middle Tennessee State University
D.B.A., Wilmington University
- Ruth Trexler Norman** Associate Professor
College of Business
B.S., University of Delaware
M.B.A., University of Delaware
Ph.D., University of Delaware
- Amy L. O'Dell** Assistant Professor
College of Social and Behavioral Sciences
A.A.S., Austin Community College
B.S., Wilmington College
J.D., Widener School of Law
- Joseph P. Paesani** Assistant Professor
College of Social and Behavioral Sciences
B.A., Kent University
M.C., University of Delaware
M. A., Central Michigan University
- Doreen Palucci** Assistant Professor
College of Technology
B.S.Ed., West Chester University
M.Ed., Wilmington University
Ed.D., Wilmington University
- Audrey M. Parajon** Assistant Professor
College of Business
B.S., Wilmington College
M.S., Wilmington College
D.B.A., Wilmington University
- Patricia A. Ramone** Associate Professor
College of Education
A.A.S., West Liberty State
B.S., West Chester University
M.Ed., University of Delaware
Ed.D., Wilmington College
- Melody D. Randle** Assistant Professor
College of Health Professions
B.S.N., Rutgers University
M.S.N., Widener University
D.N.P., University of Medicine and Dentistry of New Jersey
- Sallie A. Reissman** Assistant Professor
Senior Director, Online Learning and Ed Tech
B.S., Wilmington College
M.Ed., Wilmington College
Ed.D., University of Delaware
- Robert W. Rescigno** Assistant Professor
Director , D.B.A. Program
College of Business
B.A., State University of New York at Albany
M.A., New York University
Ed.D., Wilmington University
- Michelle C. Reyes** Assistant Professor
Library
B.A., Widener University
M.S., Drexel University
- Colin Rhoades** Assistant Professor
College of Social and Behavioral Sciences
B.A., St. Bonaventure University
M.S., Loyola University Maryland
Ph.D., Loyola University Maryland
- Olivia D. Roane** Assistant Professor
College of Education
B.A., Cheyney University
M.Ed., Cheyney University
Ed.D., Wilmington College

- Clinton D. Robertson**.....Professor
Director, Master's Business Programs
College of Business
B.S., U.S. Merchant Marine Academy
M.B.A., Wilmington College
Ed.D., Wilmington College
- Barbara H. Sartell**..... Professor
College of Health Professions
B.S.N., University of Maryland
M.S.N., University of Delaware
Ed.D., Wilmington College
- Michael R. Scanlon**.....Assistant Professor
College of Technology
A.S.T., PA Institute of Technology
B.S., Widener University
M.S., Wilmington University
D.B.A., Wilmington University
- Scott R. Shaw**..... Assistant Professor
College of Technology
B.A., Wilmington College
M.S., Wilmington University
- Pamela A. Shukitt**..... Assistant Professor
Library
B.A., The Catholic University of America
M.S., Drexel University
- Lorraine R. Sitler**..... Assistant Professor
College of Social and Behavioral Sciences
B.A., LaSalle University
M.L.S.P., Bryn Mawr College
M.S.S., Bryn Mawr College
- George M. Slentz**.....Professor
College of Technology
B.A., University of Pittsburgh
M.S., Troy State University
Ed.D., Wilmington College
- William L. Smith**.....Associate Professor
Library
B.A., West Chester University
M.S., Drexel University
- John Sparco** Assistant Professor
College of Business
B.S., College of William and Mary
M.B.A., University of Delaware
Ph.D., University of Delaware
- Angela Steele-Tilton**..... Assistant Professor
College of Health Professions
B.S.N., Wilmington University
M.S.N., Wilmington University
- Sally S. Stokes**Associate Professor
College of Business
B.A., Duke University
M.S., Wilmington College
- Donald H. Stuhlman** Assistant Professor
College of Business
B.S., Southern Connecticut State College
M.B.A., University of Montana
- Angela C. Suchanic**.....Associate Professor
B.S., Longwood University
M.P.A., University of Delaware
Ed.D., University of Delaware
- Karen Sundquist** Assistant Professor
College of Education
B.S., James Madison University
M.Ed., Wilmington University
- Lynne L. Svenning**.....Associate Professor
College of Education
B.A., Emerson College
M.A., University of Southern California
Ph.D., University of Southern California
- Elizabeth L. Thomas-Bauer**..... Assistant Professor
College of Health Professions
B.A., Moravian College
B.S.N., Columbia University
M.S.N., Columbia University
D.N.P., Widener University
- Kirk R. Trate** Assistant Professor
Director, Criminal Justice Program
College of Social and Behavioral Sciences
B.S., Pennsylvania State University
M.S., Wilmington College
- Christian A. Trowbridge**..... Assistant Professor
Vice President of Administrative and Legal Affairs
B.A., Villanova University
J.D., Temple University School of Law

Doreen B. TurnboAssociate Professor
 Dean, College of Arts and Sciences
 B.S., Delaware State University
 M.Ed., Wilmington College
 Ed.D., Wilmington College

Danny J. Walker Assistant Professor
 College of Arts and Sciences
 B.A., Harding University
 M.A., Abilene Christian University

Janice E. Wardle Assistant Professor
 College of Business
 B.S., University of Delaware
 M.B.A, Wilmington College
 Ph.D., Northcentral University

Gregory A. WarrenAssociate Professor
 College of Business
 A.S., Delaware Technical and Community College
 B.A., Wilmington University
 B.S., Wilmington University
 M.S., Wilmington University
 Ed.D., Temple University

Robin B. Weinstein Assistant Professor
 College of Business
 B.A., Eastern University
 M.T.S., The Eastern Baptist Theological Seminary
 Ed.D., Wilmington University

Tyler A. Wells Assistant Professor
 College of Education
 B.S., Wilmington University
 M.Ed., Wilmington University

Denise Z. Westbrook Assistant Professor
 Dean, College of Health Professions
 B.S.N., Wilmington College
 M.S.N., Wilmington College
 Ed.D. (c) Walden University

Matthew Whelihan Assistant Professor
 College of Arts and Sciences
 B.A., Fordham University
 M.A., Villanova University

Sandra C. WilliamsonAssociate Professor
 College of Education
 B.S., Eastern Kentucky University
 M.A., Eastern Kentucky University
 Ph.D., Kent State University

Matthew J. Wilson Assistant Professor
 College of Arts and Sciences
 B.S., Ohio Valley University
 M.S., Lubbock Christian University

Sherry L. Wilson Assistant Professor
 College of Social and Behavioral Sciences
 B.A., Temple University
 J.D., Widener University

Brenda T. Wright Associate Professor
 College of Social and Behavioral Sciences
 B.A., University of Delaware
 M.C., University of Delaware
 Ed.D., Wilmington University

Sharon R. YoderAssociate Professor
 College of Arts and Sciences
 B.S., Ohio State University
 M.S., University of Evansville
 Ed.D., Temple University

William D. Young Assistant Professor
 College of Business
 B.S., University of Delaware
 M.B.A., University of Delaware
 Ph.D., Temple University

PROFESSOR EMERITUS

The faculty listed below have obtained the status of Professor Emeritus.

The rank of Professor Emeritus is assigned to individuals who have achieved the academic rank of Associate Professor or Professor at Wilmington University and have retired after fifteen or more years of distinguished service.

Betty J. Caffo	Provost and Vice President for Academic Affairs B.S.N., Capital University M.S., University of Delaware Ph.D., Widener University
Tish Gallagher	Academic Online Liaison B.S.N., Capital University M.S., University of Delaware Ph.D., Widener University
Barbara M. Raetsch	Dean, College of Education B.A., Winthrop College M.Ed., The University of Georgia Ed.D., The University of Georgia
John S. Szczechowski	Program Coordinator, English, College of Arts and Sciences B.A., Pennsylvania Military College M.S., Temple University Ed.D., Nova University
Mickey Turnbo	Chair, Academic Computing A.A.S., Community College of the Air Force B.S., New School University M.S., State University of New York
Ronald C. Watts	Program Coordinator, Doctoral Studies, College of Education B.A., Philadelphia College of Art M.A., American University Ed.D., American University

ADJUNCT FACULTY

The adjunct faculty listed below have attained the rank of “Adjunct Professor” as of 4/15/15.

Stella A. Auchterlonie

B.A., Wilmington College

M.S.W., Delaware State University

William G. Battista

B.A., St. Vincent College

M.S., University of Texas

Andrea M. Bukay

B.A., Philadelphia College of Art

M.S., Wilmington University

Veronica L. Burke

A.A., Delaware Technical and Community College

B.A., Wilmington College

M.S., Wilmington College

Richard H. Burton

B.S., University of Delaware

M.B.A., Drexel University

Charlotte N. Byrd

B.A., King's College

M.Ed., University of Delaware

R. Wayne Carmean

B.S., University of Delaware

M.Ed., University of Delaware

Ed.D., Nova University

Raymond J. Carr

B.S., Kutztown University

M.B.A., Widener University

M.S., West Chester University

Christopher C. Chandler

B.S., Wilmington College

M.S., University of Delaware

Erik T. Christian

B.A., Goddard College

M.A., University of New Hampshire

Dennis T. Clark

A.A.S., Delaware Technical and Community College

B.B.A., Wilmington College

M.B.A., Wilmington College

Edward A. W. Clark

B.S., West Chester University

M.S., West Chester University

Holly Conley

B.S., Wilmington College

M.B.A., Wilmington University

Michelle R. Conway

B.S., Wilmington University

M.Ed., Wilmington University

Michael F. Costello

A.A.S., Lord Fairfax Community College

B.S., Wilmington College

M.B.A., Wilmington College

M.S., Wilmington College

Ed.D., Wilmington College

Sandra Countley

B.S., Cheyney State University

M.S., Antioch University

Ed.D., Temple University

Elliot J. Davis

B.A., Temple University

M.A., West Chester University

Ed.D., Temple University

Joseph K. Devine

B.S., Widener University
M.B.A, Widener University

Anthony J. DiGiacomo

B.A., University of Delaware
M.A., University of Delaware
Ed.D., Wilmington College

Dean R. Dungan

B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International

Robert Edelson

B.S., Massachusetts Institute
of Technology
M.S., Massachusetts Institute
of Technology
M.B.A., University of California
at Los Angeles
Ph.D., Claremont Graduate University

Bonnie English-Whitlock

A.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University

Joseph D. Euculano

B.S., Jacksonville State University
M.B.A, Wilmington College

Donald C. Fantine, Jr.

B.A., University of Delaware
M.Ed., West Chester University

Donald A. Farmer

B.A., University of Massachusetts
M.A., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

Rita K. Farrell

B. S., University of Massachusetts

Dorothy K. Fischer

B.S.N., University of Pennsylvania
M.S.N., University of Pennsylvania
Ph.D., University of Pennsylvania

Harry R. Fisher

B.S., Villanova University
M.B.A., Saint Joseph's University

Angela Fowler

B.S., University of Delaware
J.D., Widener School of Law

Regina M. Giannone-Tyler

B.A., Wilmington College
M.S., Neumann University

Rodney W. Gibbons

B.S., Delaware State University
M.A., Central Michigan University

Arthur R. Gilbert

B.A., St. Michael's College
M.Ed., St. Michael's College
Ed.D., State University of New York at Albany

Julie-Marie T. Gladden

B.S., Wilmington College
M.S., Wilmington College

Richard P. Goodman

B.S., Wilmington College
M.S., Wilmington College

William G. Gowdy

A.S., Delta College
B.S., Central Michigan University
M.Ed., Wilmington College

Lois E. Grande

B.A., San Diego State University
M.A., Arizona State University
Ph.D., Arizona State University

C. Robert Haddock

B.S., University of Delaware

M.B.A, Widener University

Gina M. Harrison

B.S., Saint Joseph's University

M.Ed., Wilmington College

Angela J. Herman

B.S.N., University of Delaware

M.S.N., University of Delaware

Elliot P. Hertzzenberg

B.S., Hofstra University

M.S., Adelphi University

Ph.D., University of Illinois

John R. Hileman

B.S., Cornell University

M.A., University of Delaware

Alton H. Hillis, Sr.

B.A., Saint Edward's University

M.B.A, Wilmington College

Dianna L. Hiott

A.A., Wilmington College

B.S., Wilmington College

M.Ed., Wilmington College

Kenneth L. Hudock

B.S., Clarion University of Pennsylvania

M.Ed., Salisbury State University

Nora A. Hufe

B.A., Adelphi University

M.Ed., Wilmington University

Lisa Hunt

A.A.S., Delaware Technical and Community College

B.A., Wilmington University

M.Ed., University of Delaware

Amelia H. Hutchison

B.A., Montclair State University

M.Ed., Wilmington College

Anthony J. Jacob

B.A., Assumption College

M.S., Wilmington University

Ed.D., Wilmington University

S. Dale Greenhawk Jafari

B.S.N., Wilmington College

M.S.N, Wilmington College

Eugene Johnson

B.A., Purdue University

M.Ed., Wilmington University

Anthony J. Julis

B.S., Iowa Wesleyan College

M.S., North Carolina State

Ph.D., North Carolina State

Jane Kaltenberg

B.S., Indiana University of Pennsylvania

M.Ed., Wilmington College

Tep Kang

B.S., University of Connecticut

Pharm.D., University of Rhode Island

Mike C. Karia

L.L.B., Gujarat University

M.Com., Gujarat University

M.B.A, Fairleigh Dickinson University

Sean A. Keblen

A.S., Delaware Technical and Community College

B.A., Wilmington College

M.S., Wilmington College

Anne C. Knapper

B.S., Wilmington College

M.B.A, Wilmington College

Richard D. Krett

A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

Eujene N. Kujawa

B.S., Marquette University
M.B.A., University of Bridgeport

Michael D. Lee

B.A., La Salle University
M.S., Rutgers University

Joyce M. Lennon

B.A., Wilmington College

Steven LeShay

B.A., Lenoir-Rhyne College
M.A., Glassboro State College
Ph.D., Temple University

Gloria A. Lester

B.S.N., University of Delaware
M.S.N., Wilmington University
Ed.D., Wilmington University

John D. Lewis

B.A., The Citadel
M.A., Salisbury State College

Angus N. MacLennan

B.A., The American University
M.A., The American University

Karen E. MacMurray

B.S., Indiana University
M.B.A., Wilmington College

John Malarkey

B.S., St. Joseph's College
M.S., University of Southern Mississippi
Ph.D., Union Institute and University

Dennis P. Malloy

B.S., Widener University
M.S., Widener University
Ed.D., Wilmington College

John W. Marinucci

B.S., Delaware State University
M.B.A., Wilmington College
Ed.D., Wilmington College

Varina Marshall

B.S., Wilmington College
M.S., Wilmington College
D.B.A., Argosy University

Sarah M. Marvian

B.A., University of Delaware
M.A., West Chester University
Ph.D., Temple University

Rene V. McCartney

B.S., Rensselaer Poly Institute
M.A., University of Texas

Gabrielle G. McClure-Nelson

B.A., Temple University
M.B.A., University of Delaware
D.B.A., Wilmington University

James K. McFadden

B.A., Washington College
M.A., American University
M.A., University of Delaware
Ph.D., University of Delaware

Michael P. McGay

B.S., St. John's University
M.S., Wilmington University

Dawn-Marie Melson

B.S., Wilmington University
M.S., Wilmington University

Walter F. Michael III

B.A., Temple University

M.S., Stevens Institute of Technology

Richard E. Minutella

B.S. University of Delaware

M.B.A, Wilmington University

Sean E. Moriarty

B.A., St. Anselm College

M.S., Northeastern University

Ed.D., Wilmington University

Lenore Mussoff

B.A., University of Pittsburgh

M.Ed., University of Pittsburgh

Venkatachalam Narayanswamy

B.S., University of Bombay, India

M.B.A, University of Delaware

Lucia R. Nemeth

M.B.A., Wilmington College

Ed.D., Wilmington College

Mary H. Nickerson

A.S., Delaware Technical and Community College

B.S., Neumann College

M.S., Wilmington College

Geoffrey Olive

B.S., University of London

M.Ed., University of Wales

Ed.D., University of Delaware

Jeff S. Peck

A.A., Brevard Community College

B.A., Rollins College

J.D., Widener School of Law

Gary K. Phillips**Gail Piazza**

B.F.A., University of Delaware

William H. Post

B.A., University of Delaware

M.Ed., Salisbury State University

Karen Quinn

B.A., Rowan University

M.S., Wilmington College

Frederick C. Raetsch

B.A., Western Michigan College

M.A., Appalachian State

Ph.D., University of Georgia

Dana Rahmel

B.S., Rutgers University

M.S.Ed., University of Pennsylvania

Barry Renner

B.A., Franklin and Marshall

M.A., University of Delaware

Joan M. Renner

B.S.N., Wilmington College

M.S.N., Wilmington College

Thomas J. Riley

B.A., University of Delaware

M.S., University of South Carolina

M.B.A, Salisbury University

Albert F. Rose, Jr.

B.A., University of Delaware

M.B.A, Wilmington College

Beverly J. Ross

A.A.S., Delaware Technical and Community College

B.S., Wilmington College

M.S., Wilmington College

Jeffrey C. Roth

B.A., Temple University

M.Ed., Temple University

Ph.D., Temple University

Kelly M. Rouke

B.A., University of Delaware

M.A., Washington College

Ola L. Ruark

B.S.N., Wilmington College

M.S.N., Wilmington College

Douglas J. Salter

B.S., Wilmington College

M.S., Wilmington College

Candace L. Sandal

B.S.N., University of Delaware

M.S.N., University of Delaware

M.B.A., Wilmington College

Sheryl L. Scanlon

B.S., Neumann College

M.S., Wilmington University

Ed.D., Wilmington University

Lewis D. Schiliro

B.A., Hofstra University

J.D., Cleveland State University

Mark Seifert

B.S., University of Delaware

M.S., Wilmington College

Michael T. Sheffield

B.S., Rutgers University

M.B.A., Wilmington College

Charles J. Simpson

B.S., University of Delaware

M.S., Villanova University

Elizabeth A. Slater

B.A., University of Delaware

M.Ed., Wilmington College

Karen E. Spring

B.A., University of Delaware

M.S.W., Bryn Mawr College

Flavous D. Statham

B.S., Murray State University

M.A., Murray State University

Donna C. Strachan-Ledbetter

B.S., University of Delaware

M.S., Loyola College in Maryland

Joel H. Tau

B.A., Brooklyn College

William A. Teats

B.A., Millersville University

Jean Carter Toombs

B.A., Marshall University

M.Ed., Wilmington College

John W. Towns III

B.A., Adrian College

M.A.S., Johns Hopkins University

Billie E. Travalini

A.S., Widener University

B.A., University of Delaware

M.A., Temple University

Kaan Turnali

B.S., Widener University

M.B.A., Widener University

Robert K. Urian

B.A., University of Delaware

M.S., Widener University

Ed.D., George Washington University

James H. VanSciver

B.A., Pennsylvania Military College

M.A., University of Delaware

Ed.D., University of Maryland, College Park

James A. Villarreal

B.A., San Beda College

M.Ed., Temple University

Laurel E. Wagenheim

B.A., Kean College of New Jersey

M.B.A., Fairleigh Dickinson University

Monica Washington

B.A., Temple University

J.D., Villanova University

Layton A. Wheeler

B.S., Virginia Commonwealth University

M.S., Virginia Commonwealth University

Nancy Carol Willis

B.S., University of Delaware

M.B.A., Wilmington College

David F. Wooley

A.A., Wilmington College

B.B.A., Wilmington College

M.B.A., Wilmington College

Gary D. Wray

B.A., Morris Harvey College

M.A., University of Delaware

Ed.D., University of Delaware

Kevin B. Wright

A.S., Northern Virginia Community College

B.S., Wilmington College

M.Ed., Wilmington College

John A. Yeomans

B.A., University of Delaware

M.S., Wilmington College

Linda J. Zervas

B.A., University of Delaware

M.S.W., Delaware State University

ADMINISTRATION

Executive Team/Administrative Cabinet

President.....	Jack P. Varsalona, Ed.D.
Assistant Vice President.....	Angela C. Suchanic, Ed.D.
Executive Vice President	LaVerne T. Harmon, Ed.D.
Assistant Vice President.....	Tina Barksdale, Ed.D.
Assistant Vice President.....	Jacqueline R. Varsalona, M.B.A.
Senior Vice President	Erin J. DiMarco, Ed.D.
Assistant Vice President	Peggy P. Mitchell, M.S.
University Vice President.....	Carole D. Pitcher, M.B.A.
Assistant Vice President/Dean of Locations.....	Richard D. Gochnauer, Ed.D.
Assistant Vice President/Dean, College of Online and Experiential Learning	Eileen G. Donnelly, Ed.D.
Vice President, External Affairs	Peter A. Bailey, D.B.A.
Assistant Vice President.....	Christopher G. Pitcher, M.F.A.
Senior Vice President and Chief Financial Officer	Heather A. O'Connell, M.B.A.
Assistant Vice President/Controller	David Lewis, M.B.A.
Vice President, Academic Affairs	James D. Wilson, Ed.D.
Assistant Vice President	Sheila M. Sharbaugh, Ph.D.
Vice President, Legal and Administrative Affairs	Christian A. Trowbridge, J.D.
Assistant Vice President.....	John L. Cunningham, Ed.D.
Assistant Vice President.....	P. Donald Hagermann, M.H.R.M.

Academic Deans

College of Arts and Sciences	Doreen B. Turnbo, Ed.D.
College of Business.....	Donald W. Durandetta, Ph.D.
College of Education.....	John C. Gray, Ed.D.
College of Health Professions	Denise Z. Westbrook, Ed.D. (c)
College of Online and Experiential Learning	Eileen G. Donnelly, Ed.D.
College of Social and Behavioral Sciences.....	Edward L. Guthrie Ed. D.
College of Technology.....	Position vacant at time of printing. See website for update.

A full listing of administrators and contact information for University instructional locations can be found at wilmu.edu.