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2019-2020 GRADUATE CATALOG

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, weekend, and online 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, weekend modular, hybrid, and online formats. 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. Hybrid courses meet in both online and face-to-face formats.

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, Dover Air Force Base, Dover, the William A. Carter Partnership Center in Georgetown, 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

Welcome to Wilmington University.

On behalf of the administration, staff and faculty of Wilmington University, I am proud to offer this comprehensive academic catalog. We are committed to our mission of providing quality education to all who seek it and offering opportunities to diverse students via flexible and convenient programs that serve both working adults and traditional-age students.

Our dedicated faculty creates and teaches career-oriented programs designed to prepare students for meaningful roles in our global society. Our Board of Trustees shares our commitment to those we serve and supports our thriving university that serves nearly 20,000 students who can choose from 150 degree and certificate programs and 130 fully online programs.

We are a student-centered institution. Our academic programs incorporate practical skills and instruction from professors working in the fields they teach. Wilmington University is a place where students can realize their potential as they seek intellectual challenges and personal fulfillment, and we hope that every student will discover a passion for lifelong learning. Every student matters to us and every career path is unique.

In addition to this catalog, we offer several ways to learn about the exciting things Wilmington University provides. Explore our website (wilmu.edu), register for an information session - online or face-to-face - call our University Information Center, or stop by one of our locations. However you connect, a courteous and knowledgeable professional will be delighted to assist you.

Our mission to offer opportunities to all who wish to transform their lives through quality education remains strong. As we continue to celebrate our 50th anniversary, we are more committed than ever to deliver excellence in teaching, relevancy of the curriculum, and individual attention to student.

I wish you all the best in your academic journey.

Sincerely,
Dr. LaVerne T. Harmon
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 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
10 Beaver Valley Road
Wilmington, DE 19803
302.478.2491
FAX:

Camden County College - Camden City Campus
200 N. Broadway
Camden, NJ 08102
856.494.7001

Camden County College - Blackwood Campus
200 College Drive
Blackwood, NJ 08012
856.494.7001

Cumberland County College
3322 College Drive
Vineland, NJ 08360
856.457.3005
FAX: 856.690.0008

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

FAX: 302.734.2618

Dover Air Force Base
436 FSS/FSDE
261 Chad Street, Room 301
Dover AFB, DE 19902-6639
302.674.8726
FAX: 302.674.5034

Georgetown
21225 College Drive
Carter Partnership Center
Georgetown, DE 19947
302.258.0290
FAX: 302.856.5787

Joint Base McGuire-Dix-Lakehurst
Bldg. 3829 School Road
Joint Base MDL, NJ 08641
FCN, RM 302
609.724.3188
FAX: 609.723.4053

Mercer County Community College - West Windsor Campus
1200 Old Trenton Rd
West Windsor Township, NJ 08550
609.245.2383

Mercer County Community College - James Kerney Campus
102 N. Broad St
Trenton, NJ 08608
609.245.2383

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

Rowan College at Burlington County
900 College Circle
Student Success Bldg. Rm 108
Mt. Laurel, NJ 08054
856.291.7400
FAX: 856.222.9232

Rowan College at Gloucester County
1400 Tanyard Road
Sewell, NJ 08080
856.494.7000
FAX: 856.468.7023

Salem Community College
460 Hollywood Avenue
Carneys Point, NJ 08069
877.967.5464
FAX: (856) 351.2618

Wilson Graduate Center

31 Read's Way
New Castle, DE 19720
302.655.5400
FAX: 302.295.1123

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.

Doctor of Social Science - Prevention Science

This award is given to a graduating student in the Doctor of Social Science, Prevention Science 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 DSocSci 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.

Degree Requirements

Requirements for the Graduate Degree
Students must fulfill the following requirements to be eligible for graduation with a graduate (masters or doctoral) degree:
1. Complete course requirements in the major field of study.
2. Achieve an overall cumulative grade point average of at least 3.0.
3. Demonstrate competence in verbal and written communications and computational skills.
4. Complete the minimum number of total credits required for degree completion in the program of study.

Requirements for a Certificate

A minimum of a 3.0 GPA is required for a Graduate Certificate.

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 in writing 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 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
The goal of the grade appeal policy is to establish a clear, fair process by which students can appeal a final course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor.
Appeals are to be based upon one or both of the following factors:

- An error was made in grade computation
- The instructor departed substantially, in determining the grade, from his or her previously articulated, written standards (i.e. course syllabus, rubrics, etc.), without notifying students.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade is to justify the need for a change of the grade assigned.
It is incumbent upon a student to initiate the process within 60 days from the time the final grade is posted in the MyWilmU Portal.
Appeals Procedure
A student with a specific complaint about a course should, when appropriate, have a discussion with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, or the instructor and student cannot resolve the appeal, the student should formally communicate in writing with the program chair who oversees the course.
This communication is to include:

- A statement addressing how the appeal meets one or both of the two criteria necessary for a formal appeal.
- A description of the outcome of the informal discussion process between the student and instructor.
- Any relevant documents the student would like to be reviewed as part of the appeal process.

The Program Chair or designee may request additional materials from the student.
The Program Chair or designee is to discuss this matter with the faculty member and student and will provide the student with written notification of the outcome of this step.
If there is no mutually agreed upon resolution between the student and the Program Chair, and the student wishes to pursue the matter further, he or she is to submit a written appeal to the Academic Dean or designee of the course.
This letter should include the student's specific reason(s) for setting aside the decision of the Program Chair.
The Dean will respond to the student in writing regarding the results of this appeal.

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 is to include the specific reason(s) for taking the student's grievance beyond the Academic Dean. The Assistant Vice President or Vice President of Academic Affairs will decide whether or not a hearing is appropriate. If 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 or 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 and written communication of the committee's decision will be sent to the student.

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 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.

Course Numbering System

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

Undergraduate Courses	
000-099	Non-credit courses
100-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses
Graduate Courses	
5100-5600	Non-credit Prerequisite courses
6100-8999	Master's level courses
7100-9100	Doctoral (Ed.D, D.B.A., D.N.P., or PSC courses)

$name

Transfer Credit Policy

Up to 12 credit hours of graduate study from a regionally accredited graduate school may be accepted. Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to Wilmington University and a catalog course description from that institution. Transferred course work must be relevant to the major area of study. Course grades below a "B" will not be considered. Transfer students need to have all transcripts from other accredited institutions in the possession of the Graduate Admissions Office prior to registration. Failure to attend to this can result in duplication of courses previously completed at those institutions. Credit will not be granted for course duplication. Exceptions may be made with the approval of the Chair and the Dean.

Second Master's Degree

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). 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 credit hours attempted, excluding courses in which the grade "S" is recorded. For transfer students, credits earned include transfer credits; however, 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 ends.

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 not met the minimum course requirements.
U		0.00	**Unsatisfactory.** The student has not met the minimum course requirements.
I		0.00	**Incomplete.** May be granted with approval of instructor. *If granted,* 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 the Program Chair to enroll in selected courses on a pass/fail basis, provided the course is not a core requirement. 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 student is expected to make satisfactory academic progress toward a degree. The University has structured this policy to provide numerous opportunities for student intervention and success. All students are strongly encouraged to utilize the numerous academic support services provided by the University. However, failure to achieve satisfactory academic progress may result in academic probation or suspension, to be determined by the Academic Review Committee.

Academic Probation and Suspension

The Academic Review Committee will meet after each block (every 8 weeks) to review academic records. The Committee may take the following actions for students who have an unsatisfactory cumulative GPA.

- • First occurrence: academic probation
- • Second occurrence: continued academic probation
- • Third and subsequent occurrences: continued academic probation or suspensionA graduate student on Academic Probation is limited to a maximum of 9 credit hours per semester (less if recommended by the Academic Review Committee). Students placed on continued academic probation must receive approval from their Program Chair or designee prior to enrolling in any courses. Academic suspension begins the next academic block.

  A suspended student may be reinstated on a probationary status by presenting a written appeal to their college dean and receiving approval from the Academic Review Committee. A suspended student must wait one full semester after the suspension was issued before submitting an appeal.

Registration

Students can register for classes during official registration periods as announced by the University in the academic calendar. Dates for open registration, late registration, drop/add, and withdrawal are published by the University annually in the student guide. Copies are available at the Office of the Registrar, any site offices, or on our 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 our website. If a class is dropped during the drop/add period, tuition is refunded; fees are not refunded. If a class is added after the drop/add period ends, regardless of the reason, the student must pay tuition and all fees in full at that time. The payment plan cannot be used for courses added after the drop/add period. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any change 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 myWilmU or with an official withdrawal form submitted to 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 withdrawal 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

Modular adds must be completed before the first class meeting. Modular drops must be completed by the Monday following the first

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

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript. For the purposes of the GPA computation, the highest grade is calculated into the cumulative grade point average. A course may be repeated up to 3 times for a total of 4 attempts. The university provides numerous resources to support student success. Prior to the fourth attempt, the student will be contacted by the Program Chair or designee to discuss a plan.

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.

Credit by Portfolio Assessment

Credit may be granted for prior learning competency(s) through the development of a portfolio which presents evidence of college level learning. A student-prepared portfolio will be assessed by faculty with the appropriate content expertise. The portfolio must include a learning narrative and evidence relevant to the area in which credit is sought. The student will demonstrate clear achievement and a thorough understanding of the learning objectives. This may be accomplished by documenting knowledge obtained through work experience (military or civilian), in-service training programs, volunteer activities, workshops, and personal study. Credit by portfolio is assessed based on a satisfactory/unsatisfactory evaluation and will be assigned a grade of "S or U." Exceptions to the grading policy may occur with approval of the Academic Dean of the College. Credit earned by portfolio assessment is recognized as residency credit.

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 at the University 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 must file the Application for Graduation with the Office of the Registrar on or before the date established in the academic calendar. Payment of the graduation fee required of all degree candidates is due upon submission of the Application for Graduation.

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 critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical 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 related to the student's academic discipline.

Additional Program Competencies

• 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, telephone number, e-mail address, date and place of birth (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, and 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
- Disclosure to parents of dependent students
- To comply with judicial order or subpoena (A 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: wilmu.edu/privacy

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. In fact, "By 2020 the demand for STEM professionals will add over 1 million new STEM jobs within the United States workforce. STEM careers have higher job security and average a higher yearly income than most other fields, $77,800/year" (STEM Education Coalition, 2016).
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
Cybersecurity
Information Systems Technologies

- Information Assurance
- Management and Management Information Systems
- Technology Project Management
- Web Design

Graduate Certificates

Game-Based Learning
Psychiatric Mental Health Nurse Practitioner
SCADA Cyber Security
STEM Education
Technology Project Management Certificate
Note: All programs relate to the 2017 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

To ensure the honesty and fairness of the intellectual environment at Wilmington University, students are expected to pursue learning with integrity, dignity, and responsibility towards others. Students are expected to be attentive to proper methods of documentation and acknowledgement in all academic work. Any situation involving a violation of academic integrity demeans the violator, degrades the learning process, deflates the meaning of grades, discredits the accomplishments of past and present students, and tarnishes the reputation of the university. Acts of academic dishonestly are serious offenses and are of major concern to the University.

Types of Violations

When a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgement. A violation of any of the below listed items is a violation of academic integrity.

1. Plagiarism

Plagiarism is defined as the submission of information without properly acknowledging the source through complete, accurate, and specific references. Plagiarism applies to the use of published and unpublished sources. Examples of plagiarism include, but are not limited to the following:

- Directly quoting another person's words without the use of quotation marks and/or acknowledgment of the course
- Paraphrasing, or restating, another person's ideas, opinions, or theories without acknowledging the source
- Using facts, statistics, or other material taken from a source without acknowledging the source
- Submission of the student's own work which has previously been submitted for other assignments (self-plagiarism)

Students are urged to consult with individual faculty members, department heads, or recognized handbooks in their discipline (located at http://www .wilmu.edu/ssc/writing .aspx) if they are in doubt as to whether their work may contain plagiarized material. This should be done before the work is submitted.

2. Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to the following:

- Citing information not taken from the source indicated
- Inventing data, facts, or sources for an academic assignment
- Listing sources in a bibliography or reference list that were not used in that assignment/project
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur

3. Cheating

Cheating is an act or an attempted act of deception by which the student seeks to misrepresent that he or she has mastered information on an academic exercise. Examples of cheating include, but are not limited to the following:

- Attempting to use unauthorized materials, information, or study aids in an academic exercise
- Copying from another person's work or allowing another person to copy your work
- Collaborating with another person during an examination or graded assignment without permission by the instructor
- Utilizing online paper mills and/or study websites for the purpose of buying, selling, or bartering exams and assignments
- Unauthorized sharing of examination answers with others
- Falsification of data such as constructing data results as if statistics were genuine data

4. Grade and Test Tampering
Test tampering is obtaining, distributing, or receiving a test or examination without consent of the instructor. It is also a violation of the Academic Integrity policy if a student takes a test for another student. Tampering with grades in a grade book or assisting with changing any academic record in the university is prohibited.

Violation of the Academic Integrity Policy

First Violation:

1. The faculty member shall confer with the student regarding the violation of the Academic Integrity Policy.

2. In consultation with the specific Program Chair of the college in which the course is offered, the faculty member is to select one or more of the following sanctions:
- Require that the student repeat any work affected by the violation of the Academic Integrity Policy.
- Assign the student a lower grade for the assignment (this is not necessarily a grade of (0) zero).
- Assign the student a failing grade for the course (this is not necessarily a grade of (0) zero).

3. After a sanction is selected, the Program Chair will inform the Dean of the College in which the course in question resides and what action was taken. Objective evidence of the violation must be submitted to the Dean. The Dean shall inform the Assistant Vice President for Academic Affairs who will notify the student in writing that his or her continued enrollment at Wilmington University is provisional; the Assistant Vice President may require the student to complete the course ENG 310 (Research Writing). The Vice President of Student Affairs will receive a copy of the letter.

4. The Dean of the College has the discretion to immediately forward any violations directly to an Assistant Vice President or Vice President of Academic Affairs to be considered for review by the Student Discipline Committee.

Second Violation:

In the event of a second violation related to academic integrity, the Assistant Vice President for Academic Affairs shall inform the Vice President of Administrative & Legal Affairs and submit materials related to any previous offenses. Depending on the nature of the violation, the Vice President of Administrative & Legal Affairs may temporarily suspend the student from university activities and convene a meeting of the Student Discipline Committee.

Subsequent Offences:

Referred to the Student Discipline Committee

Resources for Upholding Academic Integrity

Plagiarism Detection Software:

Plagiarism detection software is offered through the Learning Management System (LMS) and is designed to aid in educating students about academic integrity, plagiarism and the proper citation of any borrowed content. Plagiarism detection software 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 the University's plagiarism detection software as a tool to affirm the originality of assignments.

University Writing Centers and Tutors:

The Student Success Center is designed to provide students with the support and resources necessary to achieve their goals. The Student Success Center is committed to all Wilmington University students' academic success by providing personalized tutoring, mentoring, writing and learning resources, as well as multiple workshops and seminars. In partnership with other University offices, the Student Success Center offers a broad set of programs and services, empowering students to achieve academic excellence.

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

Other Academic Information

University and Academic Calendar Year

The academic year is divided into three semesters, six accelerated sessions (blocks), and weekend modules.
The academic calendar can be found on the University website located at: www.wilmu.edu/registrar/calendar.aspx

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.

Web Enhanced Courses

All courses at Wilmington University are web enhanced utilizing a course learning system called Canvas. Students should therefore expect to utilize the Canvas 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, please see your academic advisor or site director.

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:

- 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 provided by the student.

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 online at https://studentaid.ed.gov/sa/fafsa. 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 FSA ID 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 federal income tax information from two years prior.
2. Upon receipt of students' FAFSA data, Wilmington University will send an email communication to students indicating what additional requirements are needed to complete processing. Students must be fully admitted into an eligible degree or certificate program and complete all requirements before financial aid awards will be made.
3. Upon completion of all requirements, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students then will receive an Award Notification from the Financial Aid Office directing them to their student portal to view the types and amounts of aid offered to them.
4. Students who are offered and who accept student loans for the first time 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. First time loan borrowers or borrowers who have completed Exit Counseling after graduating with a prior degree, must complete an online Entrance Counseling session before any federal student loans can be disbursed. Federal Direct Entrance Counseling is an online educational tool for student loan borrowers. Entrance Counseling only has to be completed one time for the duration of the student's degree program enrollment.
5. In order to be eligible for aid, applicants must be fully admitted into a degree program or approved Certificate 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 or certificate 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 or approved Certificate 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. Graduate Certificate in ESOL Literacy, Graduate Certificate in Case Management for Human Services, Certificate of Advanced Study in Elementary and Secondary School Counseling.

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

additional grant aid to undergraduate and graduate students admitted to specific certification track education degree programs, who are maintaining a 3.25 GPA, and who agree to teach as a highly qualified teacher in a "high need" field. Please note, Doctoral and Education Studies programs are not eligible.

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)

Repeat Courses

Once a course is passed successfully with a grade of C- or better, federal aid will cover only one additional retake of the course. However, students who fail or withdraw from a course may continue to receive aid for the same course as long as they are otherwise eligible for aid. For example, if a student receives a "C" in MBA 6000, retakes the course and receives an "F", they are no longer eligible to receive federal aid for a retake of that particular course.

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", or "C" 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).

Please note, any student's receiving VA education benefits should refer to the section "Veterans Educational Benefits" regarding their specific Satisfactory Academic Progress Policy.

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 SAP Appeal Form and return it to the Financial Aid office along with required documentation. 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.

VETERANS EDUCATIONAL BENEFITS

Veterans Educational Benefits: Wilmington University makes every effort to assist eligible service members, veterans, and their dependents in their academic pursuits. Veterans Educational Benefits are available for eligible programs at Wilmington University. Application information may be obtained in the Admissions Office or from the Veterans Affairs website at http://www.benefits.va.gov/gibill/. Students are not eligible to collect full Veterans Educational Benefits for course(s) for which they are receiving military tuition assistance. Active-duty military students using military tuition assistance may apply to utilize the "Top Up" program directly through the Department of Veterans Affairs. Students must remain in good academic standing in order to receive Veterans Educational Benefits.

VA education benefits will be terminated for any VA student placed under academic suspension. Benefits may resume when the student returns to satisfactory academic standing. Veteran Students who do not meet the University's Satisfactory Academic Progress (SAP) Policy will have their Veterans benefits terminated until they maintain SAP. The VA does not pay for audited courses or a repeated course to just raise GPA. The VA will pay for a repeated course which is required of the course program.

MAT 095 and ENG 095 courses are not paid for by the VA. Independent Study courses are classified as distance learning courses by the Department of Veterans Affairs. Independent Study courses do not count towards a student's eligibility for full on-ground housing allowance. Students should contact the VA with any questions regarding housing allowance eligibility.

The eFolio system is the College of Education's electronic portfolio system used for documenting and tracking student mastery of program competencies and is not covered by the VA.

Veterans Vocational Rehabilitation Program: Vocational Rehabilitation is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan which includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Vocational Rehabilitation Department of the Department of Veterans Affairs.

Educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

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) Admitted. Below is a description of each status.

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

Full Acceptance:
A graduate student who is Fully Accepted has completed the following 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.

Admitted:
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.

Immunization Record Policy:
All Wilmington University students must submit a copy of their immunization records to the Admissions office. These records must be on file with the Admissions office prior to the start of your initial term of enrollment at the University. If you are unable to obtain a copy of your immunization records, you may submit a copy of your MMR (Measles, Mumps, Rubella) vaccine.

Transcript Requirement Policy:
Beginning in fall 2019, all students will be required to submit official transcripts from all previously attended institutions within the first two semesters of enrollment at Wilmington University. If all official transcripts are not submitted within the first two semesters of enrollment, students will not be able to continue with registration for future terms.

Graduate Transfer Students:
Up to 12 credit hours of graduate study from a regionally accredited graduate school may be accepted. Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to Wilmington University's Admissions Office along with a catalog course description from that institution. Transferred course work must be relevant to the major area of study. Course grades below a "B" will not be considered. Transfer students must have all transcripts from other accredited institutions in the possession of the Admissions Office prior to registration. Failure to attend to this can result in duplication of courses previously completed at those institutions. Credit will not be granted for course duplication.

Exceptions may be made with the approval of the Chair and the Dean.

Applying for a Certificate:
If you are a new student or someone that has not been enrolled in courses for three consecutive semesters, please submit an application. If you are a current student wishing to pursue a certificate, please contact your Program Chair for next steps.

Transcript Requirements: Some certificates require completion of upper level courses. If this is a requirement for your specific certificate, unofficial transcript submission will be requested by the Admissions department upon submission and processing of your admissions application.

If the certificate option that you are applying for is eligible for financial aid, please submit official transcripts from all previously attended institutions.

Financial Aid Eligibility for Certificates:
Some certificates are eligible for financial aid. Please visit this website for a complete listing of financial aid eligible certificates:

https://www.wilmu.edu/financialaid/eligiblecertificateprograms.aspx

Adding a certificate to the same academic level as the applicant's program: A request may be submitted with an Admissions Specialist.

Adding a certificate to a different academic level as the applicant's program: An application to admission must be submitted. For a listing of certificates, visit the Wilmington University website at: https://www.wilmu.edu/certificates/index.aspx

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.
Appeal Process: If a student is denied admission to the university due to a felony conviction, the student may appeal the decision only if a change in status of the final case disposition or new information has been determined.

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

Student Academic Advising and Success Center

The Student Academic Advising and Success Center offers undergraduate student support services regarding academic development. Academic Advising services include clarification of University policies, explanation of degree programs, and help with schedule planning. Appointments and/or walk-in assistance is available. Contact your site for more information. Walk-in registration sessions are available in New Castle for current students who need assistance in course selection.

The Student Success Center (SSC) offers free online tutoring to all Wilmington University students. Face-to-face English/writing, math/statistics, accounting/finance/economics tutoring is also available to undergraduate students free of charge. In addition, face-to-face English/writing tutoring is available to graduate students at no charge. The SSC offers student success seminars as well as other academic support services.

University Library

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and extensive online and print resources, the 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 Online 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 at (800) 451-5724.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 60,000 print volumes as well as more than 130,000 e-books and over 80,000 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.

Learning Commons, a collaborative service with the WilmU Success Center, is available for students in Dover, Brandywine, and at the Wilson Graduate Center. These spaces provide group study rooms, WiFi connectivity, desktop computers, and laptop lending, facilitating access to the full-range of electronic library resources. Librarians and tutors are also available to support your research and writing needs. Students enrolled at Georgetown may use the Stephen J. Betze Library at Delaware Technical Community College Southern Campus. Students enrolled at our New Jersey sites are welcome to use the libraries located at those sites; please see a librarian for local usage policies. In addition, all students may request borrowing privileges at 41 regional libraries that are members of the Tri-State College Library Consortium located in Delaware, Pennsylvania, and New Jersey. Through ILLiad, materials not owned or licensed by the WilmU Library may be requested. Interlibrary loans (ILL) from academic libraries across the country expand access to your needed research materials. Electronic delivery is available for most ILL materials.

Helping to enhance your learning experience, the Library sponsors displays, exhibits, authors, book talks, and other events. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster and support development of information practice 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 Research/Subject Guides can be found on the Wilmington University web site at www.wilmu.edu/library. This homepage serves as a gateway to local, national, and global information resources.

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

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

Office of Student Concerns

The Office of Student Concerns was established to provide assistance to students who need direction, support, and/or correction in relation to a wide range of issues that may confront them while attending the University.

The Office of Student Concerns is a resource for students who are seeking to clarify their understanding of University expectations or better manage interactions with others. The Office of Student Concerns also serves to assist staff and faculty with issues involving student conduct.

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 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, please visit www.wilmu.edu/studentlife.

Disability Services

The Office of Disability Services facilitates equal access to Wilmington University programs and activities for students with documented physical, sensory, learning, or psychological disabilities. Students must contact and self-identify with the Office of Disability Services and furnish proper documentation of their disability in order to receive available services and/or accommodations.

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.

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. The Association is comprised of undergraduate and graduate alumni interested in recruiting their peers to remain connected to the institution and communicating students' accomplishments to the community-at-large. In order to better connect with our alumni, Chapters have been established in certain geographical locations as well as on behalf of university affinity groups. A Chapter Chair is appointed to lead each group in alumni development and university engagement. They are involved in coordinating special events and collaborating with the Alumni Relations Department for fundraising activities. In spite of its growth to over 40,000, the Alumni Association still upholds its mission to value and care for our alumni as friends and partners.

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

COLLEGE OF ARTS AND SCIENCES

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, MASTER OF SCIENCE

Admission

Please refer to The Graduate Admissions Process section of the catalog for general graduate admission information. For consideration and admission to the Master of Science in Teaching English Speakers of Other Languages program, all applicants must submit or complete the following:

1. A Graduate Application

A US$35 non-refundable application fee is required.

2. One recent color photograph (digital is okay)

3. Official transcripts

- Applicants must provide official undergraduate transcripts from an institution with accreditation recognized by the U.S. Department of Education and/or CHEA, or by the government of the country in which the degree was awarded. Transcripts must be received in the original, sealed envelope from the awarding institution.

  (Note: If the university does not issue transcripts in English, the transcripts must be submitted with official English translations issued by a professional translating service. Translations must be exact and complete versions of the original records.)
- If educated outside the U.S., applicants must provide an Official Transcript Evaluation confirming education equivalent to a U.S. Bachelor's degree. Evaluations must be original and from an agency that is a member of www.NACES.org or www.NAFSA.org. Evaluations must contain a general report for high school and a detailed or course-by-course report with GPA for college or university transcripts.
- Transcripts may be sent electronically or sent directly from the school of attendance in a sealed envelope to:
  Wilmington **University**

31 Read's Way
New Castle, DE 19720-6491

Note: *In order to receive financial aid, official transcripts must be on file.*

4. Non-native English speakers and English proficiency

- Non-native English speakers must demonstrate college-level proficiency in one of the following ways:
- Degree from an accredited institution where English is the primary language of instruction; or
- Transcript from an U.S accredited institution indicating a "B" or higher in a college English composition class (equivalent to ENG 121 and 122); or
- TOEFL minimum overall score of 80 with no individual score below 20; or
- IELTS minimum overall score of 6.5 with no individual score below 6.5

5. Meet with the Program Chair for a program planning conference

- Note: It is recommended that students have copies of their undergraduate transcripts at the time of their application submission.
- Graduate Transfer Credits
- Up to six credit hours of graduate study in TESOL from a fully accredited graduate school may be accepted. Students seeking

credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to Wilmington University and a catalog course description from that institution. Courses graded below a "B" will not be considered. Transfer students need to have all transcripts from other accredited institutions in the possession of the Admissions Office. Credit will not be granted for course duplication.

- Professional Certification Option
  - Wilmington University will consider awarding graduate-level credit for certain professional certifications in TESOL. The credit for these professional certifications will be applied to a like course or courses in the curriculum. Students who wish to be considered for graduate-level credit should apply to the TESOL Program Chair.

6. Register for TEL 6000 as your first course

Program Purpose

The Master of Science degree in Teaching English to Speakers of Other Languages (TESOL) prepares graduates for careers as instructors, professors, curriculum developers, and tutors of English language. It is a practical, career-oriented degree that provides the necessary education for graduates to pursue careers in a variety of contexts, both in the United States and abroad. The comprehensive nature of the courses offered make it possible for students with some language teaching experience, as well as those new to the field, to develop the content knowledge and instructional skills to be successful in TESOL. The degree is offered fully online to allow students from around the world to use their local contexts for teaching experience and to accommodate a variety of demands on students' time.

Please note: This degree does not provide the necessary credential to teach in public elementary and secondary schools in the United States. Applicants interested in those teaching positions should visit Wilmington University's ESOL Literacy website.

Program Competencies

In addition to the University's graduate graduation competencies, students will demonstrate knowledge, skills, and abilities in the following areas:

1. Research and theory of second language acquisition and how both apply to classroom instruction in a variety of ESL/EFL contexts
2. Current principles, practices, and methodologies for teaching and assessing ESL/EFL in a variety of contexts
3. Linguistic features of the English language and their application to the ESL/EFL classroom, including phonology, syntax, and pragmatics
4. How culture impacts the ESL/EFL classroom and how to foster culturally responsive learning environments
5. Advanced ESL/EFL teaching methodology focusing on the acquisition of English for academic purposes
6. Language policy and practice in the United States and other major regions of the world

Degree Requirements

Core Courses

The following courses are required in the Teaching English to Speakers of Other Languages Master of Science degree program.

TEL 6000	Theories of Language Learning
TEL 6110	Foundations of TESOL Methods
TEL 6220	Application of TESOL Methods
TEL 6500	Linguistics for TESOL
TEL 7210	Academic Reading & Writing
TEL 7215	Academic Listening & Speaking
TEL 7330	Technology & Language Learning
TEL 7440	Language Assessment
TEL 7575	Culture in Language Learning

TEL 7770	Global Contexts of ESL
TEL 8100	Capstone: Teaching English

Subtotal: 33

COLLEGE OF BUSINESS

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 for 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 www.wilmu.edu/admission/dba_admission.aspx for general doctoral admission information and requirements.
For consideration and admission to the Doctor of Business Administration (DBA) 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 technological literacy adequate to successfully pursue the DBA.

For consideration and admission to the DBA program, applicants should submit:

1. A doctoral application for admission accompanied by a non-refundable application fee.
2. Official transcripts from all post-secondary 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 transcripts 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 letters of recommendation. 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. Statement of Goals and Objectives. Prepare a two or three page, double-spaced essay covering the following points:

- What are your professional and/or personal reasons for pursuing a Doctor of Business Administration degree?
- Collegial support (helping each other develop as professionals) is fundamental to the DBA program. Provide an example in which you helped a peer solve a career-related problem or strengthen needed skills. What personal skills and insights will be valuable in helping other DBA students succeed in the program and grow professionally?
- The ability to maintain a purpose in spite of difficulties and/or obstacles is essential to the DBA program. Provide an example of a time when you encountered significant resistance or a major setback on a project you were working on, but managed to work through it anyway. What steps did you take to complete the project? What factors did you consider?
- Describe one or two areas of business research that are of special interest to you. Explain why there are interesting research areas.Your essay will be evaluated for content, organization, and grammar.

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 DBA program 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.

Accreditation

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

Program Competencies

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

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
- 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 1-2 years. 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.

Format

Wilmington University is committed to helping students achieve their educational goals by providing high quality programs, affordable tuition, and formats that fit busy lifestyles. In order to achieve this commitment, the DBA program offers two formats in which students can progress through the program: the hybrid face-to-face weeknight format and a 100% online format.
In order to provide a seamless program for our students, your choice of enrollment will remain the same for the entire program. We will make adjustments for a student on an individual basis.

Hybrid Weeknight

Hybrid weeknight classes include a mixture of face-to-face and online learning in each course. Hybrid weeknight classes follow a 7 week block schedule, with 7 face-to-face meetings over the 7 weeks. A student in this format will take one class in Block 1 and then another in Block 2, both on the same weeknight. This format is geared towards the working professional from the surrounding area. All classes take place at the Wilson Graduate Center.

100% Online

The online program is identical to the hybrid program with respect to courses, expectations, tuition, and instructors. The essence of Wilmington University's DBA program is fostering a highly participative learning community. Peer interaction and support are key elements of the learning and discovery process. Accordingly, all of the online courses will utilize interactive webinars or similar communication tools. These virtual meetings will be scheduled as needed by course requirements at times most appropriate for the instructor and students in the course. The webinars will include short lectures, discussions, debates, and student presentations. All online students are expected to participate actively in these webinars. In addition to the webinars, various online learning experiences will be used, including discussion boards and videos.
Classes run for 7 week blocks, similar to the hybrid weeknight format. The typical load will be two classes per semester. Including spring, summer, and fall semesters, a student taking two courses per semester would complete six classes per year.

Residency Requirement

One residency is required for online DBA students. This residency will take place toward the end of the content courses and will be scheduled during RES 7111 Research Design. The residency is two days in length, and it will consist of workshops and consultation with faculty members designed to develop a solid plan for the student's dissertation process.

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, which is the DBA portfolio project assessment. 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) 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 4 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

Course sequencing

LDR 7000	Experiential Learning: Leadership Issues
DBA 7600	Ethics in Business and Management
DBA 7510	Business Intelligence
RES 7105	Statistics for Research
RES 7106	Disciplined Inquiry I
LDR 7100	Managing Innovation and Change
DBA 7400	Advanced Seminar in Managerial Finance and Accounting
RES 7107	Disciplined Inquiry II
DBA 7800	Global Management Models
DBA 7100	Organizational Strategy and Policy
DBA 7310	Executive Decision-Making
RES 7111	Research Design
DBA 7200	Advanced Organizational Behavior
DBA 7700	Advanced Marketing Management
DBA 8000	Seminar on Research in Management
DBA 9000	DBA Research
DBA 9001	DBA Research
DBA 9002	DBA Research
DBA 9004	DBA Research

*DBA 7200 and DBA 7700 are elective courses and any EdD course can be substituted with approval from the DBA and EdD program Chairs

Total credits required for program completion: 54

BUSINESS ADMINISTRATION, MASTER OF BUSINESS ADMINISTRATION

Admissions

Please refer to www.wilmu.edu/admission/mba_admission.aspx for general graduate admission information. For consideration and admission to the Master of Business Administration (MBA) 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 graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.
3. A program planning conference meeting with a program chair or advisor to discuss admission, candidacy, and program requirements is highly recommended.
4. Students must request official copies of their undergraduate transcript(s) at the time of their application submission.

MBA applicants should review the sections on "MBA Admission and Candidacy requirements," as well as "Advancement to Degree Candidacy," below.
All required application, transcripts, and candidacy documents should be sent to the Office of Graduate Admissions.

Program Purpose

The MBA 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. The student will demonstrate effective professional oral and written communication skills and techniques required of competent and successful business leaders and managers.
2. The student will demonstrate effective information literacy and qualitative and quantitative critical thinking skills as they relate to the development of sound business tactics and strategy.
3. The student will demonstrate current relevant disciplinary knowledge and competencies specific to the fields of finance, strategy, managerial accounting, marketing, and organizational behavior that impact the development of sound business tactics and strategy.
4. The student will demonstrate the importance of ethical decision-making and ethical business practices aligned with the organization's goal and objectives.

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 7-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.

MBA Admission and Candidacy Requirements

The MBA program requires the following undergraduate coursework:

1) 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).
2) 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).
3) Accounting*. Three credits of undergraduate Accounting I with a grade of "C" or better (equivalent to Wilmington University BAC 101). Students may complete MBA 5850, Financial Accounting for MBAs, to meet this requirement. Students who wish to test out of the accounting pre-requisite can submit a passing grade on the CLEP Financial Accounting exam.
4) 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, or FIN 305to meet this requirement.

An on-campus (only) exam is available for students who wish to test out of this requirement. Students may ask for details.

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.
*See MBA: Accounting for specific undergraduate accounting pre-requisites for the Accounting concentration.

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 or email gradadmissions@wilmu.edu.
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 transcript(s) 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.

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*
Business Analytics
Business Communication
Business Technology Management
Environmental Sustainability
Finance
Health Care Administration
Homeland Security
Human Resource Management
Management Information Systems
Marketing Management
Nonprofit Management
Organizational Leadership

Each of the above MBA program concentrations require twelve 3-credit graduate courses consisting of the seven course MBA common core and five courses in the declared MBA concentration.
*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.

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 twelve 3-credit hour courses divided into a seven course common core and a five 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 6350	Introduction to Data Analytics
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:

MBA 7301	Business Support Systems
MBA 7302	Project Management
MBA 7305	Supply Chain Management

Two electives

Two elective courses, with certain exceptions, may be taken from any of the electives offered in the graduate Business programs. Students should consult with their program Chair or 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 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 12 credit hours of undergraduate Accounting: Accounting I & II (equivalent to W.U. BAC101 and BAC102) and Intermediate Accounting I & II (equivalent to W.U. BAC201 and BAC202).
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.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
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 Business Analytics

Business Analytics (BA) refers to using statistical and other analytical tools to leverage data to measure performance, improve business processes, and optimize business decision-making. BA can be applied to an organization as a whole, or to specific projects, processes, or products. BA knowledge and skills are increasingly in demand by potential employers of our graduates.

Courses

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 7710	Seminar in Data Analysis
MBA 7715	Advanced Statistics for Business Analytics
MBA 7720	Forecasting for Business Analytics
MBA 7725	Optimization for Business Analytics
MBA 7730	Simulation for Business Analytics

MBA Core 21 credits

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

MBA with a Concentration in Business Communication

Communications plays an integral role in every type of organization in today's global business environment. A concentration in Business Communication offers students a practical, hands-on approach to a variety of effective and strategic communications options, distribution techniques, and analytical reporting disciplines. Companies of every size and kind are seeking knowledgeable professionals in advertising, public relations, journalism, digital media, and crisis communications. Many business communications professionals are also responsible for developing organizational brands, from messaging and positioning the overall company image to communicating differentiated product features and benefits in highly competitive and dynamic environments. This concentration prepares students to identify various types of target audiences and use appropriate technology within relevant formats to craft compelling, results-oriented communications.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MCM 6100	Multi-Media Communication
MCM 6101	Communication Writing
MCM 6102	Legal and Ethical Issues
MCM 6103	Communication Analytics
MCM 6104	Strategic Communication

MBA Core 21 Credits

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

MBA with a Concentration in Business Technology Management

This MBA program concentration provides instruction in a growing cross-disciplinary area of business: the intersection of business processes, data analysis, and the technology applications that support these integrated business processes.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MBA 7305	Supply Chain Management
MBA 7320	Business Process Management
MBA 7710	Seminar in Data Analysis
IST 7100	IT Policy and Strategy
SEC 6040	Web and Data Security

MBA Core 21 credits

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

MBA with a Concentration in Environmental Sustainability

This concentration helps students demonstrate knowledge of how to strategically align the needs of businesses with environmental needs in order to promote ecological sustainability and utilizes management skills necessary to meet the complex technological and ethical issues relating to environmental issues both at the domestic and global level.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MBA 7802	Economic and Financial Analysis of Environmental Issues
MBA 7803	Project Management with 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 lets students exercise decision making skills in the area of financial management to meet business strategy.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy

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 7294: ideally scheduled immediately following MBA 7200.

MBA Core 21 credits

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

MBA with a Concentration in Health Care Administration

This concentration provides instruction in the changing environment of Health Care. Students will demonstrate knowledge of a variety of healthcare issues including health policy, insurance, demand for services, and legal and ethical issues in today's global environment.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
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 in order to maintain a safe and secure work environment.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7004/MAJ 6606	Crisis Leadership

MBA Core 21 credits

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

MBA with a Concentration in Human Resource Management

This MBA program concentration equips individuals with the essential competencies necessary to lead and develop the human capital of organizations. The MBA blends the strategic business acumen with the human resources skills necessary for the business executives of today and tomorrow. The MBA in Human Resources is an ideal degree for human resource professionals seeking to diversify their portfolio of competencies to advance their career, profession, and organizations.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MHR 6503	Law, Regulation and the Workplace
MHR 7506	Training and Development
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management

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 MIS concentration provides students with the knowledge, skills and abilities needed in today's technological world. Students will possess a working command of current informational practices that can immediately be applied in business, educational, and governmental organizations.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
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 teaches students how to demonstrate knowledge of management issues affecting marketing in global environments confronting U.S. organizations today as well as formulate business strategies in order to meet sales, marketing, and customer service needs.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy

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

MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government Marketing
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

One 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 Nonprofit Management

Nonprofit agencies play an increasingly important role in providing a wide range of client-based services in today's economy. This new concentration will provide nonprofit agencies with a source of potential leaders exposed to critical nonprofit business functions including leadership, administrative governance, and fundraising. This degree program combines a seven course common core with a five course concentration that provides cross-disciplinary exposure to instruction from the Colleges of Business (COB) and Social & Behavioral Sciences (COSBS).

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
AHS 7685	Fund Development & Fundraising in the Human Service Environment
NPM 6400	Leadership and People
NPM 6503	Administrative Law
NPM 7300	Seminar in Nonprofit Management

Choose one of two elective options:

Any AHS, MBA (except 5850), MGT (except 6501), MHR (except 7830), or MOL course.
or
MBA Internship:

MBA 8795	MBA Internship

MHR 6503 "Law, Regulation, and the Workplace" is a recommended elective.

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 provides students the opportunity to research, assess, and understand various aspects of Organizational Leadership. It is important for today's leaders to develop/improve skills and capabilities to manage organizations in a rapidly changing global environment.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management

MBA 7600	Global Marketing Management
MBA 8800	Business Strategy
MOL 6100	Leadership Foundations
MOL 6200	Group Processes and Facilitation Skills
MOL 6400	Leadership and People
MOL 7500	High Performance Teams

Select one of the following five courses:

HCA 7740	Legal Aspects in Health Care
MHR 6503	Law, Regulation and the Workplace
MHS 7002/MAJ 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.

ACCOUNTING, MASTER OF SCIENCE

Admission

Please refer to www.wilmu.edu/admission/msacct_admission.aspx for general graduate admission information. For consideration and admission to the Master of Science (M.S.) in Accounting 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 graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.
3. A program planning conference meeting with a program chair or advisor to discuss admission, candidacy, and program requirements is highly recommended.
4. Students must request official copies of their undergraduate transcript(s) at the time of the application submission.

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. 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. 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 offered at the Wilson Graduate Center, Cumberland County College, and Online.

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-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 complement the core requirements. Students must have a cumulative GPA of 3.0 or higher in order to graduate.

Registration

All required courses in the M.S. 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 MSM or MBA programs may be taken until the prerequisites have been met. Some MBA and MSM courses have prerequisites.
Prior to registering for your second M.S. in Accounting 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 or email gradadmissions@wilmu.edu.
2. Meet with a program chair or advisor for a program planning conference if not completed earlier. Official transcript(s) should be on file prior to the conference. Students may bring unofficial transcript(s) to this meeting if official transcript(s) are not yet on file.

Undergraduate Prerequisites:
In addition to the admission and candidacy requirements listed above, the MS: Accounting concentration has the prerequisite completion of 12 credits undergraduate Accounting: Accounting I & II (equivalent to W.U. BAC101 and BAC102) and Intermediate Accounting I & II (equivalent to W.U. BAC201 and BAC202).
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.

Advancement to Degree Candidacy

Students who have met the M.S. in Accounting 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 undergraduate courses in Intermediate Accounting I and Intermediate Accounting II with a grade of "C" or higher.
3. Fulfilled all of the undergraduate pre-requisite coursework listed in the section above.

Students not completing any of these items will not be permitted to continue their M.S. 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.

Courses

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 7200	Financial Management

One of the following two courses:

MBA 6000	Organizational Behavior and Ethical Leadership
MGT 6501	Organization Theory and Design
	Two Electives

M.S. Accounting Core 21 credits

Electives

Two electives may be chosen from any graduate Business course (except MHR7830, MGT6501, MBA5850, MBA6000, and/or MBA6100). Students should consult with their academic advisor when selecting M.S. in Accounting electives.

Total of core and concentration courses is 10 courses or 30 credits.

MANAGEMENT, MASTER OF SCIENCE IN MANAGEMENT

Admission

Please refer to www.wilmu.edu/admission/msm_admission.aspx section for general graduate admission information. For consideration and admission to the Master of Science in Management (M.S.M.) 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 graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.
3. A program planning conference meeting with a program Director or Chair to discuss admission, candidacy, and program requirements is highly recommended.
4. Students must request official copies of their undergraduate transcript(s) at the time of application submission.

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.

Program Purpose

The purpose of the M.S.M. 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, this 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. The student will evaluate contemporary leadership and management skills, models, and theories.
2. The student will analyze leadership strategies required to drive organizational change.

3. The student will integrate ethical practices in making strategic decisions in a global business environment.

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 online, at the Wilson Graduate Center and Brandywine campuses on weeknights, at Dover on weeknights, at Dover Air Force Base on weekends, at Georgetown on weeknights, and at our New Jersey locations on weekdays.

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-credit hour courses. Courses 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 complement the core requirements; these students may select any graduate-level course offered by the College of Business for their elective, with the exception of MBA6000, as long as existing prerequisite requirements are met. Students selecting IST courses as electives can only take IST7000 series courses (students cannot take 5000 or 8000 level IST courses). Students should consult with the program Chair when selecting program electives.

As an alternative to the standard M.S.M. program, students may select a program with one of the following concentrations:

Business Communication
Health Care Administration
Homeland Security
Human Resource Management
Management Information Systems
Marketing
Military Leadership*
Nonprofit Management
Organizational Leadership
Public Administration
Sports Management

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

Registration

It is highly recommended that students take MGT 6501 as the first courses in the M.S.M. program and MGT 6502 as the second course in the M.S.M. program.

Prior to registering for your second M.S.M. 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 or email gradadmissions@wilmu.edu.
2. Meet with a program chair or advisor for a program planning conference if not completed earlier. Official transcripts should be on file prior to the conference. Students may bring unofficial transcript(s) to this meeting if official transcript(s) are not yet on file.

Advancement to Degree Candidacy

Students who have met the M.S.M. admission requirements are advanced to degree candidacy after completing four courses with a minimum G.P.A. 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 MGT 6501 as one of the first four courses in the program.
3. Completed a program planning conference.

Students who have not completed all of the above requirements prior to completing 12 graduate credits will not advance to candidacy status.

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

The MSM program is based upon the belief that students must understand the importance of management and leadership skills in various types of organizations within a global environment.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7591	Leadership and Communication
MBA 7600	Global Marketing Management
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MHR 7830	Finance and Accounting for Managers
MOL 6600	Legal and Ethical Aspects of Organizations
	Two Electives

MSM Core 18 credits

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

Communications plays an integral role in every type of organization in today's global business environment. A concentration in Business Communication offers students a practical, hands-on approach to a variety of effective and strategic communications options, distribution techniques, and analytical reporting disciplines. Companies of every size and kind are seeking knowledgeable professionals in advertising, public relations, journalism, digital media, social media, and crisis communications. Many business communications professionals are also responsible for developing organizational brands, from messaging and positioning the overall company image to communicating differentiated product features and benefits in highly competitive and dynamic environments. This concentration prepares students to identify various types of target audiences and use appropriate technology within relevant formats to craft compelling, results-oriented communications.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MCM 6100	Multi-Media Communication
MCM 6101	Communication Writing
MCM 6102	Legal and Ethical Issues
MCM 6103	Communication Analytics
MCM 6104	Strategic Communication
	One Elective

MSM Core 18 credits

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

M.S.M. with a Concentration in Health Care Administration

This concentration provides instruction in the changing environment of Health Care. Students will demonstrate knowledge of a variety of healthcare issues including health policy, insurance, demand for services, and legal and ethical issues in today's global environment.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
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
	One Elective

MSM Core 18 credits

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

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 in order to maintain a safe and secure work environment.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7004/MAJ 6606	Crisis Leadership
	One Elective

MSM Core 18 credits

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

M.S.M. with a Concentration in Human Resource Management

This MSM program concentration equips individuals with the essential competencies necessary to lead and develop the human capital of organizations. The MSM blends the strategic business acumen with the human resources skills necessary for the business executives of today and tomorrow. The MSM in Human Resources is an ideal degree for human resource professionals seeking to diversify their portfolio of competencies to advance their career, profession, and organizations.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MHR 6503	Law, Regulation and the Workplace
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management
MHR 7830	Finance and Accounting for Managers
	One Elective

MSM Core 18 credits

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

M.S.M. with a Concentration in Management Information Systems

The MIS concentration provides students with the knowledge, skills and abilities needed in today's technological world. Students will possess a working command of current informational practices that can immediately be applied in business, educational, and governmental organizations.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
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
	One Elective

*Students selecting IST courses as electives can only take IST7000 series courses (students cannot take 5000 or 8000 level IST

courses).

MSM Core 18 credits

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

M.S.M. with a Concentration in Marketing

This concentration teaches students how to demonstrate knowledge of management issues affecting marketing in a global environment confronting U.S. organizations today as well as formulate business strategies in order to meet sales, marketing, and customer service needs.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation

In addition to the MSM core, students must complete the following courses:

MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

Two of the following three courses:

MBA 7604	New Business Ventures
MBA 7606	Business to Business and Business to Government Marketing
MBA 7610	Salesmanship and Sales Force Management

MSM Core 18 credits

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

M.S.M. with a Concentration in Military Leadership

The M.S.M. 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.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 7400	Analysis of Decision Making
MGT 8000	MSM Business Simulation
DNG 6100	Communication Essentials for 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
	Two Electives

MSM Core 12 credits

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

M.S.M. with a Concentration in Nonprofit Management

Nonprofit agencies play an increasingly important role in providing a wide range of client-based services in today's economy. This new concentration will provide nonprofit agencies with a source of potential leaders exposed to critical nonprofit business functions including leadership, administrative governance, and fundraising. This degree program combines a 21 credit hour Business Management core, 12 credit hour concentration, and a 3-credit elective that provides cross-disciplinary exposure to instruction from the Colleges of Business (COB) and Social & Behavioral Sciences (COSBS).

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
AHS 7685	Fund Development & Fundraising in the Human Service Environment
MHR 7830	Finance and Accounting for Managers
NPM 6400	Leadership and People
NPM 6503	Administrative Law
NPM 7300	Seminar in Nonprofit Management

Choose one of two elective options

Any AHS, MBA (except 5850 and 6000), MGT, or MOL course.
or
MSM Internship:

MGT 8150	MSM Internship

MSM Core 18 credits

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

M.S.M. with a Concentration in Organizational Leadership

This concentration provides students the opportunity to research, assess, and understand various aspects of Organizational Leadership. It is important for today's leaders to develop/improve skills and capabilities to manage organizations in a rapidly changing global environment.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management

MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MBA 7600	Global Marketing Management
MOL 6100	Leadership Foundations
MOL 6200	Group Processes and Facilitation Skills
MOL 6400	Leadership and People
MOL 7500	High Performance Teams

One of the following five courses:

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

MSM Core 18 credits

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

M.S.M. with a Concentration in Public Administration

The MPA concentration provides students the opportunity to explore Federal, State, and local administrative practices, administrative law, budgeting, and public policy.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MPA 6501	Seminar in Public Administration
MPA 6503	Administrative Law
MPA 7202	Public Budgeting Systems
MPA 7502	Analysis of Public Policy
	Two Electives

MSM Core 18 credits

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

M.S.M. with a Concentration in Sports Management

The Sport Management concentration equips students with the skills and abilities necessary in one of the largest industries in the world. Students will demonstrate knowledge in areas such as sports law, governance, service, strategy, forecasting and risk.

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. Students can also take MSP 7510, Certified Athletic Administrator 1, and MSP 7511, Certified Athletic Administrator 2, if they plan to take the Certified Athletic Administrators exam.

Courses

MGT 6501	Organization Theory and Design
MGT 6502	Academic Research Writing
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
MGT 7800	Strategy in Organizations
MGT 8000	MSM Business Simulation
MSP 7500	Business Strategy in Sports Management
MSP 7502	Sports Economics and Finance
MSP 7504	Sports Law Governance and Compliance
MSP 7506	Sports Service and Event Marketing
	Two Electives

MSM Core 18 credits

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

Graduate Certificates

The College of Business offers graduate certificates in Finance, Health Care Administration, Human Resource Management, Management Information Systems, Marketing Management, Nonprofit Management, and Organizational Leadership. Students must have a 3.0 or higher GPA in order to earn a certificate. All students interested in completing a graduate certificate 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.

GRADUATE CERTIFICATE IN ENVIRONMENTAL SUSTAINABILITY

Students who wish to receive a graduate certificate in Environmental Sustainability must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN FINANCE

Students who wish to receive a graduate certificate in Finance must complete any five finance courses listed below, in addition to any prerequisites for those courses. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit to the Office of the Registrar.

Certificate Requirements

Requirements List

MBA 7200	Financial Management

*MBA 7200 has the prerequisite FIN 305 or MHR 7830

Choose four 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 7800 requires 12 credits completed in the MBA 729_ sequence

GRADUATE CERTIFICATE IN HEALTH CARE ADMINISTRATION

Students who wish to receive a graduate certificate in Health Care Administration must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

Students who wish to receive a graduate certificate in Human Resource Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate

Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

MHR 6503	Law, Regulation and the Workplace
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management
MHR 7830	Finance and Accounting for Managers

GRADUATE CERTIFICATE IN MANAGEMENT INFORMATION SYSTEMS

Students who wish to receive a graduate certificate in MIS may obtain it from the College of Technology upon completing the five MIS courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN MARKETING MANAGEMENT

Students who wish to receive a graduate certificate in Marketing Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Courses

MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government Marketing
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

GRADUATE CERTIFICATE IN NONPROFIT MANAGEMENT

Students who wish to receive a graduate certificate in Nonprofit Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

AHS 7685	Fund Development & Fundraising in the Human Service Environment
MHR 7830	Finance and Accounting for Managers
NPM 6400	Leadership and People
NPM 6503	Administrative Law
NPM 7300	Seminar in Nonprofit Management

GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

Students who wish to receive a graduate certificate in Organizational Leadership must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

Choose one of the following five courses:

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

COLLEGE OF EDUCATION

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.

Programs in the College of Education include state-approved and nationally accredited pathways to licensure/certification in elementary and middle school teaching, special education, secondary teaching, career and technical education, school counseling and educational leadership. The College also offers programs of study in a variety of specialized educational areas such as educational technology, instruction, reading, and teaching English to speakers of other languages. Students who do not seek or need state credentials can also choose from many programs that do not lead to state licensure or certification. At any given time there are several hundred College of Education 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 many different 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.

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., practicum, 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 here.

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 a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

These requirements 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 Reading
Master of Education in School Leadership
Master of Education in Elementary and Secondary School Counseling
Doctor of Education in Educational Leadership

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

Content Area Assessments

All candidates for state-approved educator preparation degrees must meet the content assessment requirements adopted by the Delaware Department of Education.
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."
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.

Performance Assessments

The State of Delaware requires that new teachers achieve a passing score on a state-approved performance assessment in order to become eligible for a Delaware Initial Teaching License. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).
Candidates must check with their program advisors or program chairs to obtain current and accurate information related to what assessments might be required.

Doctoral Degrees

EDUCATIONAL LEADERSHIP

Doctor of Education

Three Pathways of Advanced Scholarship for Engaged Educators

Teacher Leadership

The only program of its kind in the area, the EDL in Teacher Leadership supports and recognizes the role of the advanced practitioner in the classroom. Intentionally designed for aspiring program chairs or instructional leaders, this track aims to guide teachers in becoming artful change agents in their schools, spreading good teaching throughout their schools.

Building Leadership

The EDL Building Leadership track provides a forum for aspiring principals and assistant principals to successfully enrich faculty-administration collaboration within their institutions, as well as work with leaders at the district level to innovate solutions to challenges facing modern American schools.

District Leadership

The EDL in District Leadership track is for visionary leaders whose goal is to inspire and engage across the broad spectrum of K-12 educational environments. Candidates will learn to perform, interpret and communicate evidence-based research to successfully lead and manage on the district level.

Admissions

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. Incomplete files will not be reviewed.
2. Official transcripts from regionally accredited colleges or universities verifying completion of a bachelor's and master's degree. Send official transcript(s) directly to the Wilmington University Office of Graduate Admissions from the identified college or university. A cumulative grade point average of 3.0 or higher for the most recent two years of post-secondary education is required.* With official transcripts, submit a copy of your Immunization Records.
3. Letters of recommendation: one (1) from an immediate supervisor and two (2) from professional colleagues or academic professors written within the last calendar year.
4. Résumé
5. Written statement of professional and academic interest/intent that Is completely original and in your own words and that

- is clear and concise (not less than 2 pages but no more than 4, 1.5" spacing) and avoids educational jargon;
- includes an explanation of why you are interested in earning a doctoral degree at Wilmington University;
- describes your views on innovation and what part innovation plays in leadership; and
- uses your degree program's standards to assess your strengths and areas for growth, aspirations for the future and how your program will help you meet those goals (link is provided in admissions documents) OR;
- for district leaders
- for building leaders
- for teacher leaders
- describes your research and/or scholarly interests.

All of the above documents should be sent directly to the Office of Graduate Admissions.
*NOTE: If the transcript shows a GPA that is less than 3.0 for the two most recent years of post-secondary education, applicants may still be considered for admission on the basis of other factors as determined by the Program Chair and/or Director of Advanced Programs.

Purpose

The Ed.D. in Educational Leadership facilitates the professional development of teachers, specialists, administrators, and other educational leaders committed to the concept that those responsible for the nation's educational agenda must be courageous and innovative problem-solvers. The program prepares scholar-practitioners who can translate research into effective systems of instruction, supervision, and leadership, from the classroom to the boardroom. It features a core of studies plus an extensive, field-based, supervised Laboratory of Practice, within which the Dissertation in Practice is developed. The degree program is suitable for leaders in all education settings (private, parochial, independent, charter, or public).
The program format allows for completion of all degree requirements in three years, even though students attend classes only once a week. Courses are taught in a "hybrid" format that includes both face to face and on-line instruction. Courses are taught by full-time faculty and by expert practitioners.

Program Competencies

The Ed.D. in Educational Leadership is designed to produce educational leaders who have the knowledge and ability to promote the success of all students by:

1. Creating and leading a classroom, school or school system culture where innovation is encouraged and embraced, and where innovative ideas and strategies designed to enhance teaching and learning can be proposed, tested and implemented.
2. Facilitating the development, articulation, implementation, and stewardship of a classroom, school or school system vision of learning supported by all stakeholders.
3. Promoting inclusive, non-discriminatory and positive classroom, school/school system environments; providing an effective instructional program; applying research-based best practices; and designing comprehensive professional growth

plans for staff.

4. Managing the organization, operations, and resources in a way that promotes safe, efficient, and effective teaching/learning environments.
5. Collaborating with families and other community members, responding to diverse community interests and needs, advocating for policies and procedures that promote the well-being of students and families, and mobilizing community resources.
6. Acting with integrity, fairness, and in an ethical manner.
7. Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
8. Using authoritative information and valid/reliable data to guide decision making.

Program Design

The Ed.D. in Educational Leadership is designed to create innovative scholar-practitioners who will choose to focus their studies on teacher leadership, building leadership, or district leadership.

As scholar-practitioners, graduates will spend significant hours in the laboratory of practice, the clinical setting appropriate to their areas of focus. As a starting point in their studies, students will work with faculty, field advisors, and local school leaders to identify an important problem of practice in their classroom, school, or district. While students will have other clinical experiences across the standards, it is the problem of practice that is the centerpiece of the laboratory of practice. It is also the place at which the dissertation in practice originates and comes to completion as a public presentation, at which candidate and instructor innovations will be recognized and celebrated.

Coursework throughout will be in a hybrid format, dividing student time between online and face-to-face instruction. The face-to-face time in the classroom will feature case studies, problems, and simulations that stem from the theory and research presented in the online phase. All classes will be semester-length and candidates will take two courses each semester (Fall, Spring, Summer).

The program will begin with a four-day summer retreat, and each year will end with a one-day leadership seminar, at which candidate and instructor innovations will be recognized and celebrated.

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 6 credit hours and 360 clinical hours in a District setting, OR 4 credit hours and 240 clinical hours in a school setting for principals and teacher-leaders). Candidates pursuing certification from states other than Delaware may need to complete additional field work hours as required by their states for building and district leadership programs.
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:	Capstone Project Completion (completing the Capstone Project and the public presentation - 9 credit hours)
Phase VI:	Completion of a nationally normed School District Leaders Licensure Assessment

Course Requirements

EDD 6102	E-Folio
EDL 7108	Action Research I
EDL 7590	School Leadership: Theory and Practice
	AND
EDL 8110	Laboratory of Practice: Teacher-Leaders
EDL 8111	Laboratory of Practice: Teacher-Leaders

EDL 8112	Laboratory of Practice: Teacher-Leaders
EDL 8113	Laboratory of Practice: Teacher-Leaders
	OR
EDL 8120	Laboratory of Practice: Principals
EDL 8121	Laboratory of Practice: Principals
EDL 8122	Laboratory of Practice: Principals
EDL 8123	Laboratory of Practice: Principals
EDL 8124	Laboratory of Practice: Principals (NJ only)
	OR
EDL 8130	Laboratory of Practice: Superintendents/District Leaders
EDL 8131	Laboratory of Practice: Superintendents/District Leaders
EDL 8132	Laboratory of Practice: Superintendents/District Leaders
EDL 8133	Laboratory of Practice: Superintendents/District Leaders
EDL 8134	Laboratory of Practice: Superintendents/District Leaders
EDL 8135	Laboratory of Practice: Superintendents/District Leaders
	AND
EDL 7110	Innovation in Practice
EDL 7111	Leadership for Innovation
EDL 7703	Curriculum Theory and Practice
EDL 7113	Leadership and Governance
EDL 7114	Labor Negotiations and Law
EDL 7201	Managing Finance
EDL 7709	Leading and Managing Human Resources
EDL 7109	Action Research II
EDL 7115	Technology Integration
EDL 7116	Security and Safety
EDL 7704	Education for Equity and Social Justice
EDL 9100	Dissertation in Practice I
EDL 9200	Dissertation in Practice II
EDL 9300	Dissertation in Practice III
EDL 9400	Dissertation in Practice Presentation

Four (4) credits of Laboratory of Practice at 60 hours per credit (240 hours) are required for Teacher and Building Leadership; six (6) credits at 60 hours per credit (360 hours) are required for superintendent or district leadership
Total credit hours required: 49-51

Dissertation in Practice

The Dissertation in Practice begins with the student's first coursework and the laboratory of practice. Whether teacher, principal, or superintendent candidate, the student must identify a problem of practice in the workplace, the classroom, school building, or district. The problem should be significant enough to require study and resolution, but not so large that it cannot be dealt with in the three years of the program. In cooperation with faculty, local leadership, and a field advisor, the student will address this problem in the dissertation in practice. Once the problem is understood, the student researches and implements a plan to resolve the problem for the local leadership. Typically, at the end of the third year, the student will make a public presentation of the problem, its resolution, and the results. The format of the capstone project report and presentation will be determined by the nature of the project, with approval by the committee chair.

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 51-credit hour program with a minimum 3.0 cumulative grade point average. Candidates are required to complete 240 (principal and teacher-leader) or 360 (superintendent and district leader) internship hours over a three-year period. A portfolio of activities that aligns with the program standards is required.

Principal and superintendent candidates will have to take, respectively, the School Leaders Licensure Assessment ETS 6011 (required score: 165) or School Superintendent Assessment ETS 6021 (required score: 160).

A culminating capstone project (the Dissertation in Practice) is required. Course work and the capstone project should be completed in three years.

During the third year a formal, written assessment is administered that links course-related content and program standards with practical applications and which must be passed by the student.

The entire program must be completed within 5 years. If the program is not completed within a five-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have been inactive (registered for no courses) for one year or more. Students readmitted after an absence of one year or more may need to re-take Action Research I or II or other coursework as determined by the program chair.

ORGANIZATIONAL LEADERSHIP - LEARNING AND INNOVATION

Doctor of Education

Admission Requirements

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 team exercise, and written component. All applicants must also submit the following:

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee. Incomplete files will not be reviewed.
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. Cumulative grade point average of 3.0 is required for consideration. With official transcripts, submit a copy of your Immunization Records.
3. Three letters of recommendation including at least one (1) letter of recommendation from a current/recent supervisor that can attest to the applicant's organizational leadership experience, others can be from professional colleagues or academic professors. All must be written within the last calendar year. Letters must address your capacity for doctoral level work at Wilmington University.
4. Résumé that demonstrates 3-5 years leadership/managerial experience in adult learning in an organizational context.
5. Written statement of intent that specifies professional and academic interests. It must:

- Be completely original and in your own words.
- Be clear, concise, and avoid educational jargon (not less than 2 pages but no more than 4, 1.5" spacing).
- Include an explanation of why you are interested in earning a doctoral degree at Wilmington University.
- Describe your views on organizational learning and innovation and the role leadership plays in generating an organizational culture that supports learning and innovation.
- Use the OLI program's leadership standards to assess your strengths and areas for growth. Include your aspirations for leadership development and how your program will help you meet those goals. Complete information on the OLI standards can be found through university graduate admissions web page.
- Describe your research and/or scholarly interests.

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

Purpose

Learning is key to continually improving performance, motivating stakeholders and igniting innovation in organizations.
The Organizational Leadership-Learning and Innovation program (OLI) aims to develop leaders who are equipped to face the dual challenge of managing operational excellence through continuous improvement and change, while at the same time inspiring stakeholders to help create the organization's future through innovation. The OLI program facilitates the leadership development of those interested in inspiring proactive stakeholder responses to the changing socio-economic, political and technological environment in all types of organizations including business, nonprofit and the government. Positions held by past graduates include, but are not limited to, presidents of organizations, chief learning officers, corporate trainers, principles of consulting firms and HR executives.
The program is grounded in experiential learning and prepares today's leaders by combining theory, practice, and research. The OLI program features a cohort model in which students engage with one another and faculty in course work, consulting experiences, building professional portfolios, summer institutes and applied dissertation research projects. A unique feature of the program is its three concentrations, which provide doctoral students the flexibility of choice in creating a doctoral learning experience to meet their unique needs. The three tracks are: (1) Strategic Leadership, (2) Workplace Learning and Talent Development and (3) a Student Designed Learning Pathway.
The OLI program is offered in both face-to-face and online formats that allow for completion of program requirements in as little as three years. Both formats take advantage of technology to facilitate instruction and collaboration, with those choosing the face-to-face option having the opportunity to meet one weeknight in most classes. Most of the online courses require at least one synchronous meeting a week to be decided by the cohort. Courses are taught by full-time and adjunct faculty members who are subject-matter experts with extensive experience in applying creative, leading-edge practices to help organizations learn, innovate and be more effective.

Program Competencies

Graduates of the Ed.D. Organizational Leadership-Learning and Innovation program are expected to demonstrate program competencies through attainment of specific course objectives aligned with the following program standards:
1. **Personal Mastery—**Engages in thoughtful reflection, assessment, and on-going personal and professional development.
2. **Leadership--Vision, Mission and Strategic Direction for Organizational Learning and Knowledge Management**—Envisions, initiates, develops, communicates, and implements a shared vision of organizational learning that aligns with the strategic direction of the organization.
3. **Learning Organization Culture, Structures and Processes—**Creates, sustains and changes organizational culture, structures, and processes that support learning, change and innovation.
4. **Talent Engagement, Development and Management**—Fosters learning and growth among organizational members and engages them in high performance behaviors that create value for themselves and the organization.
5. **Organizational Performance Improvement and Innovation**—Generates and supports continual improvement in current organizational performance, while at the same time promoting the innovation that with will enable the organization to flourish in the future.
6. **Stakeholder Communication, Consultation and Collaboration—**Proactively communicates with all organizational stakeholders in a manner that appreciates and values different perspectives and fosters information/ knowledge sharing and collaboration in achieving results that benefit all organizational stakeholders.
7. **Ethics, Citizenship, and Social Responsibility—**Promotes organizational citizenship and social responsibility in an ethical manner that embraces integrity and accountability in all workplace practices.
8. **Assessment, Evaluation, and Research**—Accesses, generates, interprets and manages the data necessary to assess and evaluate the effectiveness of organizational learning, the quality of organizational performance, and the need for innovation to meet changing client/customer needs or challenges in the competitive environment.
9. **Contextual and Organizational Acumen**-Monitors and understands the social, political, economic, legal and technological forces that may impact organizational purpose and results. Uses that information to generate new strategies for learning that support the strategic plans of the organization.

Students are expected to create a portfolio that contains evidence of their competence across all program standards. Evidence may consist of leadership development plans and reflections, relevant papers from coursework, consulting project contracts and reports, dissertation research publication, and outside activities that demonstrate competence on one or more program standards.

Program Design

The Organizational Leadership-Learning and Innovation (OLI) program combines theory, real-world practice, and inquiry to enhance students' skills in leading learning and innovation at the individual, team and organizational levels. Four program components are integrated in a manner that allows program completion in three years.

The coursework component includes core courses and three concentrations. The core includes 27 credit hours spread across 9 courses and is designed to lay a strong theoretical and research foundation. The concentrations include: (1) Strategic Leadership; (2) Workplace Learning and Talent Development; and (3) a Student Designed Learning Pathway. The Strategic Leadership concentration is for experienced students seeking to enhance the strategic value of learning in improving organizational performance and creating an organization's future through innovation. The Workplace Learning and Talent Development concentration will appeal to students more interested in the nuts and bolts of designing, providing, and evaluating workplace learning opportunities for organizational employees. The Student Designed Learning Pathway is for students who have clearly identified learning goals and are willing to take an active role in designing their own learning experiences. Students are encouraged to take advantage of the flexibility in coursework offerings to create a learning experience best suited to their individual needs.

The second program component is the consulting field experience project consisting of two courses for six credit hours. This project links coursework to a mentor guided project that can be individual or collaborative but must addresses a practice-based problem related to learning, change, leadership or innovation. Students are expected to initiate a consulting project, contract with the cooperating organization and complete this project over course of the program with the guidance of a field mentor. The consulting field experience results in a written and oral report presented to the cooperating organization. The consulting project report is included in the students' portfolio along with a detailed reflection on this learning experience.

The applied dissertation research project is the third program component and serves as the culminating learning activity for students. A total of six credits are earned in the dissertation research project which should demonstrate the student's research and analytical skills as well as the student's ability to write for publication and to orally present for a professional audience.

The creation of a professional portfolio and participation in the weekend Summer Institutes is the final component of the program. In addition to leadership development plans and reflections for each of the three years in the program, students are expected to demonstrate how their leadership experiences, coursework, consulting experience and applied research project address the program standards. Weekend Summer Institutes will take place each year to provide opportunities for F-2-F and Distance Learners across active cohorts to engage with one another, OLI faculty, and guest speakers. The focus of the institute varies with cohort year and will include learning activities, collaboration and research project guidance.

Program Requirements

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

Phase I:	Admission (completion of the application process)
Phase II:	Course Completion including Concentrations (completing a minimum of 42 credits hours with a B or better average)
Phase III:	Consulting Field Experience (approved project for a minimum of 6 credit hours)
Phase IV:	Degree Candidacy (completion of Phases II & III, portfolio presentation and candidacy meeting with faculty advisors)
Phase V:	Applied Dissertation Research Project (Written and Oral Presentation – 6 credit hours)
Phase VI:	**Summer Institutes**Year 1 - Orientation Year 2 - Decisions about course work for second half of program Year 3 - Celebration—Consulting Project & Dissertation Reporting

Core Courses (15 credits)

EDD 6102	E-Folio
OLI 7100	Personal Mastery and Communities of Practice
OLI 7102	Organizational Learning Theory, Culture and Practice
OLI 7103	Teams, Teaming and Knowledge Management
OLI 7104	Talent Development and Workplace Learning
OLI 7105	Technology and Organizational Learning

Research Core Courses (12 credits)

OLI 7101	Disciplined Inquiry and Writing
OLI 7106	Assessment and Evaluation Methods
OLI 7201	Problem Centered Research in Organizational Learning
OLI 7202	Problem Centered Research in Organizational Learning-II

Strategic Leadership Concentration (15 Credits)

OLI 7301	Leading Organizational Improvement and Innovation
OLI 7302	Leadership Communication
OLI 7303	The Strategic Role of Employee Engagement & Workplace Satisfaction
OLI 7304	Business Acumen and Strategic Leadership of Learning, Improvement and Innovation
OLI 7305	Ethics, Organizational Citizenship and Social Responsibility

Workplace Learning & Talent Development Concentration (15 Credits)

OLI 7401	Universal Design for Learning
OLI 7402	Facilitating Adult Learning
OLI 7403	Workforce Trends and Leading Talent Development
OLI 7404	Addressing Diversity in Workplace Learning
OLI 7405	Motivating Employee Engagement in Workplace Learning and Professional Development

Student Designed Learning Pathway (15 Credits)

A combination of 15 credits selected by student from either OLI concentration, courses in other WU doctoral programs, student or faculty suggested courses.

OLI 7500-7504	Special Topics Courses
	OR
OLI 7600-7604	Guided Study Courses

Field Experience Consulting Project (6 credits)

OLI 8001	Internal and External Organizational Consulting
OLI 8002	Consulting Project Execution and Reporting

Applied Dissertation Research Project (6 credits)

OLI 9000	Applied Research Dissertation Project I
OLI 9001	Applied Research Dissertation Project II

EDD 9004: Applied Dissertation Research Sustaining (if needed – 0 credits, ½ tuition). Must maintain continuous enrollment until Dissertation research is completed.

Applied Dissertation Research Project

The dissertation research project is supervised by a committee mutually agreed upon by the student and his or her dissertation advisor (6 credits). Students can choose from a variety of project formats. However, projects are expected to focus on "applied" research, i.e., a solution to a "problem of practice" in the workplace. Students do have the liberty to choose other options provided they have approval from the OLI program chair and their dissertation committee chair.

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 54-credit hour program with a minimum 3.0 grade point average. A culminating applied dissertation research project presented for written publication and orally to

the dissertation committee is required. The dissertation presentation is open to the public. In addition, candidates are required to complete a consulting project and a reflective portfolio of development activities that demonstrates competency across the OLI program standards. Successful presentation of the portfolio advances the student to candidacy. While students can complete the program in just three years, the entire program must be completed within seven years. If the program is not completed within a seven-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have taken a leave of absence for more than a year. Students may need to re-take two of the research courses to be reinstated if they have more than a two-year leave of absence.

HIGHER EDUCATION LEADERSHIP

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. With official transcripts, submit a copy of your Immunization Records.
3. Three letters of recommendation; please see the specific requirements.
4. Written statement of professional and academic interest and intent; please see the specific requirements.
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

Wilmington University's Higher Education Leadership program is designed for practitioners who are current and future leaders at their institutions and, more broadly, in the field of higher education. Our degree program focuses on practical application, problem-solving, and leading change in higher education.

Our students learn to apply their leadership skills to advance the field of higher education. At the same time, they value and understand the history and current state of higher education. They understand, can respond to, and influence the larger political, social, economic, legal, and cultural context.

We are committed to developing higher education leaders who:

- Are committed to and promote lifelong learning.
- Empower others.
- Advocate for continuous improvement.
- Value reflection and feedback.
- Act with integrity, fairness, and sound ethics.

Program Competencies

Students in the EDD in Higher Education Leadership will also demonstrate the following ACPA/NASPAAC competencies:

- Personal & Ethical Foundations
- Values, Philosophy, and History

- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

Program Design

The Doctor of Education program in Higher Education Leadership reflects the College of Education's Conceptual Framework as well as Wilmington University's institutional values, especially those related to innovation and career-focused practical applications.

The program is designed to combine knowledge, theory, practice, and applied inquiry with the overall goal of enhancing students' effectiveness as innovative leaders in higher education environments.

The degree program is organized into three components: the Professional Core, the Research Core, and the Guided Study Core.

The Professional Core consists of 21 credits of coursework, offered in an enhanced asynchronous online environment. An enhanced asynchronous learning environment is one in which content is fully delivered online and supplemented with synchronous meetings, called Course Roundtables, facilitated by the instructor throughout each term.

During Course Roundtables, students may discuss weekly topics, collaborate with classmates, hear from guest speakers, and make brief presentations related to course activities.

Learning activities in the Professional Core address academic writing skills; deepen students' knowledge of issues related to higher education; explore practical applications of case studies, theories and concepts; and propose alternative solutions to problems confronting higher education leaders.

Instructors will offer several opportunities for Course Roundtables over the course of the term, with students selecting at least 7 hours that best fit their schedules.

The Research Core, comprised of 15 credits, is designed to provide students with comprehensive preparation in approaches to problem-centered research and applied inquiry. A 6-credit Applied Inquiry Project is the culminating activity for the degree. Should students not complete their Project within the allotted 6 credits, they must register for an additional 3 credits of Applied Inquiry until the project is complete.

Early in the program, students will identify a problem of practice within the field of higher education.

Throughout the Research Core, students continually develop and refine their topics, leading to an approved Applied Inquiry Project. At the conclusion of the project, lessons learned from the project are presented publicly to an audience of practitioners and peers.

If students are unable to finish within 6 credits, they may register for Sustained Applied Inquiry until the project is complete.

Finally, the Guided Study Core contains 15 credits of Guided Study, in which students and their mentors will design individualized one-on-one learning experiences based on students' interests and career goals. Guided Study Core courses do not meet as regular class sessions. 100% of the time normally allocated in a traditional course for Face-to-Face class sessions and independent work is spent in the field, working 1:1 with a mentor.

For each Guided Study course, students will identify a topic and be matched with a Course Mentor who is an expert/practitioner in that area. Students will work with the Course Mentor to identify and measure personalized learning outcomes.

The Guided Study experience allows students to identify what they already know, what they'd like to learn, how they'd like to learn it, and what evidence they can provide to show the amount and quality of learning that took place.

Throughout the program, students continuously develop a leadership portfolio, which highlights their experiences, their growth in

knowledge and skills, and how their new knowledge and skills will affect their current and future behavior as leaders.

Each Guided Study course includes a Structured External Assignment (SEA), in which students create their own approaches to demonstrating course competencies.

Upon completion of each course, students add projects and artifacts to the portfolio.

Similarly, students include projects and artifacts from their Guided Study experiences in their portfolios. This provides a comprehensive collection of the candidate's accomplishments through coursework, guided study, and research-based inquiry.

Format

The program is offered online in an enhanced asynchronous format as well as in hybrid format at the Brandywine Campus. For the online program, content is delivered fully online; however, students are required to attend one hour of synchronous discussion per week. At least three times will be offered weekly; students may attend the time that works best for them each week. At the Brandywine Campus, students will meet weekly for 2.5 hours in the evening and complete additional online activities.

Candidates will enroll in 6 credits per term in the fall, spring, and summer terms and thus complete 18 credits per year.

Guided Study

Candidates will utilize the 15 credits (5 courses) of Guided Study to create their own specializations within Higher Education Leadership. All Guided Study plans must be approved by the Program Chair.

Portfolio

As candidates progress through the program, they maintain a portfolio of artifacts that demonstrate their mastery of program and University competencies. Portfolios are submitted and evaluated annually.

Candidacy

Candidates are raised to candidacy (i.e., eligible for Applied Inquiry project enrollment) when they have: completed all coursework with a minimum GPA of 3.0 and have received a satisfactory rating on their portfolio.

Transfer Credit

Up to 12 credits of graduate-level work may be applied to the doctoral program. Coursework must be no older than 5 years and must be directly relevant to the EDD in Higher Education Leadership. In order to be eligible for transfer, grades must be B or higher.

At the discretion of the Program Chair, applicants who are ABD from another institution may be eligible to transfer more than 12 credits. In order to be eligible for transfer, grades must be B or higher and must be no older than 7 years.

Time Away from the Program

The program requires continuous enrollment. Candidates must apply for Leave of Absence for any term they are not enrolled. More than one year away will require reapplication and readmission to the program.

While the program can be completed in three years, it must be completed within five years from the date of first enrollment. If the program is not completed within a five-year period, students will be required to reapply and may need to repeat some or all courses.

Program Requirements - 51 Total Credits Minimum

All courses require a B or higher. Grades of B- or lower must be repeated.

PROFESSIONAL CORE (21 Credits)

HEL 8000	Professional Seminar in Higher Education
HEL 8001	Advanced Academic Research & Writing
HEL 8100	History of American Higher Education
HEL 8101	Equity & Inclusion in Higher Education

HEL 8102	Ethical Decision Making in Higher Education
HEL 8103	Seminar: Current Issues in Higher Education
HEL 8104	Seminar: Leadership in Higher Education

RESEARCH CORE (15-18* Credits)

HEL 8200	Methods of Applied Research & Design
HEL 8201	Problem Centered Research 1
HEL 8202	Problem Centered Research 2
HEL 9000	Applied Inquiry Seminar 1
HEL 9001	Applied Inquiry Seminar 2
HEL 9004*	Applied Inquiry Sustaining Credit*

* HEL 9004 Continuing inquiry only if needed.

GUIDED STUDY (15* Credits)

HEL 8501	Guided Study

* Each course in the sequence is worth 3 doctoral credits.

Applied Inquiry Project

The Applied Inquiry project (6 credits minimum) will be supervised by a dissertation advisor mutually agreed upon between the student and program chair. Students can choose from a variety of project formats However, Applied Inquiry projects are expected to focus on applied research (i.e., a solution to a "problem of practice") in the field of higher education. Students have the liberty to select the topic and format of the capstone, provided they have approval of the dissertation advisor and program chair.

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree in Higher Education Leadership, students must complete the prescribed 51-credit hour program with a minimum 3.0 grade point index. In addition to the required coursework, and Applied Inquiry Project, candidates are required to complete a portfolio of activities that demonstrate the ACPA/NASPA professional competencies.

Master's Degrees (Licensure Programs)

SECONDARY TEACHING: GRADES 7-12

Master of Arts in Secondary Teaching

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

The Master of Arts in Secondary Teaching is a Delaware Licensure/Certification Program with Admission Restrictions, as well as Content Knowledge, Performance Assessment and Exit Requirements.

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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Master of Arts Secondary Education degree program requires the following:

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

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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.

After completing all of the above, register for MED 6102 (E-Folio) and MAS 7604 (Instructional Technology for Educators). MED 6102 is a prerequisite for all other courses in the program.

Content and Performance Assessment Requirements

Content Assessments

This degree program contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content knowledge requirements set by Delaware's Professional Standards Board in order to be eligible for a student teaching placement.

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 middle or secondary school level. A complete listing of those assessments and minimum score requirements can be accessed at the following ETS website.

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

The State of Delaware requires new teachers to achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).

Completing this assessment is a student teaching requirement. 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.

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.

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 undergraduate or graduate degrees in content/subject 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 selected content area(s).

To be eligible for the program, a teacher candidate must hold a degree with a major in a secondary content area from a regionally-accredited college or university. At entry, transcripts of prior coursework will be carefully reviewed to determine if content area coursework has been completed that satisfies national standards. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

Prior to Student Teaching/Internship, the teacher candidate must pass the appropriate PRAXIS II 9-12 high school. 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.
Two 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.

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

Candidates must pass (by achieving Delaware minimum scores) the appropriate 9 - 12 "secondary" or middle school 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.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Master of Arts in Teaching degree, including all content course work, master's course work, and fieldwork/clinical experiences. Pedagogical courses, MAS 8805, Performance Assessment, and the appropriate PRAXIS II content test must be satisfied prior to taking MAS 8801 Student Teaching/Internship. The Praxis II Content Knowledge test must be taken by MAS 7997, Practicum II and passed prior to MAS 8801, Student Teaching/Teaching Internship as a condition of entry into MAS 8801. 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 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

Practicum Courses (Practicum I, II, III)
Each of these three courses require 60 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 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.
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 60 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.

To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum 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, 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.

Capstone Clinical Experience (Student Teaching/Internship)

Student Teaching/Teaching Internship

The capstone clinical experience is a full-time, full-day, Monday through Friday 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 immersion, Yearlong Residency option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.**

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/Watermark. 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. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required.

Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream/Watermark and all required clearance items.

All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and 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.

Course Requirements

Secondary Teaching: Grade 7-12

MED 6102	E-Folio
MAS 7204	Teacher Leadership and Collaboration
MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society
MAS 7603	Instructional Strategies in Secondary Education
MAS 7604	Technology for Instruction
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MAS 7701	Classroom Culture and Student Behavior
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MAS 7996	Practicum I
MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8801	Student Teaching/Internship
MAS 8805	Performance Assessment

MAS 7701: Prerequisite MAS 7603 Strategies for Effective Teaching
MAS 8805: co-requisite with MAS 7997
NOTE: Registration for MAS 8801, Student Teaching/Internship requires a 3.00 grade point average, 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 (total of 43 credits), a candidate must complete the course work and clinical experiences, including successfully passing the Performance Assessment for Teachers, 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.

CAREER AND TECHNICAL EDUCATION

Master of Education
This degree program is approved by the Delaware Department of Education.
THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

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

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

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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with the Program Coordinator.

After completing all of the above, register for MED 6102 (E-Folio), which is a prerequisite for all other courses in the program.

Performance Assessment Requirements

Performance Assessment

This degree program contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all

candidates must meet the performance assessment requirement set by Delaware's Professional Standards Board.
The performance assessment may not be scored by any employees of the Educator Preparation Program. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).
This assessment will be completed during the Capstone Course for those candidates who participate in student teaching. Candidates who perform the Action/Research option are not required to complete the PPAT for purposes of the degree program.
Candidates must check with their program chair to obtain current and accurate information related to the assessment and minimum scores that are required.

Program Purpose

The purpose of the Master of Education in Career and Technical Education program is to provide opportunities for individuals 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 certificate is now: Skilled and Technical Sciences Teacher.

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
InTASC Standards

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 Capstone Project (MCT 6420) options. Candidates who are not currently certified to teach or are not employed in a teaching position MAY complete a student teaching Clinical Component. This will be coordinated through the Office of Clinical Studies.
Candidates may also elect to complete a Capstone Project (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

MED 6102	E-Folio
MAS 7601	Education of Diverse Populations and Exceptional Children
MCT 6400/EDC 400	Educational Psychology
MCT 6401/EDC 401	Career and Technical Education Instructional Technology
MCT 6406/EDC 406	Career and Technical Education Assessment and Course Construction
MCT 6407/EDC 407	Career and Technical Student Organizations
MCT 6410/EDC 410	Multicultural Education
MCT 6411/EDC 411	Methods of Teaching Career and Technical Education I

MCT 6412/EDC 412	Career and Technical Education Classroom Management
MCT 6413/EDC 413	Methods of Teaching Career and Technical Education II
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 1 elective from Option B below (3 credits)

Certain courses in Option A may be required for Delaware C and T (Skilled and Technical Sciences) certification. Each candidate should verify through the Department of Education, which courses are required for 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.

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore, the Capstone Project consists of a Directed Study Action/Research Project.

Option B - Instructional Program

MED 6102	E-Folio
MAS 7603	Instructional Strategies in Secondary Education
MAS 7701	Classroom Culture and Student Behavior
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MCT 6402/EDC 402	Career and Technical Education Advanced Curriculum Design
MCT 6403/EDC 403	History and Regulations of Career and Technical Education
MCT 6404/EDC 404	Career and Technical Education Guidance Practices
MCT 6405/EDC 405	Career and Technical Education: Community and Business Relations
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 2 electives from Option A courses (6 credits)

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore, the Capstone Project consists of a Directed Study Action/Research Project.

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 DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Master of Education Elementary Studies degree program requires the following:

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

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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important for Candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.

After completing all of the above, register for MED 6102 (E-Folio) and MEE 7604 (Instructional Technology for Educators). MED 6102 is a prerequisite for all other courses in the program.

Content and Performance Assessment Requirements

Content **Assessment**

This degree program contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content knowledge requirements set by Delaware's Professional Standards Board in order to be eligible for a student teaching placement. The assessments and minimum test score requirements that are applicable to this degree program are:
ETS test #5001, Elementary Education Multiple Subjects
(All four tests are required and can be taken separately or together in one sitting)

Test	Score
Reading and Language Arts Subtest	157
Mathematics Subtest	157
Social Studies Subtest	155
Science Subtest	159

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

The State of Delaware requires new teachers to achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington

University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). Completing this assessment is a student teaching requirement. 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.

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 Purpose

The Elementary Studies program prepares teachers to meet the learning and developmental 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.

Additional Certification
Candidates are encouraged to 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 all required Praxis II exams, 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 must pass the appropriate PRAXIS II test(s) prior to registration for Student Teaching/Internship. The Praxis II Content Knowledge test must be taken by MEE 7997, Practicum II and passed prior to MEE 8801, Student Teaching/Teaching Internship as a condition of entry into MEE 8801. Teacher Candidates should designate Wilmington University as a score recipient at the time the tests are taken.

Program Requirements
Prerequisites for the degree program include successful completion of three credit hours in science content, social studies content, and mathematics content. 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.

Candidates are expected to complete all requirements associated with the Master of Education in Elementary Studies degree, 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. 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)
Each of these three courses require 60 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 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.

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 60 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.

To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum 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, 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.

Capstone Clinical Experience (Student Teaching/Internship)
The capstone clinical experience is a full-time, full-day, Monday through Friday 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 immersion, Yearlong Residency**

option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.
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. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required.
Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream and all required clearance items.
All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and 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.

Course Requirements

Elementary Studies: Kindergarten – Grade 6

MED 6102	E-Folio
MED 6000	Elementary Mathematics for Teachers
MEE 7204	Teacher Leadership and Collaboration
MEE 7601	Education of Diverse Populations and Exceptional Children
MEE 7603	Instructional Strategies in Elementary Education
MEE 7604	Technology for Instruction
MEE 7607	Health and Physical Education
MEE 7631	Child Growth and Development
MEE 7632	Language and Literacy
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7634	Integrated Methods for Teaching Elementary Social Studies
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7637	Integrated Methods for Teaching Elementary Mathematics
MEE 7638	Integrated Methods for Teaching Elementary Science
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8805	Performance Assessment
MEE 8801	Student Teaching/Internship

MEE 8805: Co- requisite with MEE 7997
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 (total of 53 credits), a candidate must complete the course work and clinical experiences, including successfully passing the Performance Assessment for Teachers, 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.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING

Master of Education

The Master of Education in Elementary and Secondary 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).

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Master of Education School Counseling degree program requires the following:

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

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. Please note that any graduate course(s) accepted for transfer into the program must have a letter grade of B or higher and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write, and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

Candidates **must** identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with the Program Chair.

After completing all of the above, register for MED 6102 (E-Folio), which is a prerequisite for all other courses in the program.

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.

By regulation, "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."

"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 Praxis II exam #5421, Professional School Counselor. The minimum acceptable score is 156.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
It is essential for candidates to consult with the Program Chair to obtain the most current information about these 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.

Counseling Dispositions and Skills
Counseling dispositions are assessed throughout the program to ensure candidates are acquiring the skill sets to be effective in working with children and youth in the school setting. MEC instructors assess candidates at the conclusion of each course based on five specific areas: academic performance, intrapersonal factors, interpersonal relationships, professional behavior, and overall evaluation. This evaluative practice allows candidates to be mentored and coached in areas needing work in an effort to promote success in the program. Assessment continues in the clinical portion of the program under the supervision of the clinical faculty mentor. See full description and details of the disposition evaluation process in the MEC Academic Advisement Packet.

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.

Program Design
The certification track of the Master of Education in Elementary and Secondary School Counseling (MEC) 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 1 courses provide content knowledge which establish the foundation for counseling skill development in Level 2 courses. Levels 1 and 2 provide the necessary competencies and skills to move to the capstone course and clinical experience at Level 3.
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 practicum work during clinical cohort meetings and seminars. The remaining 600 hours are divided between two semesters in the following manner:
Fall Internship (300 hours):
Elementary (MEC 8004) or Secondary (MEC 8005) and
Mental Health Seminar (MEC 8015)
Spring Internship (300 hours):
Elementary (MEC 8006) or Secondary (MEC 8007) and
School Counselor Leadership Seminar (MEC 8017)
The school counselor certification process and application is the responsibility of the counselor andidate 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, the Capstone course, Praxis II (test code 5421), and two internships. Level 1 courses must be completed prior to Level 2; Level 2 courses must be completed prior to Level 3 and within Level 3, the Capstone course must be completed prior to the internships.

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 in Level 1. The minimum passing grade of a C or higher is expected for each Level 1 course; however, a candidate must maintain a cumulative GPA of 3.0 or higher to gain access to Level 2 courses.

Twelve (12) semester credits in individual counseling, family counseling, and group counseling strategies and techniques are required in Level 2. The minimum passing grade of a B or higher is expected for all Level 2 courses.

A Capstone course worth six (6) credits and passing the Praxis II: Professional School Counselor (test code 5421) are required before candidates move into the clinical portion of the program. Twelve (12) semester credits of internships and seminars are required to fulfill the clinical portion of the program. The minimum passing grade of a B or higher is expected for the Capstone course and all Level 3 clinical courses.

The clinical portion includes a formal application submitted for approval in Task Stream to the MEC Program 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 must work collaboratively with the MEC Program 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, state 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 MUST have approval of the MEC Program Chair to begin their internship. Only approved candidates may register for a clinical course and ONLY registered internship candidates may participate in an internship to complete clinical hours.

Course Requirements

Candidates must complete the 11 academic courses below in appropriate sequence to meet prerequisite requirements as well as required supervised certification internships and seminars:

Level 1 Coursework

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

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 & Practices of a School Counseling Program

(Capstone course)

Fall Internship

MEC 8004	Elementary School Counseling Fall Internship
	OR
MEC 8005	Secondary School Counseling Fall Internship
	AND
MEC 8015	Mental Health Seminar

Spring Internship

MEC 8006	Elementary School Counseling Spring Internship
	OR
MEC 8007	Secondary School Counseling Spring Internship
	AND
MEC 8017	School Counselor Leadership Seminar

Qualifications for Degree
To qualify for the Master of Education degree, a student must successfully complete all 51 credit hours, maintain a GPA of at least 3.0, and submit a passing score on the PRAXIS II: *Professional School Counselor* #5421. Praxis scores should be submitted to Wilmington University via ETS. The program must be completed within five years.

READING

Master of Education
This program is approved by the State of Delaware, 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.
THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

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

1. A current, valid United States teaching license/certificate.
2. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
3. 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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-

granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

4. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

5. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.

After completing all of the above, register for MED 6102 (E-Folio), which is a prerequisite for all other courses in the program.

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 ILA (International Literacy Association) Standards, summarized below, and can be accessed in their entirety through the ILA's website.
The program develops reading experts who have demonstrated mastery in:

STANDARD 1: FOUNDATIONAL KNOWLEDGE
Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

STANDARD 2: CURRICULUM AND INSTRUCTION
Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

STANDARD 3: ASSESSMENT AND EVALUATION
Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4: DIVERSITY AND EQUITY
Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT
Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP
Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES
Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

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 7970, Practice 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 7970. 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. Most institutions offer two separate three-credit courses. The third, and most unique requirement, is the inclusion of field experience in content area classrooms in a combined study of strategies and application of those strategies. Many programs have a content area reading course, but not one that requires field experience in content area classrooms. 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

34 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.

Completion of the degree includes successful completion of core courses, clinical courses, and a research course. Twelve (12) credits of core courses in language, literacy, content area reading, literature and non-fiction materials for children and adolescents are required. The required clinical sequence includes twenty-two (22) 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 course is five (5) semester hours and includes analyses of research and conducting research. Most 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 7920 and MRD 7970, may not be taken concurrently without prior approval from Program Chair. 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 34 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 7970, Practice 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 7970. 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.

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by

the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

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.
The regulation states, in part:

Content Assessment

"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

"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 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 (34 credits)

Core Courses

MED 6102	E-Folio
MRD 7801	Language Development
MRD 7802	Process and Acquisition of Literacy
MRD 7803	Strategies and Materials for Teaching Reading and Writing
MRD 7804	Literature and Non-Fiction Books/Materials for Children and Adolescents

MRD 7804: semester

Clinical Courses: All clinical courses are semester courses: See note below

MRD 7815	Application of Strategies for Teaching Content Area Reading
MRD 7903	Diagnosis and Correction of Reading Difficulties
MRD 7920	Practicum in Reading
MRD 7970	Practice in Reading Research

MRD 7970 is not offered in the summer.
MRD 7903: This course requires onsite tutoring and final grade of "B" or higher.
MRD 7920 and MRD 7970 may NOT be taken concurrently without Program Chair approval.

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).
THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.
Admission to the Master of Education School Leadership degree program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application **fee**.
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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.
It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.
Submit a copy of Immunization Records to the University along with the above transcript/records.

4. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Associate Chair.

After completing all of the above, register for MED 6102 (E-Folio), which is a prerequisite for all other courses in the program.

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.
The regulation states, in part:

Content Assessment

"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."
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

"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 program 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
Program competencies for the M.Ed. in School Leadership are derived from current national standards for building-level educational leadership as adopted by the ELCC and the National Policy Board for Educational Administration. Those standards provide a framework for developing building–level leaders who can apply knowledge and promote the success of every student by …

1. collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. sustaining a school culture and instructional program conducive to learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organization time is focused to support high-quality instruction and student learning.
4. collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual needs inform all aspects of schooling.
6. understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. completing a substantial and sustained educational leadership internship experience that has school-based field experience and clinical internship practice within a school setting and that is monitored by a qualified, on-site mentor.

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 and certification. 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.

Courses

MED 6102	E-Folio
MED 6490	Education, Ethics, and the Law
MED 7201	Fiscal Operations and Resources
MED 7503	School and Community: Building a Shared Vision
MED 7590	School Leadership: Theory and Practice
MED 7701	Supervisory Leadership: Staff Selection Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning
MED 7706	The Principalship, PreK–8
	OR
MED 7707	The Principalship, 9-12
MED 7708	Curriculum Leadership
MED 8900	Practicum in School Leadership
MED 8903	Administrative Internship 3 Credits
	OR
MED 8904	Administrative Internship 4 Credits
	OR
MED 8905	Administrative Internship 5 Credits
	OR
MED 8906	Administrative Internship 6 Credits

MED 8904 is required for those seeking licensure in Delaware. MED 8905 is required for those seeking licensure in New Jersey. Candidates seeking licensure in other states must check with the Program Chair to determine correct course.

Elective Courses: Choose one course from below or as approved by the program chair.

MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7704	Education for Equity and Social Justice
MED 7709	Personnel Administration
MED 7710	Technology and the School Environment
MED 7712	Curriculum Development
MED 7799	Supervision and Curriculum Improvement

MED 7816 Advanced Studies in Teaching and Learning

NOTE: Some of the above courses are cross-listed and may apply to M.Ed. and Ed.D. degrees. Candidates should check with Program Chairs for details.

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. 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 certification degree meets the 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. Candidates are **personally 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.

Delaware state 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.

Master's Degrees (non-licensure and non-certification programs)

Education Studies degrees and degrees noted as *non-certification* are designed for those who want to work in education-related positions that do not require state licensure/certification, or who may want to enter a licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as counseling, leadership, 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 four possible areas of concentration: Elementary Education (K-6), Secondary Education (7-12), Special Education (K-12), and Skilled and Technical Sciences. The degree but does not qualify recipients for state licensure and/or certification. Non-Certification degrees are also available in School Counseling, School Leadership, Applied Educational Technology and Instruction.

Licensure/Certification Option

Once admitted to the non-licensure and non-certification degree program, candidates have the option of remaining in that major and completing the M.Ed. 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 requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicants general education, whether secondary or post-secondary.

Concentration Options for the M.Ed. in Education Studies

Elementary Education (K-6). Candidates complete 44 credits of core courses in the MEE Elementary Studies Program and 9 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). Candidates complete 34 credits of core courses in the MAT in Secondary Teaching Program and 9 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). Candidates complete 42 credits of core courses. Candidates who wish to transfer to the Licensure Track degree program will need to complete a new planning conference with their advisor, identifying courses needed for the licensure degree. Some of the courses in the Education Studies degree are not required in the licensure degree.
Skilled and Technical Sciences. Candidates complete 36 credits of core courses in the CTE Career and Technical Program and 6 credits of elective courses in lieu of some or all of the CTE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the program advisor. Candidates are also required to perform an Action Research Project.

APPLIED TECHNOLOGY IN EDUCATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" 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:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair or a Graduate Program Advisor.

After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the degree program course(s).

Program Purpose

The Master of Education in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills related to current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed create digital-rich learning environments that enhance student learning and engagement. 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 university-wide graduation competencies. Performance-based assessments are used to evaluate individual and collaborative projects, research endeavors, and assignments. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include 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
This 33-credit degree program consists of 15 credit hours of technology courses, 9 credit hours of teaching and learning courses, and 9 credit hours of elective courses. 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 (9 credits)

MED 7712	Curriculum Development
MED 7808	Assessment and Evaluation
MED 7809	Instructional Design

Elective Courses (9 credits)

MED 7404	Brain-Based Research Instructional Strategies
MED 7704	Education for Equity and Social Justice
MED 7807	Creativity and Critical Thinking
MED 7810	Psychology of Learning
MED 7812	Culture and Learning Environments
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
MED 7818	Personalization in Education
MED 7819	Design, Build, and Test

Technology Courses (15 credits)

Note: Courses must be taken in sequence.
*The sequence begins in the fall block 1 and spring block 1. Course modalities offered in the fall are hybrid and online. The course modality offered in the spring is hybrid.

MED 6102	E-Folio
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 3.0 and complete a standards-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 Information
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.

EDUCATION STUDIES, CONCENTRATION IN ELEMENTARY EDUCATION (K-6)

Master of Education

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 student teaching. This degree does not contribute to eligibility for an initial teaching license or certificate.

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 student teaching. 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
InTASC Standards

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 (53 credits)

MED 6102	E-Folio
MED 6000	Elementary Mathematics for Teachers
MEE 7204	Teacher Leadership and Collaboration
MEE 7601	Education of Diverse Populations and Exceptional Children
MEE 7603	Instructional Strategies in Elementary Education
MEE 7604	Technology for Instruction
MEE 7607	Health and Physical Education
MEE 7631	Child Growth and Development
MEE 7632	Language and Literacy
MEE 7633	Integrated Methods to Teaching Elementary Language

	Arts/Reading
MEE 7634	Integrated Methods for Teaching Elementary Social Studies
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7637	Integrated Methods for Teaching Elementary Mathematics
MEE 7638	Integrated Methods for Teaching Elementary Science
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8805	Performance Assessment

Elective courses: 9 credits as approved by the Program Chair or Graduate Advisor.

EDUCATION STUDIES, CONCENTRATION IN SECONDARY EDUCATION 7-12

Master of Education

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). This degree does not contribute to eligibility for an initial teaching license or certificate.

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
InTASC Standards

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 (43 credits)

MED 6102	E-Folio
MAS 7204	Teacher Leadership and Collaboration
MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society

MAS 7603	Instructional Strategies in Secondary Education
MAS 7604	Technology for Instruction
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MAS 7701	Classroom Culture and Student Behavior
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MAS 7996	Practicum I
MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8805	Performance Assessment

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

EDUCATION STUDIES, CONCENTRATION IN SPECIAL EDUCATION (K-12)

Master of Education

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 similar to the Master of Education in Special Education (K-12) with the exception of those elements associated with clinical coursework (practicum, and student teaching). This degree does not contribute to eligibility for an initial teaching license or certificate.

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
InTASC Standards
CEC Standards

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 (42 credits)

MED 6102	E-Folio
MSE 7604	Technology for Instruction
MED 6000	Elementary Mathematics for Teachers
MRD 7802	Process and Acquisition of Literacy

MRD 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7402	Advanced Behavioral Techniques
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 8102	Legislation and Implementation of Policy and Procedure
MSE 7405	Curriculum in Special Education
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 8805	Performance Assessment

12 credits from approved coursework.

Elementary Concentration

MEE 7603	Instructional Strategies in Elementary Education
MEE 7631	Child Growth and Development
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7637	Integrated Methods for Teaching Elementary Mathematics

OR

Secondary Concentration

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 7407	Collaboration/Teaming with Families & Communities

Special Education Electives

MSE 7404	Assistive Technology (MH, SED, LD)
MSE 7406	Transition Planning & Implementation for Students with Disabilities
MSE 7407	Collaboration/Teaming with Families & Communities

EDUCATION STUDIES, CONCENTRATION IN SKILLED AND TECHNICAL SCIENCES

Master of Education

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies, Skilled and Technical Sciences. 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, Skilled and Technical Sciences are the

same as for the Master of Education in Career and Technical Education. This degree does not contribute to eligibility for an initial teaching license or certificate.

Program Competencies

Program competencies for this degree are identical to those currently in effect for the Master of Education in Career and Technical Education. 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
InTASC Standards

Option A Certification Program - Required Courses (36 credits)

MED 6102	E-Folio
MAS 7601	Education of Diverse Populations and Exceptional Children
MCT 6400/EDC 400	Educational Psychology
MCT 6401/EDC 401	Career and Technical Education Instructional Technology
MCT 6406/EDC 406	Career and Technical Education Assessment and Course Construction
MCT 6407/EDC 407	Career and Technical Student Organizations
MCT 6410/EDC 410	Multicultural Education
MCT 6411/EDC 411	Methods of Teaching Career and Technical Education I
MCT 6412/EDC 412	Career and Technical Education Classroom Management
MCT 6413/EDC 413	Methods of Teaching Career and Technical Education II
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 1 elective from Option B (3 credits)

Certain courses in Option A may be required for Delaware C and T (Skilled and Technical Sciences) certification. Each candidate should verify through the Department of Education which courses are required for certification.

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore, the Clinical Component consists of a Capstone Project.

Option B Instructional Program - Required Courses (36 credits)

MED 6102	E-Folio
MAS 7603	Instructional Strategies in Secondary Education
MAS 7701	Classroom Culture and Student Behavior
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MCT 6402/EDC 402	Career and Technical Education Advanced Curriculum Design
MCT 6403/EDC 403	History and Regulations of Career and Technical Education
MCT 6404/EDC 404	Career and Technical Education Guidance Practices
MCT 6405/EDC 405	Career and Technical Education: Community and Business Relations
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 2 electives from Option A courses (6 credits)

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore the Clinical Component consists of a Directed Study Action/Research Project.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING (NON-CERTIFICATION)

Master of Education

The non-certification program in School Counseling 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 school counselor licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as counseling theory, child development, and education best practices in preparation for a variety of other occupations and career paths.

Admission

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

Admission to the non-certification program in the 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 here.
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. With official transcripts, submit a copy of your Immunization Records.

Please note that any graduate course(s) accepted for transfer into the program must have a letter grade of B or higher and be from a degree-granting, regionally-accredited institution.

3. Schedule a program planning conference with the Program Chair. After all the above requirements have been completed, register for MED 6102 (EFolio) which is a prerequisite for all other courses in the program.

Program Purpose

The non-certification program in Elementary and Secondary School Counseling program prepares candidates to address the academic, social/emotional and career developmental needs of children and youth. 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.

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.

Counseling Dispositions and Skills

Counseling dispositions are assessed throughout the program to ensure candidates are acquiring the skill sets to be effective in working with children and youth. MEC instructors assess candidates at the conclusion of each course based on five specific areas: academic performance, intrapersonal factors, interpersonal relationships, professional behavior, and overall evaluation. This evaluative practice allows candidates to be mentored and coached in areas needing work in an effort to promote success in the program. Assessment continues in the clinical portion of the program under the supervision of the clinical faculty mentor. See full description and details of the disposition evaluation process in the MEC Academic Advisement Packet.

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.

Program Design

The non-certification program of the Master of Education in Elementary and Secondary School Counseling curriculum is designed on a three-tiered system focusing on various competencies and skills. Level 1 courses provide content knowledge which establish the foundation for counseling skill development in Level 2 courses. Levels 1 and 2 provide the necessary competencies and skills to move to the clinical experience at Level 3.

Program Requirements

Completion of the degree includes successful completion of the courses within Levels 1 and 2, and a non-certification 200 hour practicum. 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 in Level 1. The minimum passing grade of a C or higher is expected for each Level 1 course; however, a candidate must maintain a cumulative GPA of 3.0 or higher to gain access to Level 2 courses.

Twelve (12) semester credits in individual counseling, family counseling, and group counseling strategies and techniques are required in Level 2. The minimum passing grade of a B or higher is expected for all Level 2 courses.

Six (6) semester credits of practicum (locations vary depending on career goals and exclude the K-12 school setting) and an elective course are required to fulfill the clinical portion of the program.

The clinical portion includes a formal application submitted via Taskstream for approval by the MEC Program Chair or Clinical Coordinator. The application includes, among other items, a state criminal background check, FBI clearance, child abuse clearance, signed confidentiality agreement, and a signed clinical agreement. Candidates MUST have approval of the MEC Program Chair or Clinical Coordinator to begin their practicum. Only approved candidates may register for a clinical course and ONLY registered practicum candidates may participate in a practicum to complete clinical hours.

Course Requirements

Candidates must complete the 11 academic courses below in appropriate sequence to meet prerequisite requirements and a supervised non-certification 200 hour practicum:

Level 1 Coursework

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

Level 2 Coursework

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

Level 3 Clinical Experience

MEC 7600	Non-Certification Supervised Counseling Practicum
	AND
MEC 6901	Classification of Psychopathology

	OR
MEC 6600	Introduction to Drug/Alcohol Counseling
	OR
MEC 6608	Multicultural Counseling
	OR
MEC 7806	Research Methods, Statistics, and Accountability in School Counseling
	OR
	an MEC seminar to be approved by the Program Chair

Qualifications for Degree
To qualify for the non-certification degree program in school counseling, a candidate must successfully complete all 39 credit hours, a 200 hour non-certification practicum, and maintain a GPA of at least 3.0. The program must be completed within five years.

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. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with a Program Advisor or the Program Chair. After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the degree program.

Program Purpose

The Master of Education in Instruction: Teacher of Reading degree program is designed for educators who are interested in advancing their professional knowledge and skills related to literacy teaching and learning, including the following:

- choosing effective and appropriate instructional approaches and materials
- designing integrated, comprehensive, balanced curricula that support student learning in reading and writing

- designing and implementing appropriate assessment strategies
- developing awareness, understanding, and respect for cultural differences
- creating literacy-rich learning environments that foster reading and writing
- exploring 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 Literacy Association (ILA) 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
This 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

MED 8804: 6 credit course offered in the Spring and Fall semester

Reading Concentration Courses (12 credits)

MED 6102	E-Folio
MRD 6201	Causes of Reading Difficulties

MRD 6202	Foundations of Reading
MRD 6203	Brain-based Reading Instruction
MRD 6204	Phonemic Awareness and Auditory Processing

Elective Courses (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. The program must be completed within five years.

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

INSTRUCTION: TEACHING AND LEARNING

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Master of Education in Instruction: Teacher and Learning degree program, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair or Graduate Program Advisor.After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the degree program.

Program Purpose

The Master of Education in Instruction: Teaching and Learning degree program is designed for educators who are interested in developing skills to become leaders of teachers and in the scholarly study of teaching and learning. Candidates study research-based best practices and acquire knowledge and skills needed to promote the success of all students. Candidates explore their own professional practices and reflect upon ways to improve teaching and learning and effective means of providing collegial leadership. The program addresses best practices related to teaching-learning, instructional planning, student achievement and performance, curriculum development, culturally appropriate 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
This 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. An effort is made to provide candidates with choices of course formats (traditional, hybrid or on-line) although this cannot be guaranteed. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (21 credits)

MED 6102	E-Folio

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

MED 8804 is a 6 credit course offered in Fall and Spring semesters only.

Elective Courses (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 3.0. The program must be completed within five years.

NOTE:

Since there is no relevant Delaware license or certificate, the 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.

HIGHER EDUCATION

Master of Education

The M. Ed. In Higher Education is designed for those who currently work in higher education but do not hold a master's degree; those who plan to transition to working in higher education; and those who currently hold a master's degree and plan to teach at the college level within their discipline.

The program provides a foundation of the past and present landscapes of higher education. Beyond the Foundations Core, candidates will choose one of 3 concentrations: Student Affairs in Higher Education, Administration in Higher Education, or Teaching in Higher Education*.

Through the degree program, students gain both theoretical knowledge and hands-on experience. All candidates complete 120 hours of Field Experience and create a professional portfolio.

* Applicants for the Teaching in Higher Education concentration must hold a master's degree prior to application.

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information.
Admission to the Higher 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 here.

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. With official transcripts, submit a copy of your Immunization Records.
3. Submit a current resume.
4. Schedule a program planning conference with the Program Chair.

After all the above requirements have been completed, register for MED 6102 (EFolio) along with other course(s) selected.

Program Purpose

Students complete the Foundations Core requirements, then choose a specialization in Student Affairs in Higher Education, Administration in Higher Education, or Teaching in Higher Education (which requires that students already hold a master's degree in another field).

Program Competencies

Students in the EDD in Higher Education Leadership will also demonstrate the foundational levels of the following ACPA/NASPA competencies:

- Personal & Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

Formats

The program is offered in a hybrid format at Wilmington University's Brandywine campus. The program is also offered fully online.

Core

The Core Requirements (Foundations) are designed to provide students with an overview of the field and systems of higher education. Candidates will learn about leadership, decision-making, and administrative structures. They will also understand pressing current issues like equity, funding, and the historical events that have led to higher education's current state. Additionally, the Foundations Core provides candidates with skills in academic writing and oral presentation.

Concentrations

Student Affairs in Higher Education

The Student Affairs in Higher Education concentration is designed for those interested in transitioning to or advancing their careers in student service areas within higher education. This certificate focuses on student development, assessment of student learning, student engagement, and student success.

Administration in Higher Education

The Administration in Higher Education concentration is designed for those interested in transitioning to or advancing their careers in higher education administration. This certificate focuses on law, budgeting, human resource management, and data-driven decision-making.

Teaching in Higher Education

The Teaching in Higher Education concentration is designed for those who **currently hold a master's degree** and are interested in learning how to teach at the college level within their disciplines. Candidates will learn about best practices in teaching adults; gain knowledge about developing curriculum and assessing student learning; and gain hands-on experience.

Field Experience

As part of each concentration, candidates will participate in a minimum of 120 hours of hands-on work with an institution of higher education.

Capstone

The program culminates MHE 7600, Action Research, in which candidates will complete a capstone project. Students will develop a scholarly paper and presentation focused on solving a specific problem or challenge facing a specific institution of higher education.

Portfolio Requirements
Throughout the program, candidates will develop an academic portfolio and a professional portfolio. The Academic Portfolio will be used to measure students' course and graduation competencies. The professional portfolio will be a tool that candidates use to showcase work from courses, field experience, and the capstone project.

Required Courses

MED 6102 is required for all candidates. E-Folio is an electronic portfolio system used for documenting and tracking student mastery of program competencies.

Core Requirements

The following core courses (18 credits) are required for all candidates. Candidates must also select **ONE** of the concentrations below to complete the degree.

Please note that all concentrations are also offered as stand-alone certificates.

MED 6102	E-Folio
MHE 7100	History of American Higher Education
MHE 7001	Academic Research and Writing
MHE 7101	Equity and Inclusion in Higher Education
MHE 7102	Leadership and Ethical Decision Making in Higher Education
MHE 7103	Current Issues and Financial Trends in Higher Education
MHE 7600	Action Research Project

Concentration: Teacher in Higher Education

MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment in Evaluation
MHE 7403	Curriculum Development
MHE 7403	Field Experience

Concentration: Student Affairs in Higher Education

MHE 7300	Introduction to Student Affairs
MHE 7301	Student Development Theory and Contemporary College Students
MHE 7201	Law and Policy in Higher Education
MHE 7302	Assessment of Student Learning Outside of the Classroom
MHE 7403	Field Experience

Concentration: Administration in Higher Education

MHE 7200	Introduction to Administration in Higher Education
MHE 7201	Law and Policy in Higher Education
MHR 7800	Seminar in Human Resource Management
MHE 7202	Data Driven Strategic Planning
MHE 7403	Field Experience

Qualifications for the Degree

To qualify for the Master of Education in Higher Education degree, a candidate must complete all course work (33 credits), field experience, and portfolio requirements. Candidates must hold a cumulative 3.0 GPA in order to be eligible for the degree.

SCHOOL LEADERSHIP, NON-CERTIFICATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information.
Admission to the non-certification program in School Leadership requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
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. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair.

After all the above requirements have been completed, register for MED 6102 (EFolio) along with other course(s) selected.
The Master of Education in School Leadership: Non-Certification is designed for students who hold Bachelor's degrees from regionally accredited institutions and who are interested in careers in educational leadership for which there is no requirement for state licensure and certification. Such careers could include work in private or independent school settings, child care, youth recreational services, career services and other education-related social services. Students choosing this degree will work with a College of Education Program Advisor to plan an individualized program of studies to satisfy the student's career interests in educational leadership.
Program Competencies are similar to those in the M.Ed. School Leadership degree program, and are based on the 2015 Professional Standards for Educational Leaders, formerly known as ISLLC standards (Interstate School Leader Licensure Consortium) and on ELCC (Education Leaders Constituent Council) program accreditation standards. The M.Ed. School Leadership/Non-Certified program is for candidates who wish to gain advanced knowledge in areas related to school leadership theory and practice, but who do not need or want a state license or certificate.
Coursework is identical to the current M.Ed. School Leadership program except that Non-Certificate candidates do not complete the field-based requirements specified in Delaware Administrative Code, Title 14, Regulation 290, § 3.2.1.2: "Educator Preparation Programs for administrators must include Clinical Experiences totaling a minimum of two-hundred and forty (240) hours equitably distributed within the Program. The clinical hours must be completed under the mentorship of a currently employed administrator with an effective or highly effective summative rating under 14 DE Admin. Code 108."
Admission to the M.Ed. School Leadership: Non-Certified program will not require applicants to take/pass standardized assessments necessary for program entry and/or exit.

Program Purpose

The School Leadership Master of Education - Non-Certified Degree addresses research, theory, and practice related to effective schools, teaching and learning, and school reform. Translating theory into practice is a primary emphasis.
This 30 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 School Leadership Master of Education program 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.

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.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 30 credit hours are required for program completion and certification. Field-based components are embedded in every course. 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

MED 6102 is required for all candidates. E-Folio is an electronic portfolio system used for documenting and tracking student mastery of program competencies.

Courses

MED 6102	E-Folio
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

Elective Courses (choose two courses from below or as approved by the Program Chair)

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

MED 7712	Curriculum Development
MED 7799	Supervision and Curriculum Improvement

Qualification for Degree
To qualify for the School Leadership Master of Education - Non-Certified degree, a candidate must successfully complete all eight courses plus six credits of approved elective courses for a minimum of 30 credit hours, with a GPA of at least 3.0. The program must be completed within five years.

Special Education

Master of Education Degrees

SPECIAL EDUCATION, INSTRUCTION (TRADITIONAL ROUTE)

Master of Education
This degree program is for already licensed/certified teachers and may contribute to eligibility for Delaware certification depending on the Special Education category selected, as long as the candidate meets all other Delaware Department of Education licensure and certification requirements.

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Master of Education in Special Education: Instruction 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 here.
2. Provide an official transcript or transcripts from a regionally accredited college or university verifying completion of a bachelor's degree. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Submit a current résumé including number of years' teaching experience.
4. Schedule a program planning conference with the Program Chair.

After completing all of the above requirements, register for MED 6102 E-Folio.

Program Purpose

The Wilmington University's Master of Education Special Education: Instruction provides candidates interested in acquiring research-based skills, knowledge and practices in teaching students with disabilities. Students will identify two of the three following concentrations: K-12 Teacher of Students with Disabilities and/or Autism & Severe Intellectual Disabilities and/or Early Childhood/Exceptional Children. Candidates gain knowledge in 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 Special Education: Instruction: degree program are based on standards developed by the Council for Exceptional Children (CEC) Standards, the Model Standards for Teacher Licensing, Assessment, and Development from The Interstate New Teacher Assessment and Support Consortium (INTASC 2011), Council of Chief State School Officers.

Program Competency Standard 1. Learner Development and Individual Learning Differences
The special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Program Competency Standard 2. Learning Environments
The special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Program Competency Standard 3. Curricular Content Knowledge
The special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Program Competency Standard 4. Assessment
The special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Program Competency Standard 5. Instructional Planning and Strategies
The special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Program Competency Standard 6. Professional Learning and Practice
The special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Program Competency Standard 7. Collaboration
The special education professionals collaborate with families, other educators, related service pro

Outcomes Assessment

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

Program Design

This 30-credit program consists of 15 credit hours of coursework from two separate concentrations of Special Education areas focused on teaching and learning. An effort is made to provide candidates with choices of course formats (traditional, hybrid or online) although this cannot be guaranteed. There is a non-credit E-Folio course requirement.

Concentration Requirements

Concentrations (30 credits-Select Two from the Following:)

Special Education Autism Severe Intellectual Disabilities Concentration Requirements (15 credits)

MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Advanced Behavioral Techniques
MSE 7506	Functional Comm Indv with Autism&Severe Disability
MSE 7409	Methods of Instruction in Academic Standards and Functional Skills
MSE 7507	Competency-based Practicum in Behaviorally-Based Teaching Techniques

Special Education - Early Childhood Exceptional Children Concentration Requirements (15 credits)

MSE 7502	Educating Preschoolers with Special Needs
MSE 7603	Assessment of Young Children
MSE 7605	Differentiation of Instruction for Young Children
MSE 7607	Emergent Literacy for Young Children
MSE 7407	Collaboration/Teaming with Families & Communities

Special Education K-12 Teacher of Students with Disabilities Concentration Requirements (15 credits)

MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7405	Curriculum in Special Education
MSE 7402	Advanced Behavioral Techniques
MRD 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 8102	Legislation and Implementation of Policy and Procedure

Electives

Candidates may choose to substitute an elective course for another course with approval from the Program Chair.

MSE 7404	Assistive Technology (MH, SED, LD)
MSE 7406	Transition Planning & Implementation for Students with Disabilities
MSE 7407	Collaboration/Teaming with Families & Communities

Qualification for Degree

To qualify for the Master of Education Special Education: Instruction degree, a candidate must successfully complete a minimum of 30 credit hours with a GPA of at least 3.0. The program must be completed within five years.

SPECIAL EDUCATION TEACHER OF STUDENTS WITH DISABILITIES (TRADITIONAL ROUTE)

Master of Education

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials.

Admission

In addition to general admissions requirements, admission to this degree program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Master of Education Special Education degree program requires the following:

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

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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important for Candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.

After completing all of the above, register for MED 6102 (E-Folio) and MSE 7604 (Instructional Technology for Educators).

Content and Performance Assessment Requirements

Praxis Testing Requirements

Prior to placement for student teaching/internship in K-12 special education, candidates must pass (by achieving minimum scores set by the DE Professional Standards Board) ETS Praxis II #5354: Core Knowledge and Applications and an ETS PRAXIS II content knowledge exam approved by the Professional Standards Board for licensure/certification as a secondary teacher (grades 7-9 or 7-12) or the content knowledge exam specified for elementary teachers (grades K-6).

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

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 to the University and to the DE Department of Education. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports to the office of Graduate Admissions.

NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The State of Delaware requires new teachers to achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).

Completing this assessment is a student teaching requirement. 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.

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.

Program Purpose

The purpose of the Master of Education in Special Education licensure/certification degree program is to prepare candidates for positions teaching students with disabilities in specific content/subject areas and grade levels (grades K-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 provides candidates with the opportunity to complete the coursework with assignments and performance tasks aligned to the appropriate standards. This program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

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 Delaware Professional Teaching Standards/InTASC Model Teaching Standards, and reflects the College of Education Program Attributes and Conceptual Framework. Those standards can be accessed below:

CEC STANDARDS
INTASC STANDARDS
ATTRIBUTES AND FRAMEWORK

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 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 certification as a K-12 teacher of students with disabilities 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 core content area coursework for which they intend to teach children with disabilities. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

Prerequisite Coursework

Candidates will complete 10 credits (Secondary) or 12 credits (Elementary) of prerequisite coursework, aligned to the content subject area/grade level certification the candidate is pursuing. Those candidates wishing to participate in the Year Long Residency (YLR) internship will postpone their methods coursework until their residency in the final two semesters of the program.

Program Requirements

This information applies to students who enter this degree program during the 2016-2017 Academic Year or later. If you entered this degree program before the Fall 2016 semester, please refer to the academic catalog for the year you began your degree program.

Teacher candidates are required to register for and activate MSE 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. The appropriate PRAXIS II subject and content readiness exam must be satisfied prior to taking MSE 7993 and MSE 8802, Practicum III, and 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. Practicum and Student Teaching/Teaching Internship applications are to be submitted electronically in Taskstream. Applications do NOT take the place of registering for Practicum or 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 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 High Quality Cooperating/Mentor Teachers. Candidates are not permitted to seek or make arrangements for their own placements.

PRACTICUM COURSES (PRACTICUM I, II, III)

Each course requires 80 hours of commitment. This includes 35 clock hours of field experience during the regular school day in an approved setting, plus 45 clock hours of seminar-format classes for Practicum I. Practicum II and II each include the 50 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.

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. Candidates may also elect to participate in the Year-Long Residency Internship, affording them the opportunity to serve as a co-teacher in the classroom for the Practicum III and Student Teaching experience in the same school classroom. Interested candidates should submit application for this YLR early in their program to ensure coursework alignment while completing the residency. 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 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 on the 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.

Content Requisites are based on subject area/grade level certification. Candidates will take either elementary or secondary requisites.

MSE Course Requirements

(42 or 43 credits for core requirements, 12 or 13 credits of prerequisites; Elementary or Secondary levels differ. Total of 54-55 credits for degree program)

MED 6102	E-Folio
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Advanced Behavioral Techniques
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 7991	Practicum I in Special Education
MSE 7992	Practicum II in Special Education
MSE 7993	Practicum III in Special Education
MSE 8805	Performance Assessment
MSE 8802	Student Teaching in Special Education

Program Content Requisites (Elementary)

(12-13 credits of Prerequisites)

MEE 7603	Instructional Strategies in Elementary Education
MEE 7631	Child Growth and Development
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7637	Integrated Methods for Teaching Elementary Mathematics

*These may be satisfied with the corresponding undergraduate courses. Advisors can provide course sequence to align to clinical experiences for Teacher Preparation.

Program Content Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School

*These may be satisfied with the corresponding undergraduate courses. Advisors can provide course sequence to align to clinical experiences for Teacher Preparation.

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.

SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable students to be hired as salaried, full-time public school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as "critical needs" areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.

WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of preschool exceptional children, (2) teachers of K-12 students with disabilities, or (3) teachers of students with autism and/or severe disabilities.

Since ARTC program plans can be different for each individual student (depending on academic backgrounds and experience) and have a number of different components and options, those interested in enrolling must talk with the ARTC Program Chair, the ARTC Coordinator, or a Graduate Advisor in order to determine eligibility and to decide if the program is a good "fit."

Once admitted, candidates have several program options, including the M.Ed. in Special Education, specialized certification for already licensed teachers, and a pathway for current and future para-educators to obtain positions and credentials as full-time teachers.

Admission

In addition to general admissions requirements, admission to this program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Special Education Teacher (ARTC) program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation

standards.

It is important for Candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with the ARTC Program Chair. An endorsement from your immediate supervisor or administrator to enter this intensive program. The ARTC Program Chair will facilitate this, providing information to the administrator/supervisor, following a planning conference.
5. The ARTC concentration requires a candidate to be employed as a special education teacher of record in a Delaware public school. Once employed as the teacher of record, Wilmington University will send a Welcome Letter verifying eligibility for ARTC and the state will issue a Certificate of Eligibility in Special Education and an Emergency Certificate in the eligible content area. These documents must be received by the admissions office to be fully admitted.
Register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

Praxis Testing Requirements

Candidates must pass (by achieving minimum scores set by the DE Professional Standards Board) ETS Praxis II #5354: Core Knowledge and Applications and an ETS PRAXIS II content knowledge exam of one's choice and approved by the Professional Standards Board for licensure/certification as a secondary teacher (grades 7-9 or 7-12) or the content knowledge exam specified for elementary teachers (grades K-6) as a condition of exit from the program.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
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 to the University and to the DE Department of Education. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports to the Office of Graduate Admissions.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The State of Delaware requires new teachers to achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).
Completing this assessment is a requirement for degree conferral.

Program Competencies

The degree program is built around standards developed by the Council for Exceptional Children, in addition to the Delaware Professional Teaching Standards/InTASC Model Teaching Standards, and reflects the College of Education Program Attributes and Conceptual Framework. Those standards can be accessed below:
CEC STANDARDS
INTASC STANDARDS
ATTRIBUTES AND FRAMEWORK

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, performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and post-graduation surveys.

Subject Area Requirements

At entry, candidates' previous transcript(s) will be carefully reviewed to determine if they have completed at least 24 credits from a regionally-accredited college or university aligned to the content area in which they are seeking certification, or if the candidates have achieved passing scores on a state-approved content-readiness exam.

E-Folio

Teacher candidates must 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.

Minimum Grades

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

Course Requirements

Special Education Teacher (ARTC)

(42 credits for core requirements, 12-13 credits of prerequisites, total of 54-55 credits for the degree program)

MED 6102	E-Folio
MSE 8001	Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Advanced Behavioral Techniques
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 8003	Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8004	Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

PARAEDUCATOR TO SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable students to be hired as salaried, full-time public school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or

certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as "critical needs" areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.
WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of preschool exceptional children, (2) teachers of K-12 students with disabilities, or (3) teachers of students with autism and/or severe disabilities.
Since ARTC program plans can be different for each individual student (depending on academic backgrounds and experience) and have a number of different components and options, those interested in enrolling must talk with the ARTC Program Chair, the ARTC Coordinator, or a Graduate Advisor in order to determine eligibility and to decide if the program is a good "fit."
Once admitted, candidates have several program options, including the M.Ed. in Special Education, specialized certification for already licensed teachers, and a pathway for current and future para-educators to obtain positions and credentials as full-time teachers.

Admission

In addition to general admissions requirements, admission to this program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Admission to the Paraeducator to Teacher (ARTC) program requires the following:

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

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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

It is important for Candidates to identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

4. Schedule a program planning conference with the ARTC Program Chair. An endorsement from your immediate supervisor to enter this intensive program. The ARTC Program Coordinator will facilitate this, providing information to the administrator/supervisor, following a planning conference.
5. The ARTC concentration requires a candidate to be employed as a special education teacher of record in a Delaware public school. Once employed as the teacher of record, Wilmington University will send a Welcome Letter verifying eligibility for ARTC and the state will issue a Certificate of Eligibility in Special Education and an Emergency Certificate in the eligible content area. These documents must be received by the admissions office to be fully admitted.
Register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

Praxis Testing Requirements

Candidates must pass (by achieving minimum scores set by the DE Professional Standards Board) ETS Praxis II #5354: Core Knowledge and Applications and an ETS PRAXIS II content knowledge exam of one's choice and approved by the Professional Standards Board for licensure/certification as a secondary teacher (grades 7-9 or 7-12) or the content knowledge exam specified for elementary teachers (grades K-6) as a condition of exit from the program.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

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 to the University and to the DE Department of Education. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports to the Office of Graduate Admissions.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment
The State of Delaware requires new teachers to achieve a passing score on a state-approved performance assessment in order to be fully licensed. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).
Completing this assessment is a requirement for degree conferral.

Program Competencies
The degree program is built around standards developed by the Council for Exceptional Children, in addition to the Delaware Professional Teaching Standards/InTASC Model Teaching Standards, and reflects the College of Education Program Attributes and Conceptual Framework. Those standards can be accessed below:
CEC STANDARDS
INTASC STANDARDS
ATTRIBUTES AND FRAMEWORK

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, performance assessments, successful completion of assignments linked to program competencies and graduation competencies; fieldwork evaluations from advisors and post-graduation surveys.

Subject Area Requirements
At entry, candidates' previous transcript(s) will be carefully reviewed to determine if they have completed at least 24 credits from a regionally-accredited college or university aligned to the content area in which they are seeking certification, or if the candidates have achieved passing scores on a state-approved content-readiness exam.

E-Folio
Teacher candidates must 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.

Minimum Grades
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, and an overall GPA of 3.0 is required for program completion.

Course Requirements

Paraeducator to Special Education Teacher (ARTC)

(42 credits for core requirements, 12-13 credits of prerequisites, total of 54-55 credits for the degree program)

MED 6102	E-Folio
MSE 8001	Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Advanced Behavioral Techniques
MEE 7632	Language and Literacy
	OR

MAS 7652	Reading in Content Areas
MSE 8003	Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8004	Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

Special Education Certificates

Delaware Department of Education has approved these Special Education Certificates as "Add-On" certificates for already licensed and certified teachers.

SPECIAL EDUCATION TEACHER OF STUDENTS WITH DISABILITIES (15 CREDITS)

Admission Requirements

1. A completed Wilmington University application
2. Official transcripts. With official transcripts, submit a copy of your Immunization Records.
3. Current résumé
4. Interview with Program Chair or designee
5. ARTC Candidates Only: A recommendation from your immediate supervisor to enter this intensive program. The ARTC Program Coordinator will facilitate this, providing information to the administrator/supervisor, following a planning conference. (The ARTC program requires a candidate to have a Certificate of Eligibility AND a firm offer of a special education position as a special education teacher of record in a Delaware public school. These documents must be submitted by the Candidate to be fully admitted.)

After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this Certificate in Special Education Teacher of Students with Disabilities is to prepare educators to teach students with disabilities in grades K-12. Students with disabilities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. The goal of this Certificate is to provide candidates with the opportunity to complete research-based coursework with assignments and performance tasks aligned to the appropriate subject area and grade level. Candidates will gain the skills and knowledge to complete formative and summative assessments, use data to differentiate and deliver instruction, develop and implement behavior intervention plans, collaborate with IEP/504 teams, parents and professionals to meet the needs of the students.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC

Specialist Standards through performance based tasks.
Students who satisfactorily complete the coursework described below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is not to be confused with a Delaware Department of Education endorsement or certificate to teach exceptional children in any category.** Such endorsements may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must make application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

Special Education Teacher of Students with Disabilities Courses (15 credits)

MED 6102	E-Folio
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7405	Curriculum in Special Education
MSE 7402	Advanced Behavioral Techniques
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors

and one of the following:

MSE 8102	Legislation and Implementation of Policy and Procedure
MSE 7407	Collaboration/Teaming with Families & Communities
MSE 7406	Transition Planning & Implementation for Students with Disabilities
MSE 7404	Assistive Technology (MH, SED, LD)

TEACHER OF STUDENTS WITH AUTISM/SEVERE INTELLECTUAL DISABILITIES (15 CREDITS)

Admission Requirements

1. A completed Wilmington University application
2. Official transcripts. With official transcripts, submit a copy of your Immunization Records.
3. Current résumé
4. Interview with Program Chair or designee
5. ARTC Candidates Only: A recommendation from your immediate supervisor to enter this intensive program. The ARTC Program Coordinator will facilitate this, providing information to the administrator/supervisor, following a planning conference.

(The ARTC program requires a candidate to have a Certificate of Eligibility AND a firm offer of a special education position as a special education teacher of record in a Delaware public school. These documents must be submitted by the Candidate to be fully admitted.)

After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this certificate in Teacher of Students with Autism/Severe Intellectual Disabilities is to prepare master's level educators to teach children and young adults with Autism Spectrum Disorder, intellectual disabilities, multiple disabilities, and other developmental disabilities. The goal of this certificate is to provide research/evidence based techniques and strategies to: assess students and use the results to develop goals and implement plans based on student needs and targeted outcomes. The coursework will prepare teachers to design and implement evidence based instruction aligned to alternative learning standards.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC Specialist Standards through performance based tasks.
Students who satisfactorily complete the coursework described below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is not to be confused with a Delaware Department of Education endorsement or certificate to teach exceptional children in any category.** Such endorsements may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must make application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

Course Requirements

Teacher of Students with Autism Severe Intellectual Disabilities (15 credits)

MED 6102	E-Folio
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Advanced Behavioral Techniques
MSE 7506	Functional Comm Indv with Autism&Severe Disability
MSE 7409	Methods of Instruction in Academic Standards and Functional Skills
MSE 7507	Competency-based Practicum in Behaviorally-Based Teaching Techniques

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EARLY CHILDHOOD/EXCEPTIONAL CHILDREN, SPECIAL EDUCATION TEACHER (15 CREDITS)

Admission Requirements

1. A completed Wilmington University application
2. Official transcripts. With official transcripts, submit a copy of your Immunization Records.
3. Current résumé

4. Interview with Program Chair or designee
5. ARTC Candidates Only: A recommendation from your immediate supervisor to enter this intensive program. The ARTC Program Coordinator will facilitate this, providing information to the administrator/supervisor, following a planning conference.

(The ARTC program requires a candidate to have a Certificate of Eligibility AND a firm offer of a special education position as a special education teacher of record in a Delaware public school. These documents must be submitted by the Candidate to be fully admitted.)
After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this certificate in Early Childhood/Exceptional Children, Special Education Teacher is to prepare educators to teach young children, birth to grade two, who demonstrate a range of disabilities or risk for disabilities. The goal of the certificate is to provide coursework in instructional and family-based assessment and early intervention, skills to collaborate with parents and professionals, strategies and techniques to differentiate instruction, and an understanding of culturally and linguistically diverse students.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery the CEC Specialist Standards through performance based tasks.
Students who satisfactorily complete the coursework described below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is not to be confused with a Delaware Department of Education endorsement or certificate to teach exceptional children in any category.** Such endorsements may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must make application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

Course Requirements

Early Childhood/Exceptional Children Course Requirements (15 credits)

MED 6102	E-Folio
MSE 7502	Educating Preschoolers with Special Needs
MSE 7603	Assessment of Young Children
MSE 7605	Differentiation of Instruction for Young Children
MSE 7607	Emergent Literacy for Young Children
MSE 7407	Collaboration/Teaming with Families & Communities

Graduate Certificates

Students who satisfactorily complete the coursework included in the areas of study listed below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is not to be confused with a Delaware Department of Education license, endorsement or teaching certificate in any category.** Such credentials may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Wilmington University Graduate Certificates or Certificates of Advanced Study are currently offered in the following areas:

- STEM Education
- Applied Technology in Education
- Elementary and Secondary School Counseling

- ESOL Literacy
- Reading Specialist
- Special Education: Early Childhood/Exceptional Children
- Special Education: Teacher of Students with Disabilities K-12
- Special Education: Teacher of Students with Autism/Severe Disabilities

All students in the above programs must be registered for MED 6102 e-Folio (0 credits) as the first "course" in each program.
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined in Wilmington University certificate programs will qualify for state licenses, certificates or endorsements. Candidate seeking state credentials must make application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

GRADUATE CERTIFICATE IN APPLIED TECHNOLOGY IN EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Applied Technology in Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at here.
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. Schedule a program planning conference with a Graduate Education Program Advisor or the Program Chair.
4. After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the certificate program.

Purpose

The Graduate Certificate 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 Certificate of Advanced Study in Applied Technology in Education program are the National Educational Technology Standards for Teachers (NETS•T) issued by the International Society for Technology in Education (2008). The certificate 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 Graduate Certificate in Applied Technology in Education program competencies and the university-wide graduation competencies. Performance-based assessments are used to evaluate individual and collaborative projects, research endeavors, and assignments. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include mentoring sessions and observations of performance-based projects in virtual or authentic settings. A standard 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 Graduate Certificate in Applied Technology in Education program. The certificate is 15 credits of content-specific courses related to integration of technology into instruction. All courses are offered in either a hybrid or online format. Educational 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 (MED 6102).

Course Requirements

Content-Specific Courses (15 credits)

MED 6102	E-Folio
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

The sequence begins in the fall block 1 and spring block 1. Course modalities offered in the fall are hybrid and online. The course modality offered in the spring is hybrid.

Qualifications for the Certificate

To qualify for the Graduate Certificate in Applied Technology in Education, a candidate must successfully complete the five 3-credit courses (15 credit hours) with a GPA of at least a 3.0 average. The certificate must be completed within two years.
Candidates completing the five Applied Technology in Education courses listed above with a GPA of 3.0 average or higher will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate in Applied Technology in Education. Applications may be found on the Wilmington University Registrar's webpage.
Note:
Completion of this certificate does not qualify the recipient for a teaching license or certification in Delaware, since there is no relevant Delaware license or certificate.

GRADUATE CERTIFICATE IN ESOL LITERACY

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Graduate Certificate in ESOL Literacy requires the following:

1. A current, valid United States teaching license/certificate.
2. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
3. 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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution.
4. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.
It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

5. Schedule a program planning conference with a Graduate Program Advisor or the Program Chair. After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate course in the degree program.

Purpose

The Graduate Certificate in ESOL Literacy program is designed for educators interested in teaching students who are not native English speakers. 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.

Program Competencies

The program competencies are built around the five domains of TESOL Standards. These may be referenced in their entirety here. The program seeks to develop teachers who will demonstrate their understanding of:

STANDARD 1: Knowledge about Language

STANDARD 2: Ells in the Sociocultural Context

STANDARD 3: Planning and Implementing Instruction

STANDARD 4: Assessment and Evaluation

STANDARD 5: Professionalism and Leadership

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. 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 (Test Code # 5361) as part of their clinical coursework. 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.

Program Design
This certificate includes 15 credits of content-specific courses related to ESOL learners and required by the Delaware Department of Education. The certificate program requires that candidates be working in an educational setting to complete the program competency assignments. The Graduate Certificate 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 Association of State Directors of 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. Further, the program is aligned with the Delaware Performance Appraisal System (DPAS II). There is a non--credit E--Folio course requirement (MED 6102).

Course Requirements

Clinical Course

MLL 7403	Assessment of Second Language Learners

Offered in summer under special circumstances

This list does not represent the recommended sequence.

MED 6102	E-Folio
MLL 7402	Second Language Acquisition in ELL
MLL 7405	Teaching Literacy for ELLs
MLL 7406	Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)
MLL 7401	Structure of English Language in ELL

Content and Performance Assessment Requirements

This certificate program contributes to eligibility for certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in Delaware Administrative Code, Title 14, Regulation

290.
The regulation states, in part:

Content **Assessment**

"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**

"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 Graduate Certificate in ESOL Literacy is ETS Praxis II, Test Code #5361, ESOL. The minimum acceptable score is 149. 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 for this exam in order to be eligible to petition for the Graduate Certificate of ESOL Literacy. Candidates must consult with program advisors and/or the program chair to obtain the most current information about this requirement.

Qualifications for Certificate

To qualify for the Graduate Certificate of ESOL Literacy, a candidate must meet all criteria noted in the Outcomes Assessment paragraph, above.

Candidates completing the five -courses listed above with a GPA of 3.0 and having achieved a passing score of 149 or higher on the Praxis Subject Assessment - English to Speakers of Other Languages (ETS Test # 5362) will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate in ESOL Literacy. Applications may be found on the Wilmington University Registrar's webpage.

Delaware Certification - ESOL Teacher

Current Delaware Department of Education regulations (DE Title 14, §1562) permit individuals who hold an initial continuing, advanced license, or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to December 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 an ESOL Teacher after successfully completing five (5) Wilmington University College of Education courses.

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.

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.

GRADUATE CERTIFICATE READING SPECIALIST

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Graduate Certificate for Reading Specialist requires the following:

1. A current, valid United States teaching license/certificate.
2. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.

3. 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. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution.
4. Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute. This is to provide the College of Education with data that can satisfy national program accreditation requirements.
   NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.

   It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

   Schedule a program planning conference with a Graduate Program Advisor or the Program Chair. After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate course in the certificate program.

Purpose

The Graduate Certificate Reading Specialist 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 ILA (International Literacy Association) Standards, summarized below, and can be accessed in their entirety through the ILA's website.
The program develops reading experts who have demonstrated mastery in:

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

STANDARD 3: ASSESSMENT AND EVALUATION

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4: DIVERSITY AND EQUITY

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work

collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES

Candidates complete supervised, integrated, extended practicum/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practicums include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

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. Candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. PRAXIS II (5301 Reading Specialist) must be taken and passed (score of 164) prior to petitioning for the certificate. It is a requirement. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream.

Program Design

This certificate is 26 credits of content-specific courses related to various literacy needs of learners and required by the Delaware Department of Education. The certificate program requires that candidates be working in an educational setting to complete the program competency assignments. The Graduate Certificate as Reading Specialist is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), International Literacy Association (ILA), 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. There is a non--credit E--Folio course requirement (MED 6102).

Course Requirements

This list does not represent the recommended sequence.

MED 6102	E-Folio
MLL 7402	Second Language Acquisition in ELL
MRD 7802	Process and Acquisition of Literacy
	OR
MRD 7930	Coaching Adult Learners (Cert Candidates, only)
MRD 7806	Writing Assessment and Instruction (Cert Candidates, only)

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
MRD 7920	Practicum in Reading

MRD 7903: This course requires a final grade of "B" or higher

Content and Performance Assessment Requirements

This certificate program contributes to eligibility for 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**

"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**

"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 Graduate Certificate Reading Specialist is ETS Praxis II, Test Code #5301. The minimum acceptable score is 164. 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 for this exam in order to be eligible to petition for the Graduate Certificate as Reading Specialist. Candidates must consult with program advisors and/or the program chair to obtain the most current information about this requirement.

Qualifications for Certificate
To qualify for the Graduate Certificate Reading Specialist, a candidate must meet all criteria noted in the Outcomes Assessment paragraph, above.
Candidates completing the required sequence of 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 Graduate Certificate as Reading Specialist. Applications may be found on the Wilmington University Registrar's webpage.

Delaware Certification - School Reading Specialist

Current Delaware Department of Education regulations (DE Title 14, §1581) stipulate that teachers who hold a valid Delaware Initial, continuing, or Advanced License; or a Professional Status Certificate issued by the Department prior to December 31, 2003, and who have met the requirements as set forth in 14 DE Admin. Code 1505 and who have met the additional requirements in the regulation may apply for a State of Delaware Standard Certificate as a Reading Specialist. This includes three years of successful classroom teaching.
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.
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.

GRADUATE CERTIFICATE IN STEM EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in STEM Education, applicants are expected to provide or complete 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. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Graduate Certificate in STEM Education is designed for those who are interested in the in-depth study of pedagogical and technological knowledge and skills that are useful in implementing an integrated approach to teaching STEM concepts in the classroom. Candidates study research-based practices to acquire knowledge and skills needed for educating students in four specific disciplines - science, technology, engineering and mathematics - in an interdisciplinary and applied approach.

Program Competencies
The program competencies adopted for the certificate program reflect the INTASC Standards and Next Generation Science Standards.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate in STEM Education program competencies and the university-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 Graduate Certificate in STEM Education. The certificate includes 15 credits of content-specific courses related to pedagogical knowledge and skills for teaching four specific disciplines (science, technology, engineering and mathematics) in an interdisciplinary, applied approach. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments.

Course Requirements

Content-Specific Courses (15 credits)

MED 6102	E-Folio
MED 7712	Curriculum Development
MED 7814	Problem-Based Learning
MED 7815	Innovations in Teaching
MED 7817	Professional Studies
MED 7819	Design, Build, and Test

Qualifications for Certificate

To qualify for the Graduate Certificate in STEM Education, a candidate must successfully complete the five 3-credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.
Candidates completing the five STEM Education courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate in STEM Education. Applications may be found on the Wilmington University Registrar's webpage.
NOTE
Completion of this certificate does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate.

GRADUATE CERTIFICATE IN ADMINISTRATION IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in STEM Education, applicants are expected to provide or complete 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. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Administration in Higher Education certificate is designed for those interested in transitioning or advancing their career in higher education administration. The candidate must hold a minimum of a bachelor's degree. Candidates study research-based best practices and will develop the knowledge and skills to pursue a role in leadership, management, or administration. A 120-hour field experience is included in this certificate.
Courses are available in a hybrid format or a fully-online online format.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-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.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio

MHE 7200	Introduction to Administration in Higher Education
MHE 7201	Law and Policy in Higher Education
MHR 7800	Seminar in Human Resource Management
MHE 7202	Data Driven Strategic Planning
MHE 7403	Field Experience

Qualifications for Certificate

To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.

Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.

NOTE

Completion of this certificate does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate.

GRADUATE CERTIFICATE IN FOUNDATIONS IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in STEM Education, applicants are expected to provide or complete 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. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Foundations in Higher Education certificate is designed for those interested in transitioning to or advancing their career in higher education. The candidate must hold a minimum of a bachelor's degree. Candidates study research-based best practices and will develop the knowledge and skills to understand and navigate higher education environments.

Courses are available in a hybrid format or a fully online format.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-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.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7100	History of American Higher Education
MHE 7001	Academic Research and Writing
MHE 7101	Equity and Inclusion in Higher Education
MHE 7102	Leadership and Ethical Decision Making in Higher Education
MHE 7103	Current Issues and Financial Trends in Higher Education

Qualifications for Certificate
To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.
Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.

NOTE
Completion of this certificate does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate.

GRADUATE CERTIFICATE IN STUDENT AFFAIRS IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to

the Graduate Certificate in STEM Education, applicants are expected to provide or complete 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. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Student Affairs in Higher Education certificate is designed for those interested in beginning or advancing their career in student affairs. Candidates study research-based best practices and will develop the knowledge and skills to create a positive learning environment for student engagement and success. A 120-hour field experience is included in this certificate.
Courses are available in a hybrid format or a fully online format.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-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.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7300	Introduction to Student Affairs
MHE 7301	Student Development Theory and Contemporary College Students
MHE 7302	Assessment of Student Learning Outside of the Classroom
MHE 7201	Law and Policy in Higher Education
MHE 7403	Field Experience

Qualifications for Certificate
To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two

years.
Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.

NOTE
Completion of this certificate does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate.

GRADUATE CERTIFICATE IN TEACHING IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in STEM Education, applicants are expected to provide or complete 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. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Teaching in Higher Education certificate is designed for the educator in Higher Education who holds a Master's degree in their field of expertise and is interested in developing a better understanding of the foundation and theory of education. Candidates study research-based best practices and will develop the knowledge and skills to create a positive learning environment for student success. This certificate program offers best practices related to pedagogy and andragogy, teaching strategies and the adult learner, curriculum development, assessments, and evaluations. A field experience is included in this certificate. Conferral of the certificate requires the successful completion of the following six (5) core courses (15 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.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-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.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment in Evaluation
MHE 7403	Curriculum Development
MHE 7403	Field Experience

Qualifications for Certificate
To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.
Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.

NOTE
Completion of this certificate does not qualify the recipient for a license or certification in Delaware, since there is no relevant Delaware license or certificate.

CERTIFICATE OF ADVANCED STUDY IN SCHOOL COUNSELING

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 K-12 school students. The CAS is designed to prepare present school counselors for current issues and trends in the profession. The CAS courses may be used as hours towards re-certification 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. 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 School Counseling is not a State of Delaware license or certificate.

Admission 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.
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 Requirements

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	Classification of Psychopathology
MEC 7503	Special Education Law and the School Counselor's Role
MEC 7806	Research Methods, Statistics, and Accountability in School Counseling

COLLEGE OF HEALTH PROFESSIONS

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:

1. Acknowledges the competence of health professionals with diverse backgrounds, abilities, and experiences;
2. Challenges health professionals to acquire new skills to respond to the changing health needs of individuals, families, and communities;
3. Guides health professionals to critically examine the issues confronting health care;
4. Encourages health professionals to participate effectively in the learning process; and
5. Influences health professionals to pursue lifelong learning.

Goals

The master's programs 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.

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, masters, post-graduate certificate, and doctoral nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE).

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

Traditional DNP Degrees

DOCTOR OF NURSING PRACTICE

Nurses in advanced practice roles need to have forward-thinking clinical expertise and leadership skills at their command to promote the application and implementation of evidence-based practices linked to original scientific research. Accomplishing this goal requires the application of health policy, informatics, population health, and business practices to the care of individuals, families, and communities. The Doctor of Nursing Practice (DNP) is a terminal degree designed to prepare advanced nurses to meet the nation's increasingly complex health care needs.

Program Competencies

Outcome competencies for the DNP program are derived from The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). Upon completion of the DNP program, graduates will be able to:

1. Evaluate the scientific underpinnings of practice.

2. Apply systems leadership skills to develop and evaluate care delivery approaches while leading quality improvement activities to improve clinical outcomes.

3. Apply clinical scholarship and analytical methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.

4. Appraise information systems technology and patient care technology to transform health care.

5. Serve as a health care policy advocate by critically analyzing health policy proposals, health policies, and related issues.

6. Lead inter-professional teams in the analysis of complex practice and organizational issues to improve patient and population health outcomes.

7. Synthesize and utilize individual, aggregate, and population 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 Information

WilmU's DNP program delivers an innovative curriculum emphasizing healthcare engineering and interdisciplinary collaboration among clinicians, educators, health systems, community leaders, and policy makers. Students learn to utilize both theory and evidence-based data to promote the highest level of professional practice.

To best serve working nurse professionals, WilmU offers flexible schedules that enable students to balance work, personal, and educational commitments. The DNP program can be completed full-time in 20 months (5 semesters), culminating with a 9-credit, year-long, evidence-based doctoral project. Core courses are offered two at a time in 7-week blocks. DNP project courses are offered in 15-week semesters.

Students may also wish to complete the DNP program part-time in 28 months (7 semesters), culminating with a 9-credit, year-long, evidence-based doctoral project. Core courses are offered one at a time in 7-week blocks. DNP project courses are offered in 15-week semesters.
The DNP program is offered in two formats: (1)100% online to provide the most flexibility for students. However, two optional online synchronous course meetings are offered during each course to facilitate student and faculty interaction. There are no on campus residency requirements and students have the option to present their final doctoral project virtually or on campus. (2) Hybrid with weekend intensives at the Brandywine campus in Wilmington, Delaware. The hybrid option requires one weekend of on-site classes per semester.

Online cohorts begin every Spring, Summer and Fall. Weekend intensive hybrid cohorts begin every Fall and Spring.

Students must earn a B or better in all DNP courses, maintain a 3.0 GPA or higher, and complete all degree requirements within seven (7) years. If less than a B is earned in a DNP course, students may re-take the course one (1) time and a maximum of two (2) courses may be repeated. Continuous enrollment is required during the DNP Project phase of the program (DNP 8000, DNP 8001, DNP 8002 and DNP 8004 as needed).

DNP Project

The DNP program exists within a framework of professional, academic rigor that requires planning, implementing, and evaluating an evidence-based doctoral project. The DNP Project highlights the scholarly contribution of DNP-prepared nurses to the ever-changing health care landscape. Within the framework of evidence-based practice, students identify a pertinent topic to further study, most commonly within their workplace. The project begins in DNP 8000 and culminates with completion in DNP 8002. A majority of the experiential hours are devoted to the doctoral project; however, other courses do incorporate experiential academic engagement hours. The final project manuscript details the nature and scope of the project, and students are required to disseminate their findings to the health care community. Students are encouraged to individualize their project toward their career focus as a DNP-prepared nurse and will be assigned to a DNP faculty advisor who will serve as the DNP Project Chair, providing guidance throughout the three sequential semesters of project completion. The DNP Project Team will be mutually agreed upon between the student and faculty advisor.

Advanced Practice Concentration

Admission Requirements

Interested candidates must have a master's degree with current national board certification as an Advanced Practice Registered Nurse (APRN).

Experiential Engagement Hours

The DNP is a rigorous, practice-leadership focused degree. Experiential engagement experiences afford students the opportunity to synthesize and utilize theory and research data to promote the highest quality of care at an advanced level of professional nursing practice. Students currently licensed as an Advanced Practice Registered Nurse will complete five hundred (500) experiential engagement hours aligned with the AACN DNP Essentials (2006). Doctoral faculty will provide oversight and guidance while students work closely with an experiential engagement mentor.

Course Requirements

The DNP curriculum builds upon master's preparation for Advanced Practice Registered Nurses. Students will complete core courses taught by scholar practitioners in preparation for a year-long DNP Project designed to bridge the gap between original research and clinical practice. Advanced Practice Registered Nurses are required to complete 33 credits and 500 experiential engagement hours.

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential

	engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Leadership Concentration

Admission Requirements

Interested candidates must have a master's degree in nursing or a related field and be actively employed in an area of advanced nursing practice (i.e. informatics, executive leadership, health policy, or population health). National board certification (i.e. NE-BC, NEA-BC, CNML, CPHIMS) for nurse leaders is recommended, but not required.

Experiential Engagement Hours

The DNP is a rigorous, practice-leadership focused degree. Experiential engagement experiences afford students the opportunity to synthesize and utilize theory and research data to promote the highest quality of care at an advanced level of professional nursing practice. Leadership students will complete one thousand (1,000) experiential engagement hours aligned with the AACN DNP Essentials (2006) and AONL Nurse Executive Competencies (2015). Doctoral faculty will provide oversight and guidance while students work closely with an experiential engagement mentor.

Course Requirements

The DNP curriculum builds upon master's preparation for nurses prepared in an advanced nursing practice specialty. All students take eight (8) core courses and four (4) experiential engagement courses taught by scholar practitioners in preparation for a year-long DNP project designed to bridge the gap between original research and clinical practice. Nurse Leaders are required to complete 45 credits and 1,000 experiential engagement hours.

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Experiential Engagement Courses

DNP 9001	Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours)

DNP 9002	Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours)
DNP 9003	Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours)
DNP 9004	Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours)

Post-MSN Graduate Certificates

POST-MSN NURSE PRACTITIONER CERTIFICATES

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.
Students will be eligible for APRN licensure and national certification through AANC or AANP board certification programs. Additional classes may be required based on GAP analysis.

Nurse Practitioner Certificate Competencies:

Through completion of the selected certification program, graduates will:

1. Demonstrate competence in 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.

Psychiatric Mental Health Nurse Practitioner

The Psychiatric Mental Health Nurse Practitioner Post Graduate Certificate track (PMHNP) is an online program that will prepare graduates to provide comprehensive mental health services to diverse populations in the primary care setting. The psychiatric mental health certificate program combines theory, practice, and therapeutic interventions to promote the highest level of care in the mental health community. The program includes 500 hours of clinical practicum, to be completed within a variety of clinical settings. Graduates of the PMHNP track will meet the requirements of the American Nurses Credentialing Center (ANCC) and will be eligible to take the PMHNP certification examination. The psychiatric mental health certificate program at Wilmington University has been developed for nurses who have a master's degree, and are nationally certified, licensed family nurse practitioners.

24 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

MSN 8348	Psychopharmacology for the Advanced Practice Nurse Across the Lifespan
MSN 8349	Therapeutic Modalities and Psychiatric Conditions Across the Lifespan
MSN 8350	Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan I
MSN 8351	Psychiatric Mental Health Conditions and Therapeutic

	Interventions Across the Lifespan II
MSN 8352	Psychiatric Mental Health Management of Serious Conditions in Vulnerable Populations Across the Lifespan: Family/Group
MSN 8353	Certificate Psychiatric Mental Health Practicum I
MSN 8354	Certificate Psychiatric Mental Health Practicum II
MSN 8355	Certificate Psychiatric Mental Health Practicum III

Adult/ Gerontology Nurse Practitioner

30 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology
MSN 7702	Advanced Adult Health Assessment
MSN 7709	Advanced Geriatric Assessment and Health Promotion
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	Certificate Adult/Gerontology Practicum I
MSN 8204	Certificate Adult/Gerontology Practicum II
MSN 8304	Certificate Adult/Gerontology Practicum III

Gerontology Nurse Practitioner, Seeking Adult/ Gerontology Nurse Practitioner

15 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
	(Many ANP programs include gender-related health courses and clinical requirements. This will be reviewed on an individual basis.)
MSN 8104	Certificate Adult/Gerontology Practicum I
	(May be accepted as Prior Learning Assessment)
MSN 8204	Certificate Adult/Gerontology Practicum II
MSN 8304	Certificate Adult/Gerontology Practicum III

Adult Nurse Practitioner, Seeking Adult/ Gerontology Nurse Practitioner

18 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

MSN 7707	Primary Care III: Gender Health Issues
	(Many ANP programs include gender-related health courses and clinical requirements. This will be

reviewed on an individual basis.)

MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 7709	Advanced Geriatric Assessment and Health Promotion
MSN 8104	Certificate Adult/Gerontology Practicum I
	(May be accepted as Prior Learning Assessment)
MSN 8204	Certificate Adult/Gerontology Practicum II
MSN 8304	Certificate Adult/Gerontology Practicum III

Family Nurse Practitioner

30 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology
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 8103	Certificate Family Practicum I
MSN 8203	Certificate Family Practicum II
MSN 8303	Certificate Family Practicum III

Adult Nurse Practitioner, Seeking Family Nurse Practitioner

18 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

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
	(Many ANP programs include gender-related health courses and clinical requirements. This will be reviewed on an individual basis.)
MSN 8103	Certificate Family Practicum I
	(May be accepted as Prior Learning Assessment)
MSN 8203	Certificate Family Practicum II
MSN 8303	Certificate Family Practicum III

Pediatric Nurse Practitioner, Seeking Family Nurse Practitioner

18 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

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
	(Many ANP programs include gender-related health courses and clinical requirements. This will be reviewed on an individual basis.)
MSN 8103	Certificate Family Practicum I
	(May be accepted as Prior Learning Assessment)
MSN 8203	Certificate Family Practicum II
MSN 8303	Certificate Family Practicum III

Women's Health Nurse Practitioner, Seeking Family Nurse Practitioner

18 Credits/ 500 Clinical Hours

Courses are listed in order of sequence.

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	Certificate Family Practicum I
	(May be accepted as Prior Learning Assessment)
MSN 8203	Certificate Family Practicum II
MSN 8303	Certificate Family Practicum III

POST MSN NURSING LEADERSHIP CERTIFICATES

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

All candidates for the post-master's certificate must make an application to the program as a certificate candidate and must meet the admission requirements for the MSN program. A course of study may be individualized based on the type of MSN held by the candidate. Applicants may obtain a Graduate Certificate Program Form by downloading it from the Wilmington University Registrar's webpage.

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.

Public Health Role

1. Monitor health status to identify, diagnose, and investigate community health problems and hazards in the community.
2. Achieve public health leader role by informing, educating, and empowering individuals about health issues.
3. Review and develop policies and plans that support individual and community health efforts.

Course of Study

This Post Master's Certificate course sequencing is for MSN Leadership students who have started their program in Fall I 2016 and after. Students that began their certificate program before Fall I 2016 should contact their program chair for course sequencing.

Executive Role (15 Credits)

Students are required to take the following:

MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design

Students select one (1) course from the following Graduate College of Business Courses:

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 6503	Leadership Development and Change Management

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Educator Role (18 Credits)

Students are required to take the following:

MSN 7752	Clinical Teaching and Evaluation (Includes Clinical Hours)
MSN 7753	Curriculum Development
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6611	Instructional Technology for Nurse Educators

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Legal Nurse Consultant (15 Credits)

Students are required to take the following:

MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only. Includes Clinical Hours)
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Public Health Role (18 Credits)

Students are required to take the following

MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6615	Public Health Essentials
MSN 6616	Epidemiology Health Professions
MSN 6617	Population Health for Health Professionals

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Traditional NP Degrees

NURSE PRACTITIONER: FAMILY, ADULT/GERONTOLOGY, MASTER OF SCIENCE IN NURSING

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admissions information. Students are admitted to this program twice per year for courses starting each Fall or Spring semester. Both FNP and AGNP tracks will be considered for Fall enrollment at all three of our locations (Wilson Graduate Center, Georgetown, and Brandywine). Spring enrollment is only for those considering the FNP track and only at the Wilson Graduate Center location. 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:
    - Graduation from a regionally accredited baccalaureate program in nursing;

- Completion of an undergraduate statistics course, with a grade of "C" or higher;
- Completion of an undergraduate health assessment course, with a grade of "C" or higher, or an equivalent continuing education course (Nurse Practitioner concentrations only);
- 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. Students will be notified of admission only after the interview is complete; however, an interview does not guarantee placement in the upcoming cohort.
7. 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. Students will be eligible for APRN licensure and national certification through AANC or AANP board certification programs.

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.
11. Influence healthcare outcomes for individuals, populations, and systems through advanced assessment of health promotion, prevention, and continual improvement of nursing care across diverse settings.

Pre-Requisite 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 for MSN 6608 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 Wilmington University course is appropriate:

MAT 308 - *Inferential Statistics*

Nurse Practitioner Concentrations - Program Design

These concentrations emphasize the direct caregiver role while combining nursing and related theory, advanced nursing practice, and scholarly inquiry. Nurses prepared as nurse practitioners have advanced health assessment skills; the ability to determine, implement, and evaluate a plan of health care; and the ability to implement strategies aimed at both health promotion and health restoration. The student's experience culminates with a capstone/scholarly paper or a primary care experience.

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

Several courses contain laboratory and/or clinical experiences in conjunction with the classroom experience. Selected courses have an associated fee. In order to participate in clinical experiences, students will need to show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. The University, under a group policy, carries professional liability insurance coverage for students. Students are encouraged to maintain separate RN professional liability insurance coverage, but this is not required.

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

Family Nurse Practitioner Concentration

This program can be completed in 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.

Core Courses (12 Credits)

MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
DNP 7104	Politics and Policy in the Healthcare System
DNP 7101	Epidemiology for Advanced Nursing Practice

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	Family Practicum I
MSN 8213	Family Practicum II
MSN 8223	Family Practicum III
MSN 8330	Family Practicum IV
MSN 8343	Family Practicum V

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.

Core Courses (12 Credits)

MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
DNP 7104	Politics and Policy in the Healthcare System
DNP 7101	Epidemiology for Advanced Nursing Practice

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	Adult/Gerontology Practicum I
MSN 8214	Adult/Gerontology Practicum II
MSN 8224	Adult/Gerontology Practicum III
MSN 8331	Adult/Gerontology Practicum IV
MSN 8344	Adult/Gerontology Practicum V

Traditional Leadership Degrees

MASTER OF SCIENCE IN NURSING LEADERSHIP: EXECUTIVE, EDUCATOR, LEGAL NURSE CONSULTANT, OR PUBLIC HEALTH CONCENTRATION

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 licensure (copy of computer verification acceptable).
3. Register for MSN 6500 as your first course.
4. 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

Once the application process is complete, students will receive an email from the graduate program regarding orientation and program planning.

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

Program Purpose

The Master of Science in Nursing (MSN) program is designed to prepare professional nurses for roles in advanced practice. The curriculum emphasizes the relationships among advanced nursing practice, theory, and scholarly inquiry. Nurses educated at the graduate level demonstrate competency in the roles of advanced caregiver, leader, teacher, and participate as a 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 Goals

The goals of the Master of Science in Nursing program are to prepare graduates to:
1. Function effectively in advanced nursing practice roles in a variety of settings.
2. Engage in personal and professional development through life-long learning.
3. Broaden career mobility and opportunities in nursing.

Program Competencies

Through completion of the Master of Science in Nursing program, graduates will:
1. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity;
2. Synthesize theoretical, experiential, and research knowledge as the scientific basis for advanced nursing practice;
3. Use the ethical and legal standards recognized by the nursing profession to guide advanced nursing practice;
4. Implement knowledge of qualitative and quantitative research to improve nursing practice by evaluating published research, applying findings to practice, and participating in research activities;
5. Incorporate findings from teaching/learning theories and research to educate individuals and groups;
6. Implement knowledge of health policy, financial aspects of health care, and the organization of health delivery systems to influence continuous improvement in health care;
7. Fulfill a leadership role in individual and population healthcare 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.
11. Influence healthcare outcomes for individuals, populations, and systems through advanced assessment of health promotion, prevention, and continual improvement of nursing care across diverse settings.

Pre-Requisite Course Requirements

All students are required to have prerequisite knowledge of statistics. If the student has not completed an undergraduate course in statistics with a grade of "C" or better, he or she will be required to complete statistics prior to consideration for degree candidacy (completion of 12 credits). If an undergraduate course in statistics has not been successfully completed, the following Wilmington University course is appropriate:
MAT 308 - *Inferential Statistics*

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 College of Business and the College of Health Professions for dual degree executive options. Technology is integrated into the program, and nursing courses may be offered in a distance learning format. Students in all concentrations will complete a final culminating project for their MSN 8900 Nurse Leadership Portfolio.
All concentrations are designed to advance 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. 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. The LNC courses are available as online courses only and students should be **comfortable with the Online Learning format.**

Public Health

The MSN in Leadership Public Health Track will educate nurses in public health essentials, epidemiology, and population health to provide an academic foundation for employment in public health. The Public Health track will provide nurses with education inclusive of social determinants of health, and strategies to build healthy communities with a goal to improve well-being and access to equitable health care for all.

Program Requirements

Students should contact the MSN Leadership program chair for pre-program planning and course sequencing. **Register for MSN 6500 as your first course.** Statistics is the pre-requisite for MSN 6608. MSN 8900 Nurse Leadership Portfolio is the final course in the program.

Core MSN Courses (12 credits)

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

MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

MSN Leadership Core Courses (12 Credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice (First course)
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles

Executive Concentration Requirements (12 Credits)

MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design

Final Course Requirement

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Educator Concentration Requirements (12 Credits)

Requirements List

MSN 6611	Instructional Technology for Nurse Educators
MSN 7752	Clinical Teaching and Evaluation (Includes Clinical Hours)
MSN 7753	Curriculum Development

Final Course Requirement

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Legal Nurse Consultant Concentration Requirements (12 Credits)

Requirements List

MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only. Includes Clinical Hours)
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Public Health Concentration Requirements (12 Credits)

MSN 6615	Public Health Essentials
MSN 6616	Epidemiology Health Professions
MSN 6617	Population Health for Health Professionals

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Dual Degrees

DUAL DOCTOR OF NURSING PRACTICE AND MASTER OF

BUSINESS ADMINISTRATION IN HEALTHCARE ADMINISTRATION

This option provides students the opportunity to earn a Doctor of Nursing Practice and Master of Business Administration in Healthcare Administration simultaneously. Advanced Practice Registered Nurses and Nurse Leaders with acquire the requisite skills to succeed in a complex healthcare environment. Graduates of the dual degree option will be prepared as executive leaders and entrepreneurs with both healthcare and business expertise.

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
*For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Master of Business Administration

The MBA 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.
*For more information about the Master of Business Administration program, please refer to: https://www.wilmu.edu/business/business-administration-master-curriculum.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and the College of Business. The combined Doctor of Nursing Practice and Master of Business Administration is 54 credits and 500 experiential engagement hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 66 credits and 1,000 experiential engagement hours. Students will be dual advised by the DNP Program Chair and MBA Program Chair.

Advanced Practice Concentration with MBA in Healthcare Administration, (54 Credits, 18 Courses)

Both the DNP and MBA must be completed simultaneously in one enrollment

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

MBA Courses

MBA 6000 must be taken first, and MBA 8800 must be taken last. DNP 7105 is a prerequisite for MBA 6100, MBA 6400, and MBA 7200

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy

Leadership Concentration with MBA in Healthcare Administration (66 Credits, 22 Courses)

Both the DNP and MBA must be completed simultaneously in one enrollment

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Experiential Engagement Courses

DNP 9001	Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours)
DNP 9002	Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours)
DNP 9003	Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours)
DNP 9004	Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours)

MBA Courses

MBA 6000 must be taken first, and MBA 8800 must be taken last. DNP 7105 is a prerequisite for MBA 6100, MBA 6400, and MBA 7200.

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MBA 7600	Global Marketing Management
MBA 8800	Business Strategy

DUAL MSN MASTER OF SCIENCE IN NURSING AND MSM-HCA OR MBA-HCA

Students choosing the executive concentration may wish to earn a dual degree. There are two options; a Master of Science in Nursing (MSN) and a Master of Science in Management (MSM) with the Health Care Administration (HCA) focus; **or** a Master of Science in Nursing (MSN) and the Master of Business Administration (MBA) with the Health Care Administration (HCA focus)

Admission, progression, and graduation requirements are a coordinated effort between the Colleges of Health Professions and the College of Business. **Students should initially contact the MSN Leadership program chair for entry into these options and pre-program course sequencing.** The dual degree program is 51 credits; however, the MSN/MBA program has specific prerequisite requirements. Students will need to make an appointment with the College of Business at (302) 356-2488 to review their transcripts to determine if any pre-requisites were met in undergraduate coursework, however, students remain under the College of Health Professions' graduate program chair for advisement.

MSN with MBA-HCA (51 Credits/ 17 courses)

Dual degree must be completed in one enrollment.

Course Requirements

A list of prerequisite courses may be obtained from either the College of Health Professions or the College of Business Graduate Programs.

MSN 6500	Leadership Roles in Advanced Nursing Practice (First course)
MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing
MSN 6608	Evidence Based Practice in the Health Professions

MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MBA 6100	Managerial Accounting
MBA 6350	Introduction to Data Analytics
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
HCA 7745	Marketing in the Health Care Sector

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

MSN and MSM-HCA (51 Credits/ 17 Courses)

Dual degree must be completed in one enrollment.

Course Requirements

A list of prerequisite courses may be obtained from either the College of Health Professions or the College of Business Graduate Programs.

MSN 6500	Leadership Roles in Advanced Nursing Practice (First course)
MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing
MSN 6608	Evidence Based Practice in the Health Professions
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MGT 6503	Leadership Development and Change Management
MGT 7400	Analysis of Decision Making
HCA 7745	Marketing in the Health Care Sector
MGT 7800	Strategy in Organizations
HCA 7700	Seminar in Health Care Administration
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900 Nurse Leadership Portfolio

Accelerated Options

ACCELERATED MSN ADULT GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER TO DOCTOR OF NURSING PRACTICE OPTION

This option provides Wilmington University MSN Adult Gerontology Primary Care Nurse Practitioner students the opportunity to take two selected DNP courses to fulfill the requirements of the MSN Adult Gerontology Primary Care Nurse Practitioner program:

DNP 7000 *Bioethics for Advanced Nursing Practice*
DNP 7106 *Healthcare Informatics*

Students, therefore, accelerate completion of the DNP program following successful completion of the MSN Adult Gerontology Primary Care Nurse Practitioner program. By participating in this option and completing the two selected courses and the two required DNP courses in the MSN Adult Gerontology Primary Care NP curriculum (DNP 7101: *Epidemiology for Advanced Nursing Practice* and DNP 7104: *Politics and Policy in the Healthcare System*), the number of credits required to complete the DNP program at Wilmington University, following graduation from the MSN program, is 21 and will take 20 months to complete, as opposed to the traditional 33 credits over 28 months.

Eligibility Criteria:

1. Completion of all MSN Adult Gerontology Primary Care Nurse Practitioner courses with the exception of MSN 8224: *Practicum III*, MSN 8331: *Practicum IV*, and MSN 8344: *Practicum V* courses
2. GPA 3.0 or greater
3. Letter of recommendation from a doctorally prepared professional (i.e. EdD, PhD, DNP, MD, etc.)
4. Goals statement (see page four of intent form for instructions)

The MSN Adult Gerontology Primary Care Nurse Practitioner to DNP Accelerated Option Intent Form is located in the College of Health Professions MSN NP Student Organization site. Upon submission of the intent to enroll form, the MSN NP and DNP Program Chairs will ensure that the eligibility criteria are met. If the eligibility criteria are met, students will be contacted by the DNP Program Chair to assist with appropriate course sequencing, advisement, and preparation for doctoral study.

PHASE 1:

1. The above criteria are met.
2. The ***Intent Form*** is submitted.
NOTE: Students are not obligated to earn the DNP degree at Wilmington University. Graduate level courses may be used in transfer, if accepted by other institutions.
3. A decision is made, and the student is informed.
4. If student wishes to be accepted into our DNP program, he/she may begin the formal DNP application process at this time (application, recommendations, goal statement, transcript submission, and interview).
5. Student should seek advisement from the Graduate Program Chair (MSN-NP and DNP) regarding schedule and courses.
6. Student completes up to <u>two</u> selected DNP courses.

PHASE 2:

1. Student must earn at least B in the doctoral level courses for the credits to be applicable to the DNP degree.
2. Student must maintain a cumulative GPA of at least 3.0
3. Student completes the formal application process, as described in Phase 1.
4. Official DNP acceptance after completing the requirements for the MSN-NP degree, with above criteria met.
5. If a student does not meet the above criteria, he/she may graduate with an MSN-NP degree upon successful completion of the required graduate course of study. That student may then apply to the DNP program through the regular process for admission.

ACCELERATED MSN FAMILY NURSE PRACTITIONER TO DOCTOR OF NURSING PRACTICE OPTION

This option provides Wilmington University MSN Family Nurse Practitioner students the opportunity to take two selected DNP courses to fulfil the requirements of the MSN Family Nurse Practitioner program:

DNP 7000 *Bioethics for Advanced Nursing Practice*
DNP 7106 *Healthcare Informatics*

Students, therefore, accelerate completion of the DNP program following successful completion of the MSN Family Nurse Practitioner program. By participating in this option and completing the two selected courses and the two required DNP courses in the MSN Family NP curriculum (DNP 7101: *Epidemiology for Advanced Nursing Practice* and DNP 7104: *Politics and Policy in the Healthcare System*), the number of credits required to complete the DNP program at Wilmington University, following graduation from the MSN program, is 21 and will take 20 months to complete, as opposed to the traditional 33 credits over 28 months.

Eligibility Criteria:

1. Completion of all MSN Family Nurse Practitioner courses with the exception of MSN 8223: *Practicum III*, MSN 8330: *Practicum IV*, and MSN 8343: *Practicum V* courses
2. GPA of 3.0 or greater
3. Letter of recommendation from a doctorally prepared professional (i.e. EdD, PhD, DNP, MD, etc.)
4. Goals statement (see page four of intent form for instructions)

The MSN Family Nurse Practitioner to DNP Accelerated Option Intent Form is located in the College of Health Professions MSN NP Student Organization site. Upon submission of the intent to enroll form, the MSN NP and DNP Program Chairs will ensure that the eligibility criteria are met. If the eligibility criteria are met, students will be contacted by the DNP Program Chair to assist with appropriate course sequencing, advisement, and preparation for doctoral study.

PHASE 1:

1. The above criteria are met.

2. The ***Intent Form*** is submitted.
NOTE: Students are not obligated to earn the DNP degree at Wilmington University. Graduate level courses may be used in transfer, if accepted by other institutions.
3. A decision is made, and the student is informed.
4. **If student wishes to be accepted into our DNP program, he/she may begin the formal DNP application process at this time (application, recommendations, goal statement, transcript submission, and interview).**
5. Student should seek advisement from the Graduate Program Chair (MSN-NP and DNP) regarding schedule and courses.

6. Student completes up to <u>two</u> selected DNP courses.

PHASE 2:

1. Student must earn at least B in the doctoral level courses for the credits to be applicable to the DNP degree.
2. Student must maintain a cumulative GPA of at least 3.0.
3. Student completes the formal application process, as described in Phase 1.
4. Official DNP acceptance after completing the requirements for the MSN-NP degree, with above criteria met.
5. If a student does not meet the above criteria, he/she may graduate with an MSN-NP degree upon successful completion of the required graduate course of study. That student may then apply to the DNP program through the regular process for admission.

ACCELERATED MSN LEADERSHIP TO DOCTOR OF

NURSING PRACTICE OPTION

This option provides Wilmington University MSN Leadership students the opportunity to take selected DNP courses to fulfil the requirements of the MSN Leadership program and two additional DNP experiential engagement courses. Students therefore accelerate completion of the DNP program following successful completion of the MSN Leadership program.

Legal Nurse Consultant, Nurse Educator, and Nurse Executive Concentrations:
Students have the option of (a) taking two selected DNP courses (DNP 7000 and DNP 7104) in lieu of two selected MSN-LDR courses (MSN 6646 and MSN 7741, respectively), and (b) receiving conditional acceptance into the DNP program prior to completion of the MSN-LDR degree. By participating in this option and completing the four selected courses, the number of credits required to complete the DNP program at Wilmington University, following graduation from the MSN-LDR program, is 33 as opposed to the traditional 45 credits.

Eligibility Criteria:

1. Completion of all three MSN-LDR courses (nine credits)
2. GPA of 3.0 or greater
3. Letter of recommendation from doctorally prepared professional
4. Current employment in an advanced nursing practice specialty
5. Goals statement (see the intent form for instructions)

The MSN Leadership to DNP Accelerated Option Intent Form is located in the College of Health Professions MSN Leadership Student Organization site. Upon submission of the intent to enroll form, the MSN Leadership and DNP Program Chairs will ensure that the eligibility criteria are met. If the eligibility criteria are met, students will be contacted by the DNP Program Chair to assist with appropriate course sequencing, advisement, and preparation for doctoral study.

PHASE 1:

1. The above criteria are met.
2. The ***Intent Form*** is submitted.
NOTE: Students are not obligated to earn the DNP degree at Wilmington University. Graduate level courses may be used in transfer, if accepted by other institutions.
3. A decision is made, and the student is informed.
4. If student wishes to be accepted into our DNP program, he/she may begin the formal DNP application process at this time (application, recommendations, goal statement, transcript submission, and interview).
5. Student should seek advisement from the Graduate Program Chair (MSN-LDR and DNP) regarding schedule and courses.
6. Student completes up to four selected DNP courses.

PHASE 2:

1. Student must earn at least B in the doctoral level courses for the credits to be applicable to the DNP degree.
2. Student must maintain a cumulative GPA of at least 3.0.
3. Student completes the formal application process, as described in Phase 1.
4. Official DNP acceptance after completing the requirements for the MSN-LDR degree, with above criteria met.
5. If a student does not meet the above criteria, he/she may graduate with an MSN-LDR degree upon successful completion of the required graduate course of study. That student may then apply to the DNP program through the regular process for admission.

Combined Post-Masters Certificates

COMBINED POST-MASTERS PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE AND DOCTOR OF NURSING PRACTICE

This option provides students the opportunity to earn a Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice simultaneously. The Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice combined option provides a solid academic and practical foundation for master's prepared nurses without current certification as a Psychiatric Mental Health Nurse Practitioner.

Psychiatric Mental Health Nurse Practitioner Certificate

The Psychiatric Mental Health Nurse Practitioner Certificate is designed to prepare graduates to provide comprehensive mental health services to diverse populations. The program combines theory, practice, and therapeutic interventions to promote the highest level of care. Upon completion of the Post-Masters Certificate, students will be eligible for Psychiatric Mental Health Nurse Practitioner licensure and national certification through the American Nurses Credentialing Center (ANCC).
For more information regarding the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate Program including application deadlines, please refer to: https://www.wilmu.edu/health/psychiatric-mental-health-nurse-practitioner-certificate-curriculum.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program including application deadlines, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice Program is 57 credits. This includes 24 credits and 500 clinical hours for the Psychiatric Mental Health Nurse Practitioner Certificate and 33 credits and 500 experiential engagement hours for the Doctor of Nursing Practice Program. Students will be dual advised by the MSN Psychiatric Mental Health Nurse Practitioner Program Chair and DNP Program Chair.
A maximum of six credits may be transferred and accepted for doctoral credit in accordance with the Wilmington University catalog.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate program and one for the Doctor of Nursing Practice program.

57 Credits, 19 Courses

Psychiatric Mental Health NP Certificate Courses

MSN 8348	Psychopharmacology for the Advanced Practice Nurse Across the Lifespan
MSN 8349	Therapeutic Modalities and Psychiatric Conditions Across the Lifespan
MSN 8350	Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan I
MSN 8351	Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan II
MSN 8352	Psychiatric Mental Health Management of Serious Conditions in Vulnerable Populations Across the Lifespan: Family/Group
MSN 8353	Certificate Psychiatric Mental Health Practicum I
MSN 8354	Certificate Psychiatric Mental Health Practicum II
MSN 8355	Certificate Psychiatric Mental Health Practicum III

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

COMBINED POST-MASTERS FAMILY NURSE PRACTITIONER CERTIFICATE AND DOCTOR OF NURSING PRACTICE

This option provides students the opportunity to earn a Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice simultaneously. The Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice combined option provides a solid academic and practical foundation for master's prepared nurses without current certification as a Family Nurse

Practitioner.

Family Nurse Practitioner Certificate

The Family Nurse Practitioner Certificate is designed for nurses who already hold a master's degree in nursing and offers an educational pathway to specialization as a primary care provider. Upon completion of the Post-Masters Certificate, students will be eligible for Family Nurse Practitioner licensure and national certification through the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioner Certification Board (AANPCB) certification programs.
For more information regarding the Post-Masters Certificate Family Nurse Practitioner Program including application deadlines, please refer to: https://www.wilmu.edu/health/family-nurse-practitioner-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice Program is 63 credits. This includes 30 credits and 500 clinical hours for the Family Nurse Practitioner Certificate and 33 credits and 500 experiential engagement hours for the Doctor of Nursing Practice Program. Students will be dual advised by the MSN NP Program Chair and DNP Program Chair.
Specific to the Post-Masters Nurse Practitioner Certificate, three (3) courses (nine (9) credits) may be accepted as transfer credit: MSN 6603: *Advanced Pathophysiology*, MSN 7702: *Advanced Adult Health Assessment*, and MSN 7703: *Advanced Pharmacology*.
Specific to the Doctor of Nursing Practice Program, a maximum of six credits may be transferred and accepted for doctoral credit in accordance with the Wilmington University catalog.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Family Nurse Practitioner Certificate as well as the Doctor of Nursing Practice Programs.
In addition, this program requires two applications, one for the Post-Masters Family Nurse Practitioner Certificate program and one for the Doctor of Nursing Practice program.

63 Credits, 21 Courses

Family NP Certificate Courses

MSN 6603	Advanced Physiology/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	Certificate Family Practicum I
MSN 8203	Certificate Family Practicum II
MSN 8303	Certificate Family Practicum III

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

COMBINED POST-MASTERS ADULT/GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER CERTIFICATE AND DOCTOR OF NURSING PRACTICE

This option provides students the opportunity to earn a Post-Masters Adult Gerontology Primary Care Nurse Practitioner Certificate and Doctor of Nursing Practice simultaneously. The Post-Masters Adult Gerontology Primary Care Nurse Practitioner Certificate and Doctor of Nursing Practice combined option provides a solid academic and practical foundation for master's prepared nurses without current certification as an Adult Gerontology Primary Care Nurse Practitioner.

Adult Gerontology Primary Care Nurse Practitioner Certificate

The Adult Gerontology Primary Care Nurse Practitioner Certificate is designed for nurses who hold a master's degree in nursing and offers an educational pathway to specialization as a primary care provider. Upon completion of the Post-Masters Certificate, students will be eligible for Adult Gerontology Primary Care Nurse Practitioner licensure and national certification through the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioner Certification Board (AANPCB) certification programs.
For more information regarding the Post-Masters Certificate Adult Gerontology Primary Care Nurse Practitioner Program including application deadlines, please refer to: https://www.wilmu.edu/health/adult-gerontology-nurse-practitioner-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational

pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program including application deadlines, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Adult Gerontology Primary Care Nurse Practitioner Certificate and Doctor of Nursing Practice Program is 63 credits. This includes 30 credits and 500 clinical hours for the Adult Gerontology Primary Care Nurse Practitioner Certificate and 33 credits and 500 experiential engagement hours for the Doctor of Nursing Practice Program. Students will be dual advised by the MSN NP Program Chair and DNP Program Chair.
Specific to the Post-Masters Nurse Practitioner Certificate, three (3) courses (nine (9) credits) may be accepted as transfer credit: MSN 6603: Advanced Pathophysiology, MSN 7702: Advanced Adult Health Assessment, and MSN 7703: Advanced Pharmacology.
Specific to the Doctor of Nursing Practice Program, a maximum of six credits may be transferred and accepted for doctoral credit in accordance with the Wilmington University catalog.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Adult Gerontology Primary Care Nurse Practitioner Certificate as well as the Doctor of Nursing Practice Programs.

In addition, this program requires two applications, one to the Post-Masters Adult Gerontology Primary Care Nurse Practitioner program and one to the Doctor of Nursing Practice Program.

63 Credits, 21 Courses

Adult/ Gerontology Primary Care NP Certificate Courses

MSN 6603	Advanced Physiology/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	Certificate Adult/Gerontology Practicum I
MSN 8204	Certificate Adult/Gerontology Practicum II
MSN 8304	Certificate Adult/Gerontology Practicum III

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics

DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

COMBINED POST-MASTERS NURSE EDUCATOR AND DOCTOR OF NURSING PRACTICE CERTIFICATE

This option provides students the opportunity to earn a Doctor of Nursing Practice and Post-Masters Nurse Educator Certificate

simultaneously. The Doctor of Nursing Practice and Post-Masters Nurse Educator Certificate combined option provides a solid academic and practical foundation for master's prepared nurses interested in a career as a nurse educator.

Nurse Educator Certificate

The Nurse Educator Certificate is designed for nurses interested in teaching students, clients, and staff in a variety of academic and clinical settings.
For more information regarding the Post-Masters Nurse Educator Certificate Program please refer to:
https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Doctor of Nursing Practice Program and Post-Masters Nurse Educator Certificate Program is 45 credits and 500 experiential engagement hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 60 credits and 1,000 experiential engagement hours. Students will be dual advised by the MSN Leadership Program Chair and DNP Program Chair.
Current National-Board Certification as an Advanced Practice Registered Nurse will meet the requirements for MSN 6609: Advanced Concepts in Pathophysiology and Pharmacology as well as MSN 6610: Advanced Physical Assessment for Nurse Leaders.
Students without National-Board Certification as an Advanced Practice Registered Nurse will need to complete the entire 18-credit Post-Masters Nurse Educator Certificate.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Nurse Educator as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Nurse Educator program and one to the Doctor of Nursing Practice program.

Advanced Practice Concentration, (45 Credits, 15 Courses)

Nurse Educator Certificate Courses

MSN 7752	Clinical Teaching and Evaluation (Includes Clinical Hours)
MSN 7753	Curriculum Development
MSN 6611	Instructional Technology for Nurse Educators

Final Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Leadership Concentration (60 Credits, 20 Courses)

Nurse Educator Certificate Courses

MSN 7752	Clinical Teaching and Evaluation (Includes Clinical Hours)
MSN 7753	Curriculum Development
MSN 6611	Instructional Technology for Nurse Educators
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Experiential Engagement Courses

DNP 9001	Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours)
DNP 9002	Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours)
DNP 9003	Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours)
DNP 9004	Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours)

COMBINED POST-MASTERS NURSE EXECUTIVE CERTIFICATE AND DOCTOR OF NURSING PRACTICE

Students may wish to earn both a Post-Masters Nurse Executive Certificate and Doctor of Nursing Practice (DNP) simultaneously. The Post-Masters Nurse Executive Certificate and DNP combined option will provide a solid academic and practical foundation for masters prepared nurses.

Nurse Executive Certificate

The Nurse Executive Certificate is designed for nurses interested in entrepreneurial and executive leadership roles in health care. For more information regarding the Post-Masters Nurse Executive Certificate Program please refer to: https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

Nurses in advanced practice roles need to have forward-thinking clinical expertise and leadership skills at their command to promote the application and implementation of evidence-based practices linked to original scientific research. Accomplishing this goal requires the application of health policy, informatics, population health, and business practices to the care of individuals, families, and communities. The DNP is a terminal degree designed to prepare advanced nurses to meet the nation's increasingly complex health care needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Nurse Executive Certificate and DNP program is 45 credits / 500 experiential engagement hours for students in the Advanced Practice DNP track and 57 credits / 1,000 experiential engagement hours for students in the Leadership DNP track. Students will be dual advised by the MSN Leadership Program Chair and DNP Program Chair.
DNP 7104: *Politics and Policy in the Health Care System* meets the requirements for the DNP program and for HCA 7720: *Health Policy and Economics* in the Post-Masters Nurse Executive Certificate program.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Nurse Executive as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Nurse Executive program and one to the Doctor of Nursing Practice program.

Advanced Practice Concentration (45 credits, 15 courses)

Nurse Exectutive Certificate Courses

MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)

DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Leadership Concentration (57 Credits, 19 Courses)

Nurse Executive Certificate Courses

MSN 6612	Nurse Executive Seminar I (Must be taken before II, Includes clinical hours)
MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design

Final Course Requirement

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Experiential Engagement Courses

DNP 9001	Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours)
DNP 9002	Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours)
DNP 9003	Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours)
DNP 9004	Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours)

COMBINED POST-MASTERS LEGAL NURSE CONSULTANT AND DOCTOR OF NURSING PRACTICE CERTIFICATE

This option provides students the opportunity to earn a Doctor of Nursing Practice and Post-Masters Legal Nurse Consultant Certificate simultaneously. The Doctor of Nursing Practice and Post-Masters Legal Nurse Consultant Certificate combined option provides a solid academic and practical foundation for master's prepared nurses interested in a career as a legal nurse consultant.

Legal Nurse Consultant Certificate

The Legal Nurse Consultant Certificate is designed for nurses interested in assessing health practice and standards in a legal setting. For more information regarding the Post-Masters Legal Nurse Consultant Certificate Program please refer to: https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward thinking clinical and leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Doctor of Nursing Practice Program and Post-Masters Legal Nurse Consultant Certificate Program is 45 credits and 500 experiential engagement hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 57 credits and 1,000 experiential engagement hours. Students will be dual advised by the MSN Leadership Program Chair and DNP Program Chair.
DNP 7000: *Bioethics for Advanced Nursing Practice* meets the requirements for the DNP program and MSN 6646: *Philosophy and Ethics in Advanced Nursing Roles* in the Post-Masters Legal Nurse Consultant Certificate program.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Legal Nurse Consultant Certificate as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Legal Nurse Consultant program and one to the Doctor of

Nursing Practice program.

Advanced Practice Concentration, (45 Credits, 15 Courses)

Legal Nurse Consultant Certificate Courses

MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only. Includes Clinical Hours)
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Classes

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Leadership Concentration, (57 Credits, 19 Courses)

Legal Nurse Consultant Courses

MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only. Includes Clinical Hours)
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)

Final Course Requirement:

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DNP Core Courses

DNP 7000	Bioethics for Advanced Nursing Practice
DNP 7101	Epidemiology for Advanced Nursing Practice
DNP 7103	Population Health (20 experiential engagement hours)
DNP 7104	Politics and Policy in the Healthcare System
DNP 7105	Healthcare Economics and the Business of Practice
DNP 7106	Healthcare Informatics
DNP 7107	Applied Evidence-Based Practice
DNP 7108	Quality Improvement in Healthcare (35 experiential engagement hours)

DNP Project Courses

DNP 8000	Doctor of Nursing Practice Project I (145 experiential engagement hours)
DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)

Experiential Engagement Courses

DNP 9001	Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours)
DNP 9002	Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours)
DNP 9003	Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours)
DNP 9004	Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours)

DOCTOR OF PHILOSOPHY/ DOCTOR OF NURSING SCIENCE TO DOCTOR OF NURSING PATHWAY

The Doctor of Philosophy (Ph.D.)/Doctor of Nursing Science (DNSc) to Doctor of Nursing Pathway provides Ph.D. and DNSc-prepared nurses with the ability to earn a Doctor of Nursing Practice in either Leadership or Advanced Practice upon review of prior master's and doctoral coursework. Individual PhD and DNSc transcripts will be reviewed by the DNP Program Chair to identify if prior doctoral coursework is eligible for transfer to the DNP program. A maximum of 12 credits (four 3-credit courses) will be accepted for transfer into the DNP program. Admitted students will complete the remaining coursework required for their specialty concentration with an individualized degree plan. DNP project courses are ineligible for transfer credit. Each student will be required to complete a year-long evidence-based DNP project and 1,000 post-baccalaureate experiential engagement hours. Nationally board-certified Advanced Practice Registered Nurses will be awarded 500 hours of credit upon admission to the program. Nurse leaders may be

awarded credit for practicum/clinical hours completed during graduate coursework.

Program Competencies

Outcome competencies for the DNP program are derived from The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). Upon completion of the DNP program, graduates will be able to:

1. Evaluate the scientific underpinnings of practice.
2. Apply systems leadership skills to develop and evaluate care delivery approaches while leading quality improvement activities to improve clinical outcomes.
3. Apply clinical scholarship and analytical methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
4. Appraise information systems technology and patient care technology to transform health care.
5. Serve as a health care policy advocate by critically analyzing health policy proposals, health policies, and related issues.
6. Lead interprofessional teams in the analysis of complex practice and organizational issues to improve patient and population health outcomes.
7. Synthesize and utilize individual, aggregate, and population 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 Information

WilmU's DNP program delivers an innovative curriculum emphasizing healthcare engineering and interdisciplinary collaboration among clinicians, educators, health systems, community leaders, and policy makers. Students learn to utilize both theory and evidence-based data to promote the highest level of professional practice.

To best serve working nurse professionals, WilmU offers flexible schedules that enable students to balance work, personal, and educational commitments. Core courses are offered in 7-week blocks, experiential engagement courses are offered in 15-week semesters, and DNP Project courses are offered in 15-week semesters.

Interested candidates must have a master's degree in nursing or a related field and a PhD in nursing or DNSc.

The DNP program is offered in two formats: (1)100% online to provide the most flexibility for students. However, two optional online synchronous course meetings are offered during each course to facilitate student and faculty interaction. There are no on campus residency requirements and students have the option to present their final doctoral project virtually or on campus. (2) Hybrid with weekend intensives at the Brandywine campus in Wilmington, Delaware. The hybrid option requires one on weekend of on-site classes per semester.

Online cohorts begin every Spring, Summer and Fall.
Weekend intensive hybrid cohorts begin every Fall.

Students must earn a B or better in all DNP courses, maintain a 3.0 GPA or higher, and complete all degree requirements within seven (7) years. If less than a B is earned in a DNP course, students may re-take the course one (1) time and a maximum of two (2) courses may be repeated. Continuous enrollment is required during the DNP Project phase of the program (DNP 8000, DNP 8001, DNP 8002 and DNP 8004 as needed).

Experiential Engagement Hours

The DNP is a rigorous, practice-leadership focused degree. Experiential engagement experiences afford students the opportunity to synthesize and utilize theory and research data to promote the highest quality of care at an advanced level of professional nursing practice. Students currently licensed as an Advanced Practice Registered Nurse will complete five hundred (500) experiential engagement hours aligned with the AACN DNP Essentials. Leadership students will complete one thousand (1,000) experiential engagement hours aligned with the AACN DNP Essentials and AONE Nurse Executive Competencies. Doctoral faculty will provide oversight and guidance while students work closely with an experiential engagement mentor.

DNP Project

The DNP program exists within a framework of professional, academic rigor that culminates requires planning, implementing, and evaluating an evidence-based doctoral project. The DNP Project highlights the scholarly contribution of DNP-prepared nurses to the

ever-changing health care landscape. Within the framework of evidence-based practice, students identify a pertinent topic to further study, most commonly within their workplace. The project begins in DNP 8000 and culminates with completion in DNP 8002. A majority of the experiential hours are devoted to the doctoral project; however, other courses do incorporate experiential academic engagement hours. The final project manuscript details the nature and scope of the project, and students are required to disseminate their findings to the health care community. Students are encouraged to individualize their project toward their career focus as a DNP prepared nurse and will be assigned to a DNP faculty advisor who will serve as the DNP Project Chair, providing guidance throughout the three sequential semesters of project completion. The DNP Project Team will be mutually agreed upon between the student and faculty advisor.

DNP Project

The DNP Program exists within a framework of professional, academic rigor that culminates requiring planning, implementing, and evaluating an evidence-based doctoral project. The DNP Project highlights the scholarly contribution of DNP-prepared nurses to the ever-changing health care landscape. Within the framework of evidence-based practice, students identify a pertinent topic to further study, most commonly within their workplace. The project begins in DNP 8000 and culminates with completion of DNP 8002. A majority of the experiential hours are devoted to the doctoral project: however, other courses do incorporate experiential academic engagement hours. The final project manuscript details the nature and scope of the project, and students are required to disseminate their finding to the health care community. Students are encouraged to individualize their project toward their career focus as a DNP prepared nurse and will be assigned to a DNP faculty advisor who will serve as the DNP Project Chair, providing guidance throughout the three sequential semesters of project completion. The DNP Project Team will be mutually agreed upon between the student and faculty advisor.

Course Requirements

The DNP curriculum builds upon master's and doctoral preparation for Advanced Practice Registered Nurses and Nurse Leaders. Students will complete core courses taught by scholar practitioners in preparation for a year-long DNP Project designed to bridge the gap between original research and clinical practice. Experiential engagement experiences afford students the opportunity to integrate and synthesize the AACN DNP Essentials into clinical practice.

Individualized degree plans will be developed for each student.

COLLEGE OF ONLINE AND EXPERIENTIAL LEARNING

About the College of Online and Experiential Learning

Mission
The College of Online and Experiential Learning will provide unique pathways to accelerate student graduation and career achievement by creating and validating innovative learning opportunities outside of the traditional classroom.

GRADUATE CERTIFICATE IN E-LEARNING DESIGN AND TECHNOLOGY

The graduate certificate in E-Learning Design and Technology focuses on building students' knowledge and skills in instructional design, multimedia, universal design for learning, and effective e-learning delivery methods.
Acceptance to the certificate program requires that students have a conferred bachelor's degree from an accredited higher education institution. Students must have a 3.0 or higher GPA in order to earn this certificate.

Course Requirements

This certificate is 18 credits. DTL 6000 is a prerequisite for all subsequent DTL courses. The 3-credit elective course can be taken at any point in the core sequence.

E-Learning Design and Technology Certificate Core Courses

DTL 6000	Foundations of E-Learning Theory and Planning
DTL 6010	Universal Design in E-Learning
MHR 7506	Training and Development
DTL 6020	E-Learning Technologies and Multimedia
DTL 8000	Portfolio and Experiential Project in E-Learning

Subtotal: 15

Select one elective from the following:

IST 7020	Analysis, Modeling, and Design
MGT 6503	Leadership Development and Change Management
MOL 7500	High Performance Teams

Subtotal: 3

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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.

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 or thesis in Human Services 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.

Graduate Certificate in Case Management for Human Services (optional)

Graduate students enrolled in the Master of Science in Administration of Human Services have the option to complete the entire Case

Management in Human Services Certificate and receive both the certificate and the degree upon graduation. Any electives from the Case Management in Human Services Certificate will count towards the 5 AHS electives requirement.

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 6630	Research, Design and Evaluation of Programs in Human Services
AHS 6640	Contemporary Issues in Administration of Human Services
SOC 6323	Law and Practice in Human Services
AHS 8100/AHS 8200	Guided Practicum in Administration of Human Services
	OR
AHS 8200/AHS 8100	Capstone Project in Human Services Administration
	OR
AHS 8300	Thesis

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/MAJ 6634	Leadership through Films
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 Service Organization
AHS 7670	Alcohol and Other Drugs Program Management
AHS 7675	Grant Writing & Grant Management in the Human Service Environment
AHS 7680	Administering Programs for Senior Adults
AHS 7685	Fund Development & Fundraising in the Human Service Environment
AHS 7690	Volunteer Management
SOC 6600	Social Inequality, Social Change, and Community

	Building
SOC 6601	Case Management Interventions and Strategies
SOC 6604	Case Management: Advocacy Skills & Client Services
SOC 6605	Ethical Practice in Case Management

ADMINISTRATION OF JUSTICE, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" 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 advisor for a program planning conference.

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. Students must maintain a 3.0 or higher GPA in order to graduate.

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 for Modern Policing
MAJ 6633/MHS 7033	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/MHS 7000	Contemporary Issues in Homeland Security
MAJ 7001	Terrorism
MAJ 7002/MHS 7002	Legal Aspects of Homeland Security
MAJ 7003/MHS 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 6619	Forensic Behavior Analysis

MAJ 6632	Quantitative Applications in Criminal Justice
MAJ 6634/AHS 7634	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/MHS 7004	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.

APPLIED FAMILY SCIENCE

Admission

1. Before registering for your first course:

- Submit a graduate application for admissions accompanied by a non-refundable $35 application fee.

1. 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 transcripts(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. Submit a statement of goals

c. Students accepted into the program attend a one-time program planning orientation with the Chair or request a video view of orientation in lieu of face to face attendance

Program Purpose

Program Purpose

This Master's degree was designed for those wanting to gain a greater understanding of children, youth, and families to provide family-centered and strengths-based education and intervention services in applied settings. The Master's is a practice application-oriented degree especially suitable for individuals already working in the family or human service sectors, early childhood education or secondary education, religious settings, or corrections as well as those wishing to enter those fields. This degree emphasizes training in both the generation of research-based knowledge and its translation into effective programs and policies that positively impact the well-being of children, youth, elderly, special populations, and families. Courses will emphasize programmatic efforts that work to prevent the development of problematic outcomes and to promote optimal functioning in individuals or groups across the life course.

This degree will provide excellent preparation for those wanting to work in a variety of family life education positions including, but not limited to, Educational Activity Specialist, Presenter – Family Life Education, Family Life & Sex Education Specialist, Sexuality Educator, and Parenting Education Specialist. Unlike some fields where graduates focus their job search activities on specific settings such as schools, hospitals, prison systems, or corporations, employment opportunities for family science graduates exist in almost all sectors of society where families are impacted. This program is open for students who have completed any undergraduate program. Graduates from the Applied Family Science Master's degree program will be able to seek certification as a family life educator though the National Council on Family Relations after completing the program.

Program Design

This program has been recognized by the National Council on Family Relations as a CFLE (Certified Family Life Educator) approved program. Individuals successfully completing this degree will have demonstrated knowledge and experience in ten areas of family science expertise as outlined by the National Council on Family Relations and be eligible for certification. (NCFR. 2014) Courses have been carefully crafted to allow students to complete the competencies within the 33 credit experience. Throughout the course work students can complete assessments and design projects that fit their specific areas of interest. The personalized guided practical or individual capstone project also allow the student flexibility and choices.

Courses are offered online in a 7 week block format except for the practicums/capstone courses which are semester courses. This program is designed to be completed in two years of continuous study but may be accelerated by some students.

Applied Family Science Competencies

1. Families and Individuals in Societal Context: An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
2. Internal Dynamics of Families: An understanding of family strengths and weaknesses and how family members relate to each other.
3. Human Development across the Life Span: An understanding of the developmental changes of individuals in families throughout the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.
4. Human Sexuality: An understanding of the physiological, psychological, & social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.
5. Interpersonal Relationships: An understanding of the development and maintenance of interpersonal relationships.
6. Family Resource Management: An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.
7. Parenting Education and Guidance: An understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan.
8. Family Law and Public Policy: An understanding of the legal issues, policies, and law influencing the well-being of families.
9. Professional Ethics and Practice: An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.
10. Family Life Education Methodology: An understanding of the general philosophy and broad principles of family life

education in conjunction with the ability to plan, implement, and evaluate such educational programs.

Program Requirements

To qualify for the Master of Science in Applied Family Science 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 complete the nine core courses and two 120-hour guided practicum courses.

Course Requirements

This Master's degree is a 33 credit degree. The focus of the degree is to study healthy family functioning within a family and community-cultural systems perspective. The degree will have an emphasis on family life education, an applied field of prevention study with a conceptual foundation drawn from psychology, education, family health, home management, sociology, law, economics, social work (non-clinical), philosophy, biology and theology.

Required Courses

Students must satisfactorily complete all courses.

AFM 6610	Human Development Across the Lifespan
AFM 6620	Research in Practice
AFM 6630	Family Dynamics
AFM 6640	Families and Crisis
AFM 6650	Family Resource Management
AFM 6660	Sexuality Education
AFM 6670	Parent Education
AFM 6680	Legal, Ethical, and Policy Issues in Family Science
AFM 6690	Family Life Education
AFM 8100	Practicum 1
AFM 8110	Practicum II
AFM 8200	Capstone Project in Family Life Education

Students must complete AFM 8110 or AFM 8200. Faculty Approval required.

CLINICAL MENTAL HEALTH COUNSELING, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" 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 6501	Tools, Techniques, and Strategies of Counseling I
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 8092	Seminar: Consultation for Counselors
MHC 8093	Seminar: Supervision for Counselors
MHC 8094	Psychopharmacology for Counselors

Required Field Experiences (12 credits)

MHC 7905	Practicum
MHC 9001	Internship
MHC 9002	Internship II

MHC 7905, MHC 9001, MHC 9002: Community Site
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
MHC 8012	Advanced Seminar: Evidence Based Family Treatment
MHC 8062	Advanced Seminar: Cognitive-Behavioral Counseling
MHC 8064	Motivational Interviewing

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. 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 (p. 27)" 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.

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/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7004/MAJ 6606	Crisis Leadership
MHS 7033/MAJ 6633	Research Methods in Criminal Justice

Information Assurance Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

MHS 7020	Capstone
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

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	The Role of the Guard
DNG 6500	Joint Force Operations
DNG 6600	Crisis Leadership
MHS 7020	Capstone

Organizational Leadership Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

MGT 6501	Organization 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	Fundamentals of 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.

PREVENTION SCIENCE, DOCTOR OF SOCIAL SCIENCE

Admissions

Admissions requirements for the Doctor of Social Science degree:
1. Complete a Wilmington University Graduate Application with $35 application fee
2. Official transcripts of all accredited undergraduate and graduate earned degrees. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified institution.
3. Copy of a current Professional Resume or Curriculum Vitae.
4. Three letters of recommendation affirming the candidate's academic and professional competence/abilities.
5. Statement of Goals and Objectives
6. An interview is required.

Program Purpose

Prevention science is interdisciplinary, integrating theories and methodologies from the disciplines of public health, human development, developmental psychopathology, education, behavioral sciences (e.g., psychology, sociology, developmental neuroscience), economics, evaluation, epidemiology, and public policy and administration. Program objectives and focus for the DSocSci include training in three primary areas: (1) the production or generation of research-based knowledge that focuses on increasing the understanding of risk and protective factors and processes related to prevention and health promotion in human populations; (2) the translation of evidence into effective practices, programs and policies that positively impact the well-being of children, youth, adults, families, and their communities; and (3) the development of successful partnerships with community, county, state, and national organizations/structures to disseminate effective programs into routine practice in local, regional, national, and international settings. Program Competencies: a. How to generate research-based knowledge focused on increasing the understanding of risk and protective factors and processes related to the prevention of problems in human populations; b. How to translate evidence into effective programs and policies that positively impact the development and well-being of children, youth, adults, families, and communities; c. How to develop successful partnerships with community, county, state, and national organizations to disseminate effective programs into routine practice in a variety of settings; d. How to design interventions for vulnerable and unique populations, particularly members of racial and ethnic minority groups, children, and the elderly; e. How to view individuals in the context of family, peers, community and society; and f. How to build upon the strengths within the community to alleviate concerns defined by the community. Additionally, graduates would demonstrate: Analytical skills. Prevention specialists collect and analyze data in order to evaluate programs and to determine the needs of the people they serve. Instructional skills. Prevention specialists should be comfortable with public speaking so that they can lead programs, teach classes, and facilitate discussion with clients and families. Interpersonal skills. Prevention specialists interact with many people from a variety of backgrounds. They must be good listeners and be culturally sensitive to respond to the needs of the people they serve. Problem-solving skills. Prevention specialists must think creatively about how to improve the health of individuals, families, and communities through prevention/intervention programs. In addition, they may need to solve problems that arise in planning programs, such as changes to their budget or resistance from the community they are serving. Writing skills. Prevention specialists develop written materials to convey information. Prevention scientists also write proposals to develop programs and apply for funding.

Program Requirements: This degree is a 39-48 credit degree. Nine (9) of the 48 credits could include qualifying credits taken by a student at the master's level at Wilmington University or another institution; three (3) of these credits must be a master's level research methods course. All individuals enrolling in the program with a master's degree would be evaluated for possible credit transfers of up to 9 credits and may need to take additional credits prior to starting the program. Also, students will have the opportunity to design an area of specialty through "Guided Study." Students will have the opportunity to select six (6) credits at the doctoral level in an area of interest that may not be covered in the required coursework or is covered but they wish to explore in more depth. These credits may include selecting from courses already offered at Wilmington University or by creating independent study opportunities with a Mentor who is an expert/practitioner in that area. Students are not limited to Mentors locally but can choose to study with experts around the globe.

Course Requirements

This accelerated degree program is a professional doctorate designed to respond to the rapid changes taking place in the professional workplace. It also responds to the growing demand nationally and internationally for scholar-practitioners who are trained

interdisciplinary and can provide intellectual leadership in the workplace and help build sustainable organizations, communities, and societies in an age of global interdependence.

Course Requirements

The completion of master's degree credits will be evaluated by the Chair of the program upon entrance to program. The program is designed so that students complete two (2) courses (6 credits) each 15 week semester. Students will complete all of the following courses:

PSC 7000	Introduction to Prevention Science
PSC 7101	Human Development and Prevention Science
PSC 7102	Families and Prevention Science
PSC 7103	Community Well-Being and Prevention Science
PSC 7104	Designing and Adapting Preventive Interventions
PSC 7201	Applied Research Methods and Skills 1: Qualitative
PSC 7202	Applied Research Methods and Skills 2: Quantitative
PSC 7203	Applied Research Methods and Skills 3: Mixed Methods Research
PSC 7301	Guided Study
PSC 7302	Guided Study II
PSC 8000	Applied Inquiry Research I
PSC 8001	Applied Inquiry Research II
PSC 8002	Applied Inquiry Research III

Subtotal: 39

TOTAL CREDIT HOURS: 39

GRADUATE CERTIFICATE IN CASE MANAGEMENT FOR HUMAN SERVICES

Admission

The following are required for admission:

1. A completed Wilmington University graduate application.
2. Official transcripts with degree conferral.

Program Purpose

This certificate offers a graduate-level study option for students seeking in-depth knowledge of working in the human services and giving direct client care. Case management is a practitioner skills subset within the larger, interdisciplinary, human and community services field. This certificate in Case Management for Human Services emphasizes preparing practitioners to work with individuals and/or groups needing help in accessing services and resources that facilitate well-being among those in need.
The graduate certificate in Case Management for Human Services provides career-oriented courses that prepares students to work in a variety of settings, including social services, community agencies, educational institutions, business organizations, and government agencies. Students studying Case Management for Human Services add value to the community at large with their specialized knowledge and skills to promote both individual and community well-being.

Required Courses

Courses

Students must complete the 5 certificate courses.

SOC 6323	Law and Practice in Human Services
SOC 6600	Social Inequality, Social Change, and Community Building
SOC 6601	Case Management Interventions and Strategies
SOC 6604	Case Management: Advocacy Skills & Client Services
SOC 6605	Ethical Practice in Case Management

Post Master's Certificates, College of Social and Behavioral Science

COLLEGE OF TECHNOLOGY

Mission
The mission of the College of Technology is to provide an experiential learning environment that fosters collaboration, engagement, innovation and personal growth. Our programs blend real-world experiences with practical application preparing students for premier career opportunities and advancement within the information technology field.

Master's Programs
The College of Technology offers two Master's Programs: A Master of Science in Cybersecurity and a Master of Science in Information Systems Technologies. Both degree programs are designed to meet the workplace needs for talented professionals.

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.

CYBERSECURITY, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" 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 CYB 6000 or CYB 6010 as the first course in the Cybersecurity Program.

b. Students enrolled in the Master of Science Cybersecurity program must review and sign the College of Technology's Code of Conduct Policy.

c. Attend an online Master of Science Cybersecurity program orientation session.

d. Submit an official copy of your college transcripts from an accredited university to the Office of Graduate Admissions. All students are required to demonstrate proficiency in basic Information Technology knowledge. Students who cannot demonstrate proficiency will be required to take IST 5500 within the first semester of the Cybersecurity program

All Cybersecurity students are encouraged to complete IST 5000, an introductory academic writing course during their first semester. Students must maintain a 3.0 GPA in order to graduate.

Program Purpose

Students earning this degree will be prepared to advance in the growing and challenging field of Cybersecurity. The program offers students the opportunity to learn both tactical and strategic perspectives of Cybersecurity. The combination of tactical and strategic perspectives enables students to become practitioners and leaders in the field of Cybersecurity.

Program Competencies

The graduate student who successfully completes the Cybersecurity program will be expected to:

I. Oral Communication

- Create and deliver a presentation that adheres to oral presentation best practices.
- Prepare and deliver a professional presentation related to Cybersecurity.
- Determine the appropriate verbal communication medium (phone call, meeting, presentation, etc.) for a given situation.
- Develop an effective verbal communication strategy for a given situation.

II. Written Communication

- Determine the appropriate written communication medium (email, text, report, etc.) for a given situation.
- Develop an effective written communication strategy for a given situation.
- Correctly use citations, quotations, and references to support written/typed material.
- Correctly format citations, quotations, and references in accordance with the APA Manual's standards
- Format written/typed material, including tables and figures, in accordance with the APA Manual's standards, including APA style and format.

III. Critical Thinking

- Solve an IT/IS and/or Cybersecurity related problem / scenario.
- Utilize quantitative, qualitative and /or scientific reasoning to solve problems.
- Use/Apply 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.

IV. Information Literacy

- Identify and analyze the applicability and reliability of research information.
- Use applicable and reliable research information as support for group and/or individual assignments.

V. Ethics

- Critique a scenario/case study involving a Cybersecurity ethical dilemma.

VI. Cybersecurity Best Practices

- Apply a Cybersecurity best practice to a scenario.
- Compare and contrast a given set of Cybersecurity best practices.

VII. Cybersecurity Plan

- Develop a Cybersecurity plan for a given situation/case study.
- Analyze / critique a Cybersecurity plan.

VIII. Cybersecurity Tools, Techniques, and Methodologies

- Compare and contrast a given set of Cybersecurity methodologies.
- Apply/utilize the appropriate Cybersecurity tool for a given situation/case study.
- Describe a given Cybersecurity technique.

Program Design

Students who successfully complete the Masters of Science in Cybersecurity will possess a working command of current cybersecurity practices that can be immediately applied to an organization regardless of size. Degree recipients will be capable of managing complex cybersecurity responsibilities and projects from inception to completion. Students have the option to pursue a concentration that caters to their vocational pursuit. Students graduating from the MS in Cybersecurity program should be prepared to provide leadership in the field of Cybersecurity. Graduates will have the following skills, knowledge, and values:

- A core knowledge of Cybersecurity
- Communication, interpersonal, and team skills

- Analytical and critical thinking skills
- Specific skills leading to a career

Information Systems Foundations
Students without a sufficient level of information technology proficiency, experience, or expertise may be required to complete a placement exam prior to entering the Cybersecurity Program. Students who do not successfully complete the placement exam will be required to take the IST Fundamentals course – IST 5500 within their first semester of the Cybersecurity Program.

Cybersecurity Core Course Requirements

CYB 6000	Network Security
CYB 6010	Protecting and Securing the OS
CYB 6020	Vulnerability Assmt and PT
CYB 6030	IDS and IPS
CYB 6040	Cyberthreat Intelligence
CYB 8100	Cybersecurity Capstone
CYB 8101	Research Seminar

Electives

If pursuing no concentration, then select five (5) of the following electives:

CYB 6090	Special Topics: Cybersecurity
IST 7060	Project and Change Management
SEC 6010	Planning for Information Security
SEC 6025	Radio Frequency Identification (RFID) Applied Systems
SEC 6040	Web and Data Security
SEC 6050	Business Intelligence
SEC 6060	Incident Handling and Response

Cyber Terrorism Concentration

Students pursuing the Cyber Terrorism Concentration should select five (5) of the following courses:

MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7006	Topics in Intelligence
MHS 7007	Strategic Planning in Homeland Security

SCADA Cybersecurity Concentration

Students pursuing the SCADA Cybersecurity concentration will complete the following courses:

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

Qualifications for Degree
To qualify for the Master of Science degree in Cybersecurity, a student must successfully complete a minimum of 36 credit hours (12 courses), including the Cybersecurity Capstone and Research Seminar. 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.

INFORMATION SYSTEMS TECHNOLOGIES, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" 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 either IST 7000, IST 7020, IST 7040, or IST 7060 as the first course in the IST program.

b. Students enrolled in the Information Assurance Track must review and sign the University's Code of Conduct Policy.

c. Attend a Master of Science Information Systems Technologies (MS-IST) orientation session at one of the sites.

d. Submit an official copy of your college transcripts from an accredited university to the Office of Graduate Admissions. All students may be required to demonstrate proficiency in basic Information Technology knowledge through a placement exam. Students who cannot demonstrate proficiency will be required to take IST 5500 within the first semester of the MS-IST Program.

All Information Systems Technologies students are encouraged to complete IST 5000, an introductory academic writing course during their first semester. Students must maintain a 3.0 GPA in order to graduate.

Program Purpose

The express purpose of Wilmington University's Master of Science program in Information Systems Technologies is to provide and advance the knowledge, skills, and abilities needed by perspective and current Information Technology (IT) professionals for managing information systems. Students completing the program will obtain a better understanding of 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, the program capitalizes on the inter-disciplinary nature of modern information systems and the settings in which they are implemented, the MS-IST Program includes four career concentrations.

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

I. 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.

II. 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.

III. 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.

IV. Information Literacy

- Recognize the need for material / information, locate the material/information, and effectively evaluate and use the material/information with appropriate attribution.

V. Ethics

- Demonstrate ethical codes and behaviors promoted by the student's chosen profession.

VI. Integration Component

- Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.

VII. Business Application

- Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.

In addition to the general program competencies listed above, the Information Assurance, Technology Project Management, and Web Design concentrations contains additional concentration specific competencies. These competencies are:

Information Assurance

1. Apply the principles of Information Assurance used to manage risks related to one or more of the following: Use, Processing, Storage, and Transmission of information or data.
2. Assess the ethical practices associated with implementing IA policy, Standards and Regulation combined with systemic interrelationships within an organization

Technology Project Management

1. Identify, define, and analyze various aspects of Technology Project Management Knowledge.
2. Define and analyze organizational influences upon Technology Projects.

Web Design

1. Apply Web Design operations and tools.
2. Evaluate and apply Web Design quality and standards.

Program Design

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

Information Systems Foundations

Students without a sufficient level of information technology experience or expertise may be required to complete a placement exam prior to entering the M.S.-IST Program. Students who do not successfully complete the placement exam will be required to take the IST Fundamentals course – IST 5500 within their first semester of the M.S.-IST Program. IST 5500 is not a MS-IST Core course and cannot be used as an IST elective in the MSM or MBA Programs.

MS-IST Core Course Requirements (15 credits)

The five 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

8100 - Integration/Capstone course

The process of "integration" constitutes the capstone emphasis of the MS-IST program. After students complete the five IST core courses and, at least, three concentration courses, 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 8100 is required for program completion. Management and Management Information Systems students will complete IST 8100. Web Design students will complete DSN 8100. Information Assurance students will complete SEC 8100 and Technology Project Management students will complete IPM 8100. Since each concentration has a concentration specific 8100 course, the final grade of one capstone course cannot be substituted for another capstone course (e.g., the final grade for IST 8100 cannot be used as a substitute for the final grade of SEC 8100).
Note: Attending the first 8100 class meeting is required. An absence from the first class meeting will result in an administrative drop from the course.

Concentration

A concentration consists of five or more related courses that prepare a student for a specialization in their chosen program.

Information Assurance Concentration (18 credits)

Concurrently or after completing the IST core requirements, students will complete the prerequisite course SEC 6010 and four (4) other SEC 6000 series courses from the following list as well as the concentration specific 8100 integration/capstone course.

MAJ 6610	White Collar Crime
MAJ 7000/MHS 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

Integration/Capstone Course

SEC 8100	Information Assurance Integration/Capstone Course

Management and Management Information Systems Concentration (18 credits)

Concurrently or after completing the IST core requirements, students will complete five (5) courses from the following list as well as the concentration specific 8100 integration/capstone course.

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 7800	Strategy in Organizations
MGT 7900	Topics in Management
MHR 7830	Finance and Accounting for Managers
MOL 6600	Legal and Ethical Aspects of Organizations

Integration/Capstone Course

IST 8100	Integrating the Enterprise, IS Function, and IS Technologies

Technology Project Management Concentration (18 credits)

Concurrently or after completing the IST core requirements, students will complete five (5) courses from the following list as well as the concentration specific 8100 integration/capstone course.

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management

IPM 6090	Special Topics in IT/IS Project Management

Integration/Capstone Course

IPM 8100	IT/IS Project Management Integration/Capstone Course

Web Design Concentration (18 credits)

Concurrently or after completing the IST core requirements, students will complete the pre-requisite course DSN 6000 and four (4) other DSN 6000 series courses from the following list as well as the concentration specific 8100 integration/capstone course.

DSN 6000	Web Design and Architecture
DSN 6030	Advanced Multimedia and Animation
DSN 6040	Web Design with JavaScript
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6070	Web Design with Visual Basic
DSN 6080	Internet Development/Design for Competitive Advantage
DSN 6090	Topics in Web Design and Programming

Integration/Capstone Course

DSN 8100	Web Design Integration/Capstone Course

Supervised Field Experience/Internship (3 credits)

Students in the final year of the program who have completed the majority of the program requirements will be required to enroll in a semester-long, three-credit hour supervised field experience/internship. A majority of the program means students have successfully completed their concentration specific 8100 integration/capstone course and, at least, three concentration courses before registering for IST 8101.
Note: Attending the first 8101 class meeting is required. An absence from the first class meeting will result in an administrative drop from the course.
There are three possible options for IST 8101 students:

- Option one provides students in the Web Design Concentration an opportunity to design and develop an electronic portfolio.
- Option two enables students to gain practical IT experience through a technical internship while documenting these IT experiences using the Action Research methodology.
- Option three provides students with means to examine current IT related issues such as risks to data privacy, integrity, and security, cloud computing, physical security, and artificial intelligence through a structured investigative process.

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 (IST7000 - IST7100), (i.e., IST 7xxx series courses)
- 3 credits of integration/capstone course (8100 capstone course)
- 15 credits in a concentration
- 3 credits of Field Experience/Internship (IST8101)

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) for each IST concentration, 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.

College of Technology Graduate Certificates

GAME-BASED LEARNING CERTIFICATE

Leverage the Power of Games

For pre-adolescents or for senior citizens, electronic game play is not just for recreation. Electronic game play 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-bachelor's status to register. Students are required to complete six Master of Education credits and nine Game Design and Development credits. Although this certification is primarily designed to support educators, students from other disciplines are welcome. Students must maintain a 3.0 GPA in order to earn the certificate.

Game Based Learning Certificate Core Courses

GMD 6000	Game Literacy
GMD 6020	Game Design and Analysis
GMD 6030	Game Audience Analysis

Choose two (2) of the following:

MED 7808	Assessment and Evaluation
MED 7809	Instructional Design
MED 7810	Psychology of Learning

MANAGEMENT INFORMATION SYSTEMS CERTIFICATE

Information technology (IT) is integrated into countless business operations, making the understanding of the relationship between IT and business operations an essential skillset. The curriculum associated with this Management Information Systems (MIS) graduate certificate focuses on IT management and understanding the technology-to-business relationship by examining IT's strategic importance in achieving organizational goals.

Students who wish to receive an MIS graduate certificate may obtain it from the College of Technology upon completing the five courses listed below. Obtaining the certificate requires the student to complete the Graduate Certificate Program Form and, while enrolled in their fifth certificate course, submit the form to the Office of the Registrar.

Earning the certificate requires successfully completing each course identified below with a cumulative grade point average (GPA) of 3.0 or higher.

Management Information Systems Certificate Core Courses

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

SCADA CYBERSECURITY 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, and pipelines.

SCADA cybersecurity 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 cybersecurity from a strategic perspective.

The certificate requires 15 graduate credit hours (as identified below). Prerequisites for registration are a bachelor's degree 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. Students must maintain a 3.0 GPA in order to earn the certificate.

SCADA Cybersecurity Certificate Core Courses

IST 7060	Project and Change Management
	OR
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 the certificate.

TECHNOLOGY PROJECT MANAGEMENT CERTIFICATE

The graduate certificate in Technology Project Management is designed to meet the need for talented technology project managers. This certificate provides tactical and strategic approaches to managing technology projects. The tactical side provides the students with an understanding of various methodologies, tools, and techniques, while the strategic side enables the student to know when and why to apply them.

The certificate requires 15 graduate credit hours (as identified below). A bachelor's degree is required to enroll in the program. Students must complete IST 7060 and four of the six IPM courses listed below. Students must maintain a 3.0 GPA in order to earn the certificate.

Technology Project Management Certificate Core Courses

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6000	IT/IS Project Scope Development and Management
IPM 6010	IT/IS Project Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

Note: you must successfully complete IST 7060 and successfully complete four of the IPM courses to receive this certificate.

COURSES

AFM - Applied Family Science

AFM 6610 - Human Development Across the Lifespan (3)

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

AFM 6620 - Research in Practice (3)

This course will focus on the practical application of research within the nonprofit sector and in particular the fields of family science and human & community service. Students will learn the principles of research methods as well as have the opportunity to gain experience in survey design, interviewing, observation, data analysis, assessment and planning. Emphasis will be on students as practitioners who will research to effectively assess needs, develop programs and manage change.

AFM 6630 - Family Dynamics (3)

This course uses an ecosystem perspective to view and address issues affecting families and their relationships to other institutions and to society in general. Students will develop an understanding of the complexities of family roles, relationships, interactions, and changes throughout the lifespan, emphasizing the interplay of social, developmental and health factors in affecting change, continuity and well-being. The course also reviews assessment tools used to analyze family systems and prevention education interventions designed to support family function and well-being.

AFM 6640 - Families and Crisis (3)

This course will define what is meant by family crisis, identify some of the major theoretical frameworks for studying families and crisis, consider major lifestyle transitions, and explore the major catastrophic crises families face. It will also examine prevention resources and strengths that enable families to deal with crisis more adequately.

AFM 6650 - Family Resource Management (3)

Family resource management theory is used to examine how family systems manage resources with an emphasis on examining the interconnections between families, communities, and resources through topics such as personal management (decision-making, time & organizational management, stress management); human and social capital (education, skill building, health, employability, relationships); physical capital (transportation, real estate, and housing); and financial management (credit and debt, budgeting, retirement issues, bankruptcy). Additionally, students will gain a better understanding of the basic principles relating to the process of creating family resource management education materials, and identifying, locating, and facilitating family resource management prevention education programs.

AFM 6660 - Sexuality Education (3)

Using a cross-cultural approach, this course examines individual sexuality and sexual behaviors in the context of societies, including social mores and customs, and major societal issues that are integrally related to sexuality. The course explores the physiological and psychosocial factors affecting the development of a person's sexuality and sexual relationships across the life cycle. Topics addressed include contemporary prevention education models for topics such as sexual deviance and violence, pornography, sexual harassment and abuse, sexual ethics, sexuality education, spirituality and religion as it relates to sexuality issues, the media portrayal of sexuality and relationships, and critically analyzing advertising that uses sexual imagery to sell non-sexually relevant products.

AFM 6670 - Parent Education (3)

This course will give students the tools/skills to use when working with parents using theoretically-guided and research based knowledge of parent-child relationships. Parenting practices will be examined to gain an appreciation for and an understanding of the experiences parents have while child rearing. This course also will provide the opportunity to examine personal beliefs, values, assumptions, and biases about parenting in order to recognize how these influences might impact work with parents. Additionally, students will gain a better understanding of the basic principles relating to the process of creating parent prevention education materials, and identifying, locating, and facilitating parent prevention education programs.

AFM 6680 - Legal, Ethical, and Policy Issues in Family Science (3)

This course will examine contemporary issues relating to families from legal, ethical and policy perspectives. Skills for being an effective advocate for families in multiple realms (e.g., policy) will be developed. Ethical questions and issues as they relate to professional practice will also be emphasized.

AFM 6690 - Family Life Education (3)

This course covers family life education methodology/prevention education. Specifically, students will acquire skills to develop, facilitate, and assess family life education programs including needs assessment, design, development, promotion, justification, evaluation and funding sources. Students also will learn how to locate and evaluate current family life education programs and how to adapt programs for specific audiences/needs.

AFM 8100 - Practicum 1 (3)

Practicum I requires 120 hours of field work and offers an opportunity for students to enter the field and observe/participate in a professional setting under the guidance of a field supervisor. Besides gaining practical field experience, students will also relate content knowledge from their program to practice; develop awareness of professional expectations and their suitability to the field; reflect on their cultural competence; and reflect on their standards of ethical practice in a workplace setting.
Prerequisite: Faculty approval.

AFM 8110 - Practicum II (3)

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.
Prerequisite: Faculty Approval.

AFM 8200 - Capstone Project in Family Life Education (3)

This course is offered as an alternative to the Practicum for students who have extensive workplace experience in a family life education. 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 or similar setting. Students will complete a capstone project that will be designed to meet a need of either the student's current workplace or a selected human service agency and may include program development, evaluation or other research need identified by the agency. The student's project will have a practical application and benefit to the host organization.
Prerequisite: Faculty Approval.

AHS - Administration of Human Services

AHS 6600 - Survey of Human Services (3)

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 - Administration of Human Service Organizations (3)

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 - Legal and Ethical Issues in Human Service Administration (3)

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 - Research, Design and Evaluation of Programs in Human Services (3)

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 - Contemporary Issues in Administration of Human Services (3)

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 - Structure and Dynamics of Relationships, Organizations, Communities and Societies (3)

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 - Topics: Administering Faith-based Human Services (3)

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 - Technology and Information Management in Human Services (3)

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 - Administering Disability Services (3)

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 (3)

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

AHS 7634 - Leadership through Films (3)

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.
Crosslisted as: MAJ 6634.

AHS 7640 - Social Policy, Advocacy and Human Services (3)

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

AHS 7645 - Financial Management in Human Services (3)

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

AHS 7650 - Managing Children and Family Services (3)

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

AHS 7655 - Principles of Creating a Human Service Organization (3)

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

AHS 7660 - Grant Management & Fundraising in Human Service Environment (3)

A critical skill for human service administrators is the ability to effectively raise funds to support programming. This course will teach the skills necessary for effective fundraising, including grant writing and managing grant-funded programs. Locating public and private sources of funds will be discussed.

AHS 7670 - Alcohol and Other Drugs Program Management (3)

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 7675 - Grant Writing & Grant Management in the Human Service Environment (3)

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 7680 - Administering Programs for Senior Adults (3)

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 7685 - Fund Development & Fundraising in the Human Service Environment (3)

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 - Volunteer Management (3)

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 - Guided Practicum in Administration of Human Services (3)

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 8200 - Capstone Project in Human Services Administration (3)

This course is offered as an alternative to the Guided Practicum for students who have extensive workplace experience in a human service agency setting. Consideration will be given to students who can demonstrate, through a portfolio of accomplishments, that they have five years of supervised, professional, full-time work experience in a human service agency. Students will complete a capstone project that will be designed to meet a need of either the student's current workplace or a selected human service agency and may include program development, evaluation or other research need identified by the agency. The student's project will have a practical application and benefit to the host organization.
Prerequisite: Faculty Approval.

AHS 8300 - Thesis (3.0)

The graduate thesis is a traditional form showing mastery of learning in graduate programs. This master's thesis in human services is a demonstration of critical thinking and scholarly writing as students explore theory, practice, thought, and policies that affect the field and the groups and individuals it serves. Thesis writing requires that students evaluate available information; analyze theories, policies, and practice; and synthesize ideas into a new coherent whole.
Prerequisite: faculty approval required.

CYB - Cybersecurity

CYB 6000 - Network Security (3)

This course covers the theory and practice of network security from a tactical and strategic perspective. The concepts, models, architectures, protocols, standards, implementation, and management of network security are covered. Essentials of local area networks (LAN) security, metropolitan area networks (MAN) security, and wide area networks (WAN) security are covered.

CYB 6010 - Protecting and Securing the OS (3)

This course covers operating system security concepts from a tactical and strategic perspective. A variety of OS security principles, techniques, tools, and best practices will be covered in this course. This course provides a balance between tactical and strategic aspects of operating system security.

CYB 6020 - Vulnerability Assmt and PT (3)

The Vulnerability Assessment and Penetration Testing course 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.
Prerequisite: CYB 6000.

CYB 6030 - IDS and IPS (3)

The Intrusion Detection (IDS) and Intrusion Protection (IPS) course introduces students to intrusion detection and intrusion protection from both a tactical and strategic perspective. Students are introduced to intrusion detection and intrusion protection tools, techniques, and strategies.
Prerequisite: CYB 6000.

CYB 6040 - Cyberthreat Intelligence (3)

The Special Topics in Cybersecurity course introduces students to fundamentals of cyberthreat intelligence. The cyberthreat intelligence fundamentals are covered from a tactical and strategic perspective.

CYB 6090 - Special Topics: Cybersecurity (3)

This course is an intensive study of selected contemporary topics in cybersecurity. Emphasis is placed on research in areas pertinent to the current cybersecurity and IT/IS 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 of cybersecurity. The focus for each section will vary.

CYB 8100 - Cybersecurity Capstone (3)

This course is the cybersecurity capstone. The course provides students a holistic review of cybersecurity as well as fundamental research methods and techniques.
Prerequisite: CYB 6000 and CYB 6010 and CYB 6020 and CYB 6030 and CYB 6040 and three Cybersecurity Electives.

CYB 8101 - Research Seminar (3)

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 research seminar course. Students must have successfully completed CYB 8100 before registering for CYB 8101.
Prerequisite: CYB 8100 and three MS Cybersecurity Electives.

DBA - Doctor of Business Administration

DBA 7100 - Organizational Strategy and Policy (3)

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.
Prerequisite: DBA 7400.

DBA 7200 - Advanced Organizational Behavior (3)

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 - Quantitative Business Analysis (3)

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 - Executive Decision-Making (3)

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 - Advanced Seminar in Managerial Finance and Accounting (3)

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 (3)

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.

DBA 7600 - Ethics in Business and Management (3)

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.

DBA 7700 - Advanced Marketing Management (3)

This course focuses on marketing problems faced by an organization and its management. A survey of marketing literature examines both theoretical and empirical research in such marketing-related fields as economics, consumer-buyer behavior, promotion, distribution, ethics, pricing, product development, global marketing, and marketing strategy in an effort to seek solutions.

DBA 7800 - Global Management Models (3)

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

DBA 8000 - Seminar on Research in Management (3)

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

Prerequisite: RES 7105 and RES 7106 and RES 7107 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. .

DBA 9000 - DBA Research (3)

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

Prerequisite: 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. .

DBA 9001 - DBA Research (3)

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

Prerequisite: 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. .

DBA 9002 - DBA Research (3)

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

Prerequisite: Successful completion of all DBA common core courses and program core courses.

DBA 9004 - DBA Research (0)

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
Prerequisite: Successful completion of all DBA common core courses and program core courses.

DNG - Delaware National Guard

DNG 6100 - Communication Essentials for Military Leadership (3)

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 - Strategic Leadership and Decision Making (3)

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 - Military Leadership Skills (3)

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 - The Role of the Guard (3)

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 - Joint Force Operations (3)

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 - Crisis Leadership (3)

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.
Prerequisite: DNG 6100, 6200, 6300, 6400, and 6500.

DNP - Doctor of Nursing Practice

DNP 7000 - Bioethics for Advanced Nursing Practice (3)

This course will explore bioethical concepts that impact advanced nursing practice. Students will focus on ethical concepts as they apply to DNP-prepared nurses. Conceptual, factual, and normative issues will be explored to provide a framework within which arguments of biomedical ethics are formulated, analyzed, and defended. Analysis of leadership roles for DNP-prepared nurses within the context ethics and utilization of healthcare resources are explored.
Prerequisite: Admission to the Accelerated MSN-NP to DNP option, Accelerated MSN-LDR to DNP option, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7101 - Epidemiology for Advanced Nursing Practice (3)

This course will examine the role of epidemiology and biostatistics in public health and advanced nursing practice. Students will learn various methods to measure disease burden, apply epidemiological principles to disease causation, organize epidemiological information to measure disease frequencies, and how to apply descriptive and analytic epidemiological methods.
Prerequisite: Admission to the Accelerated MSN-NP to DNP option, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7103 - Population Health (20 experiential engagement hours) (3)

This course will examine and evaluate prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations related to population health. Students will explore community, environmental, cultural, and socioeconomic dimensions of care as evidenced by completion of a community based collaborative action research project. Grant writing principles will be introduced relative to the provision of improving population health at the community, state, and/or national level. 20 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair. .

DNP 7104 - Politics and Policy in the Healthcare System (3)

This course examines complex challenges faced within the United States healthcare system and for nurses in advanced nursing practice roles. Students will be engaged in the critical analysis of health policy while building knowledge to shape healthcare system changes. Concepts and issues related to health policymaking and political processes are explored for their impact on specific spheres of advanced nursing practice. Legislative, regulatory, and healthcare delivery and financing issues are examined in relation to the advanced nursing practice leader's role in health policy development and the impact these issues have on the healthcare system.
Prerequisite: Admission to the MSN Nurse Practitioner program, MSN Leadership Program, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7105 - Healthcare Economics and the Business of Practice (3)

This course explores the role of nurses in advanced nursing practice within a rapidly changing healthcare system. Students will explore the implications of current economic and healthcare policies on the healthcare system. Accounting, finance, and marketing principles are presented enabling students to complete a comprehensive business plan. Theories of leadership, quality, risk outcomes, and financial structures for healthcare organizations are discussed providing a framework for change within advanced nursing practice specialties.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7106 - Healthcare Informatics (3)

This course will provide a comprehensive examination of healthcare informatics. The role of nurses in advanced nursing practice roles with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical work flow integration will be explored. This course will also present strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, as well as patient and clinician education.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7107 - Applied Evidence-Based Practice (3)

This course explores the philosophical underpinnings for nursing knowledge relevant to advanced nursing practice. Biostatistics principles as well as quantitative and qualitative research methods related to the generation of clinical evidence will be analyzed. Students will develop refined search and clinical evidence evaluation strategies for evidence-based practice. PICOT question development provides a solid foundation for the student's DNP project.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7108 - Quality Improvement in Healthcare (35 experiential engagement hours) (3)

This course examines core quality and safety competencies for advanced practice nurses and nurse leaders. Contemporary performance/quality improvement methodologies, data reporting, and evaluating evidence-based quality health care practices for patient populations (individuals and aggregates) will be presented. Students will examine theory and organizational science concepts to assess organizational culture, analyze data, and translate findings into systems changes. 35 experiential engagement hours will be included from the Institute for Healthcare Improvement.
Prerequisite: Admission to the DNP Program, MSN-NP Program, MSN-LDR Program, Accelerated MSN-NP to DNP Program, Accelerated MSN-LDR to DNP, or Permission of DNP Program Chair.

DNP 8000 - Doctor of Nursing Practice Project I (145 experiential engagement hours) (3)

This course begins the DNP project phase of the program. Students will incorporate content from the DNP core courses to successfully plan and develop and evidence-based doctoral project. Utilizing the SQUIRE guidelines, sections 1-6 of the DNP project manuscript will be completed with a description of the problem, available knowledge, rationale, and specific aims of the project. The DNP project team will be formulated with a DNP project chair and team member. Students will be prepared to present their DNP project proposal to the DNP project chair, DNP project team, and their peers by the end of the semester. Approximately 145 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option OR current national board certification as an Advanced Practice Registered Nurse (Nurse Practitioner, Nurse Midwife, Clinical Nurse Specialist, or Nurse Anesthetist) OR completion of DNP 9001, DNP 9002, DNP 9003, and DNP 9004.

DNP 8001 - Doctor of Nursing Practice Project II (150 experiential engagement hours) (3)

In this course, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the implementation of their DNP project. Students will also master and exemplify independent leadership and advanced nursing practice roles. Utilizing the SQUIRE guidelines, sections 7-12 of the DNP project manuscript will be completed with a description of the context, intervention(s), study of the intervention(s), measures, analysis, and ethical considerations. Approximately 150 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: DNP 8000.

DNP 8002 - Doctor of Nursing Practice Project III (150 experiential engagement hours) (3)

In this course, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the evaluation and dissemination of their DNP project. Students will also master and exemplify independent leadership and advanced nursing practice roles. Utilizing the SQUIRE guidelines, sections 13-18 of the DNP project manuscript will be completed with a description of the results, limitations, conclusions, plan for sustainability, and any applicable funding sources. Students will disseminate their DNP project through a formal scholarly presentation to colleagues and faculty. Approximately 150 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course. *Note: completion of 1,000 post-baccalaureate experiential engagement hours and successful completion of the DNP project and presentation are required for graduation.*
Prerequisite: DNP 8001.

DNP 8004 - Doctor of Nursing Practice Project Continuation (3)

In this course, students who have not yet completed their DNP project will continue to implement and evaluate their project with continued mentorship from the DNP project chair and team member. This course must be taken on a continual basis to remain in good standing in the program until the DNP project is completed.

DNP 9001 - Doctor of Nursing Practice Experiential Engagement I (125 experiential engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore various areas of interest related to the AACN DNP Essentials and AONE Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with the DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: Admission to the DNP Program.

DNP 9002 - Doctor of Nursing Practice Experiential Engagement II (125 experiential engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore various areas of interest related to the AACN DNP Essentials and AONE Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with the DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9001.

DNP 9003 - Doctor of Nursing Practice Experiential Engagement III (125 experiential engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore various areas of interest related to the AACN DNP Essentials and AONE Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with the DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9002.

DNP 9004 - Doctor of Nursing Practice Experiential Engagement IV (125 experiential engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore various areas of interest related to the AACN DNP Essentials and AONE Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with the DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9003.

DSN - Design

DSN 6000 - Web Design and Architecture (3)

Website design and architecture has evolved from a minimalistic presentation of text to vibrant, interactive experiences characterized by strategically placed information, optimally designed pages, and easy navigation. This course explores current design principles and the tools used for effective website design and development. The course enables students to (a) perform website planning; and (b) recognize and critically evaluate the quality of a website using color theory and standards from organizations such as the World Wide Web Consortium's (W3C). This course is a pre/co-requisite for all Web Design concentration courses. Being a pre/co-requisite means the following. First, as a prerequisite, DSN 6000 registration and completion must occur before registering for other Web Design courses. Second, as a co-requisite, registration in DSN 6000 must occur concurrently (i.e., same term and same part of term) as registration in other Web Design courses provided the DSN 6000 registration always precedes or equals, by term and/or part of a term, registration in other Web Design courses. Dropping or withdrawing from DSN 6000, while DSN 6000 is a pre/co-requisite, may result in being dropped or withdrawn from other Web Design courses in the term and/or part of a term.

DSN 6030 - Advanced Multimedia and Animation (3)

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.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6035 - 3D Animation and Multimedia (3)

In this course, students will enhance their animation skills and abilities using 3D animation and multimedia concepts. Students will gain practical 3D animation experience by integrating text, graphics, animation, camera, light, and various multimedia applications into the design, development, and creation of multimedia presentations and publications within an interactive environment.
This is a "hands on" course involving the creation of interactive 3D animation and multimedia projects for export and use in other projects.
Prerequisite: DSN 6000.

DSN 6040 - Web Design with JavaScript (3)

Webpage and website design must incorporate appearance, content presentation, and usability into a format that captures the user's attention. This course focuses on using the JavaScript programming language to control web content behavior. Students will learn proper JavaScript and Java coding syntax and techniques through practical application involving writing structured code to solve problems and/or control web content behavior. In addition, this hands-on, practical approach ensures students grasp the concepts and logic associated with high-quality web designs and programs.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6050 - Markup Languages Advanced Authoring (3)

Webpage and website design must incorporate appearance, content presentation, and usability into a format that captures the user's attention. This course focuses on using the HTML programming language, CSS3 and responsive to control web content behavior. Students will learn proper HTML coding syntax and techniques through practical application involving writing structured code to solve problems and/or control web content behavior. In addition, this hands-on, practical approach ensures students grasp the concepts and logic associated with high-quality web designs and programs.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6060 - Database/Web Design Integration (3)

The development of data driven web sites requires a variety of database options. This course will present PHP (PHP: Hypertext

Preprocessor programming language integrated in HTML and techniques covering the basics of SQL (Structured Query Language) databases. Additionally, we will cover relational database concepts, data modeling, stored procedures, records, transactions, exception handling, and security. Using SQL and PHP, students will learn how to build a web page form with server-side scripting to perform processing such as data collection, storage, retrieval, and searches.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6070 - Web Design with Visual Basic (3)

Webpage and website design must incorporate appearance, content presentation, and usability into a format that captures the user's attention. This course focuses on using an Object Oriented/Based Programming (OOP) language (e.g., Visual Basic) to control web content behavior. Students will learn proper Visual Basic coding techniques through practical application involving writing structured code to solve problems and/or control web content behavior. In addition, this hands-on, practical approach ensures students grasp the concepts and logic associated with high-quality web designs and programs.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6080 - Internet Development/Design for Competitive Advantage (3)

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".
Prerequisite: Pre-co/requisite: DSN 6000 - Web Design and Architecture.

DSN 6090 - Topics in Web Design and Programming (3)

This course is an intensive study of selected contemporary topics in Web Design and Programming. Emphasis is placed on research in areas pertinent to Design and Programming 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 the current topic.
Prerequisite: Prerequisite: DSN 6000 Web Design and Architecture plus, at least, one other DSN-series course (DSN 6030, DSN 6040, DSN 6050, DSN 6060, DSN 6070, DSN 6080).

DSN 8100 - Web Design Integration/Capstone Course (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: Prerequisite(s): IST 7000, IST 7020, IST 7040, IST 7060, IST 7100, DSN 6000 and, at least, two courses within the Web Design concentration.

DTL - Learning Design and Technology

DTL 6000 - Foundations of E-Learning Theory and Planning (3)

This course provides an overview of the essential practices of e-learning. Students will acquire knowledge about learning theories, instructional design, approaches to e-learning, and e-learning program implementation. Additionally, students explore instructional technologies that provide a practical background for delivering effective e-learning solutions in organizations.

DTL 6010 - Universal Design in E-Learning (3)

This course is a review of instructional design processes, practices, and e-learning development based on the Universal Design for Learning framework. Students will focus on adult learning principles and how instructional design practices can facilitate accessible and effective e-learning environments. Additionally, instructional technology tools and accessible instructional resources are explored in the context of implementing e-learning modules in organizational settings.

DTL 6020 - E-Learning Technologies and Multimedia (3)

In this course, students will work with e-learning technologies and multimedia tools to attain knowledge and skills relevant to current organizational needs. The course will focus on systems hardware, software, emerging instructional and communications technologies, and ethical considerations with the use of technology. Students will evaluate these technologies in the context of supporting the mission and initiatives of organizations.

DTL 8000 - Portfolio and Experiential Project in E-Learning (3)

This is a capstone study of e-learning that is designed to demonstrate cumulative knowledge and skills through two major

experiential projects: 1) an e-portfolio, and 2) a case study or authentic project. The e-portfolio captures accomplishments and artifacts from previous courses, and it serves as an ongoing resource and record of continued professional development. The case study or project focuses on an e-learning program or organization and involves in-depth analysis of the application of concepts and strategies needed to enhance practice and performance in e-learning.

EDD - Doctor of Education

EDD 6102 - E-Folio (0)

This course provides access to the electronic portfolio housed on TaskStream, and is required for all students enrolled in a Degree or Certificate 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 Canvas 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 - Experiential Learning: Leadership Issues (3)

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 - Curriculum Engineering (3)

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 - Pluralistic Communities: Administrative Issues (3)

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 - Leadership, Equity, and Educational Law (3)

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 - Disciplined Inquiry I (3)

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 - Disciplined Inquiry II (3)

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 - Curriculum Leadership in Higher Education (3)

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 - Supervisory Behavior (3)

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 - Managing Human and Material Resources (3)

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 - Leadership Dynamics and Data-Driven Decision Making (3)

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 - The Art of Leadership (3)

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 - Leadership Issues in Higher Education (3)

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)

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 & Leadership (3)

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 & Communication (3)

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, & Leadership Succession (3)

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 & Leadership (3)

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)

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)

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)

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 & the Higher Education Finance Process (3)

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)

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 - Problem-Centered Research II (3)

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 - Leadership Practicum (3)

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

EDD 8103 - Internship (3)

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 - Field Experience and Portfolio Assessment (3)

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 - Dissertation Project (3)

Dissertation/Capstone 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 - Dissertation Project (3)

Dissertation/Capstone 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 - Dissertation Project (3)

Dissertation/Capstone 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 - Dissertation Project (0)

Dissertation/Capstone 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.

EDL - Educational Leadership

EDL 7108 - Action Research I (3)

This course emphasizes the role of the practitioner as researcher and uses action research methodology as the vehicle for identifying, clarifying, and structuring the problem of practice for each student. It is the course that will identify the problem of practice in conjunction with EDL7590 School Leadership: Theory and Practice and is where the process of study, planning, implementation, and evaluation begins that will lead to the capstone Dissertation in Practice. This course is taught in conjunction with EDL 7590 School Leadership: Theory and Practice.

EDL 7109 - Action Research II (3)

The Problem of Practice will have been developed into a well-designed research project. The focus of this course is to create specific implementation and evaluation plans. The instructor will work in consultation with the student and a field-based mentor to review, modify if necessary, and approve the plan for action. The final plan must be submitted to the Wilmington University Human Subjects Review Committee for approval prior to implementation.

EDL 7110 - Innovation in Practice (3)

Innovation in Practice is taken in conjunction with EDL 7111 Leadership for Innovation. Innovation in Practice provides students with opportunities to study successful innovations in schooling at all levels and compare the solutions to similar problems taken concurrently with EDL 7111.

EDL 7111 - Leadership for Innovation (3)

The leader alone cannot carry the responsibility for innovation in schools, but the leader can set the tone and create a climate and a culture in schools and districts in which innovation is safe and encouraged. In Leadership for Innovation, students will study the research on innovative leadership, the cultures of innovative classrooms, schools, school districts and companies, and distill the best practices of leadership that encourage an innovative culture. EDL 7111 is taken in conjunction with EDL 7110.

EDL 7113 - Leadership and Governance (3)

This course will explore and analyze the concept of transformational leadership in education at all levels of PK-12 schooling and study its impact on governance in schools and school districts. Students will address the issues of effective governance under both effective and ineffective school boards and the role of education leaders in both, focusing on enriching one and improving the other. Guest speakers will include school board members, legislators, and others who have influence on education policy. The course is taken in conjunction with EDL 7114: Labor Negotiations and Law.

EDL 7114 - Labor Negotiations and Law (3)

Students will study labor law and school district collective bargaining processes and agreements. From these will come case studies, demonstrations, role playing, and simulations in order for students to develop the skills and dispositions necessary for successful labor relations. Skills will include: building collaborative relationships with local and state education associations, responding to grievances, conducting hearings, and participating in contract negotiations. The course is taken in conjunction with EDL 7113: Leadership and Governance.

EDL 7115 - Technology Integration (3)

Technology integration will be viewed from the perspective of all district and school operations. Students will evaluate technology plans for instruction and the relative value of those plans to learning. Students will also review the administrative and management uses of technology including information management, budget planning and resource allocation, communication, and referendum planning. The course is taught in conjunction with EDL 7114: Security and Safety.

EDL 7116 - Security and Safety (3)

This course, taught by professionals in the field, will help education leaders at all levels keep children and staff both physically and emotionally safe. Candidates will learn how to protect the personally identifiable information of staff and students. Candidates will

also perform security audits related to their organization's classrooms, buildings and grounds, and information systems. They will learn how to keep abreast of emerging threats to children and staff and how to lead when a crisis occurs. The course is taught in conjunction with EDL 7113: Technology Integration.

EDL 7201 - Managing Finance (3)

This course examines fiscal policy, control systems, and influencing 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 that provides adequate funding in a manner that is equitable to all students and fair to all taxpayers. Candidates will explore alternative methods of funding. This course is taken in conjunction with EDL 7709: Leading and Managing Human Resources.

EDL 7590 - School Leadership: Theory and Practice (3)

This course explores theory and practice related to organizational behavior and development, models, change, shared decision-making and instructional leadership for the roles of teacher, principal, and superintendent. Major topics include the new roles for school leaders, issues related to school reform, community and stakeholder involvement, improvement of teaching and learning, enhancing student achievement, ethics, and innovation. It is one of two initial courses in the EDL program and is taught in conjunction with EDL 7108 Action Research I.

EDL 7703 - Curriculum Theory and Practice (3)

Through a study of curriculum theory that includes the writings of John Dewey, Jerome Bruner and others, and planning structures such as those proposed by Ralph Tyler, and Grant Wiggins and Jay McTighe, students will conceptualize their own philosophy of curriculum and juxtapose it with the enacted curriculum of their organization. They will study and propose resolutions to real curriculum problems and apply a model of planning to their own problem of practice in the context of curriculum theory.

EDL 7704 - Education for Equity and Social Justice (3)

Students will determine the role of the school in guaranteeing equity and social justice within its walls and within its community. Students will identify the barriers and practices that face students and staff and that inhibit growth toward full potential. Students will also identify goals and activities to instill belief in equity and social justice for all students.

EDL 7709 - Leading and Managing Human Resources (3)

Candidates will examine and practice the leadership and management skills required for a high quality human resources program that supports all employees. Other topics include recruitment, professional growth, retention of teachers and an efficient management system. The alignment of resources with the mission of the organization is discussed and will be simulated. This course is taken in conjunction with EDL 7201 Managing Finance.

EDL 8110 - Laboratory of Practice: Teacher-Leaders (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8111 - Laboratory of Practice: Teacher-Leaders (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8112 - Laboratory of Practice: Teacher-Leaders (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8113 - Laboratory of Practice: Teacher-Leaders (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8120 - Laboratory of Practice: Principals (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which

students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8121 - Laboratory of Practice: Principals (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8122 - Laboratory of Practice: Principals (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8123 - Laboratory of Practice: Principals (1)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8124 - Laboratory of Practice: Principals (NJ only) (1)

EDL 8130 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8131 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8132 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8133 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8134 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8135 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 9100 - Dissertation in Practice I (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and

publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9200 - Dissertation in Practice II (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9300 - Dissertation in Practice III (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9400 - Dissertation in Practice Presentation (3)

The Dissertation in Practice (DIP) will culminate with a public presentation by the student of the results of the Problem of Practice (POP). In most cases, the POP will be reported on based on the findings in Year 3 and take place in the candidate's respective setting.

EDT - Educational Technology

EDT 6005 - Applications in Educational Technology (3)

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.
Prerequisite: MED 6102 E-folio.

EDT 6010 - Instructional Applications of Technology (3)

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.
Prerequisite: (EDT 6000 or EDT 6005) and MED 6102 E-folio.

EDT 6020 - Emerging Trends in Educational Technology (3)

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.
Prerequisite: (EDT 6000 or EDT 6005), EDT 6010 and MED 6102 E-folio.

EDT 6030 - Electronic Delivery Systems (3)

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
Prerequisite: EDT 6000 or 6005, EDT 6010 and EDT 6020.

EDT 6035 - Ethical, Legal, and Social Issues in Educational Technology (3)

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.
Prerequisite: (EDT 6000 or EDT 6005), EDT 6010, EDT 6020 and MED 6102 E-folio.

EDT 6045 - Special Topics in Educational Technology (3)

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.
Prerequisite: (EDT 6000 or EDT 6005), EDT 6010, EDT 6020, (EDT 6030 or EDT 6035) and MED 6102 E-folio.

GMD - Game Design and Development

GMD 6000 - Game Literacy (3)

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.
Prerequisite: Graduate status.

GMD 6020 - Game Design and Analysis (3)

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.
Prerequisite: Graduate status.

GMD 6030 - Game Audience Analysis (3)

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.
Prerequisite: Graduate status.

HCA - Health Care Administration

HCA 7700 - Seminar in Health Care Administration (3)

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 - Health Policy and Economics (3)

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 - Health Insurance and Reimbursement (3)

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 - Legal Aspects in Health Care (3)

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 - Marketing in the Health Care Sector (3)

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 - Special Topics in Health Care Administration (3)

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.

HEL - Higher Education Leadership

HEL 8000 - Professional Seminar in Higher Education (3)

Course provides an overview of the field of higher education, an introduction to doctoral study, and career development planning. A primary focus of the course will be on creating individualized career paths and creating plans for Leadership Field Experience.

HEL 8001 - Advanced Academic Research & Writing (3)

Strong skills in research and writing are critical for leaders in higher education. The course will focus on strengthening writing skills in a variety of academic and professional contexts. Students will also learn to interpret, critique, and analyze published research.

HEL 8100 - History of American Higher Education (3)

A survey of the foundations of higher education and the development of American higher education. Attention will be given to major events and policies that have impacted higher education in the United States. Students will gain an understanding of and appreciation for the ways in which past events have contributed to the current issues in American higher education.

HEL 8101 - Equity & Inclusion in Higher Education (3)

This course explores issues in higher education related to equity and inclusion, including access to higher education, multiculturalism on college campuses, equity in admissions; equity in faculty hiring and promotion; issues related to races, gender, sexuality, ability, economic status, and more. Students will learn to understand and critique multiple perspectives; develop multicultural self-awareness; and understand the impact of leadership on advancing equity and inclusion on college campuses.

HEL 8103 - Seminar: Current Issues in Higher Education (3)

Explores current issues in higher education through in-depth analysis, case study, and scholarly readings. Topics vary by term.

HEL 8102 - Ethical Decision Making in Higher Education (3)

Students will explore philosophical foundations of ethics and develop frameworks for approaching ethical decision-making in a variety of higher education contexts. Students will complete readings and conduct analyses of current ethical challenges in higher

education.

HEL 8104 - Seminar: Leadership in Higher Education (3)

Explores current issues in higher education leadership through in-depth analysis, case study, and scholarly readings. Provides an emphasis on current challenges in higher education leadership.

HEL 8200 - Methods of Applied Research & Design (3)

In this introductory course in research methods students will review qualitative, quantitative, and mixed-methods approaches. Students will learn to design research questions, explore approaches to methodology, understand research frameworks, and hypothesis formation and testing.

Prerequisite: Grade of B or higher in.

HEL 8201 - Problem Centered Research 1 (3)

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.

Prerequisite: Grade of B or higher in.

HEL 8202 - Problem Centered Research 2 (3)

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.

Prerequisite: Grade of B or higher in.

HEL 8501 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 8502 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 8503 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 8504 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 8505 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 9000 - Applied Inquiry Seminar 1 (3)

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.

Prerequisite: Prior to enrolling in HEL 9000, students must have successfully completed all coursework and maintained a 3.0 grade point average.

HEL 9001 - Applied Inquiry Seminar 2 (3)

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. With approval from the program chair, students may take HEL 9000 and HEL 9001 simultaneously.

HEL 9004* - Applied Inquiry Sustaining Credit* (0)

Students who have not completed and presented their Applied Inquiry Project by the end of HEL 9001 are required to enroll in this course on a continuing basis until the projects is completed and presented.

IPM - Information Technology/Systems Project Management

IPM 6000 - IT/IS Project Scope Development and Management (3)

This course covers the methodologies, tools and techniques for identifying, developing, validating, and managing the scope of IT/IS projects. This includes topics such as identifying project objectives, assumptions, constraint, requirements, and development and management of a scope management plan.

IPM 6010 - IT/IS Project Scheduling (3)

This course covers various methodologies, tools and techniques associated with IT/IS project scheduling. Topics include schedule development, critical path, baselines, estimating duration, project network diagrams, and duration compression.

IPM 6020 - IT/IS Project Budgeting (3)

This course covers various methodologies, tools and techniques associated with IT/IS project budgeting. Topics include planning and cost estimation, creating a budget, and managing the budget/costs. Additionally, project performance is covered in this course.

IPM 6030 - IT/IS Project Risk Management (3)

This course covers the development of a risk management plan, as well as various risk management methodologies, tools, and techniques for managing IT/IS project management risks. Additionally, the course covers risk identification, qualitative and quantitative analysis, and risk response.

IPM 6040 - IT/IS Project Quality Management (3)

This course covers methodologies, tools and techniques for planning and managing IT/IS project quality. This includes quality planning, quality assurance, quality control, quality audits and quality improvement.

IPM 6050 - Agile Project Management (3)

This course introduces Agile project management to students, with a focus on managing software development projects and Agile project team members. It also provides students with the knowledge needed to determine when an Agile approach is more appropriate for IT/IS projects.

IPM 6090 - Special Topics in IT/IS Project Management (3)

This course is an intensive study of selected topics in IT/IS Project Management. The focus for each section varies. When offered in a "Directed Study" format, it 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. Student should refer to the course-listing bulletin for the current topic.

IPM 8100 - IT/IS Project Management Integration/Capstone Course (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: Prerequisite(s): IST 7000, IST 7020, IST 7040, IST 7060, IST 7100 and at least three courses in the IT Project Management concentration.

IST - Information Systems Technologies

IST 5000 - APA style and Academic Writing for Graduate Students (0)

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. IST 5000 is not an MS-IST Core course and cannot be used as an elective in any Wilmington University program.
Prerequisite: IST majors only.

IST 5500 - IST Fundamentals (3)

This course provides a high-level overview of Information Technology and Information Systems (IT/IS) concepts. The IT/IS concepts include areas such as ethics, security, strategy, networking, and business processes. The course is designed to prepare students, with limited professional IT/IS experience, for success in the MS-IST Program. IST 5500 is not an MS-IST Core course and cannot be used as an IST elective in any Wilmington University program.

IST 7000 - Data Management (3)

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 - Analysis, Modeling, and Design (3)

This course covers topics such as the systems development life cycle (SDLC), 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. In addition, the course addresses the unique issues presented when globalizing IT systems. Students will use current development methods and tools such as rapid application development, prototyping, and visual development.

IST 7040 - Data Communications and Networking (3)

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 - Project and Change Management (3)

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 - IT Policy and Strategy (3)

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 - Integrating the Enterprise, IS Function, and IS Technologies (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: IST 7000, IST 7020, IST 7040, IST 7060, IST 7100 plus, at least, three courses within the Management and Management Information Systems concentration.

IST 8101 - Field Experience/Internship (3)

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 complete a concentration specific 8100 capstone/integration course before registering for IST 8101. Students will employ one of several project management/investigative Methodologies to complete their selected project. The chosen methodology can be used for (a) internships; or (b) (for Web Design students) electronic portfolio design and development; or (c) investigating current topics in IT.
Prerequisite: A concentration specific 8100 course and, at least, three (3) courses in the student's concentration.

LDR - Leadership

LDR 7000 - Experiential Learning: Leadership Issues (3)

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 - Managing Innovation and Change (3)

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 - Accounting

MAC 7100 - Financial Accounting Theory, Policy, and Research (3)

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.
Prerequisite: BAC 201 and BAC 202.

MAC 7200 - Advanced Managerial Accounting (3)

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.
Prerequisite: BAC 201 and BAC 202.

MAC 7300 - Issues in Auditing and Assurance Services (3)

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.
Prerequisite: BAC 201 and BAC 202.

MAC 7400 - Fraud Prevention and Forensic Accounting (3)

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.
Prerequisite: MAC 7300.

MAC 7500 - Federal Taxation, Policy, and Research (3)

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.
Prerequisite: BAC 201 and BAC 202.

MAC 7600 - International Accounting and Taxation (3)

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.
Prerequisite: MAC 7500.

MAJ - Administration of Justice

MAJ 6600 - Criminological Theory (3)

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)

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)

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)

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)

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)

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)

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.
Crosslisted as: MHS 7004.

MAJ 6607 - Workplace Law and Liability (3)

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 - Police Executive Leadership (3)

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 - Violent Crime (3)

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 - White Collar Crime (3)

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 - Victimology (3)

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 - Drugs and Society (3)

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 - Mental Health and the Law (3)

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 - Addiction Studies (3)

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 - Therapeutic Strategies for Criminal Justice Offenders (3)

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 - Judicial Procedures (3)

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 6619 - Forensic Behavior Analysis (3)

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 - Criminal Justice System: Policy and Process (3)

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 - Law and Social Control (3)

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 - Quantitative Applications in Criminal Justice (3)

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 - Research Methods in Criminal Justice (3)

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.

Crosslisted as: MHS 7033.

MAJ 6634 - Leadership through Films (3)

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.
Crosslisted as: AHS 7634.

MAJ 6701 - Special Topic: Ireland Study Abroad (3)

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 - Thesis Supervision (3)

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

MAJ 6901 - Graduate Practicum (3)

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 - Contemporary Issues in Homeland Security (3)

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.
Crosslisted as: MHS 7000.

MAJ 7001 - Terrorism (3)

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 - Legal Aspects of Homeland Security (3)

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.
Crosslisted as: MHS 7002.

MAJ 7003 - Risk Assessment and Management (3)

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.
Crosslisted as: MHS 7003.

MAS - Secondary Education

MAS 7204 - Teacher Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle/secondary level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.
Prerequisite: MED 6102 and MAS 7604.

MAS 7601 - Education of Diverse Populations and Exceptional Children (3)

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community.
Prerequisite: MED 6102 and MAS 7604.

MAS 7602 - School in a Multicultural Society (3)

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.
Prerequisite: MED 6102 and MAS 7604.

MAS 7603 - Instructional Strategies in Secondary Education (3)

Instructional Strategies in Secondary Education is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.
Prerequisite: MED 6102 and MAS 7604.

MAS 7604 - Technology for Instruction (3)

This course 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 2.1 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.
Prerequisite: MED 6102.

MAS 7651 - Adolescent Growth and Development (3)

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studies include physical, social-emotional, and intellectual development. Major development theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered.
Prerequisite: MED 6102 and MAS 7604.

MAS 7652 - Reading in Content Areas (3)

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.

Prerequisite: MED 6102 and MAS 7604.

MAS 7701 - Classroom Culture and Student Behavior (3)

This course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers when students misbehave.
Prerequisite: MED 6102, MAS 7604 and MAS 7603.

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

This course provides candidates with the pedagogical approaches and methods needed to effectively construct and deliver lessons in middle level and high school classrooms. The course will focus on "Personalized Learning" where teachers combine tools to engage learners in material that fits their grade level and subject needs and interests. Candidates will be guided in purposeful design of instruction to combine face-to-face teaching, technology-assisted instruction and collaboration to leverage each student's learning style and interests for deeper learning. Candidates will engage in processes for using assessment data to measure how that learning impacts practice 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 engage in classroom activities, including work with individual and small groups of students, and teaching a lesson.
Prerequisite: MAS 7601, MAS 7602, MAS 7603, MAS 7604, MAS 7651, MAS 7652, MAS 7701 and MAS 7998. Completion of a 30-hour concentration [if seeking licensure and certification] as determined through transcript analysis by a specific Wilmington University advisor, and all required course work. .

MAS 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: 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.

MAS 7997 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: 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. .

MAS 7998 - Practicum III (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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: 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.

MAS 8801 - Student Teaching/Internship (9)

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.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. Delaware's minimum passing score for the PPAT is 38 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: 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. Program Chair approval is required for course registration.

MAS 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements of Task 2 in PPAT and with elements of PPAT Tasks 3 and 4, which will help the candidate be prepared to meet data collection and analysis expectations that will be encountered during student teaching. For candidates student teaching in fall 2016 or later, this course must be taken concurrently with Practicum III.
Prerequisite: MED 6102 and MAS 7604. Corequisite: MAS 7997.

MBA - Business Administration

MBA 5850 - Financial Accounting for MBAs (3)

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 - Organizational Behavior and Ethical Leadership (3)

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 - Managerial Accounting (3)

This course emphasizes the use of accounting data in the managerial decision-making process and in planning and controlling business enterprises. Topics include cost-volume-profit analysis, budgeting, variance analysis, capital budgeting, and responsibility accounting.
Prerequisite: 3-credit undergrad accounting equivalent to BAC 101 or equivalent or minimum test score, or MBA 5850.

MBA 6300 - Quantitative Business Analysis (3)

This course studies the application of quantitative methods for business analysis and decision making. Topics will include probability and descriptive statistics, survey construction, project management tools, forecasting methods and statistical process control.
Prerequisite: 3-credits undergraduate algebra, calculus, or mathematics statistics OR MAT 110 or higher.

MBA 6350 - Introduction to Data Analytics (3)

This course is an introduction to data analytics, which involves using statistical analysis and visualization techniques to describe, display, and explore data to develop useful insights and convert data to actionable information that enables learning and making better decisions. Topics that will be covered include: data-driven decision-making, Microsoft Excel basics, data visualization (graphical and tabular), descriptive statistics, pivot tables and charts, correlation analysis, and linear regression (simple, multiple, and hierarchical). This course emphasizes using the advanced analytic capabilities of Microsoft Excel.

MBA 6400 - Economic and Financial Environment of Business (3)

Interrelationships between financial and other economic sectors are studied. Development of the macroeconomic framework and concepts relating to the determination of output, employment, and price level is reviewed.
Prerequisite: 3-credits undergraduate economics OR ECO 105.

MBA 7200 - Financial Management (3)

This course analyzes the synthesis of financial policy into a grand strategy that integrates organizational purpose and goals. The focus of the course is on current thinking regarding valuation of the firm, investment decision processes, financing and dividend policies, asset management, and financial strategies and portfolio theory.
Prerequisite: 3-credits undergraduate finance equivalent to FIN 305 OR MHR 7830.

MBA 7292 - Investments (3)

This course offers an in-depth study of the various types of investment securities such as common stocks, bonds, warrants, options, and investments company shares. Emphasis is placed on the risk-return characteristics of these securities and their use in various investment strategies.
Prerequisite: MBA 7200.

MBA 7293 - Portfolio Theory (3)

This course is an introduction to modern capital market theory and portfolio theory, analysis and selection of portfolios, and the management of portfolios and their performance. Alternative portfolio selection strategies (such as hedge funds) are also explored, as are derivatives and other investment alternatives.
Prerequisite: MBA 7292.

MBA 7294 - Advanced Financial Analysis (3)

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.
Prerequisite: MBA 7200.

MBA 7295 - Corporate Taxation (3)

An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property.
Prerequisite: MBA 7200.

MBA 7296 - International Finance (3)

This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective.

Cases are used to supplement problems.
Prerequisite: MBA 7200.

MBA 7301 - Business Support Systems (3)

This course investigates the increasing use of the techniques of business support systems and work flow tools for the optimum performance of manufacturing and service organizations. Students will use analytical, quantitative, and qualitative techniques and workflow tools for resource allocations, facilities design and location, process design, planning, scheduling, and quality control. An emphasis will be placed on current technologies and their applications in various industries.
Prerequisite: MBA 6300.

MBA 7302 - Project Management (3)

This course examines the use of project management to accomplish organizational goals and the unique styles of management needed to administer them. Case studies will be used to give the student a functional knowledge of project management. Topics in this course will include the role of the project manager, organizational and planning needs, cost estimation and budgeting, scheduling, resource allocation, auditing and controlling and the completion of projects.
Prerequisite: MBA 6300.

MBA 7305 - Supply Chain Management (3)

This course focuses on supply chain concepts, supply chain processes and managing those processes to build competitive advantage in a global marketplace. Topics covered include supply chain processes from supplier to fulfillment, supply chain performance measurement, implementation and link to business strategy. Though mostly process-focused, the course covers some quantitative concepts such as demand planning, inventory management and forecasting techniques. It also covers the role of information technology and e-business in state-of-the-art supply chain management.
Prerequisite: MBA 6100, MBA 6400, and MBA 7200.

MBA 7320 - Business Process Management (3)

Business Process Management (BPM) is the integration of all critical business functions so they are aligned with the firm's tactical and strategic plan. This course focuses on two core concepts: the discipline of BPM as a holistic management tool, and the role that technology plays in facilitating a BPM approach. BPM is a lifecycle approach that includes analysis, design, implementation, automation, and evaluation of business processes.

MBA 7589 - Entrepreneurial Innovation (3)

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 - Global Enterprise Development (3)

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.
Prerequisite: MBA 6100, 6400, and 7200.

MBA 7600 - Global Marketing Management (3)

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 - Market Research and Consumer Behavior (3)

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.
Prerequisite: MBA 7600.

MBA 7604 - New Business Ventures (3)

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.
Prerequisite: MBA 7600.

MBA 7606 - Business to Business and Business to Government Marketing (3)

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.
Prerequisite: MBA 7600.

MBA 7608 - Integrated Marketing Communications (3)

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.
Prerequisite: MBA 7600.

MBA 7610 - Salesmanship and Sales Force Management (3)

This course studies the design, management and motivation of an organization's personal selling function. The subjects studied in this course include the role of sales professionals as financial contributors, change agents and relationship builders. Included in this course will be discussions on sales force structure, motivation, and augmentation of the marketing communications program, recruitment, selection and training of sales persons.
Prerequisite: MBA 7600.

MBA 7615 - Marketing Analytics (3)

Marketing analytics is an essential and increasingly important business function in today's digital and data-centered economies. Marketing data developed through sampling, modeling, and simulation and data processes must be analyzed and communicated clearly in order to recommend specific paths of action and support tactical decision-making and strategic planning within an organization. Students will gain knowledge of analytics techniques using Microsoft Excel that support the marketing function within the business environment. This course also presents foundation concepts of data visualization as a skill and discipline in and of itself, and this course uses Excel as a tool. Students registering for MBA 7615 are expected to have a working proficiency with Microsoft Excel.

MBA 7710 - Seminar in Data Analysis (3)

This course is designed as a hands-on course in Business Analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course covers the data management infrastructure that supports data analysis, analytic methods, and visualization as a tool to communicate analytic results. Practical examples and hands-on exercises present an opportunity to apply concepts and techniques used in data analytics. Data visualization tools are used as a means to explore and analyze data and as a means to effectively communicate analytic results. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.
Prerequisite: MBA 6300.

MBA 7715 - Advanced Statistics for Business Analytics (3)

This course explores how to build statistical models and implement regression analysis in real-world problems from business, economics, and marketing research and consumer behavior. Topics that will be covered include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will acquire skills not only in the mechanics of regression analysis (often by means of a statistical software package) but also in selecting appropriate models, interpreting regression results, and diagnosing regression problems. This course will emphasize using Excel for building and implementing linear regression analysis models.
Prerequisite: MBA 6300.

MBA 7720 - Forecasting for Business Analytics (3)

This course explores how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. Topics that will be covered include: regression models, smoothing methods including Moving Average (MA) and Exponential Smoothing, and Autoregressive (AR) models, model enhancements such as second-layer models and ensembles, and various issues encountered in practice. This course will emphasize using Excel for building and implementing forecasting models.
Prerequisite: MBA 6300.

MBA 7725 - Optimization for Business Analytics (3)

This course explores how to develop, implement and use optimization techniques for determining optimal data-driven solutions for a variety of business problems. Topics that will be covered include: introduction to optimization; linear programming; integer linear programming; sensitivity analysis; linear programming models for marketing, manufacturing, ingredient blending, employee scheduling, financial investments, transportation, and resource assignment applications; and networking modeling for shortest path, maximal flow, and minimal spanning tree applications. This course will emphasize using Excel for building and implementing linear programming optimization models.
Prerequisite: MBA 6300.

MBA 7730 - Simulation for Business Analytics (3)

This course explores how to develop, implement and use simulation methods for business decision-making. Students will build simulation models to answer practical questions that are motivated by operational business decisions, such as determining optimal queuing systems, inventory policies, equipment reliability, and project management for an organization. This course will emphasize using Microsoft Excel, as well as Excel add-in as modeling tools.
Prerequisite: MBA 6300.

MBA 7800 - Topics in Finance—Derivatives (3)

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.
Prerequisite: Completion of at least four MBA Finance concentration courses listed above.

MBA 7802 - Economic and Financial Analysis of Environmental Issues (3)

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 - Project Management with Sustainable Green Technologies (3)

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 - Environmental Regulations and Ethical Issues (3)

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 - Strategic Planning for Sustainable Organizations (3)

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 - Principles of Environmental Sustainability (3)

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 - MBA Internship (3)

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.

Prerequisite: Completion of 18-credits in MBA core.

MBA 8799 - Thesis (3)

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

MBA 8800 - Business Strategy (3)

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.
Prerequisite: Completion of all MBA core requirements (MBA 6000, 6100, 6300, 6400, 7200, and 7600).

MCC - Community Counseling

MCC 8010 - Child and Adolescent Counseling (3)

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 - Addictions Counseling (3)

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 - Human Sexuality Counseling (3)

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 - Crisis Intervention Counseling Strategies and Skills (3)

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 - Ethical Decision-Making (3)

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 - Advanced Counseling and Psychotherapy (3)

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 - Marriage and Relationship Counseling (3)

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 - Advanced Family Counseling (3)

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.

MCM - Business Communication

MCM 6100 - Multi-Media Communication (3)

This course represents a unique combination of business strategy, business analytics and big data, visualization, and the adept use of a sampling of multi-media tools (text, audio, video, and animation) and communication channels (web presence, social media, marketing campaigns). In today's hypercompetitive business environment, businesses must compete based on strategic messaging and the value of the content they provide to informed customers, suppliers, and business partners.

MCM 6101 - Communication Writing (3)

Our world is quickly becoming more complicated, diverse, and data-driven, with many new developments that are only understood by experts - so how does a business communicate to a multitude of audiences about its new capabilities? Clear and compelling business writing is key to drive funding, public awareness, and ultimately consumer adoption. Upon successful completion of this course, students will understand the basics of business communications and be able to apply components of the 'CCCD model':

Choosing (...a communication goal and strategy)
Creating (...the message)
Coordinating (...with others who are interdependent to the message)
Delivering (...the message appropriately to the right audience)

Students will also gain an understanding of how, why and the most effective way for people to communicate in business/organizational settings. This class will help prepare students to navigate a complex business world that is highly dependent on the ability to communicate well. This course places heavy emphasis on the components of writing to create clear and concise communication in all forms.

MCM 6102 - Legal and Ethical Issues (3)

Students will examine key issues in communications. Special emphasis is given to the evolution of present day interpretations of the First Amendment, conflict of interest, fair use, intellectual property, invasion of privacy, government regulation of the media, and more. Ethical theories will be explored utilizing real-world practical application.

MCM 6103 - Communication Analytics (3)

Students will acquire the knowledge necessary to establish a holistic communication presence including web page(s), blogs, social media using static and dynamic approaches to interact and inform customers, suppliers, and business partners. Students will acquire skills in creating a holistic, synergetic approach that manages the relationship with customers, both B2C and B2B (and B2B2C). Students will also learn how to implement Google Analytics and statistical analysis and visualization tools to get a clearer understanding of all communication touch points, internally and externally. Students will learn how to integrate traditional and digital techniques including email marketing, data mining for potential customer interest as well as monitoring customer complaints, and how to create a dashboard to monitor overall success in all online customer touch points.

MCM 6104 - Strategic Communication (3)

Various business and governmental policies affect everyone personally and affect the nation in countless ways. It evolves constantly while engaging a wide variety of stakeholders and different branches and levels of business and government. For this course, we will approach strategic communication and policy from an historical perspective, from the perspective of stakeholders, and examine current events in select areas of strategic communication through a political lens. Also, we will look at the mechanics of communication delivery so we will be able to recognize its different components and interactions.

MCT - Career and Technical Education

MCT 6400 - Educational Psychology (3)

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they serve. Students will learn the nature and use of measurement tools and evaluation in educational settings. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 400.

MCT 6401 - Career and Technical Education Instructional Technology (3)

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the Internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 401.

MCT 6402 - Career and Technical Education Advanced Curriculum Design (3)

This course focuses on curriculum design for Career and Technical courses. Students will learn how to develop the sequence of teaching activities in Career and Technical courses as well as the content that should be taught to be state-of-the-art for the work-place. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 402.

MCT 6403 - History and Regulations of Career and Technical Education (3)

This course explores the history, philosophy, and regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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). Crosslisted as: EDC 403.

MCT 6404 - Career and Technical Education Guidance Practices (3)

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career-technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 404.

MCT 6405 - Career and Technical Education: Community and Business Relations (3)

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 405.

MCT 6406 - Career and Technical Education Assessment and Course Construction (3)

The purpose of this course is to assist career-technical teachers in learning how to develop their courses to meet the needs in the workplace , the needs of students and to satisfy curriculum standards as well as the Delaware content standards. An introduction to student organizations and to key safety practices will also be part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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). Crosslisted as: EDC 406.

MCT 6407 - Career and Technical Student Organizations (3)

This course focuses on the history and importance of Career and Technical student organizations in the career and technical high schools. It will focus on building student leadership skills, presentation skills, and specific technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 407.

MCT 6410 - Multicultural Education (3)

This course addresses the principles and practices for providing instruction in the multicultural classroom. Students will study the role of race and social class in the classroom as well as the impact of cultural learning styles and racial identity on learning. They will learn concepts and strategies for effective decision making, delivery of instruction, classroom management, and culturally responsive assessments. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 410.

MCT 6411 - Methods of Teaching Career and Technical Education I (3)

Methods of Teaching Career and Technical Education I includes methods and demonstration of proficiency in teaching the particular career program of the teacher. Students are expected to develop materials, lesson plans, units, and structure in their courses. This course also addresses strategies that include helping students to develop problem-solving skills. Safety procedures will also be emphasized as an integral part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 411.

MCT 6412 - Career and Technical Education Classroom Management (3)

Effective classroom management techniques are emphasized to maximize student achievement. Concepts in academic learning time and active instruction are stressed. Students will learn strategies for preventing discipline problems, including organizing the classroom effectively, maintaining on-task behavior, interacting positively with students, and developing rules and procedures for a positive learning environment. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: 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.). Crosslisted as: EDC 412.

MCT 6413 - Methods of Teaching Career and Technical Education II (3)

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MCT 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.). Crosslisted as: EDC 413.

MCT 6420 - Capstone Project for Career and Technical Education (6)

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.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 50 day clinical experience, (45 school days and 5 days of Professional Development approved by the Program Chair) 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 clinical experience, 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.). *EDC 420/MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
Prerequisite: MED 6102 and approval of the Program Chair. Crosslisted as: EDC 420.

MEC - Education Counseling

MEC 6400 - Introduction to School Counseling & Theories (3)

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.
Prerequisite: College Level=Graduate, MED 6102.

MEC 6402 - Human Behavior and Child Development (3)

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.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6511 - Principles & Practices of a School Counseling Program (Capstone course) (6)

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. This course is restricted to School Counseling candidates only; non-certification track candidates should not register.
Prerequisite: Certification track candidates; MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701, MEC 7503, MEC 7202, MEC 7500 & MEC 7501 and at least a 3.0 cumulative grade point average.

MEC 6600 - Introduction to Drug/Alcohol Counseling (3)

This course addresses the fundamental concepts and issues necessary to gain a basic understanding of drug/alcohol counseling. Candidates 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. Candidates 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 candidates will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The candidates will be introduced to a code of ethics for the professional and will be able to discuss its importance.
Prerequisite: MEC 6400 & MEC 6402.

MEC 6607 - Ethical Issues in School Counseling (3)

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.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6608 - Multicultural Counseling (3)

This course is created for candidates 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.
Prerequisite: MEC 6400 and MEC 6402.

MEC 6901 - Classification of Psychopathology (3)

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.
Prerequisite: MEC 6400 and MEC 6402.

MEC 7202 - Group Counseling (3)

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, and 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[LSL(1] .
*Note: All clearances (criminal background check, TB and child protective registry) must completed and on file prior to registering for the course.

Prerequisite: Prerequisite: College Level= Graduate and MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7213 - College & Career Readiness K-12 (3)

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 & Career Readiness, ASCA Mindsets & Behaviors Standards, completing FAFSA's, and the college admissions process.
http://nosca.collegeboard.org/eight-components
Prerequisite: Prerequisite: College Level=Graduate, MED 6102.

MEC 7500 - Individual Counseling Skills and Strategies (6)

Individual Counseling Skills and Strategies is a 6 credit semester course that equips a novice school counselor's tool belt with tools and techniques to counsel individual students. The course provides novice counselors with opportunities to learn and apply theory, strategies, and techniques to assist students with social/emotional development, academic development, career development, and/or crisis intervention. Candidates will apply ethical and legal standards to individual counseling sessions and to real life practical applications. Candidates 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, candidates will learn and practice basic counseling/interpersonal skills. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course.

Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701 and have at least a 3.0 cumulative grade point average.

MEC 7501 - Family Counseling (3)

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.
*Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course.

Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, and at least a 3.0 cumulative grade point average.

MEC 7502 - The Counselor as Consultant (3)

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.
Prerequisite: College Level= graduate and MED 6102.

MEC 7503 - Special Education Law and the School Counselor's Role (3)

This course reviews special education law, including relevant statutes, cases, and regulations. Candidates will receive advanced training in the development, monitoring, and implementation of IEPs and 504 Plans as related to school counseling. The course addresses 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.
Prerequisite: Colllege Level = graduate and MED 6102.

MEC 7600 - Non-Certification Supervised Counseling Practicum (3)

This non-certification practicum course will give counselor candidates an opportunity to build skill development and to demonstrate competence as a student services practitioner while participating in a clinical experience outside of the K-12 school setting. Completion of this practicum does not lead to State of Delaware certification.
Candidates who choose this course option are not eligible for school counseling certification in the State of Delaware. This may impact the certification eligibility for all states. It is the responsibility of the candidate to keep current with certification requirements of states other than Delaware.
Two hundred (200) internship hours must be completed to fulfill practicum requirement for the non-certification option. Clinical course work in the Master of Education addresses the needs of diverse student populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of philosophy, ethics, and theories necessary for a helping professional. In addition to the completion of an intervention project, it is expected that the candidate will perform individual counseling, group counseling and a professional presentation.

Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, and 3.0 GPA.

MEC 7701 - Testing, Measurements, and Research in School Counseling (3)

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.
Prerequisite: College Level=Graduate, MED 6102.

MEC 7806 - Research Methods, Statistics, and Accountability in School Counseling (3)

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.
Prerequisite: MEC 6400 and MEC 6402.

MEC 8004 - Elementary School Counseling Fall Internship (3)

The elementary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a K-6 grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a guidance lesson plan unit based on a needs assessment and student data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8005 - Secondary School Counseling Fall Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a 7th-12th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a college and career readiness program based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8006 - Elementary School Counseling Spring Internship (3)

The elementary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a K-6 grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate

competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a group counseling unit based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8007 - Secondary School Counseling Spring Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a 7th-12th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of an intervention project based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8015 - Mental Health Seminar (3)

Unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle & Meyers, 2004). Most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). Research indicates 20 percent of students are in need of mental health services, yet only one out of five of these students receive the necessary services (Kaffenberger & Seligman, 2007). Furthermore, students of color and those from families with low income are at greater risk for mental health need.
Candidates in this course will gain knowledge and understanding of prevalent mental health issues in order to recognize and respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote psychosocial wellness and development for all students. As a result of taking this course, candidates will be able to address barriers and assess ways to maximize success in the k-12 school environment. Candidates will impact communities and their family structure through education, prevention, and crisis and short-term intervention until the k-12 student is connected with available community resources.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8017 - School Counselor Leadership Seminar (3)

Many experts contend that leadership is a central role of the school counselor (ASCA, 2012a; Dollarhide & Gibson, 2008). Strong leadership is the foundation for a school counselor to be effective in advocacy and collaboration work not only for children, families, and school communities, but for the advancement of the school counseling profession (ASCA, 2012a; House & Sears, 2002). The American School Counselor Association underscored the importance of leadership by placing it as one of the four major themes along with collaboration, advocacy and systemic change of the National Model (Curry & DeVoss, 2009; Janson, 2009). ASCA included leadership in the preamble to the ASCA's (2010b) Ethical Standards for School Counselors (Curry & DeVoss, 2009). Peppered throughout the ASCA School Counselor Competencies document is the concept of leadership (ASCA, 2012b; Shillingford & Lambie, 2010). Experts working on the Transforming School Counseling Initiative (TSCI) contended that effective leadership is the hallmark of a school counselor who works collaboratively with various stakeholders to close the achievement gap while ensuring all students succeed (Shillingford & Lambie, 2010; Steen & Rudd, 2009; Trolley, 2011).
This seminar is designed to facilitate leadership and advocacy development. It explores leadership styles and advocacy models to help counselor candidates understand and prepare for future leadership roles within the context of the K-12 school setting. Candidates will gain critical knowledge of qualities, principles, skills and styles of effective leadership and an understanding of the important role of the school counselor as a systems change agent as it relates to child advocacy and social justice work.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MED - Education

MED 5000 - School Leadership Content Area Assessment (0)

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 - Elementary Mathematics for Teachers (3)

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 - E-Folio (0)

This course provides access to the Wilmington University College of Education's electronic assessment portfolio provided by the vendor TaskStream. The course is required for all candidates enrolled in a Degree or Certificate 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 fee, which provides students with access to the electronic portfolio for a period of six years. Students must (1) enroll in this course and (2) activate their TaskStream accounts at the beginning of their program through Canvas. A grade of S is earned when the account is activated. Assignments, documents, and artifacts from designated courses will be submitted into and housed within the electronic portfolio. Completion of the portfolio is a graduation requirement.

MED 6490 - Education, Ethics, and the Law (3)

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.
Prerequisite: MED 6102.

MED 7201 - Fiscal Operations and Resources (3)

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.
Prerequisite: MED 6102.

MED 7404 - Brain-Based Research Instructional Strategies (3)

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 - School and Community: Building a Shared Vision (3)

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.
Prerequisite: MED 6102.

MED 7590 - School Leadership: Theory and Practice (3)

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.
Prerequisite: MED 6102.

MED 7701 - Supervisory Leadership: Staff Selection Appraisal, and Renewal (3)

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)

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)

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)

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)

This course will prepare educators in three areas related to assessment and accountability for the school improvement plan: (a) understanding and using 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; and (c) gaining the knowledge and skills necessary in developing and using a variety of assessments that can contribute to school improvement, improved stakeholder communications, and higher-level student learning.
Prerequisite: MED 6102.

MED 7706 - The Principalship, PreK–8 (3)

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.
Prerequisite: MED 6102.

MED 7707 - The Principalship, 9-12 (3)

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.
Prerequisite: MED 6102.

MED 7708 - Curriculum Leadership (3)

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.
Prerequisite: MED 6102.

MED 7709 - Personnel Administration (3)

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.
Prerequisite: MED 6102.

MED 7710 - Technology and the School Environment (3)

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 - Curriculum Development (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7799 - Supervision and Curriculum Improvement (3)

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 - Psychology of the Gifted and Talented Learners (3)

This course is designed to help candidates identify and apply sound educational practices based on psychological principles and theories related to individuals with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to understanding that learner development and individual differences, language, culture, economic status, family background, psychological responses, and/or area of disability can influence the learning of individuals with gifts and talents. Creating culturally respective learning environments to ensure intellectual, social, emotional, and physical development is addressed. Candidates explore talent development learning how to select, use, and interpret data from a variety of formal and informal assessments to provide meaningful and challenging activities that encourage individuals with gifts and talents to explore, develop, or research their areas of interest or talent. Additional topics include learning and motivation, characteristics and incidences of giftedness, a continuum of services, and meaningful learning activities that enhance independence, interdependence, and positive peer-relationships that enable creative, productive careers in society. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7803 - Creative and Critical Thinking (4)

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 - Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3)

This course is designed to help candidates 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. Candidates will explore curriculum models, develop and implement differentiated instructional strategies, and design differentiated assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7805 - Earth Systems Science (3)

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 - Climate Change and Earth Science (3)

The course will focus on the Earth Systems science education (i.e., Biosphere, Geosphere, Atmosphere, and Hydrosphere). Candidates will use real-time data for authentic research to delve into the issues of climate change. As a technology-based course, students will design and develop instructional materials using computer and information technologies that meet the needs of students with diverse interests and needs. Topic discussions will include developing remote sensing labs, using technology-based applications to design remote sensing visualization tools, and developing a learning community for inquiry about ecological impacts of climate change.

MED 7807 - Creativity and Critical Thinking (3)

The perspective of this course is that creativity and critical thinking are essential components of any gifted education program. Candidates will explore the nature of creativity, characteristics of highly creative people, and the importance of creativity for individual growth and development as well as its benefits for society. Instructional strategies that promote critical thinking, creative problem-solving, and inquiry-based models are introduced. The course will examine ways to design instruction that incorporates advanced, conceptually challenging, in-depth, distinctive, and/or complex content that is appropriate for individuals with gifts and talents with culturally, linguistically, and economically diverse backgrounds.

Prerequisite: MED 6102.

MED 7808 - Assessment and Evaluation (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7809 - Instructional Design (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7810 - Psychology of Learning (3)

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.
Prerequisite: MED 6102 E-Folio.

MED 7812 - Culture and Learning Environments (3)

Candidates will inquire about the impact learning environments and a culture of learning have upon student achievement. The focus of this course is on ways teachers can establish, maintain, and promote safe, positive learning environments that promote collaboration, positive social interactions, and active engagement. Instructional leadership for helping to understanding diversity is undertaken.
Prerequisite: MED 6102 E-folio.

MED 7813 - Differentiated Instruction (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7814 - Problem-Based Learning (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7815 - Innovations in Teaching (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7816 - Advanced Studies in Teaching and Learning (3)

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.
Prerequisite: MED 6102 E-folio.

MED 7817 - Professional Studies (3)

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 study.
Prerequisite: MED 6102 E-folio.

MED 7818 - Personalization in Education (3)

Candidates will explore personalized education, blended learning, and competency education. Candidates will design and develop personalized learning units using competency-based approaches supported by blended and online learning modalities and environments.

MED 7819 - Design, Build, and Test (3)

Candidates will explore processes in planning, designing, and testing objects. Using evidence-based practices such as project-based and problem-based learning, candidates will design, build, and test objects. Topics included group work, collaboration, and effective communication skills.

Prerequisite: MED 6102 E-folio.

MED 7996 - Practicum for Gifted and Talented Learners (3)

Candidates will engage in direct teaching experiences with individuals with gifts and talents and work collaboratively with others to be able to analyze and reflect on effective teaching practices appropriate for learners with gifts and talents. The experience will enable the candidate to demonstrate his/her knowledge and skills related to applying all of the NAGC-CEC standards. The Practicum requires candidates to complete and document 200 hours of supervised fieldwork in an approved setting.

Prerequisite: MED 6102.

MED 8802 - Action Research Procedures (3)

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 - Action Research Project (3)

This course replaces MED 8800 and is the capstone course for the M.Ed. degree in Instruction: Teaching and Learning and the M.Ed. degree in Instruction: Gifted and Talented Education. This supervised, independent research project enables students to apply knowledge and skills acquired in prior course work to practical or theoretical questions. The goals of the Action Research Project are the improvement of practice, gaining a better understanding of that practice, and improving the teaching/learning environment in which the practice is carried out. The course involves conducting and presenting the findings of an approved action research project in the context of a deliberately instructional and authentic setting. Orientation sessions are held each semester to explain project parameters, procedures, and expectations. Advisory sessions are held as needed.
Prerequisite: MED 8802.

MED 8804 - Action Research (6)

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.
Prerequisite: MED 6102 E-Folio.

MED 8900 - Practicum in School Leadership (3)

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 College of Education Conceptual Framework, and are linked to the National Educational Preparation Standards (NELP). 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.
Prerequisite: MED 6102.

MED 8903 - Administrative Internship 3 Credits (3)

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.
Prerequisite: MED 6102.

MED 8904 - Administrative Internship 4 Credits (4)

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.
Prerequisite: MED 6102.

MED 8905 - Administrative Internship 5 Credits (5)

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.
Prerequisite: MED 6102.

MED 8906 - Administrative Internship 6 Credits (6)

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
Prerequisite: MED 6102.

MEE - Elementary Studies

MEE 7204 - Teacher Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle/secondary level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.
Prerequisite: MED 6102 and MEE 7604.

MEE 7601 - Education of Diverse Populations and Exceptional Children (3)

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community. IEP and 504 Development will be practiced.
Prerequisite: MED 6102 and MEE 7604.

MEE 7603 - Instructional Strategies in Elementary Education (3)

Instructional Strategies (Kindergarten through Grade Six) is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological,

sociological, emotional, cultural, linguistic, and environmental factors which influence learning.
Prerequisite: MED 6102 and MEE 7604.

MEE 7604 - Technology for Instruction (3)

This course 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 2.1 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.
Prerequisite: MED 6102.

MEE 7607 - Health and Physical Education (3)

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet, and nutrition will be discussed. This course includes health services, health education, and healthy school environments
Prerequisite: MED 6102 and MEE 7604.

MEE 7631 - Child Growth and Development (3)

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 six. 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 for young children are included. Students are required to prepare a case study of a child in grades K-6.
Prerequisite: MED 6102 and MEE 7604.

MEE 7632 - Language and Literacy (3)

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.
Prerequisite: MED 6102 and MEE 7604.

MEE 7633 - Integrated Methods to Teaching Elementary Language Arts/Reading (3)

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604, MEE 7603 and MEE 7632.

MEE 7634 - Integrated Methods for Teaching Elementary Social Studies (3)

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MEE 6102, MEE 7604 and MEE 7603 and a minimum of three credit hours in social science with a "C" or better.

MEE 7636 - Fine Arts & Literature for Children and Adolescents (2)

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.
Prerequisite: MED 6102 and MEE 7604.

MEE 7637 - Integrated Methods for Teaching Elementary Mathematics (3)

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and

learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604, and MEE 7603 and a minimum of three credit hours in math with a "C" or better.

MEE 7638 - Integrated Methods for Teaching Elementary Science (3)

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604 and MEE 7603 and a minimum of three credit hours in science with a "C" or better.

MEE 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: 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. .

MEE 7997 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: 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. . Corequisite: MEE 8805.

MEE 7998 - Practicum III (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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: 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.

MEE 8801 - Student Teaching/Internship (9)

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, grades K-6. 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.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. Delaware's minimum passing score for the PPAT is 38 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: 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. Chair approval is required for course registration.

MEE 8804 - Applied Assessment for Improving Student Learning (3)

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

MEE 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements of Task 2 in PPAT and with elements of PPAT Tasks 3 and 4, which will help the candidate be prepared to meet data collection and analysis expectations that will be encountered during student teaching. For candidates student teaching in fall 2016 or later, this course must be taken concurrently with Practicum III.

MGT - Management

MGT 6501 - Organization Theory and Design (3)

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 6502 - Academic Research Writing (3)

This course is an introduction to academic business writing and research. The course primarily focuses on understanding current business research topics and concepts, developing information literacy prowess, critically analyzing and evaluating literature resources, and writing in an academic and scholarly voice. The course is intended to prepare graduate business management students for researching and writing about real-world business situations (leadership, management, and organizational problems, challenges, and issues) from an academic and scholarly perspective while learning and implementing APA style and mechanics.

MGT 6503 - Leadership Development and Change Management (3)

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 - Management Development (3)

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 - Analysis of Decision Making (3)

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 - Performance Management— Metrics, Measurement, and Control (3)

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 - Labor Relations and Collective Bargaining Procedures (3)

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 - Ethical Issues in Management (3)

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 - Leadership and Communication (3)

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 - Legal and Ethical Aspects of Organizations (3)

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 - Diversity in the Workplace (3)

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 - Public Relations (3)

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 - Integrative Independent Study Project A (3)

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 - Strategy in Organizations (3)

This course explores the role of strategy and its creative use through the various schools of strategic design that include planning, analysis, visionary processes, mental and emergent processes, negotiation, and environment. An appreciation of the contributions and limitations of the various schools of strategy is developed and from it emerges a coherent understanding of how strategy impacts organizations. In this course, students have the opportunity to develop an understanding of their strategic preferences as practicing

managers and leaders.

MGT 7900 - Topics in Management (3)

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

MGT 8000 - MSM Business Simulation (3)

The MGT 8000 is the capstone course designed to integrate previous MSM coursework into a real-world business strategy simulation. The MSM core builds and improves skills in the areas of leadership, strategy, decision-making, ethics, and change, which will be demonstrated within the business simulation. Students will integrate research and theory in complex business problem solving as part of the course.

MGT 8150 - MSM Internship (3)

MSM students may apply for an approved internship to meet one of the two open electives in their program. An MSM 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, MSM students must complete a minimum of 150 hours of compensated or uncompensated work within a 14-week semester. MSM students must have completed a minimum 18 credits in the MSM core and have a minimum cumulative GPA of 3.3. This course is graded satisfactory/unsatisfactory. Prereq: Completion of 18-credits in MSM core.
Prerequisite: Completion of all MSM core courses.

MGT 8800 - Integrative Independent Study Project B (3)

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 - Mental Health Counseling

MHC 6401 - Theories of Counseling (3)

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 - Human Development (3)

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 - Tools, Techniques, and Strategies of Counseling I (3)

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.
Prerequisite: MHC 6402 and MHC 6505.

MHC 6502 - Tools, Techniques, and Strategies of Counseling (3)

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
Prerequisite: MHC 6401.

MHC 6505 - Ethics and Practices of Clinical Mental Health Counseling (3)

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 - Diagnosis and Treatment of Psychopathology (3)

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.
Prerequisite: MHC 6401, MHC 6505.

MHC 7202 - Group Counseling (3)

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.
Prerequisite: MHC 6401, MHC 6502.

MHC 7203 - Counseling for Career Development (3)

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 - Family Counseling (3)

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.
Prerequisite: MHC 6401, MHC 6502.

MHC 7605 - Counseling Diverse Populations (3)

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 - Appraisal Techniques (3)

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.
Prerequisite: MHC 6401, MHC 6505.

MHC 7806 - Methods of Research and Program Evaluation (3)

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 - Practicum (4)

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.
Prerequisite: 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 - Advanced Seminar: Counseling Children & Adolescents (2)

This course teaches students the basic principles of assessment, conceptualization, and intervention skills with children and adolescents.

Prerequisite: MHC 6401, MHC 6502, MHC 6505.

MHC 8012 - Advanced Seminar: Evidence Based Family Treatment (2)

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.
Prerequisite: MHC 6401, MHC 6502, MHC 6505, MHC 7501.

MHC 8020 - Addictions Counseling (3)

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.
Prerequisite: MHC 6401, MHC 6502.

MHC 8061 - Advanced Seminar: Humanistic Counseling (2)

This course provides an advanced exploration of the theories, principles, and skills of humanistic approaches to counseling.

MHC 8062 - Advanced Seminar: Cognitive-Behavioral Counseling (2)

This course provides an advanced exploration of the theories, principles, and skills of cognitive and cognitive behavioral approaches to counseling.

MHC 8064 - Motivational Interviewing

This course introduces students to the processes and concepts of Motivational Interviewing, a collaborative, person-centered counseling style for addressing ambivalence about change. Originally developed in the context of treating substance use disorders, MI is designed to strengthen intrinsic motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere or acceptance and compassion.

MHC 8091 - Professional Counselor Orientation and Advocacy (3)

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 - Seminar: Consultation for Counselors (2)

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 - Seminar: Supervision for Counselors (2)

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 - Psychopharmacology for Counselors (1)

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.

MHC 9001 - Internship (4)

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.
Prerequisite: MHC 7905, "B" average for all previous coursework.

MHC 9002 - Internship II (4)

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.

Prerequisite: MHC 9001, "B" average for all previous coursework.

MHE - Higher Education

MHE 7001 - Academic Research and Writing (3)

Strong skills in research and writing are critical for leaders in higher education. The course will focus on strengthening writing skills in a variety of academic and professional contexts. Candidates will also learn to interpret, critique, and analyze published research.

Prerequisite: MED 6102.

MHE 7100 - History of American Higher Education (3)

A survey of the foundations of higher education and the development of American higher education. Attention will be given to major events and policies that have impacted higher education in the United States. Candidates will gain an understanding of and appreciation for the ways in which past events have contributed to the current issues in American higher education.

Prerequisite: MED 6102.

MHE 7101 - Equity and Inclusion in Higher Education (3)

This course explores issues in higher education related to equity and inclusion, including access to higher education, multiculturalism on college campuses, equity in admissions; equity in hiring and promotion; issues related to races, gender, sexuality, ability, economic status, and more. Candidates learn to understand and critique multiple perspectives; develop multicultural self-awareness; and understand the impact of leadership on advancing equity and inclusion on college campuses.

Prerequisite: MED 6102.

MHE 7102 - Leadership and Ethical Decision Making in Higher Education (3)

This course will explore current leadership theory and systems behavior in the context of administrative practice. A key focused element will target leadership and management, and ethical decision making in higher education. The impact of context, culture, power, politics, change, communications and organizational leadership is a focus.

Prerequisite: MED 6102.

MHE 7103 - Current Issues and Financial Trends in Higher Education (3)

This course examines current issues and financial trends that affect various elements of higher educational leadership and administration. Candidates will intensively review selected issues. Topics will focus university and community college leadership.

Prerequisite: MED 6102.

MHE 7200 - Introduction to Administration in Higher Education (3)

This course provides an overview of higher educational systems, examines theory and practices of higher education professionals, and explores disciplines, issues, and organizational structures of differing post-secondary institutions. This course is intended for new or current practitioners, or those transitioning to higher education. Course objectives introduce students to historical context, understanding varying organizational cultures, effects of various professional and disciplinary perspectives, financial challenges and working knowledge of higher education systems.

Prerequisite: MED 6102.

MHE 7202 - Data Driven Strategic Planning (3)

This course examines how data can be used in decision-making processes that support strategic direction, and aid in identifying short-term and long-term goals. Students will learn to identify and analyze operational, financial, and institutional data that is relevant to educational vision, mission, and institutional values. Using the data results identified, students will craft desired future state, and learn to prioritize, plan, and develop strategic plans to reach the transformational desired state.

Prerequisite: MED 6102.

MHE 7201 - Law and Policy in Higher Education (3)

Leaders in higher education administration operate within organizations, their communities, and across different levels of government. This course is designed to explore the relationship between laws and public policy and the impact that they have on administrative leaders. It draws on the base of research and theory of process in law and public policy through the study of current issues. Topics include Non Discrimination, academic integrity, Title IX, the American Disabilities Act, free speech, the Family Educational Rights and Privacy Act, hazing, the Health Insurance Portability and Accountability Act and due process.
Prerequisite: MED 6102.

MHE 7300 - Introduction to Student Affairs (3)

This course will provide an introduction to the field of student affairs. It will explore student-centric areas such as residence life, career education, campus activities, academic advising, service learning, civic engagement, fraternity and sorority life, student conduct, international education, counseling, and disability services.

Prerequisite: MED 6102.

MHE 7301 - Student Development Theory and Contemporary College Students (3)

This course provides a comprehensive study of student development theories that will serve as a framework for understanding college student growth. Candidates will examine and reflect upon how student development theories inform and support professional practice and student learning. This course will examine the importance of understanding the perspectives of students from diverse generations, cultures, and backgrounds. Candidates will apply research and theory to current issues in student affairs through case studies and student projects.

Prerequisite: MED 6102.

MHE 7400 - Teaching and Learning Theories in Higher Education (3)

This course provides candidates with the pedagogical and andragogical approaches and methods needed to effectively educate students in higher education. The candidates will explore learning theories and strategies. This course will focus on student centered learning to enhance engagement and active learning. Candidates will develop methods of instruction to appeal to various student populations. Candidates will reflect and develop their personal teaching philosophy.
Prerequisite: MED 6102.

MHE 7302 - Assessment of Student Learning Outside of the Classroom (3)

The course will focus on helping candidates develop competence in assessing student learning and understanding program evaluation. The collection, analysis, and interpretation of data for making decisions about services and opportunities will be emphasized. Leadership to promote data-driven decisions that impact student success is explored.
Prerequisite: MED 6102.

MHE 7401 - Teaching Strategies and the Adult Learner (3)

This is an overview course that will explore various research based teaching strategies for the adult learner. Instructional design for face-to-face classroom, technology infused classrooms and online environments will be examined. Student centered teaching strategies that enhance critical thinking and deeper learning, such as simulation, problem based learning, collaboration and teamwork activities and interactive computer based learning will be discussed.

Prerequisite: MED 6102.

MHE 7403 - Curriculum Development (3)

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.

Prerequisite: MED 6102.

MHE 7402 - Assessment in Evaluation (3)

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.
Prerequisite: MED 6102.

MHE 7403 - Field Experience (3)

This course provides opportunities for candidates to engage in leadership-related, supervised field experiences in an area of their choice. Candidates must perform, analyze, and reflect on a specific set of tasks involving real responsibilities. Completion of these tasks normally requires 120 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. Candidates are encouraged to pursue an area in which they have not had direct experience.

Prerequisite: MED 6102.

MHE 7600 - Action Research Project (3)

Students will develop a scholarly paper utilizing APA format, employing a problem-oriented Action Research methodology to complete their selected capstone project. This methodology can be used for new development, quality improvement, information gathering, or work integrated learning experience. Action Research requires that the researcher must be a stakeholder in the project, and will involve a partnership with an institution or an expert in their intended field.

Prerequisite: MED 6102; Chair approval is required to register. Chair approval will be granted upon verification of (1) a 3.0 GPA; (2) successful completion of the Foundations of Higher Education certificate/concentration, AND (3) successful completion of either the Teaching in Higher Education, Administration in Higher Education, or Student Affairs in Higher Education certificate.

MHR - Human Resources

MHR 6503 - Law, Regulation and the Workplace (3)

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

MHR 7505 - Compensation Administration: Issues and Practices (3)

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

MHR 7506 - Training and Development (3)

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

MHR 7508 - Design and Development of Human Systems (3)

This course emphasizes the design and development of human systems and the measurement of outcomes within the context of

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

MHR 7600 - International HR (3)

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.

MHR 7650 - Compensation and Benefits (3)

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.

MHR 7800 - Seminar in Human Resource Management (3)

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 - Finance and Accounting for Managers (3)

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 - Homeland Security

MHS 7000 - Contemporary Issues in Homeland Security (3)

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.
Crosslisted as: MAJ 7000.

MHS 7001 - Sociology of Terrorism (3)

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 - Legal Aspects and Policy of Homeland Security (3)

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.
Crosslisted as: MAJ 7002.

MHS 7003 - Risk Assessment and Management (3)

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.
Crosslisted as: MAJ 7003.

MHS 7004 - Crisis Leadership (3)

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.
Crosslisted as: MAJ 6606.

MHS 7005 - Border and Transportation Security (3)

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 - Topics in Intelligence (3)

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 - Strategic Planning in Homeland Security (3)

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 - Fundamentals of Bio-Terrorism (3)

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 - Capstone (3)

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 - Research Methods in Criminal Justice (3)

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.
Prerequisite: MHS student. Crosslisted as: MAJ 6633.

MLL - English Language Learning

MLL 7401 - Structure of English Language in ELL (3)

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
Prerequisite: MRD 7801 and MRD 7802.

MLL 7402 - Second Language Acquisition in ELL (3)

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.
Prerequisite: MRD 7801, MRD 7802.

MLL 7403 - Assessment of Second Language Learners (3)

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.
Prerequisite: MLL 7406.

MLL 7405 - Teaching Literacy for ELLs (3)

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.
Prerequisite: MLL 7402.

MLL 7406 - Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12) (3)

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.
Prerequisite: MRD 7803.

MOL - Organizational Leadership

MOL 6100 - Leadership Foundations (3)

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 - Group Processes and Facilitation Skills (3)

This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. This course also examines the maximization of communication effectiveness to overcome barriers to group formation and facilitation in the ultimate achievement of organizational goals.

MOL 6400 - Leadership and People (3)

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 - Legal and Ethical Aspects of Organizations (3)

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 - Performance Measurement and Control (3)

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 - Marketing and Event Management (3)

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 (3)

This course focuses on the role of leaders in organizations as agents of change. A broad base of contemporary and emerging organizational theory is applied to understanding the implementation of policy in organizations. Organizations are examined holistically through the lenses of culture, systems thinking, organizational learning, and power.

MOL 7400 - Organizational Development and Change (3)

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

MOL 7500 - High Performance Teams (3)

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

MOL 8800 - Crafting the Future (3)

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

MPA - Public Administration

MPA 6460 - American Planning and Politics (3)

While planning can be studied from a number of perspectives, such as the aesthetic (design), economic, environmental, fiscal, and social welfare perspectives, it is the political (sometimes described as 'behavioral') that is the perspective of this course. This course provides a broad overview of the methods and procedures used to develop policies and then implement plan and programs through a combination of implementation and regulation. Topics covered include plans affecting economic development and the environment, sustainable growth, growth management tools, transportation access and mobility, and urbanization in the United States and around the world.
Crosslisted as: POL 460.

MPA 6501 - Seminar in Public Administration (3)

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

MPA 6503 - Administrative Law (3)

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

MPA 7201 - State and Local Financial Management (3)

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

MPA 7202 - Public Budgeting Systems (3)

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

MPA 7400 - Public Personnel Administration (3)

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

MPA 7401 - Government Contracting and Purchasing (3)

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

MPA 7502 - Analysis of Public Policy (3)

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

MPA 7900 - Special Topics in Public Administration (3)

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 - Reading Education

MRD 6201 - Causes of Reading Difficulties (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6202 - Foundations of Reading (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6203 - Brain-based Reading Instruction (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6204 - Phonemic Awareness and Auditory Processing (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6205 - Literacy Skills for Early Childhood (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6206 - Developmental Aspects of Reading Instruction (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6208 - Vocabulary and Comprehension Development for Middle School and High School (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 6209 - Authentic and Differentiated Instruction for Reading (3)

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.
Prerequisite: MED 6102 E-folio.

MRD 7801 - Language Development (3)

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).
Prerequisite: MED 6102.

MRD 7802 - Process and Acquisition of Literacy (3)

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.)
Prerequisite: College Level=Graduate AND (MED6102).

MRD 7803 - Strategies and Materials for Teaching Reading and Writing (3)

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.
NOTE: This course is used in conjunction with MED Instruction: Teacher of Reading, with emphasis on the candidate's classroom needs.
Prerequisite: 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 - Literature and Non-Fiction Books/Materials for Children and Adolescents (3)

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. Please note: This is a semester course.
Prerequisite: MRD 7801, MRD 7802, and MRD 7803.

MRD 7805 - Strategies and Materials for Teaching Reading in the Content Area (3)

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. NOTE: This course is used in conjunction with MED Instruction: Teacher of Reading, with emphasis on the candidate's classroom needs.
Prerequisite: Prerequisite: MRD 7801, 7802 (for Reading Specialist candidates only).

MRD 7806 - Writing Assessment and Instruction (Cert Candidates, only) (3)

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 candidates who are pursuing a Reading Specialist certificate rather than a degree. Pre-reqs: MRD 7801, MRD 7802

Prerequisite: College Level=Graduate and Non-degree or Graduate Certificate status.

MRD 7815 - Application of Strategies for Teaching Content Area Reading (5)

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.
Prerequisite: MRD 7801, MRD 7802, MRD 7804.

MRD 7901 - Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors (3)

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.
Students will complete performance tasks and assignments aligned to the appropriate grade level/subject area for their content certification.

Corequisite: MAS, MEE, MSE candidates need to be enrolled in Practicum I, Practicum II, OR Practicum III.

MRD 7903 - Diagnosis and Correction of Reading Difficulties (6)

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. A grade of B is the minimum passing grade.

Prerequisite: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804.

MRD 7920 - Practicum in Reading (6)

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 cannot be taken with other courses.
This course is required by Delaware State Department of Education for candidates who are pursuing a Reading Specialist certificate rather than a degree.
Prerequisite: 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 - Practicum in Content Area Reading (3)

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.
Prerequisite: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7805, and MRD 7903 (or MRD 7901 and MRD 7902).

MRD 7930 - Coaching Adult Learners (Cert Candidates, only) (3)

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 candidates who are pursuing a Reading Specialist certificate rather than a degree.
Prerequisite: MRD 7815, MRD 7903, and MRD 7920.

MRD 7950 - Seminar in Reading Research (3)

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. MRD candidates will need to present a passing Praxis II 5301 (164 minimum score) in order to receive their final grade for this course. For Dual majors (Reading and ESOL Literacy, Praxis II 5361 must also be passed at a level of 149). An exit interview with an advisor or Program Chair is also required as a graduation checkpoint. NOT OFFERED IN THE SUMMER
Prerequisite: 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 GPA of 3.0.

MRD 7970 - Practice in Reading Research (5)

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. MRD candidates will need to present a passing Praxis II 5301 (164 minimum score) in order to receive their final grade for this course. For Dual majors (Reading and ESOL Literacy, Praxis II 5361 must also be passed at a level of 149). An exit interview with an advisor or Program Chair is also required as a graduation checkpoint. NOT OFFERED IN THE SUMMER
Prerequisite: For Reading-M.Ed major, MRD 7903 and MRD 7815 with a minimum grade GPA of 3.0.

MRD 7990 - Practice in Reading Research (5)

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. MRD candidates will need to present a passing Praxis II 5301 (164 minimum score) in order to receive their final grade for this course. For Dual

majors (Reading and ESOL Literacy, Praxis II 5361 must also be passed at a level of 149). An exit interview with an advisor or Program Chair is also required as a graduation checkpoint. NOT OFFERED IN THE SUMMER
Prerequisite: For Reading-M.Ed major, MRD 7903 and MRD 7815 with a minimum grade GPA of 3.0.

MSE - Special Education

MSE 5001 - Professional Portfolio (0)

Students in the MSE program who started taking MSE classes in Fall 2011 or later: After the completion of BOTH MSE 7401 (Curriculum in Special Education) and MSE 7990 (Practicum) or MSE 7991 (Practicum One), you are required to schedule a conference with your program chair/advisor. During this conference, subjects to be discussed include; Discussion of the student's autobiography (bring a written copy to meeting); A current copy of your resume (bring a copy to meeting); Interview questions (in written form); A written copy of the student's philosophy of education (bring to meeting to be discussed); Student's experiences from practicum, the various workplace options in the field of education along with the challenges of these various options; Your tentative schedule of courses prepared during your initial planning conference; Elements as indicated on the rubric can be found on TaskStream. This course is non-credit and is graded Satisfactory/Unsatisfactory
Prerequisite: MSE 7401, MSE 7990, and MSE 7991.

MSE 7100 - Foundations of Special Education: Historical, Legal, and Theoretical Perspectives (3)

This course sets the foundational groundwork and knowledge for teacher candidates in learning the science and art of teaching students with exceptionalities. The course covers historical, academic, and pedagogical theories and content for the teacher candidates. This course is designed as an introduction to special education for the graduate level student who wishes to gain a greater understanding of the intricacies of special education from a historical, legal, and theoretical standpoint. The course explores the history of special education in order to understand the ethical and moral responsibilities of working with individuals with special needs. As a result of history, legal perspectives are explored, especially the landmark federal law, IDEA. Theoretical concepts are introduced including current best practices in special education as well as on overview of services including the development of an IEP.

Prerequisite: MED 6102 E-Folio.

MSE 7400 - The Gifted and Talented Child (3)

This is the foundation course in gifted/talented education. Candidates examine historical points of view that continue to influence the field of gifted education and how these concepts have changed over time: nature and nurture of giftedness, the science and politics of intelligence and creativity, issues and challenges for gifted education, and emerging trends in the education of the gifted. Candidates will explore topics such as inclusion, equity, cultural diversity, learning environments, socio-economic issues, identification and assessment, and decision making/problem solving related to the education of and services for individuals with gifts and talents and their families in both school and society.
The course ensures that candidates (a) know that the NAGC-CEC standards expect teachers of exceptional children to have a professional practice, (b) can explain and reflect on a professional practice, and (c) have identified a plan that will advance their professional practice. A professional practice includes the following activities/behaviors: (a) using ethical principles to guide decisions, (b) developing an awareness of professional learning needs, (c) understanding the significance of life-long learning, (d) participating in professional activities and learning communities, and (e) advancing the profession by engaging in activities such as advocacy and mentoring. The course requires candidates to complete and document 10 hours of supervised field experiences in an approved setting.

Prerequisite: MED 6102 E-Folio.

MSE 7402 - Advanced Behavioral Techniques (3)

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.
Prerequisite: MSE 7403.

MSE 7403 - Diagnosis/Assessment/IEP Development for Exceptionalities (3)

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.

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

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 7405 - Curriculum in Special Education (3)

A framework for understanding evidence-based instructional strategies to individualize instruction for teaching students with exceptional learning needs is provided. Content curriculum & instruction is aligned to the student's content certification subject area and/or grade level, aligned to DE apopted CCSS or National Standards. The course has particular emphasis on portfolio assessment and learning styles. Students examine curriculum models and teaching techniques. The adaptations of the learning environment for students with exceptionalities is a major focus of this course.
Prerequisite: MSE 7403, MSE 7402 and MRD 7901.

MSE 7406 - Transition Planning & Implementation for Students with Disabilities (3)

The transition planning process is a critical component to meeting the needs of students with disabilities. This course will focus on the collaborative consultation in transition planning and establishment/measurement of postsecondary outcomes for students with disabilities. Elements of the course will include: establishment of a transition team; data collection strategies; approaches to transition planning (person-centered, family-centered, and person-family-centered); awareness and understanding of community and state agency resources; and postsecondary outcomes, services and supports. Students will complete performance based tasks that prepare them to plan and implement with fidelity, transition plans for students with disabilities.

MSE 7407 - Collaboration/Teaming with Families & Communities (3)

Families should be a part of the Individualized Family Service Plan (IFSP) and Individualize Education Plan (IEP) planning processes; educators can make sure this happens. This course will focus on the design and implementation of systemic processes, practices, and procedures to offer families of children with disabilities the routine support and partnership to meet the needs of the children. The course will focus on the skills, knowledge and dispositions need for coordinated planning and communication between teachers and early intervention staff. Partnering with community resources and agencies is also a critical element to the success of the collaboration between schools, families and those in surrounding communities.

MSE 7409 - Methods of Instruction in Academic Standards and Functional Skills (3)

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).
Prerequisite: MSE 7501.

MSE 7501 - Introduction to Autism & Severe Disabilities (3)

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 - Educating Preschoolers with Special Needs (3)

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 - Functional Comm Indv with Autism&Severe Disability (3)

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.
Prerequisite: MSE 7501.

MSE 7507 - Competency-based Practicum in Behaviorally-Based Teaching Techniques (3)

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
Prerequisite: MSE 7402, MSE 7501, MSE 7409, and MSE 7506.

MSE 7603 - Assessment of Young Children (3)

Preschool teachers need to understand how formal and informal assessments, when developmentally appropriate in design and purpose, are beneficial for young children. This course focuses on understanding and using appropriate assessments when planning and implementing educational services and programs for very young children (ages 3-5). Students will learn the value of multiple assessments, how to select appropriate rating systems and measures, and how to record and apply results. The course will emphasize accommodations and modifications for children with disabilities as well as how to build programs and services based on learning styles and strengths.

MSE 7604 - Technology for Instruction (3)

This course 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 2.1 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.

MSE 7605 - Differentiation of Instruction for Young Children (3)

Teachers who practice differentiated instruction plan, teach, and arrange the classroom environment to accommodate each child's unique needs and interests. This course will focus on developing and implementing differentiated and appropriate strategies for young children based on several elements, including content, process, products, and learning environments. The course will include teaching strategies in all subject areas designed to meet a variety of needs and to enhance student learning. Candidates with learn how to engage all students more effectively and set different expectations for task completion based on personalized learning needs.

MSE 7607 - Emergent Literacy for Young Children (3)

Children begin to learn language from the day they are born. Their speech and language skills become more complex as they grow and develop. This course will focus on how young children birth to grade 2, learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. The course will also focus on early speech and language development, the skills that are important to the development of literacy (reading and writing), and the interaction with print that occurs in young children beginning at birth and continuing through the preschool years.

MSE 7901 - Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors (3)

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.
Students will complete performance tasks and assignments aligned to the appropriate grade level/subject area for their content certification.

MSE 7990 - Practicum in Special Education (1)

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.
Prerequisite: Current TB clearance, Criminal Background Check (State and Federal), Delaware Child Protection Registry Clearance (Sex Offender Registry).

MSE 7991 - Practicum I in Special Education (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: 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.

MSE 7992 - Practicum II in Special Education (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: MED 6102, 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.

MSE 7993 - Practicum III in Special Education (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 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: MED 6102, MSE 7991, 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.

MSE 8001 - Seminar I (3)

Seminar I is a structured, field-based, semester-long course that requires ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paras or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.
Seminar I is the start of a series of field-based courses in which the teacher 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, improve and refine 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 within an approved classroom setting, as well as working with individual students.

MSE 8002 - Seminar II (3)

Seminars II-IV are structured, field-based, year-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paras or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.
Seminar II-III-IV complete the series of field-based courses in which the teacher 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, improve and refine 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 within an approved classroom setting, as well as working with individual students.

MSE 8003 - Seminar III (3)

Seminars II-IV are structured, field-based, year-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paras or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.
Seminar II-III-IV complete the series of field-based courses in which the teacher 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, improve and refine 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 within an approved classroom setting, as well as working with individual students.

MSE 8004 - Seminar IV (3)

Seminars II-IV are structured, field-based, year-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paras or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.
Seminar II-III-IV complete the series of field-based courses in which the teacher 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, improve and refine 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 within an approved classroom setting, as well as working with individual students.

MSE 8005 - Professional Growth Portfolio (0)

Professional Growth Portfolio is a non credit bearing course that enables M.ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final DPAS II cycle, to receive support and coaching from WilmU ARTC program.
This coaching and support will cover all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II.
Candidates will continue to address their professional growth opportunities in the form of professional learning, additional coursework if needed, and ARTC Seminars.
Professional Growth plans are developed during their degree completion in the Seminar courses and through completion of the Praxis Performance Assessment for Teachers. Teachers will identify strengths, challenges, and opportunities for growth. Monitoring, analysis, and reflection of the growth plan will enable the teacher to demonstrate professional growth across areas of the teaching profession. This plan will align with and/or be included in the Component IV: Professional Responsibilities of the DPAS II evaluation cycle.

MSE 8102 - Legislation and Implementation of Policy and Procedure (3)

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).
Prerequisite: MSE 7403, MSE 7405, MRD 7901.

MSE 8802 - Student Teaching in Special Education (9)

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.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. Delaware's minimum passing score for the PPAT is 38 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: 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. Program Chair approval is required for course registration.

MSE 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements the the PPAT, which will help the candidate be prepared to meet data collection and analysis expectations that will be encountered during student teaching. This course must be taken concurrently with Practicum II.
Prerequisite: 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 II 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 ETS. All candidates enrolling into Student Teaching must register and successfully pass the PPAT (Praxis Performance Assessment for Teachers). Timely registration (deadline) and payment of PPAT is the responsibility of the candidate and occurs online through the ets.org website. Attendance at the Student Teaching Orientation is mandatory.

MSN - Nursing

MSN 6500 - Leadership Roles in Advanced Nursing Practice (First course) (3)

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 6502 - Contemporary Concepts in Advanced Practice Roles (3)

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.

MSN 6603 - Advanced Physiology/Pathophysiology (3)

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 - Research in Nursing Practice (3)

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.
Prerequisite: MAT 308 or equivalent undergrad statistics course.

MSN 6607 - Evidence-Based Decision-Making in Nursing (3)

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.
Prerequisite: MSN 6606.

MSN 6608 - Evidence Based Practice in the Health Professions (3)

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. Research utilization and dissemination in advanced practice are discussed. Ways to incorporate clinically-based research are investigated. Students are introduced to data analysis using commercial statistics software programs. The use of data to apply for, administer, and evaluate grants.
Prerequisite: MAT 308 or equivalent undergrad statistics course.

MSN 6609 - Advanced Concepts in Pathophysiology and Pharmacology (3)

This course focuses on advanced concepts of normal physiology of major body systems and highlights relationships among systems. Knowledge of normal physiology provides the students with a basis for interpreting health deviations. Variations from normal and pathophysiologic processes across the life span are presented. 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. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy.

MSN 6610 - Advanced Physical Assessment for Nurse Leaders (3)

This course focuses on developing advanced health assessment skills. Core concepts include promotion of health and wellness. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients across the life span.

MSN 6611 - Instructional Technology for Nurse Educators (3)

This course will provide students with the information necessary to ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. The course provides direction for the integration of technology tools into productive learning. The social, legal, and ethical issues related to technology will be examined to apply in practice. Emerging technologies and their applications, productivity tools, using technology to enhance communications and manage information, using technology to change classroom environments, instructor roles, selection of software and licensing, and issues related to equity and open access will be explored.

MSN 6612 - Nurse Executive Seminar I (Must be taken before II, Includes clinical hours) (3)

This course will focus the leadership executive concentration student on organizational change in healthcare. The course will focus on basic concepts and theories in administrative leadership for the preparation of the nurse executive role. Roles and functions of the nurse executive will be explored. Organizational structure related to philosophy, goals, mission, and vision as well as accrediting agencies will be discussed.

Prerequisite: MSN 6500.

MSN 6613 - Nurse Executive Seminar II (3)

This course will build upon the principles in the Nurse Executive Seminar I. The course will explore the nurse executive role as it relates to organizational culture in business, diversity leadership, interdisciplinary practice and relationship building at the executive level, strategic planning, quality and safety, and managerial decision-making skills. The leadership executive concentration student will further explore trends in healthcare, committee/board work, and policy development. Issues related to human resource management such as staffing, interviewing, termination, and unionization will be covered. Concepts such as shared governance, lateral violence, the expanding role of the advanced practice nurse, and budgeting for capital expense and healthcare markets will be addressed.

Prerequisite: MSN 6500, MSN 6612, MGT 6501.

MSN 6615 - Public Health Essentials (3)

Public Health Essentials provides the student with the key tenets and concepts of public health, the history of public health and central public health principles of access, equity, health promotion and prevention, policy development and quality care. Theories, practices, social, behavioral, environmental, and biological factors that contribute to individual and community health outcomes will be addressed through interactive learning strategies with the application of the concepts to understand and prevent public health problems.

MSN 6616 - Epidemiology Health Professions (3)

Epidemiology provides the student with an introduction to epidemiology and biostatistics as applied to public health problems. The course will introduce students to the principles and methods of epidemiologic investigation, appropriate summaries, and displays of data, and the use of classical statistical approaches to describe the health of populations. The distribution and determinants of health and disease in human populations will be explore. Epidemiological research using technology and public health informatics will also be introduced.

MSN 6617 - Population Health for Health Professionals (3)

This course will introduce the fundamental concepts and conceptual frameworks of population health science. Prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations related to population health will be examined and evaluated. Students will analyze epidemiological, biostatistical, and environmental data related to individuals and aggregates to synthesize interventions related to health promotion, clinical prevention, and access to care. Students will apply these principles along and assess health and illness related to population health. Thirty-two clinical hours will be completed in this course.

MSN 6641 - Philosophical Perspectives of Nursing Leadership (3)

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, trans-cultural influences, and complementary therapies.

MSN 6645 - Bioethics in Nursing Practice (3)

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

MSN 6646 - Philosophy and Ethics in Advanced Nursing Roles (3)

This course will introduce the student to bioethical concepts that impact nursing practice. Students will focus on ethical concepts as they apply to philosophy and nursing practice. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated.

MSN 7000 - Independent Study in Nursing (3)

Students may earn one to three credits through individualized projects with faculty guidance. Projects supplement selected aspects of

the program, including research, clinical practice, or theory.

MSN 7310 - Legal Issues in Nursing Practice (Fall I and online only) (3)

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.
Prerequisite: enrollment in the LNC program.

MSN 7320 - Practices in the Realm of Nursing and the Law (Fall II and online only. Includes Clinical Hours) (3)

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.
Prerequisite: MSN 7310.

MSN 7330 - Entrepreneurship for Nurses (3)

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

MSN 7340 - Practicum: Post Master's Legal Nurse Consultant (3)

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. This course is scheduled as a directed study.

MSN 7350 - Forensic Nursing: Clinical and Legal Implications (Summer I and online only) (3)

In this course, the student will examine the specialty of forensic nursing as it is implemented in health care delivery systems in the US and internationally. Theory and concepts related to forensic nursing practice will be explored, as well as the application of the nursing process as it relates to forensic nursing clients. The relationship among forensic nursing, the justice system, and community-based referral systems will be explored from the perspective of delivering comprehensive patient and victim-centered care utilizing a multidisciplinary team approach. Specific social issues will be addressed, including sexual assault, intimate partner violence, elder abuse, child abuse, and other human rights violations impacting the practice of forensic nursing, our communities at large and the utilization of health care resources.

MSN 7701 - Child Development and Assessment (3)

This course focuses on advanced comprehensive physical, psychosocial, developmental, and cultural assessment of the child within the context of his/her family and community. Determination of the health status of children from infancy to adolescence through evaluation of a variety of data collection techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. Practice sessions enable the student to refine history and physical assessment skills.
Prerequisite: MSN 6603, MSN 7702, MSN 7703.

MSN 7702 - Advanced Adult Health Assessment (3)

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult client. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills will be refined for the determination of the health status of young, middle, and older adults in the clinical laboratory setting. Students will broaden their ability to recognize abnormal findings within the context of the physical examination. Core concepts will be included regarding promotion of health and wellness in the primary care setting. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients in primary care. Practice sessions enable the student to refine history and physical assessment skills.
Prerequisite: MSN 6603, MSN 7703.

MSN 7703 - Advanced Pharmacology (3)

This course focuses on the study of pharmacology, pharmacodynamics, and pharmacokinetics. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions are described. Specific problems related to nutritional, developmental, and health status are explored. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy. Legalities and regulations related to prescription-writing privileges are addressed.
Prerequisite: MSN 6603.

MSN 7704 - Primary Care I: Acute and Chronic Care of Children (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702 MSN 7703.

MSN 7705 - Primary Care II: Acute and Chronic Care of Adults (3)

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.
Prerequisite: MSN 6603, MSN 7702, MSN 7703.

MSN 7707 - Primary Care III: Gender Health Issues (3)

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological framework will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed.
Prerequisite: MSN 6603, MSN 7702, MSN 7703.

MSN 7708 - Primary Care IV: Acute and Chronic Care of Geriatrics (3)

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.
Prerequisite: MSN 6603, MSN 7702 MSN 7703, MSN 7709.

MSN 7709 - Advanced Geriatric Assessment and Health Promotion (3)

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the older adult (65+) client. It provides students with the necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills are refined for the determination of the health status of the geriatric client in the clinical laboratory setting. Core concepts are included regarding promotion of health and wellness for the geriatric client in the primary care setting. Emphasis is placed on the physical, developmental, psychosocial, and cultural dimensions of geriatric clients in primary care.
Prerequisite: MSN 6603, MSN 7702, MSN 7703.

MSN 7741 - Politics and Policy in the Healthcare System (3)

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 policy making 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 - Teaching and Learning in Nursing (3)

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 - Clinical Teaching and Evaluation (Includes Clinical Hours) (3)

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 - Curriculum Development (3)

Students in this course undertake an in-depth study of curriculum development as it relates to teaching in nursing programs or continuing education workshops. Students construct a curriculum, including its philosophical underpinnings, broad goals, learning objectives, teaching methods, and evaluation techniques.

MSN 7754 - Educational Leadership field practicum (3)

This course serves as a practicum for the post-master's educator track student. The student will complete a minimum of 40 hours with a preceptor in the educator field to expand his/her expertise. Students work with an individual faculty member who will provide guidance. This course is scheduled as a directed study.

MSN 7755 - Executive Leadership field practicum (3)

This course serves as a practicum for the post-master's executive track student. The student will complete a minimum of 40 hours with a preceptor in the executive field to expand his/her expertise. Students work with an individual faculty member who will provide guidance. This course is scheduled as a directed study.

MSN 8103 - Certificate Family Practicum I (3)

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.

MSN 8104 - Certificate Adult/Gerontology Practicum I (3)

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.

MSN 8110 - Family Practicum I (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours in the semester.
Prerequisite: MSN 6603, 7701, 7702.

MSN 8111 - Adult/Gerontology Practicum I (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours during the semester.
Prerequisite: MSN 6603, 7709, 7702.

MSN 8203 - Certificate Family Practicum II (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8103.

MSN 8204 - Certificate Adult/Gerontology Practicum II (3)

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.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7709, MSN 8104.

MSN 8213 - Family Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8110.

MSN 8214 - Adult/Gerontology Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7709, MSN 8111.

MSN 8223 - Family Practicum III (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 8213.

MSN 8224 - Adult/Gerontology Practicum III (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours.
Prerequisite: MSN 6603, 7702, 7703, 7709, 8111, 8214.

MSN 8303 - Certificate Family Practicum III (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 8103, MSN 8203.

MSN 8304 - Certificate Adult/Gerontology Practicum III (3)

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.

MSN 8330 - Family Practicum IV (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 7707, MSN 8110, MSN 8213, MSN 8223.

MSN 8331 - Adult/Gerontology Practicum IV (3)

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.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7707, MSN 7708, MSN 7709, MSN 8111, MSN 8214, MSN 8224.

MSN 8343 - Family Practicum V (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 8110, MSN 8213, MSN 8223, MSN 8330.

MSN 8344 - Adult/Gerontology Practicum V (3)

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
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7707, MSN 7708, MSN 7709, MSN 8111, MSN 8214, MSN 8224, MSN 8331.

MSN 8348 - Psychopharmacology for the Advanced Practice Nurse Across the Lifespan (3)

This course explores advanced concepts of the neuro-pathophysiology of mental illness, and pharmacokinetics and pharmacodynamics of drugs used in the psychopharmacologic treatment and clinical management of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of the neurobiology of mental illnesses, and the application of psychopharmacology to clinical problems. Genomics will also be addressed with regards to psychological conditions. Indications for use of psychotropic medications, side effects, compliance issues, and interactions will be discussed. Emphasis is placed on the understanding of psychotropic drug effects for each disorders studied and the relationship to advanced nursing practice interventions. The course will also address the role of the PMHNP in compliance with regulations and standards that define scope of practice and prescriptive authority for practitioners prescribing psychiatric medications.
Prerequisite: FNP board certification and acceptance into the PMHNP program.

MSN 8349 - Therapeutic Modalities and Psychiatric Conditions Across the Lifespan (3)

Building on the diagnostic skills mastered in the student's previous Advanced Health Assessment, this course focuses on the epidemiology of selected psychological disorders and the tools needed to obtain an accurate assessment and differential diagnosis of common clinical variations in health patterns in adults and children with mental illness. Emphasis is placed on the use of assessment techniques essential to the management of disorders across the lifespan. The course will focuses on strategies to integrate and promote physical and behavioral health.Therapeutic modalities related to group and individual psychotherapy such as Cognitive Behavioral Therapy, Exposure and Dialectical Therapy, as well as brain stimulation treatments such as ECT will be reviewed with indications for use in monotherapy or as an adjunct to pharmacotherapy. This course will also address the role of the PMHNP related to health promotion, leadership, ethical and legal decision making, health policy and advocacy, quality improvement and safety, and inter professional practice, including scope of practice issues.
Prerequisite: FNP board certification, acceptance into the PMHNP program, and MSN 8348.

MSN 8350 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan I (3)

This course presents common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, and MSN 8349.

MSN 8351 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan II (3)

This course expands on common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, and MSN 8350.

MSN 8352 - Psychiatric Mental Health Management of Serious Conditions in Vulnerable Populations Across the Lifespan: Family/Group (3)

This course focuses on selected theory and interventions for individuals and groups that are utilized by the PMHNP in planning, implementing, and evaluating care within the appropriate system for adults and children with psychiatric disorders. Theories of various treatment modalities, therapeutic communication and evidence based standards of care; along with use of clinical practice guidelines are also emphasized. This course will also focus on serious mental conditions, the psychosocial impact on populations at risk and applicable treatment modalities family/group.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, MSN 8350, and MSN 8351.

MSN 8353 - Certificate Psychiatric Mental Health Practicum I (3)

This is the first of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This first internship focuses

on individual and/or group therapy. Special focus is on patient individual and group therapy and education as an intervention to improve outcomes. The students engage in beginning implementation of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.

Prerequisite: MSN 8348 and MSN 8349.

MSN 8354 - Certificate Psychiatric Mental Health Practicum II (3)

This is the second of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This second internship focuses on management of individual and/or group therapy and education as an intervention to improve outcomes. The students show progression of management of common to more complex conditions within the scope of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.
Prerequisite: MSN 8353.

MSN 8355 - Certificate Psychiatric Mental Health Practicum III (3)

This is the third of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This third internship continues to focus on the management of individuals with common, complex and severe mental illness as appropriate to the APN role and the clinical setting. The focus is on education as an intervention to improve outcomes. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.
Prerequisite: MSN 8354.

MSN 8400 - Capstone (3)

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 - Capstone (3)

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 - Independent Studies (1)

Students register for this course when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8502 - Independent Studies (1)

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8503 - Independent Studies (1)

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8600 - Capstone (3)

These courses form the culminating experience for students pursuing the Legal Nurse Consultant emphasis in the Nursing Leadership concentration. Students must complete a practicum, which is structured exactly like the MSN 8400-8500 practicum; there is no choice option for these two courses. Students are assigned an individual faculty member who will provide guidance throughout the process.

MSN 8700 - Capstone (3)

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.

MSN 8701 - Independent Studies (1)

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8702 - Independent Studies (1)

Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

MSN 8703 - Independent Studies (1)

Independent Studies.

MSN 8900 - Nurse Leadership Portfolio (3)

The Nurse Leadership Portfolio is a reflection of the student's individual accomplishments and experiences related to leadership growth and development during the graduate nursing program. The portfolio is developed throughout the program, initiating in MSN 6500 *Leadership Roles in Advanced Nursing Practice.* This 3-part composition includes a reflective narrative on the connections between the AACN *Essentials of Graduate Nursing Education* (2011) and the MSN graduate program competencies; revisiting, analyzing, and reflecting upon one's leadership SWOT analysis completed upon entry to the MSN program; establishing a thoughtful leadership development plan for future aspirations; and crafting a presentation that reflects on the journey of self-discovery.
Chair approval is required before enrolling in this course. Your portfolio is taken after all coursework is complete.

Prerequisite: MSN Leadership Core and selected track courses.

MSP - Sports Management

MSP 7500 - Business Strategy in Sports Management (3)

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.

MSP 7501 - Sports Ethics and Leadership (3)

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.

MSP 7502 - Sports Economics and Finance (3)

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.

MSP 7503 - Sports Management Graduate Internship (3)

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 eighty hours are required in either a 7-week or in a 15-week period. The student will be supervised by a University internship coordinator and an agency designated supervisor.

MSP 7504 - Sports Law Governance and Compliance (3)

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.

MSP 7506 - Sports Service and Event Marketing (3)

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.

MSP 7507 - Recreation, Event and Tourism (3)

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.

MSP 7510 - Certified Athletic Administration I (3)

The CAA 1 course supports the preparation for those choosing to work in the field of high school athletics. The program is designed with the National Interscholastic Athletic Administrators Association required first components for eligibility to take the Certified Athletic Administrator exam. The topics covered are: Athletic Administration philosophies, strategies, and organization management. Interscholastic contest management, fundraising, and sportsmanship are also discussed.

MSP 7511 - Certified Athletic Administration II (3)

The CAA 2 course supports the preparation for those choosing to work in the field of high school or middle school athletics. The course is designed with the National Interscholastic Athletic Administrators Association required components for eligibility to take the Certified Athletic Administrator exam. The topics covered are: Athletic Administration Legal Issues, Liabilities for Sports Injuries and Risk Management, Constitutional Law, Disabilities and Employment Law, Title IX, Event Management, Sexual Harassment and Transgender athletes. This course is to be taken after successful completion of the CAA 1 course. The Certified Athletic Administrators exam is administered after successful completion of the course.

NPM - Nonprofit Management

NPM 6400 - Leadership and People (3)

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.

NPM 6503 - Administrative Law (3)

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.

NPM 7300 - Seminar in Nonprofit Management (3)

Seminar in Nonprofit Management introduces graduate business students to selected concepts and principles necessary for the successful management of a nonprofit organization (NPO). Knowledge of the types of nonprofits, their governance, the importance of partnerships and collaborations, and the ability of NPO managers to prepare and deliver presentations to stakeholders are emphasized.

OLI - Organizational Leadership - Learning and Innovation

OLI 7100 - Personal Mastery and Communities of Practice (3)

Key to workplace learning, performance excellence, continued improvement and innovation is the personal mastery of thoughtful reflection, self-assessment and professional development among organizational members. In this course students are encouraged to create a plan for their own leadership development using a variety of self-assessment tools, mindfulness and reflection exercises to identify opportunities for their own growth and development. Communities of practice and workplace teams are vital vehicles for knowledge creation and sharing. During this course, students are also encouraged to bond with other cohort members in a community of practice focused on leading organizational learning, improvement and innovation.

OLI 7101 - Disciplined Inquiry and Writing (3)

This course aims to create critical consumers of published research. Students will learn to interpret, analyze and evaluate the quality of published research. Students will focus on how studies are designed and executed with an eye toward understanding the validity of the study findings and conclusions. Time will be spent on methods of data collection and analysis. Students will also be expected to strengthen their writing skills and learn how to adapt their writing style to various academic and professional contexts.

OLI 7102 - Organizational Learning Theory, Culture and Practice (3)

Continual learning at the individual, team and organizational levels is vital to the continued success and growth any organization. Strategic advantage flows to the organization that can learn faster and manage its knowledge and talent resources more effectively than the competition. Becoming a learning organization depends on an organization's ability to create a learning culture, including

the structures and processes that support learning and foster continual growth and development at the individual, team and organizational levels.

OLI 7103 - Teams, Teaming and Knowledge Management (3)

Greater collaboration and knowledge sharing are required to meet the demands for organizational change and innovation prompted by an increasingly volatile, unpredictable and complex world environment. While teams figure prominently in the work of many organizations, new more dynamic ways of organizing to collaboratively address problem solving, the needs for change and innovation are finding their footing in more organizations. This course deals with the teaming processes that facilitate knowledge sharing and collaborative work.

OLI 7104 - Talent Development and Workplace Learning (3)

An organization's employees are its most valuable resources. This course concentrates on strategies and techniques for finding and hiring the "right" talent, then creating opportunities that motive and engage employees in the continual learning and professional growth that serves both their own and organizational development needs.

OLI 7105 - Technology and Organizational Learning (3)

Technology can be a catalyst for organizational learning and development. This course focuses on the use of appropriate technologies for integrating learning, knowledge management, and organizational development. Case studies are used to explore how technology can be used foster curiosity, collaboration and learning at all levels of the organization. Students examine and experiment with how mobile devices, social media, various information technologies and web-based tools can be used be used to support workplace learning.

OLI 7106 - Assessment and Evaluation Methods (3)

Assessment and evaluation are integral components of organizational efforts to continually improve performance, develop talent capabilities and generate innovation. The course provides students with the basic research tools necessary to design, execute, analyze, and report assessment and evaluation results needed to guide organizational decision-making and action.
Prerequisite: Grade of B or better in OLI 7101 .

OLI 7201 - Problem Centered Research in Organizational Learning (3)

In this course, students identify a problem of interest related to organizational learning and use that problem as a catalyst for learning more about the research process including the development and refinement of research questions and the selection appropriate research methods for collecting and analyzing the data that will generate answers to the posed research questions. Students will learn to recognize the limitations of various research design and methods. Students will develop the research framework for a possible applied dissertation research project.
Prerequisite: Grade of B or better in OLI 7101 and OLI 7106.

OLI 7202 - Problem Centered Research in Organizational Learning-II (3)

This course is the second of two courses designed to prepare students to conduct research that will yield results useful to advancing organizational learning, improved organizational performance and innovation. Students will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Students will continue to develop the research framework started in Problem Centered Research I and will receive on-going assistance in developing the proposal for their applied dissertation research project.
Prerequisite: Grade of B or better in OLI 7101, OLI 7106 and OLI 7201.

Strategic Leadership Concentration

OLI 7301 - Leading Organizational Improvement and Innovation (3)

In order for any change or innovation to take flight it must create value for others, it must be something that is wanted or needed by individuals or organizations. This course requires students to bring both critical and creative thinking to bear in sensing and responding to changes in the environment that create opportunities for improvement and/or innovation. The success of any system/process improvement or innovation is determined by its adoption and sustained use, so the factors that influence and hinder the change/innovation adoption process are also explored. Phenomena such as open innovation and crowd sourcing will be explored, as well as other keys to innovation in a networked world.

OLI 7302 - Leadership Communication (3)

Leadership is a communicative art. Whether it be exciting others about a vision for the organization's future, exhorting the troops to action, telling a story to better connect with others, listening with an open heart and mind, persuading a resistant public, or relating with a group of diverse stakeholders, leadership requires excellent communication skills. This course engages students in an array of learning activities designed to enhance and fine-tune the communication skills of those who wish to lead artfully with integrity, empathy and power. Authentic communication is at the heart of an effective leader's ability to empathize, inspire, engage, motivate, resolve conflicts, persuade, and influence others. Technologies play an ever-changing role in how we communicate with stakeholders both within and outside the organization, so the course will also consider how leaders can use technologies to good advantage in

communicating with stakeholders.

OLI 7303 - The Strategic Role of Employee Engagement & Workplace Satisfaction (3)

Increasingly employee engagement and work satisfaction are seen as keys to employee retention and organizational productivity and innovation. This course explores the latest research on employee engagement and workplace satisfaction, as well as the strategic value of employee engagement programs in optimizing performance, increasing organizational loyalty and citizenship, and generating organizational innovation. Engagement issues are considered from both the organization and individual employee perspectives. The measurement of employee engagement and workplace satisfaction is also covered in the course.

OLI 7304 - Business Acumen and Strategic Leadership of Learning, Improvement and Innovation (3)

Those responsible for leading learning must understand the business of the organization and how financial concerns shape organization decisions. This course provides an in-depth examination of how organizational learning fits into the strategic planning of the organization and its future. It focuses on the organizational mission as well as the environment in which the organization operates. Students examine the social, political, economic, legal and technology forces (business and environmental surveillance) that may impact an organization's mission and results and use that information to generate new strategies for learning that support the future growth and development of the organization.

OLI 7305 - Ethics, Organizational Citizenship and Social Responsibility (3)

This course focuses specifically on the ethical issues that can arise as workplace learning and human resource professionals work to foster greater learning, collaboration, knowledge sharing and innovation in an organizational context. Issues like intellectual property rights, employee surveillance, privacy, social networking while at work, talent development and employee loyalty, freedom of expression, competing values will be explored from a learning perspective.

Workplace Learning and Talent Development Concentration

OLI 7401 - Universal Design for Learning (3)

Optimizing learning opportunities and activities for all learners is at the heart of universal design for learning. Students focus on how the universal design principles apply to developing and implementing workplace learning goals, methods, materials and delivery. Students are encouraged to use their creativity in thinking about how to provide multiple means of what is to be learned and assessing the effectiveness of these multiple opportunities for learning.

OLI 7402 - Facilitating Adult Learning (3)

Workplace learners are adults who are very diverse in their growth and development needs, as well as their previous learning experiences. This course focuses on adult development theory and andragogy and how these theories can inform workplace learning design and implementation for a diverse population. The role of work in adults' lives will be explored along with the importance of being an adult lifelong learner to ensure workforce value. Attention will be focused on the art of facilitating adult learning in both face-to-face and technology-mediated learning options.

OLI 7403 - Workforce Trends and Leading Talent Development (3)

Those responsible for leading or managing the talent development function in organizations must be aware of how the available workforce is changing in terms of demographics and the knowledge, attitudes, behaviors and skills sets they bring to the workplace. After learning how to gauge the critical competencies needed by the organization's workforce and leadership, students learn how to design and implement learning opportunities for talent and leadership development.

OLI 7404 - Addressing Diversity in Workplace Learning (3)

Workplace diversity is both a valued and challenging fact of today's organizational life. Diversity enriches the resource base of the organization while creating needs to acknowledge, understand and embrace the differences that occur due to race, ethnicity, culture, socioeconomic background, gender, sexual orientation, disability, life experience, and veteran status. This course focuses on how organizations can create experientially based learning opportunities that will enhance employees' abilities to work effectively in a multi-cultural environment. The course develops the knowledge and skills necessary for designing, implementing and evaluating diversity initiatives that foster equity, inclusion and effective work relationships among all organizational members.

OLI 7405 - Motivating Employee Engagement in Workplace Learning and Professional Development (3)

Employees must be motivated and engaged in their own professional development both for themselves and the organization. Engaged employees drive improved organizational performance and can be the source of innovation that will helps create the organization's future. In this course students will grapple with how to foster engagement in workplace learning as a means of increasing employee satisfaction, as well as team and organizational productivity. Special attention will be paid to strategies for engaging employees in creating the future of the organization through innovation. The research on employee engagement in professional growth and development will be explored as the foundation for students developing their own strategies for motivating

interest and engagement in learning and innovation opportunities provided by the organization.

Student Designed Learning Pathway Concentration

OLI 7500-7504 - Special Topics Courses (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7600-7604 - Guided Study Courses (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

Field Experience

OLI 8001 - Internal and External Organizational Consulting (3)

Human resource and learning professionals are often viewed as providing consulting services to the "business" units in their organization. Many of these professionals also see themselves developing their own consulting businesses as the next step in their career. This course focuses on the role of the consultant as well as the key steps necessary in developing effective client-consultant relationships. Issues that all consultants face whether working from an internal or external position are also addressed—issues such as speaking truth to power, resistance, time pressures and timing, accountability and authenticity are explored in the context of case studies. During this course students establish relationships with their field mentor and a possible host organization for their consulting project.

OLI 8002 - Consulting Project Execution and Reporting (3)

This course covers the execution and reporting of students' individual or collective consulting experience. Although this course is listed in the third year, work on this project flows out (OLI--8001). With program chair approval and field mentor guidance, students are required to contract with a host organization for the execution of specific work and project reporting. Consulting projects will vary with host organization needs and student expertise. Completion is required by Spring Block II of third year.
Prerequisite: Grade of B or better in 8001. Consulting contract completed no later than Spring Block II of second year.

OLI 9000 - Applied Research Dissertation Project I (3)

Building on coursework completed in the research core, students work on their applied research project with advisement from a faculty member to complete a proposal that is approved by the student's advisor and at least one other committee member. A third committee member may be included if deemed desirable by the student's advisor. Obtaining committee approval of proposed research and successful completion of HSRC paper is a desired outcome for OLI 9000. Once approved the student can execute the project.
Prerequisite: Grade of B or better in OLI 7202 and completion of all coursework with a B- or higher. Must have a cumulative GPA of 3.0 or higher. .

OLI 9001 - Applied Research Dissertation Project II (3)

This is the second course in the applied research sequence and a continuation OLI 9000. The expected outcome for this course is the completion of the research project with an oral presentation and a written document suitable for publication as a doctoral dissertation.
Prerequisite: Satisfactory completion of OLI 9000.

OLI 9004 - Applied Research Dissertation Project Sustaining (0)

Students who do not complete their applied research project when enrolled in OLI 9001 will be permitted to enroll in 9004 on a continuing basis for a maximum of six blocks in order to receive academic advisement. Failure to complete the Applied Research Project within the six block timeframe will result in dismissal from the program.
Prerequisite: Satisfactory completion of OLI 9001.

PSC- Prevention Science

PSC 7000 - Introduction to Prevention Science

This course provides an interdisciplinary overview to prevention theory, research, and practice. A common core of concepts, methods, and terminology is presented. Although topics vary, examples of issues covered in past courses include health risks such as

malnutrition, school failure, delinquency, child abuse and neglect, and family and community-based interventions designed to counteract risk factors and promote healthy development. This course would be the prerequisite for all other courses

PSC 7101 - Human Development and Prevention Science

Interdisciplinary study of theories and research on human development across the lifespan with a focus on prevention science, risk, and resilience.

PSC 7102 - Families and Prevention Science

Introduction to current theory and research about micro and macro forces related to family relationships and development through the life course with a focus on prevention science, risk, and resilience.
Corequisite: PSC 7000.

PSC 7103 - Community Well-Being and Prevention Science

This course is designed to promote an understanding of the factors associated with developing and implementing prevention practices and programs to promote healthy communities. It provides a comprehensive overview of the relevant skills and theories including: ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology), critical social theory, social justice, and social determinants of wellbeing.
Prerequisite: PSC 7000.

PSC 7104 - Designing and Adapting Preventive Interventions

Analysis and development of program delivery systems, curricula and evaluation models. Innovative effective prevention and intervention programs from theoretical, applied, and outcome evaluation perspectives.
Prerequisite: PSC 7000.

PSC 7201 - Applied Research Methods and Skills 1: Qualitative

Introduction to process of qualitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Engages the student with a range of current qualitative data collection, display and analysis methods, and overviews basic quantitative methods for use in mixed mode studies. Highlights the strengths, limitations and conditions of quality for specific data collection and analysis methods in the context of particular research methodologies. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7202 - Applied Research Methods and Skills 2: Quantitative

Introduction to process of quantitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7203 - Applied Research Methods and Skills 3: Mixed Methods Research

An introduction to mixed methods research as a distinct methodology in prevention science research. Topics include the value and use of this approach, philosophical assumptions, various types of design, and approaches to designing and conducting mixed methods research. Highlights the strengths, limitations and conditions of quality for specific data collection and analysis methods in the context of particular research methodologies. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7301 - Guided Study

PSC 7302 - Guided Study II

PSC 8000 - Applied Inquiry Research I

This course will provide the opportunity to apply existing theories and knowledge to address real-world issues. The Project Chair will guide the student in identifying a research question or questions that exist in the real world. 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 proposal to the Project Chair and project committee member(s) by the semester's end.

PSC 8001 - Applied Inquiry Research II

Utilizing evidence based findings and practice inquiry skills, the student will synthesize and integrate newly acquired knowledge and skills in the implementation of their project. Prior to data collection or interventions, 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 Project Chair will also guide the student through Wilmington University's Human Subjects Review Committee. With received approval, students begin to implement their selected project.
Prerequisite: PSC 8000.

PSC 8002 - Applied Inquiry Research III

Students continue to implement their project, prepare a scholarly paper for submission, measure outcomes, ensure sustainability of the project, and disseminate results. Students must present their work in a scholarly manner to colleagues and faculty. The completed project, presentation, and scholarly paper are required for completion of this course and subsequent graduation.
Prerequisite: PSC 8000 and PSC 8001.

RES - Research

RES 7105 - Statistics for Research (3)

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 - Disciplined Inquiry I (3)

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 - Disciplined Inquiry II (3)

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.
Prerequisite: RES 7105, RES 7106.

RES 7111 - Research Design (3)

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. Students will draft a designated sections of Chapter 1 including consideration of how they will operationalize their concept.
Prerequisite: RES 7105, RES 7106, RES 7107, DBA 7300 or DBA 7310, DBA 7400.

SEC - Computer and Network Security

SEC 6010 - Planning for Information Security (3)

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 a 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 - Radio Frequency Identification (RFID) Applied Systems (3)

The application of RFID in the context of solving business problems is examined and discussed. Students research how RFID systems improve the 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 - Operating System and Computer Systems Security (3)

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 - Web and Data Security (3)

This course will help students build a security policy and SOP for an organization which is implementing a new network and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption, Standards and Compliance, and Security Testing and Implementation.

SEC 6050 - Business Intelligence (3)

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.

SEC 6060 - Incident Handling and Response (3)

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.

SEC 6070 - Penetration Testing (3)

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.

SEC 6080 - Industrial Control Systems (ICS) Security (3)

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.

SEC 6082 - SCADA Architecture (3)

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.

SEC 6084 - SCADA Risk Management and Auditing (3)

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.

SEC 6086 - SCADA Security Awareness and Standards (3)

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.

SEC 6090 - Topics in Information Assurance (3)

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.

SEC 8100 - Information Assurance Integration/Capstone Course (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: Prerequisite(s): IST 7000, IST 7020, IST 7040, IST 7060, IST 7100 and at least three courses within the Information Assurance concentration.

SOC - Case Management for Human Services

SOC 6323 - Law and Practice in Human Services (3)

This course examines how the law impacts the delivery of human services in both direct ways through the civil and criminal court

system and indirectly through the laws and regulations that define the rules, responsibilities, and entitlements of clients receiving support services. Topics will include child welfare, guardianships, involuntary commitments, competence, and civil rights. Special attention will also be given to the varying ethical duties and professional values within the human services and legal professions.

SOC 6600 - Social Inequality, Social Change, and Community Building (3)

Social stratification is the separation of groups and affects various categories including, but not limited to; race, ethnicity, sex, gender identity, sexual orientation, religion, and socioeconomic status. When looking to build and strengthen communities, those working in the helping professions must first look around to see what systemic inequalities and injustices are occurring in the community and society as a whole. By examining inequality in these categories helping professionals can look further into changing policies, laws, and social climate on an individual and systemic level as well as influencing the health, well-being, and functioning of individuals and groups in society.

SOC 6601 - Case Management Interventions and Strategies (3)

Professionals working in community service fields are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes understanding client vulnerabilities and societal attitudes, interviewing and assessment skills as well as having connections to other agencies in the community that can help the client reach their goals. This course will give students the information they need to perform these tasks including; understanding vulnerable client population, interviewing skills, performing intake assessments and bio psychosocial assessments, documentation and note taking, establishing goals and identifying community resources to create treatment plans.

SOC 6604 - Case Management: Advocacy Skills & Client Services (3)

Learning to speak and act on behalf of oneself or advancing the interests of one client is a critical tool for human services practitioners. This course will focus on both formal and informal advocacy skills. The end result if to develop skills that are empowering and lead to effective change and greater well-being.

SOC 6605 - Ethical Practice in Case Management (3)

This course will focus on understanding ethical boundaries and consideration in helping relationships. As human services professionals, practitioners need to respect the dignity and welfare of all people, honor cultural diversity, and promote social justice while acting with integrity and staying within professional ethical boundaries.

TEL - Teaching English Language

TEL 6000 - Theories of Language Learning (3)

This course focuses on research about how languages are learned. Topics include input, output, interaction, developmental sequences, age, the Critical Period Hypothesis, correction, individual differences, and the classroom environment. Students will identify and learn about common myths related to language learning and examine the research that refutes such misconceptions. Students will complete a structured external assignment as part of the course requirements.

TEL 6110 - Foundations of TESOL Methods (3)

This course introduces students to a brief and relevant history of teaching English language with emphasis placed on current, effective approaches and issues. Students will examine strengths and drawbacks of a variety of approaches, while also considering the role of concepts such as agency, interaction, and identity. The course will also explore contexts of learning that take into account age, proficiency, culture, and social aspects of learners' identities and how these affect the teaching and learning dynamic. Students will acquire the foundational knowledge that will allow them to understand the rationale and process of designing and implementing instruction. Students may complete a field experience as part of the course requirements.

TEL 6220 - Application of TESOL Methods (3)

Building on the foundation established in the previous course, students will learn about effective curriculum design, lesson planning, material development, and facilitating interaction. Through course assignments, students will learn to apply various planning and implementation techniques to teaching and learning contexts which are relevant to their own interests and experiences. The course will also introduce students to specific strategies in the teaching of the four skills: listening, speaking, reading, and writing. The course also addresses the basics of assessing language learning in the classroom. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110.

TEL 6500 - Linguistics for TESOL (3)

This course provides an overview of the field of linguistics and its central role in the teaching of English. The focus will be primarily on three major domains of linguistics, namely phonology, syntax, and pragmatics. Students will learn about oral communication and the sound system of English (phonology). They will also examine the major views of grammar and language structure (syntax), as

well as language use in context (pragmatics). The course will focus on how these three domains impact English language teaching and learning. Students will complete a structured external assignment as part of the course.

TEL 7210 - Academic Reading & Writing (3)

This course emphasizes the skills and strategies needed to teach English language reading and writing skills to students planning to pursue post-secondary studies in an English environment. This course will focus on major theories and practices in academic reading and writing pedagogy, including intercultural rhetoric, connections between reading and writing, the role of grammar, academic integrity, and effective feedback. The course will focus heavily on lesson planning, material development, and assessment of academic writing tasks. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7215 - Academic Listening & Speaking (3)

This course emphasizes the skills and strategies needed to teach English language listening and speaking skills to students planning to pursue post-secondary studies in an English environment. The course will focus on the differences between general English language teaching and English language teaching for academic studies. Students in the course will learn about the challenges of listening and speaking in an academic setting and will develop appropriate lesson plans, materials, and assessments to address these challenges. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7330 - Technology & Language Learning (3)

Students will learn about how technology in language learning has evolved over recent years in order to understand the current state of this field. The majority of the course will address both skills-based technology applications and integrated approaches to technology use in language learning. The course will also take into account technology's role in language learning depending upon accessibility, context, and technological advancements. Students will complete a structured external assignment as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7440 - Language Assessment (3)

In this course students will learn about major principles of assessment such as reliability, validity, and bias. They will understand the benefits and drawbacks of various testing types, including standardized testing. Emphasis will be placed on designing authentic and reliable classroom assessments for the four skills: listening, speaking, reading, and writing. Students will also examine issues in grading and consider the value of non-testing measures as ways to assess learning. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7575 - Culture in Language Learning (3)

English language classrooms are crucial points of intercultural interaction and communication. In order to create a culturally responsive classroom, instructors must be aware of and sensitive to cultural differences both in terms of language and expectations. In this course, students will become aware of their own cultures and those of others. They will learn how culture impacts discourse, the notion of face, non-verbal communication, individuals' roles, expectations in the classroom, and adjustment issues. The information and activities in the course will be applicable to all contexts of English language teaching and learning. Students will complete a structured external assignment as part of the course requirements.

TEL 7770 - Global Contexts of ESL (3)

This course will consider English instruction and learning and the questions who, what, when, where, why, and how. Who is learning English and who is teaching it? What are the current approaches in terms of both content and variety? When is English being taught? Where are significant changes to the learning of English taking place? Why do individuals and countries pursue English language education? How is English being studied around the world? Students will learn about language policy, implementation, consequences of choices, and topics currently under debate. Students will complete a project that will require in-depth analysis of a particular country's context for English language instruction and learning. Students will complete a structured external assignment as part of the course requirements.

TEL 8100 - Capstone: Teaching English (3)

The culminating capstone for the MS TESOL program will allow students to demonstrate their knowledge of the key theories and strategies of TESOL that they have studied throughout the program. Students will complete assignments throughout the course leading to a final paper with a literature review, an in-depth project proposal, and a reflection. Through the course and its assignments, students will demonstrate their capability in TESOL research, theory, practice, and reflection. Students may complete a field experience and a structured external assignment for the course.
Prerequisite: Program Chair Approval.

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