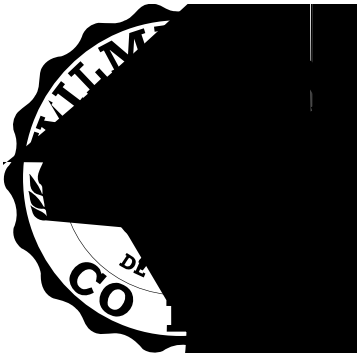

WILMINGTON COLLEGE

Graduate Catalog

2004–2005

Accreditation

Wilmington College is accredited by the Commission on

The primary components in Wilmington College's graduate

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

Federally Funded Support

The Federal Stafford Loans

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

Determination for Financial Aid

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

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

Wilmington College encourages students to submit their form well in advance of the registration period for the term in which they plan to enter. Applications are generally processed on an ongoing basis.

Application Procedures for Financial Aid

1. Wilmington College accepts a needs analysis determined through the federal aid application. The web address is: www.fafsa.ed.gov. You may also obtain student aid applications and/or forms from the Office of Financial Aid at Wilmington College.
2. Complete all forms according to instructions and return them to the appropriate addresses listed in the instructions.
3. The Master Promissory Note (MPN) goes to the Office of Financial Aid at Wilmington College along with the "Request for Funds" form. The MPN is then forwarded to the lending institution. The applicant will be notified by the lending institution (bank, credit union, savings and loan association, etc.) concerning the loan approval.
4. The applicand pp

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

Graduation Competencies

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

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

Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree require-l$ ‘ كِ

Table 1. Grading System

Grade	Numerical Equivalent	Quality Points	Explanation
A	**95-100**	**4.00**	**Excellent.**

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

Registration

Students can register for classes during official registration periods as announced by the College in the academic calendar. The College publishes dates for advanced registration, open registration, late registration, drop/add, and withdrawal each semester in the registration booklet, as well as in the annual academic calendar. Copies are available at the Office of the Registrar, any si þ’ ȯ (a kǰ5 ƙ a$ 0, ’ ’ . a“ Ì Ə.

Office at the New Castle campus. Students attending classes at the Dover Air Force Base, Dover, or Georgetown sites must contact the site director at the appropriate site.

International Students

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

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

Change of Policy

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

Release of Student Information

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

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

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

Right to consent to disclosure: The College may disclose the following directory information unless the student or parent of a dependent student makes a written request to withhold information: name, address (only for official requests for group lists for legitimate agencies such as the US Air Force), major field of study, dates of attendance, grade level, enrollment status, GPA, participation in officially recognized activities and sport x ? ao s rt AAt o e i ˛ ò ru

Academic Awards

Graduate Behavioral Science

The Graduate Behavioral Science Award is given to the

3. Responses to the two required MSCC/MSA thought ques-

Admission

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

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

Admission

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

1. A graduate application for admission and a non-refundable application processing fee ($25.00).

justice and private sector settings in the future. Emphasis is placed on producing scholarly practitioners who have the theoretical, operational, and practical educational foundation to be successful in their professional fields. The concentrations in "Leadership and Administration" and "Criminal Behavior" provide the opportunity for specialized studies. There is also a more general approach for those with other interests.

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

Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today's learners have while pursuing their goal of advanced academic studies. Classes are presented in semester-long, seven-week blocks and weekend modular offerings, as well as Distance Tutorials to conveniently fit the busy schedules of the students.

Core Courses:

All students must satisfactorily complete the following core courses:

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

Electives:

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

Leadership and Administration Concentration

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

Core Courses:

Five courses as listed above

Area Specialization Courses

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

Criminal Behavior Concentration

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

Core Courses:

Five courses as listed above

Area Specialization Courses

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

Electives:

Select any three electives.

MAJ 6601 Typologies of Crime*
MAJ 6609 Violent Crime
MAJ 6610 White Collar Crime
MAJ 6611 Victimology
MAJ 6612 Drugs and Society
MAJ 6613 Mental Health and the Law
MAJ 6615 Therapeutic Strategies for Criminal Justice Offenders
MAJ 6616 Judicial Procedures
MAJ 6619 Forensic Behavior Analysis
MAJ 6620 Criminal Justice System: Policy and Process*
MAJ 6621 Law and Social Control*
MAJ 6632 Quantitative Applications
MAJ 6701 Special Topic: Ireland Study Abroad
MAJ 6900 Thesis Supervision
MAJ 6901 Graduate Practicum

* Available in Distance Tutorial format

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

Distance Tutorial

After successful completion of the core courses, students will have the option of taking courses in the Distance Tutorial format. This off-campus format is intended for the student who demonstrates the ability to be self-directed, self-disciplined, and self-motivated. The student must also demonstrate the ability to work alone on significant projects. The student will work individually on a one-to-one basis with a committed faculty mentor

Admission

MBA Program Requirements

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

MBA Prerequisites

For students who lack sufficient undergraduate background or business experience, the following are the program prerequisites. Pe$

MBA with a Concentration in Health Care Administration

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

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

MBA with a Concentration in Transportation and Business Logistics

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

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

MBA with a Concentration in Finance

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

MBA with a Concentration in Management Information Systems

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

MBA	6100	Managerial Accounting
MBA	6300	Quantitative Methods in Management
MBA	6400	Economics and Financial Environment of Business
MBA	6501	Organizational Management
MBA	7200	Financial Management
MBA	7501	Labor Relations and Collective Bargaining Procedures
MBA	8800	Strategic Planning

Concentration in MIS:

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

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

NOTE: Students wishing to obtain a Certificate of Advanced Study in MIS will be able to obtain it from the iTAC Division upon completing the five MIS courses listed above.

Qualifications for Degree

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

Weekend MBA Program in Executive Management

Admission

Applicants must possess an undergraduate degree from an accredited institution, have about five years of experience in نم c { { نم

that an MBA generalist must grasp is tied together. Computer simulation is an important component throughout the program. Plant visits and guest speakers are utilized.

The program features “one stop shopping.” Students receive a laptop computer equipped with the latest software. Books and syllabi are delivered to the student. Meals and refreshments are provided during class and other learning events to minimize disruption of the learning process. Students will participate in orientation at the start of the program, participate in a retreat to examine personal values and learn team-building, and attend special lectures and seminars where they can learn from experts in the field. Classes meet on Friday evenings (6:30 p.m. - 9:30 p.m.) and on Saturdays (9:00 a.m. - 2:30 p.m.)

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

A distinguished Advisory Council helps develop strategic direction for the program. The Council consists of leaders from a wide variety of organizations - corporate (manufacturing and service), government, military, and not-for-profit. The Council is an integral part of the program; many of the members volunteer their time as guest speakers.

Course Requirements

The weekend program has a fundamentally different structure

Admission

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

1. A graduate application for admission accompanied by a non-refundable application fee.

Program Competencies

1. Develop rigorous and comprehensive management knowledge and skill in the areas of health care, human resources, public administration, and transportation and logistics.
2. Develop a sense of self-awareness and its application to groups, organizations, and society.
3. Demonstrate the use of the scientific method as a framework for solving problems within organizational environments.
4. Demonstrate skills in the areas of diagnosis, data gathering, interpretation, synthesis, planning, decision making, evaluation, and human resource development.
5. Demonstrate the ability to interpret information, develop budgets, and manage financial affairs appropriate to one's field of study.
6. Demonstrate the ability to use technology as a tool.
7. Demonstrate the ability to understand strategy through a knowledge of management and organizational theory.
8. Demonstrate an understanding of the legal framework applicable to the field of study.
9. Demonstrate an appreciation for the ethical standards of the business environment within the public and private sectors.

Program Design

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

Course Requirements

Core Courses

These five core courses are required for program completion:

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

Health Care Administration Concentration:

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

Human Resource Management Concentration:

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

Public Administration Concentration:

MPA 6501 Seminar in Public Administration
MPA 7202 Public Budgeting Systems
MPA 7502 Analysis of Public Policy

Select from one of the following courses:

MPA 6503 Administrative Law
MPA 7201 State and Local Financial Management

Transportation and Business Logistics Concentration:

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

Electives

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

Qualifications for Degree

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

Admission

A distinguished Advisory Council helps develop strategic direction for the program. The Council consists of leaders from a wide variety of organizations; corporate (manufacturing and service), government, military, and not-for-profit. The Council is an integral part of the program. Many members volunteer as guest speakers.

Course Requirements and Program Sequence

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

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

Economics for Educators Certificate Program

Purpose

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

Program of Study

The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview and each of the [illegible] course [illegible] each

MASTER OF SCIENCE

Admission

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

- A graduate application for admission accompanied by a non-refundable application fee.
- An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly from the identified college or university to the Office of Graduate Admissions.
- Two letters of recommendation. (Also, see section on candidacy.)
- International students only: the results of the Test of English as Foreign Language (TOEFL).

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

Program Purpose

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

Program Competencies

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

- Apply theory and practice to contemporary professional projects.
- Demonstrate effective oral and written communications skills and appropriate listening skills.
- Demonstrate both quantitative and qualitative analysis skills to problem solving.
- Apply appropriate skills and knowledge from accounting, finance, human resources, marketing, and production to workplace events.
- Synthesize creative solutions recognizing the interdependence of various components in all organizational systems.
- Demonstrate professional and ethical behavior.
- Demonstrate a thorough grasp and understanding of informational practices that are grounded in theory and tempered by experience.
- Appreciate the importance of "design" in the development and use of informational assets.
- Demonstrate a professional understanding of the precepts of management which govern the notion of information as a corporate or organizational asset.
- Demonstrate the infrastructural nature of information resource management and the capital implications of intellectual property within an organization.
- Demonstrate the ability to apply various models of planning, actuating, and controlling an informational environment within a modern organization.

Program Design

The Graduate Program in Information Systems Technologies is designed using "*MSIS 2000 -- Model Curriculum and Guidelines for Graduate Degree Programs in Information Systems*" as published jointly by the Association for Computing Machinery and the Association for Information Systems. Students who successfully complete the graduate degree program in *Information Systems Technologies* will possess a working command of current informational practices that can be immediately applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including professional services engagements as well as t s s ‹ $ st w k 0 as s u npt las $ s E G at

Information Systems Foundations

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

Corporate Training Skills Concentration/Career Track:

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

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

Internet/Web Design Concentration/Career Track:

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

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

Information Resource Management Concentration/Career Track:

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

IRM	6020	Ethical Issues in IT
IRM	6040	E-Business Architectures
IRM	6060	Expert Systems/DSS
IRM	6080	Enterprise-wide Competitive Solutions
IRM	6050	Advanced Relational Data Base Systems
IRM	6030	Human Factors in Information Systems
IRM	6090	Topics in Information Resource Management

Note: As part of the MS program's requirements, students are expected to either gain valuable real-world experience by interning in IST-related areas within their own organizations (employer-of-record), by securing internships with organizations other than their current employer of record, or alternatively by participating in field projects under the directed study of a Wilmington College instructor. This three-credit experience requires ninety hours time-on-task and submission of a work product that satisfies an initially-agreed-upon "learning contract" that was developed between the internship supervisor/faculty advisor and the student.

The Complete MS-IST Curriculum

The MS-IST program can be as small as 36 credits for well-prepared students.

Such students would take:

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

For students with zero preparation, a program as long as 54 credits could be provided consisting of

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

Qualifications for Degree

To qualify for the Master of Science degree in Information Systems Technologies, a student must successfully complete a minimum of 36 credit hours (12 courses), including an internship 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.

Admission

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official

Program Requirements

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

Phase I: Admission (completing the application procedures)

Phase II: Course Completion (completing 42 credit hours)

Phase III: Practicum Completion (completing 3 credit hours)

Phase IV: Degree Candidacy (completing degree candidacy

Admission

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

1. A graduate application for admission accompanied by a

shops are held each semester). The project requires prior, written approval from a site-based mentor and the School Leadership

MASTER OF EDUCATION

Admission

Please refer to “The Graduate Admission Process” section for general graduate admission information. For consideration and admission to the Master of Education in Instruction: Teaching and Learning program, applicants must satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university

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Outcomes Assessment

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

Program Design

Students are expected to Ō e expec am trs‘ exexe ɥ nd i T sc

Admission

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

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

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

Program Purpose

The Master of Education program in Instruction: Gifted and Talented focuses on issues of teaching and learning from the perspective of the practicing classroom teacher. Candidates are provided with the knowledge, skills, and experiences needed to

Program Competencies

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

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

Outcomes Assessment

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

Program Design

Admission

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

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

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

Program Purpose

The Elementary and Secondary School Counseling program addresses the needs of diverseP k ɔ 1 $ e‘ я progr l’ʻ eu ʻ ’ ķ ʌ ɔ ķ ʌ h ʌ ɔ ķʻ Elemen z

The two primary program components are the course sequence (totaling 30 credit hours) and the competency demonstration (6 or 12 credit hours). The competency demonstration consists of a supervised practicum of six credit hours for students with at least three years of appropriate educational experience. For students with no experience in a school setting, 12 credit hours are required

Prerequisites for all Supervised Practica/Internships

Satisfactory completion of: MEC 6401, 6502, 6503, 7202, 7203, three additional courses (total of eight) and a meeting with the site education advisor and the program coordinator.

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

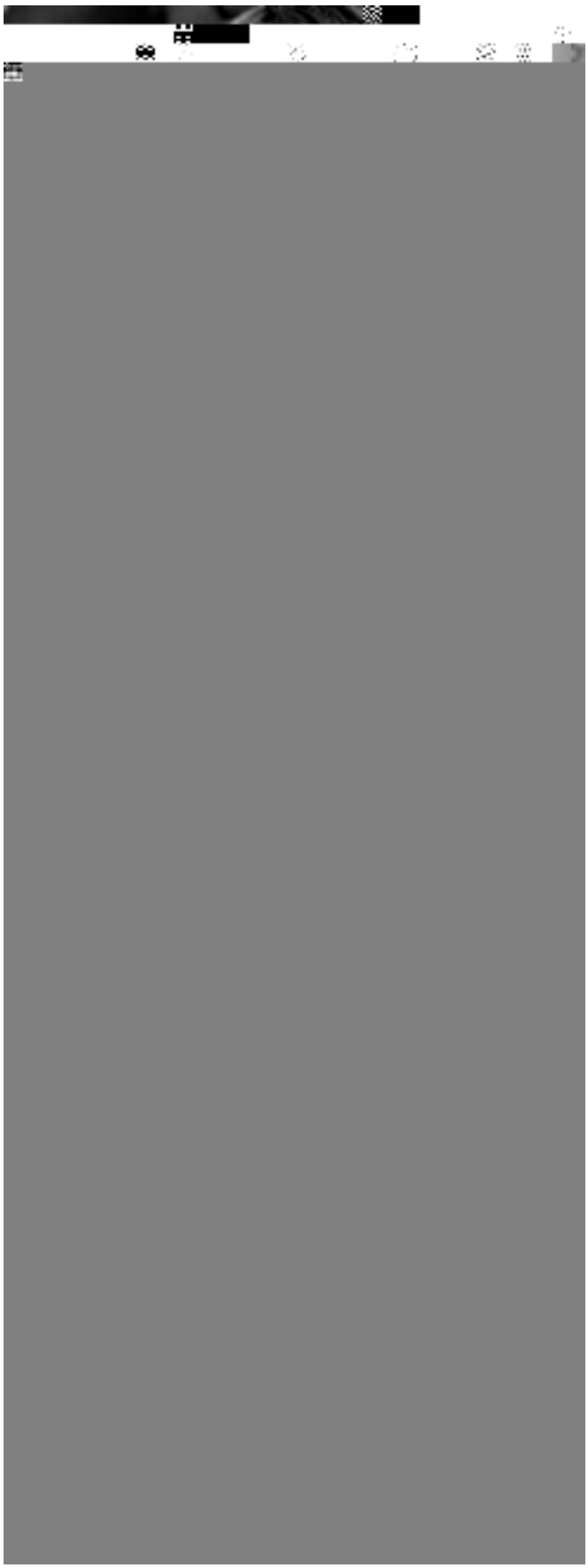
Qualifications for Degree

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

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

ELEMENTARY STUDIES

MASTER OF EDUCATION



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

The Professional Standards Board and the Department of Education are now in the process of approving final regulations necessary for implementation of HB 260, HB 68, and HOUSSE (Highly Objective Uniform State Standards of Evaluation). When complete, the Division of Education at Wilmington College will amend requirements to meet the specific demands.

As a result of a new federal mandate, HOUSSE, and each state's requirement to comply with this legislation, expectations for both beginning and veteran teachers have been developed and must be implemented by the 2005-2006 school year. Very briefly summarized, the law indicates that all children must be taught by "highly qualified" teachers and that each state must define what "highly qualified" means and the appropriate steps needed to achieve that status.

The State of Delaware has essentially determined the components for "highly qualified" status of NEW teachers as someone with a degree in teacher preparation from an approved program and passing scores on the appropriate PRAXIS II test.

Wilmington College must modify its teacher preparation programs to meet the ever changing requirements and continue to serve as a major supplier of teachers for the State of Delaware. Significant changes in our teacher preparation programs will occur in the near future to assist not only our teacher candidates to meet the "highly qualified" status, but to also help our prospective employers meet the resultant demand for such teachers. Program modifications will be developed and will include the successful completion of the appropriate PRAXIS II test as a requirement.

For those students who have recently graduated or are in the advanced stages of their collegiate preparation at the College, we want to assure them that their degree will certify them but they must pass the appropriate PRAXIS II test to achieve "highly qualified" status. We, therefore, encourage all such individuals to prepare for and take the test to enhance their professional status and future employment opportunities.

Admission

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

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

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

Program Purpose

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

Program Competencies

Numbers 1-12 are based on the 1998 Delaware Professional Teaching Standards. All relate to the Division of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

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

Outcomes Assessment

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

Program Design

The Master of Education degree is designed to meet the standards for certification at the primary or middle level in the State of Delaware, particularly for students holding a bachelor's degree in a field other than education. The curriculum is an alternative route to certification at the primary level, grades K-4, 6, 7, and 8 or at the middle level, grades 5-8 (English and social studies but not science and math at grades 7 and 8). Although the program is designed for students with bachelor's degrees in fields other than education, the courses will also be available to certified teachers who wish to add either the K-4 or 5-8 endorsement. Wilmington College will accommodate teachers who are already certified with alternative experiences for the clinical semester.

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

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

Program Requirements

Students are expected to complete all requirements associated with the Master of Education degree with a concentration in Elementary Studies, including both course work and clinical experiences. The PRAXIS I:PPST must be passed prior to admission to methods classes. All courses have one or more goals for both diversity in education and writing across the curriculum. Prerequisites include successful completion of 3 credit hours in science and social studies, and 9 credit hours (3 courses) in mathematics. A diagnostic math test is administered to students with at least one (1) but without three (3) prior math courses. Students who need extra course work in math are advised of options to satisfy requirements in mathematics.

Student teaching applications are available in the Office of Clinical Studies in the Division of Education. Students must meet the deadlines for application for clinical experiences. Students must apply to the Office G E A (on' i (dh' in tg

Admission

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

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

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

Program Purpose

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

Program Competencies

1. Demonstrate knowledge of theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.
2. Create learning environments to successfully implement a variety of strategies and techniques to teach word identification, phonemic awareness, letter-sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning

is a practicum in content area reading. Many programs have the

MED 7708 Curriculum Leadership
MED 6490 Education, Ethics, and the Law
MED 7503 School and Community: Building a Shared Vision

State of Maryland Requirements

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

Maryland Competencies for Elementary Teachers

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

Wilmington College Courses

MRD 7801 Language Development
MRD 7803 Strategies and Materials for Teaching Reading and Writing
MRD 7804 Literature and Non-Fiction Books/ Materials for Children and Adolescents
MRD 7901 Reading Diagnosis and Correction of Reading Difficulties I

Maryland Competencies for Secondary Teachers

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

Wilmington College Courses

MRD 7805 Strategies and Techniques for Teaching Reading in the Content Areas
MRD 7921 Practicum in Content Area Reading

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

Certificate of Advanced Study in Reading

Program Competencies:

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

Course Requirements

Core Education Courses

MED 6490 Education, Ethics, and the Law

Program Competencies

Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

All options

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

Option A (Certification)

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

Option B (Instruction)

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

Option C (Administration)

13. Demonstrate a curriculum plan based on theory and practice that includes leadership, management, classroom organization, and ¢ eẽ tic gh ŗ ŗ ¢ gh ® ® ® C h я m oom ɔ з d̨

Program Requirements

To obtain a Master of Education degree in the Elementary Special Education program, students must complete five courses as program prerequisites. Some courses require course prerequisites and some require the successful completion of the PRAXIS I: PPST as a prerequisite. Students who have completed a bachelor's degree with a major in education or a Master of Education degree with a concentration in Elementary Studies at Wilmington College will have completed all program prerequisites. Students

Admission

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington College from the identified college or university.
3. Two letters of recommendation.
4. An interview with an Admissions Counselor, Program Advi

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

PRAXIS I: PPST Requirements

Practicing teachers must satisfy Delaware's PRAXIS I: PPST testing requirements prior to completion of their first year of teaching and prior to completing the necessary requirements for the degree. Vocational teachers seeking certification in a T & I program must satisfy the PRAXIS I: PPST testing requirements prior to completion of their sixth year of teaching.

There are eight courses under Option A that are requirements for Delaware certification which are applicable toward the master's degree. A teacher who has already earned undergraduate credit for any of the required certification courses should select courses under Option B or Option C to complete the master's degree. Courses listed as MCT cannot be duplicated at the graduate level if already taken at the undergraduate level. These are dual listed courses and will have additional and differentiated assignments.

Curriculum

Basic Instruction

Option A - Certification Program

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

* Courses required for Delaware T & I certification

Option B - Instructional Program

MCT 6414	Student Testing and Evaluation
MCT 6404	Career and Technical Guidance Practices
MCT 6407	Career and Technical Student Organizations
MCT 6405	Career and Technical Education: Community and Business Relations
MEE 7651	Adolescent Growth and Development
MEE 7652	Reading in the Content Areas
MRD 7901	Diagnosis and Correction of Reading Difficulties

Option C - Administrative Program

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

** Courses will count toward Delaware administrative certification.

Clinical Component

MCT 6420	Clinical Component of a Major Professional Project (6 hours) (through Directed Study)

Qualifications for Degree

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

Economics for Educators Certificate Program

Purpose

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

Program of Study

The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview of business and economics, while the second course

Program Competencies

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

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

Prerequisite Course Requirements

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

MAT 308 Fundamentals of Statistics

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

MAT 308 Fundamentals of Statistics
MSN 5100 Statistics for Nurses

Core Requirements

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

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

Nursing Leadership Concentration Executive, Educator, or Legal Nurse Consultant Emphasis

Program Design

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

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

All concentrations are designed to develop the students' knowledge of research to improve the practice of nursing and strengthen the awareness of contemporary influences on health care needs of individuals, families, and communities. Philosophy of nursing leadership and health care provides a foundation for ethical decision making as students develop skill in working with the context of prevailing systems of care.

Executive Practice

Knowledge of local, national, and global health care policies will enable the professional nurse to work with other professionals in establishing priorities. Beyond this foundational knowledge, the nurse leader needs to refine skills relevant to individual career goals. Selected course work may emphasize anq$ ze al lecte ﷺ t { e

Legal Nurse Consultant

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

Course Requirements

Core Courses **(12 credits)**

MSN 6501 Advancement of Nursing Science
MSN 6606 Research in Nursing Practice (a prerequisite for MSN 6691)
MSN 6650 Critical Analysis of Systems of Care
MSN 7740 Health Care Policy

Leadership Courses **(15 credits)**

Select one of the following:

MSN 6641 Philosophical Perspectives of Nursing Leadership
MSN 6645 Bioethics in Nursing Practice (for LNC emphasis)

MSN 7750 Teaching and Learning in Nursing
MSN 6691 Critical Inquiry
MSN 8400 Capstone*
MSN 8500 Capstone*

* Student selects a practicum, project, or thesis.

Students select an emphasis in Executive Practice, Education, or Legal Nurse Consulting

Executive Emphasis

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

MBA 7593 Total Quality Management
MGT 6501 Organizational Management

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. Professional liability insurance coverage is also required; the program directs students

Gerontology Nurse Practitioner Concentration

This program requires the student to complete 42 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete 600 clinical hours. Courses are not listed in the order of completion.

Core Courses (12 credits)

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

Related Courses (6 credits)

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

Primary Care Courses (24 credits)

MSN 7702	Advanced Adult Health Assessment
MSN 7709	Geriatric Assessment and Health Promotion
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 8112	Practicum I—Gerontology
MSN 8215	Practicum II—Gerontology
MSN 8225	Practicum III—Gerontology
MSN 8321	Practicum IV—Gerontology
MSN 8345	Practicum V—Gerontology

Total Credits: 42

Total Clinical Hours: 600

Women's Health Nurse Practitioner Concentration

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

Program Design

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

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

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

Admission Requirements

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

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

Course Requirements

Post-MSN Certificate Options

As employment opportunities and demands of the health care environment change, nurses at the graduate level need additional specialty education. The Division of Nursing at Wilmington College has developed six options for nurses holding an earned MSN degree: Nurse Practitioner (Adult, Family, and Gerontology), Educator, Executive Practice, and Legal Nurse Consultant certificates.

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

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

Certificate Program Competencies

Through completion of the selected certification program, graduates will:

Nurse Practitioner

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

Educator

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.

Executive Role

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

Legal Nurse Consultant

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

Post-MSN Certificate Options Course of Study

Non-Nurse Practitioners:

Adult Nurse Practitioner

Students will complete a minimum of 24 credits and 500 clinical hours.

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

* may be accepted as transfer credits

Family Nurse Practitioner

Students will complete a minimum of 30 credits and 500 clinical hours.

MSN 6603 Advanced Pathophysiology*
MSN 7701 Child Development and Assessment

MSN 7702 Advanced Adult Health Assessment
MSN 7703 Advanced Pharmacology*
MSN 7704 Primary Care I: Acute and Chronic Care of Children
MSN 7705 Primary Care II: Acute and Chronic Care of Adults
MSN 7707 Primary Care III: Gender Health Issues
MSN 8100 Certification Family Practicum I
MSN 8200 Certification Family Practicum II
MSN 8300 Certification Family Practicum III
* may be accepted as transfer credits

Gerontology Nurse Practitioner

Students will complete a minimum of 24 credits and 500 clinical hours.

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

Nurse Practitioners:

DSN 6010 **3 credits**

Streaming Media

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

DSN 6030 **3 credits**

Advanced Multimedia and Animation

Multimedia, with the emphasis on web production, is one of the fastest growing areas of the technology field. This course focuses on the use of advanced graphic display techniques in Multimedia-enhanced web design, including animation. Software tools used throughout the course include Macromedia's Flash 5 or Flash MX (V. 6); emphasis is on the use of tools and their relationship to compelling web designs. This is a “hands on” course, involving extended amounts of computer lab time, and covers the fundamentals of ActionScript, the scripting language for Flash. The students will be expected to learn the syntax of this specialized scripting language. As part of this course, the student will work with variables, datatypes, operators, statements, conditions, functions, objects, events, arrays, movie clips and other applicable elements. After working with these elements, the student will then use these elements to create his/her own interactive multimedia project for a CD or the web.

DSN 6050 **3 credits**

Markup Languages Advanced Authoring

The World Wide Web has become the focus of much of our working (and playing) lives. In a very short time span, the web has revolutionized the way we access information for education, business, and entertainment. It has created industries where there were none before. Being able to develop ce‘ $ eŃ tri } . i } g8fnmŃ n in

supervision helps educational leaders to identify their own supervisory behaviors so that they may adjust and control those behaviors in a manner that best serves their clients. While contrasting adult development with professional development, this course explores directive, collaborative, and non-directive approaches to supervision. Students will examine and expand both their technical and interpersonal skills, and are expected to share and analyze their supervisory experiences with their classmates.

EDD 7201 **3 credits**

Managing Human and Material Resources

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

EDD 7202 **3 credits**

Dynamics of Change

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

EDD 7300 **3 credits**

Examining Educational Policy

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

EDD 7301 **3 credits**

Finance and Structure of Educational Systems

The course will begin with an overview of state, federal, and local funding of education and how these revenues are allocated to expenditures among various educational support systems including personnel, operations, transportation, and district services. Following this review, in-depth explorations will be undertaken in the areas of budgeting, staffing, referenda and local taxation, construction, purchasing, and site-based decision making. Students will explore these topics as a class, in small groups, and individually, paying particular attention to political dynamics that the values of equity, choice, and efficiency exert upon school financial decisions.

EDD 7302 **3 credits**

Management Information Systems

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

EDD 7402 **3 credits**

Research Design and Data Analysis I

This is the first of a two-course sequence (EDD 7402 and EDD

EDD 7403 **3 credits**

Research Design and Data Analysis II

This course is the second of a two-part sequence (EDD 7402 and EDD 7403) designed to assist students in developing the research

EDT 6040 **3 credits**

Special Topics in Educational Computing

This is the capstone course in the program on applying technology in education. With assistance and coordination provided by the instructor, each student will complete two projects (one group and one individual). Topics such as the following examples could be addressed: integrated instructional management systems; student accounting systems; administrative uses of technology; marketing educational opportunities and experiences; information resource management; teaching or training others in the use of technology; technology planning, including the operational, tactical, and strategic processes; and private-sector uses of technology. Prerequisites: EDT 6020 and 6030

HCA 7700 **3 credits**

systems. The insights gained are ideally used to create information systems (IS) and work environments that help make people more productive and more satisfied with their workaday life. Prerequisites: Information Systems Foundations, Business Foundations.

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

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

MAJ 6602 **3 credits**

Criminal Justice Ethics

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

MAJ 6603 **3 credits**

Managing Diversity

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

MAJ 6604 **3 credits**

Technology for Modern Policing

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

MAJ 6605 **3 credits**

Supervision and Management

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

MAJ 6606 **3 credits**

Crisis Management

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

MAJ 6607 **3 credits**

Workplace Law and Liability

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

MAJ 6608 **3 credits**

Police Executive Leadership

The focus on leadership traits and skills provides present and future executives the confidence necessary to achieve organiza

MAJ 6610 **3 credits**
White Collar Crime

tion and parole, current debates in corrections associated with reform and alternative forms of punishment, and unique issues confronting the juvenile justice system. Students will critique agency policy and process.

MAJ 6621 **3 credits**

Law and Social Control

The social control functions of the law will be examined, with a

MBA 6043* **3 credits**

Creating the Future

This course integrates all those that have gone before to produce the organization's strategic plan. Feasible strategic alternatives

MBA 7295 **3 credits**

Corporate Taxation

An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property. Prerequisite: MBA 6100

MBA 7296 **3 credits**

International Finance

This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective. Cases are used to supplement problems. Prerequisite: MBA 7200

MBA 7301 **3 credits**

Operations Management

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

MBA 7390 **3 credits**

Management Information Systems

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

MBA 7410 **3 credits**

Managerial Economics for Decision Making

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

MBA 7592 **3 credits**

International Business Management

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

MBA 7593 **3 credits**

Total Quality Management

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

MBA 7594 **3 credits**

Creativity in Management

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

MBA 7600 **3 credits**

Marketing Management

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

MBA 7800 **3 credits**

Current Topics in Business Administration - Finance

The primary objective of this course is the exploration of contemporary topics in accounting, finance, or related fields in both theory and practice. Research projects, class discussions, and presentations explore current areas of concern using an interdisciplinary framework. Prerequisites: Completion of at least four MBA Finance courses listed above

MBA 8799 **3 credits**

Thesis

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

MBA 8800 **3 credits**

Strategic Planning

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

MBE 5000 **3 credits**

Introduction to the Free Enterprise System

This course provides an introduction to the free enterprise system for K-12 educators. Blending a study of economics, accounting and finance, management, and classic marketing models, the student will develop an understanding of business principles involved in running a successful, for-profit enterprise. Topics T ew s

MCC 6401 **3 credits**

Theories of Counseling

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

MCC 6402 **3 credits**

Human Development

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

MCC 6502 **3 credits**

Tools & Techniques of Individual Counseling

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

MCC 6505 **3 credits**

Principles & Practices of Community Counseling

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

MCC 6901 **3 credits**

Classification of Psychopathology

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

MCC 7202 **3 credits**

Group Counseling

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

MCC 7203 **3 credits**

Counseling for Career Development

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

MCC 7501 **3 credits**

Family Counseling

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

MCC 7605 **3 credits**

Counseling Diverse Populations

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

MCC 7805 **3 credits**

Appraisal Techniques

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

MCC 7806 **3 credits**

Research & Evaluation

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

MCC 7905 **3 credits**

Practicum (100 hours)

Primarily experiential in nature, this course serves as a forum for learning and practicing basic counseling skills and for actual supervised counseling experience in an agency setting or a college setting. Students will be expected to function as a staff member in this field experience. One hundred (100) clock hours are required for the practicum experience. A major focus of the course is personal and professional self-development, emphasizing the maintenance of appropriate professional boundaries. As part of the process of self-examination, the classroom experiences focus on the counselor's processes, rather than those of the client. Finally, the course explores strategies for structuring the counseling intervention strategies, evaluating outcomes, and successfully terminating the counseling relationship. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the requl ɔ ć 0 ᴰ ش y ă m otɒcc ئ o coP ʁ ntoʈ p ӟ

MCT 6405 **3 credits**

to vocational-technical courses. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MCT 6420 **6 credits**

Clinical Component for Career and Technical Education Teachers

A major professional project (through Directed Study) will be required for graduation. An example of a major professional project would be to develop and implement an integration project to promote inter-disciplinary learning within career and technical studies or infusing academic studies with career and technical education's emphasis on the application of theory to everyday problems. Other examples might be to rewrite the career program content to make it a part of a career cluster or to develop an innovative exploratory program for students. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

MEC 6401 **3 credits**

Theories of Counseling

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

MEC 6402 **3 credits**

Human Behavior and Child Development

This course is designed to prepare the counselor to utilize knowledge of human behavior and child development to meet the needs of all children. Emphasis is placed on the child's cognitive, social, physical, and emotional development factors which impact on the child's learning behavior and the counseling process. Observations of children in the classroom are a significant part of this course.

MEC 6501 **3 credits**

Principles and Practices of the Guidance Program

This course facilitates students' understanding of the philosophy, theory, and services (based on the National Standards for School Counseling Programs) which are needed to organize and implement comprehensive school counseling programs K-12. Students are required to visit and critique three counseling programs: one elementary, one middle, and one high school. Exemplary school counseling programs are used as models.

MEC 6502 **3 credits**

Tools and Techniques of Individual Counseling: Part I

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

MEC 6503 **3 credits**

Tools and Techniques of Individual Counseling: Part II

Students apply counseling theory in practice. Techniques are applied for counseling clients whose needs reflect current societal concerns, including drug/alcohol abuse, cultural and sexual diversity, divorce, teen pregnancy, AIDS, suicide, violence and death, and students with physical and learning disabilities. Prerequisite: MEC 6502

MEC 6600 **3 credits**

Introduction to Drug/Alcohol Counseling

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

MEC 6607 **3 credits**

Ethical Issues in School Counseling

This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values, and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed such as: informed

MEC 7202 **3 credits**

Group Counseling

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

MEC 7203 **3 credits**

Career Development and Information Services

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

MEC 7501 **3 credits**

Family Counseling

The family structure is explored as students learn how to meet the needs of children at school through family counseling. A

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

Prerequisites: MEC 6401, MEC 6502, MEC 6503, MEC 7202, MEC 7203, and three additional MEC courses (total of 8). Students must meet and receive approval of the site program advisor and program coordinator. They must have passing scores on all sections of the PRAXIS I:PPST.

MED 6490 **3 credits**

Education, Ethics, and the Law

This course explores legal and ethical issues that arise in elementary and secondary schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems, and helps school leaders think through questions of educational policy and ethics that legal disputes raise but don't resolve. Topics include liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, legal and ethical issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. The course also reviews legal/ethical issues related to equal opportunity, including: school desegregation, bilingual education, sexual discrimination and harassment, affirmative action, and the education of exceptional children.

MED 7201 **3 credits**

Fiscal Operations and Resources

This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and pro } ll = tll =tetp` o oi p l' ɔ ® fi w̄ of conp ɒ א א d ʈ א fi

MED 7702 **3 credits**

Classroom and School Culture: Creating Environments for Learning

The focus of this course is on the central role of the school leader in establishing and maintaining a school culture that is safe, attractive, and positive; where all students are treated with respect and dignity; where barriers to opportunity and student achievement are removed; where rules and procedures honor student integrity and autonomy; where teachers and students share the sense that their work is important and relevant; and where the school functions as a learning environment for the staff and a center of learning for the larger community. The course takes the position that students learn from the total school environment and from the structure of the school itself; and explores ways for the school leader to ensure that all aspects of school culture and environment are designed to support teaching and high-level learning.

MED 7703 **3 credits**

Curriculum and Teaching: Research, Theory, and Practice

Students analyze theoretical models, research, and best practices relating to the improvement of teaching and learning. Topics include strategies to engage marginalized, at-risk, or low-achieving students; techniques for improving the teaching and learning environment for all students; removing barriers to student achievement; the role of teacher expectations in shaping student learning and behavior; using assessment results to inform teaching methods; designing effective feedback strategies; implementing learner-centered and active-learning practices; time-on-task tactics; and implementing grouping arrangements that promote successful learning and positive student interactions.

MED 7704 **3 credits**

Education for Equity and Social Justice

This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society. The course promotes anti-racist pedagogy and the value of diverse learning communities, and is designed to help educators develop teaching

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MED 7803 **4 credits**

Creative and Critical Thinking

This course prepares educators to substantiate that creative and critical thinking are essential components of any gifted education program. Through a guided sequence of exercises and experiences, educators will examine incidences and characteristics of highly creative people, unique creative abilities, and the nature of the creative process. Educators will share implementation strategies for fostering and developing creative and critical thinking skills, methods for creating nurturing classroom environments, and knowledge of creative contributions for societal benefit. The clinical component of the course incluct‘ Ğ p Ğ p Ğ p˙ X v l ȝ` عمc ‘я я D rur

MEE 7602 **3 credits**

and study a minimum of sixty books appropriate for children and adolescents. Another focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction.

MEE 7637 **4 credits**

Methods of Teaching Mathematics in K-4

Students participate in an analysis of methods and materials used in mathematics programs, including the criteria established by NCTM and the Delaware Content Standards for mathematics.

a Junior Achievement teaching activity which includes teaching five lessons. Prerequisites: A minimum of three (3) credit hours

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

MEE 8801 **9 credits**

Student Teaching

Students participate in a clinical immersion, including 12 weeks of student teaching. Student teaching is in educational settings for K-4 or 5-8 grade levels and is 12 weeks of the clinical semester. A supervisor of student teaching from Wilmington College and a cooperating teacher in the school are identified to mentor and monitor each student teacher. Attention is given to placing students in schools/classrooms that reflect a diverse student population. Students are required to attend regularly scheduled seminars during the clinical semester. The Teacher as Researcher project, an individually directed analysis and application experience, will be completed prior to the end of student teaching as well as the program portfolio. Prerequisites: Approved application from the Office of Clinical Studies, GPA of 3.0, MEE 7998, and completion of all methods courses. Applications must be submitted by October 15 for spring placements or April 1 for fall placements.

MGT 6501 **3 credits**

Organizational Management

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

MGT 6601 **3 credits**

Seminar in Supply Chain Management

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

MGT 6667 **3 credits**

Logistics Management

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

MGT 6668 **3 credits**

Transportation Management

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

MGT 7501 **3 credits**

Labor Relations and Collective Bargaining Procedures

This is an intensive survey course with a focus on a comprehensive

MGT 7600 **3 credits**

International Inter-modal Transportation

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

MGT 7601 **3 credits**

Logistics and Transportation Simulation

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

MGT 7667 **3 credits**

Diversity in the Workplace

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

MHR 7900 **3 credits**

Special Topics in Human Resource Management

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

MMA 6100 **3 credits**

Pre-Calculus for Certification

This course provides an integrated review of intermediate algebra, analytic geometry, and basic trigonometry in order to prepare the student for calculus. Appropriate topics in algebra are reviewed. The concept of "function" is stressed. Various classes of functions and their respective graphs and applications will be covered. Specifically, the course will cover linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT 304 or college algebra equivalent

MMA 6200 **3 credits**

Finite Math for Certification

This course provides a survey of selected topics in mathematics with emphasis on problem solving and applications. Core topics include an introduction to logic, set theory, probability, systems of linear equations, and the mathematics of finance. Additional topics may include linear programming and statistics. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT 304 or college algebra equivalent

MOL 6100 **3 credits**

Leadership Foundations

This course introduces the graduate organizational leadership program. It discusses various models of leadership applicable to business organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. Through their studies, students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.

MOL 6200 **3 credits**

Group Processes and Facilitation Skills

This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an apprecia

MOL 7100 **3 credits**

Performance Measurement and Control

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

MOL 7200 **3 credits**

Marketing and Event Management

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

MOL 7300 **3 credits**

Organizational Reality

This course focuses on the role of leaders in organizations as agents of change. A broad base of contemporary and emerging organizational theory is applied to understanding the implementation of policy in organizations. Organizations are examined holistically through the lenses of culture, systems thinking, organizational learning, and power.

MOL 7400 **3 credits**

Organizational Development and Change

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

MOL 7500 **3 credits**

High Performance Teams

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

MOL 8800 **3 credits**

Crafting the Future

This is a capstone course that integrates the knowledge from previous courses into a cogent actionable vision of the future of leadership and change within organizations. Students are expected to relate rar- n n ɥ` p n n e ɥ nigh c

MPA 7401 **3 credits**

Government Contracting and Purchasing

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

MPA 7502 **3 credits**

Analysis of Public Policy

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

MPA 7900 **3 credits**

Special Topics in Public Administration

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

MRD 7801 **3 credits**

Language Development

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

MRD 7802 **3 credits**

Process and Acquisition of Literacy

The relationship of early language development, growth and development of the brain, processing skills, and early aesthe os k A 0 A ' ц̃ e

MSE 7402 **3 credits**

Applied Behavior Analysis

Understanding, interpretation and use of behavioral programming

decision-making, and system development. Students consider the philosophical bases and utility of contemporary aspects of nursing practice, including holistic care, transcultural influences, and complementary therapies.

MSN 6645 **3 credits**

Bioethics in Nursing Practice

This course will introduce the student to bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to LNC and nursing practice. Conceptual, factual, and normative issues will be explored to provide the

MSN 7703 **3 credits**

Advanced Pharmacology

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

MSN 7704 **3 credits**

Primary Care I: Acute and Chronic Care of Children

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

MSN 7705 **3 credits**

Primary Care II: Acute and Chronic Care of Adults

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

MSN 7707 **3 credits**

Primary Care III: Gender Health Issues

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological

MSN 7752 **3 credits**

Clinical Teaching and Evaluation

This course is designed for the nurse whose role includes teaching in the clinical setting. The learners may be nursing students or nursing staff members. The intention of the course is to expose students to the skills and attitudes necessary for effective teaching and subsequent evaluation in the realm of the clinical setting. Concepts such as formative and summative evaluations are addressed as they relate to clinical teaching. Students participate in a 32-hour practicum with an approved mentor. Current clinical teaching research is evaluated for application in the clinical setting.

MSN 7753

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M.Ed., University of Delaware
Ed.D., University of Delaware

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M.Ed., Salisbury State University
Ed.D., University of Delaware

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Ph.D., University of Delaware

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

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M.S., Wilmington College

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M.S., Saint Joseph's University

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Ed.D., Temple University

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Ed.D., University of Delaware

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M.B.A., University of California
Ph.D., Claremont Graduate University

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B.A., Franklin and Marshall College
M.A., University of Delaware

Clinton D. Robertson .....Associate Professor, Business

Veronica F. Wilbur, C.R.N.P. .....Assistant Professor, Nursing
B.S.N., University of Delaware
M.S.N., Widener University

Richard Craig Williams .....Associate Professor,

The adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 6/1/04.

Elizabeth M. Abell
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M.Ed., Wilmington College
Ed.D., Wilmington College

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B.S., West Chester University
M.Ed., University of Delaware

Timothy Densler
B.S., Wilmington College
M.S., Widener University

Anthony J. DiGiacomo
B.A., University of Delaware
M.A., University of Delaware
Ed.D., Wilmington College

David C. Doane
B.S., University of Delaware
M.B.A., Wilmington College

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B.B.A., Temple University
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Daniel R. Drooz
B.A., Antioch College
M.A., University of Michigan

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Joseph D. Euculano
B.S., Jacksonville State University
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Mary Anne Galloway
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Arthur R. Gilbert
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M.Ed., St. Michael's College
Ed.D., State University of New York at Albany

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M.S., Wilmington College

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Ph.D., Arizona State University

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M.A., Emory University
Ph.D., Emory University

John R. Hileman
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M.A., University of Delaware

Alton H. Hillis, Sr.
B.A., Saint Edwards University
M.B.A., Wilmington College

Judith A. Hines
B.S.N., Sacred Heart University
M.S.N., Thomas Jefferson University

John L. Hollembeak
B.A., Eckerd College
M.S.N., Delaware State University

Kenneth L. Hudock
B.S., Clarion University of Pennsylvania
M.Ed., Salisbury State University

Harold Jopp, Jr.
J.D., University of Maryland
Ed.D., University of Delaware

Mike C. Karia
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M.Com., Gujarat University
M.B.A., Fairleigh Dickinson University

Arthur S. Katz
B.S., Monmouth College
M.A., Farleigh Dickinson University

Maria J. Keane
B.A., Hunter College-City University of New York
M.A., University of Delaware

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