

WELCOME TO WILMINGTON COLLEGE

Wilmington College is a private, non-profit, liberal arts college. It was founded in 1862 and has a long history of providing a high quality education. In 1968, the college was accredited by the Southern Association of Colleges and Schools. The college has a student body of approximately 10,000.

The college is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. In 2005, the college was ranked as one of the top liberal arts colleges in the United States. The college is a member of the Association of American Colleges and Universities.

The college is committed to providing a high quality education for all students. The college is a member of the Association of American Colleges and Universities. The college is committed to providing a high quality education for all students. The college is a member of the Association of American Colleges and Universities.

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The College Mission

Wilmington College is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students.

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A Message from the President

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John Doe
President

Academic Information 1

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The Graduate Admissions Pr.....2011TTThe Gra6GWAl(r)6(...)6(dmission.....)TJ/Span /Acext (35m ()TjEMC 4.85 0 Td(.....)

Request for a Hearing – Final Course Grade or Academic Complaint

Students who are dissatisfied with their final course grade or who have an academic complaint may request a hearing. The hearing process is outlined in the Student Handbook. Students must file a request for a hearing within 10 business days of the final course grade or the date of the academic complaint. The hearing process is outlined in the Student Handbook.

Academic Credit

Attendance/Absences

Students must attend all classes and participate in all activities. Absences are tracked and reported to the instructor. Excessive absences may result in a student being dropped from the course. The policy on attendance is outlined in the Student Handbook.

Challenge by Examination

Students who have completed a course with a grade of C- or better may challenge their grade by examination. The challenge process is outlined in the Student Handbook. Students must file a request for a challenge within 10 business days of the final course grade.

Dual Degree Policy

Students who are enrolled in a dual degree program must maintain a minimum GPA of 3.0 in all courses. The dual degree policy is outlined in the Student Handbook. Students must file a request for a hearing within 10 business days of the final course grade.

Enrollment as an Auditor

Students may enroll in a course as an auditor. The policy on enrollment as an auditor is outlined in the Student Handbook. Students must file a request for a hearing within 10 business days of the final course grade.

Prior Learning Assessment (Competency-Based Evaluations)

Students may receive credit for prior learning through competency-based evaluations. The policy on prior learning assessment is outlined in the Student Handbook. Students must file a request for a hearing within 10 business days of the final course grade.

Probation and Academic Standing

Students who are placed on probation or have poor academic standing must meet with their advisor. The policy on probation and academic standing is outlined in the Student Handbook.

1. $3.0 \leq \text{GPA} < 3.5$

1. $3.0 \leq \text{GPA} < 3.5$
2. $2.5 \leq \text{GPA} < 3.0$

(7. $2.0 \leq \text{GPA} < 2.5$)

Transfer Credit Policy

Transfer credit is granted to students who have completed college-level courses at other institutions. The process of evaluating transfer credit is a complex one, and it is the responsibility of the student to ensure that all necessary documentation is submitted to the Registrar's Office. The Registrar's Office will evaluate the transfer credit and determine if it can be applied toward the student's degree program. The Registrar's Office will also determine the grade that will be assigned to the transfer credit. The Registrar's Office will also determine if the transfer credit can be applied toward the student's degree program. The Registrar's Office will also determine the grade that will be assigned to the transfer credit.

Grading

Academic Integrity

Academic integrity is the foundation of a quality education. It is the commitment to honesty, fairness, and respect in all academic activities. Students are expected to adhere to the highest standards of academic integrity. Any violation of these standards will result in disciplinary action. The Registrar's Office is responsible for enforcing the academic integrity policy. The Registrar's Office will investigate any allegations of academic dishonesty and determine the appropriate disciplinary action. The Registrar's Office will also provide support and resources to students who are struggling with academic integrity issues.

Course Numbering System

The course numbering system is used to identify courses and their level. The first two digits of the course number represent the level of the course. The last two digits represent the course number. For example, a course number of 101 would represent a first-level course with the number 101. A course number of 201 would represent a second-level course with the number 201. A course number of 301 would represent a third-level course with the number 301. A course number of 401 would represent a fourth-level course with the number 401.

Undergraduate Courses

- 000-099 First-level courses
- 100-199 Second-level courses
- 200-299 Third-level courses
- 300-399 Fourth-level courses
- 400-499 Fifth-level courses

Graduate Courses

- 5100-5600 First-level graduate courses
- 6100-8999 Second-level graduate courses
- 7100-9100 Third-level graduate courses

Grade Point Average (GPA)

The Grade Point Average (GPA) is a measure of a student's academic performance. It is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. The GPA is a numerical value that ranges from 0.0 to 4.0. A GPA of 4.0 represents the highest possible grade, while a GPA of 0.0 represents the lowest possible grade. The Registrar's Office is responsible for calculating the GPA for each student. The Registrar's Office will also provide support and resources to students who are struggling with their GPA.

Grading System

The grading system is used to evaluate student performance in each course. The Registrar's Office will assign a grade to each course based on the student's performance. The Registrar's Office will also provide support and resources to students who are struggling with their grades.

"I" Grade for Incomplete Work

An "I" grade is assigned to a student who has not completed all the required work for a course. The Registrar's Office will assign an "I" grade to a student who has not completed all the required work for a course. The Registrar's Office will also provide support and resources to students who are struggling with their grades.

Graduation

Graduation is the culmination of a student's academic journey. It is the point at which a student has completed all the requirements for their degree program. The Registrar's Office is responsible for determining if a student is eligible for graduation. The Registrar's Office will also provide support and resources to students who are preparing for graduation.

Registration

THE GRADUATE ADMISSIONS PROCESS

... (13 ...) ... (302) 295-1117.

... (302) 295-1117.

Program Admission

...

Degree Candidacy

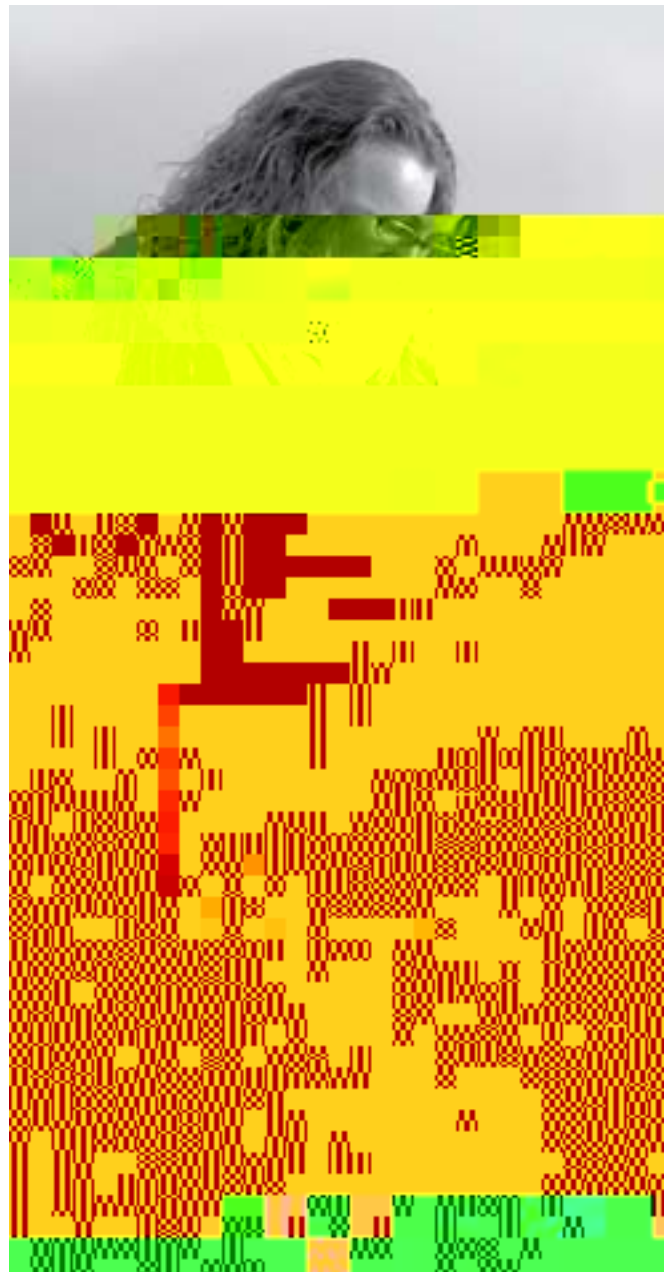
...

- End of the fourth graduate course or at the completion of 12 credit hours.
- End of the thirteenth course or at the completion of 39 credit hours.

... 3.0 ...

College Policies Regarding Applicants with Felony Convictions

...



→ $P \in \mathbb{R}^n$ ist ein Punkt in \mathbb{R}^n . $N(P) = \{v \in \mathbb{R}^n \mid v \cdot P = 0\}$

The Alumni Association

The Alumni Association is a non-profit organization that was established in 1972. It is a 501(c)(3) organization and is dedicated to promoting the interests of the alumni of the University of North Carolina at Chapel Hill. The Association's primary focus is on providing support and resources to current and former students, as well as fostering a sense of community and pride among the alumni. The Association's activities include organizing reunions, providing financial aid to students, and promoting the University's reputation. The Association's membership is open to all graduates of the University, and it is a privilege to be a part of this organization. The Association's website is www.unc.edu/alumni.

DIVISION OF BEHAVIORAL SCIENCE



Master of Science Degree Programs:

- Master of Science in Applied Behavior Analysis
- Master of Science in Psychology
- Master of Science in Applied Behavior Analysis (International Students Only)

Certificates:

- Certificate of Applied Behavior Analysis
- Certificate of Applied Behavior Analysis (International Students Only)
- Certificate of Applied Behavior Analysis (International Students Only)

ADMINISTRATION OF HUMAN SERVICES

MASTER OF SCIENCE

Admission

The Department of Administration of Human Services offers a Master of Science degree in Applied Behavior Analysis. The program is designed to prepare students for careers in the field of behavior analysis. The program is a two-year, full-time program. The following are the admission requirements for the program:

1. Completion of a Bachelor's degree in Psychology or a related field with a minimum GPA of 3.0.
2. Completion of the following prerequisite courses: PSY 301, PSY 302, PSY 303, PSY 304, PSY 305, PSY 306, PSY 307, PSY 308, PSY 309, PSY 310, PSY 311, PSY 312, PSY 313, PSY 314, PSY 315, PSY 316, PSY 317, PSY 318, PSY 319, PSY 320, PSY 321, PSY 322, PSY 323, PSY 324, PSY 325, PSY 326, PSY 327, PSY 328, PSY 329, PSY 330, PSY 331, PSY 332, PSY 333, PSY 334, PSY 335, PSY 336, PSY 337, PSY 338, PSY 339, PSY 340, PSY 341, PSY 342, PSY 343, PSY 344, PSY 345, PSY 346, PSY 347, PSY 348, PSY 349, PSY 350, PSY 351, PSY 352, PSY 353, PSY 354, PSY 355, PSY 356, PSY 357, PSY 358, PSY 359, PSY 360, PSY 361, PSY 362, PSY 363, PSY 364, PSY 365, PSY 366, PSY 367, PSY 368, PSY 369, PSY 370, PSY 371, PSY 372, PSY 373, PSY 374, PSY 375, PSY 376, PSY 377, PSY 378, PSY 379, PSY 380, PSY 381, PSY 382, PSY 383, PSY 384, PSY 385, PSY 386, PSY 387, PSY 388, PSY 389, PSY 390, PSY 391, PSY 392, PSY 393, PSY 394, PSY 395, PSY 396, PSY 397, PSY 398, PSY 399, PSY 400.
3. Submission of a letter of recommendation from a faculty member.
4. Submission of a resume.
5. Submission of a personal statement.
6. Submission of a transcript showing a minimum GPA of 3.0 in the last 60 credit hours of undergraduate study.

The Department of Administration of Human Services offers a Master of Science degree in Applied Behavior Analysis. The program is designed to prepare students for careers in the field of behavior analysis. The program is a two-year, full-time program. The following are the admission requirements for the program:

Program Purpose

The purpose of the Administration of Human Services program is to prepare students for entry-level positions in the human services field. The program is designed to provide students with the knowledge, skills, and attitudes necessary to work effectively in a variety of human service settings. The program is a two-year program that includes coursework in general education, human services, and business administration. The program is designed to be flexible and to accommodate the needs of students who are working or have other commitments. The program is approved by the State Board of Education and the State Board of Technical Education.

Program Design

The program is designed to be a two-year program that includes coursework in general education, human services, and business administration. The program is designed to be flexible and to accommodate the needs of students who are working or have other commitments. The program is approved by the State Board of Education and the State Board of Technical Education. The program is designed to provide students with the knowledge, skills, and attitudes necessary to work effectively in a variety of human service settings. The program is a two-year program that includes coursework in general education, human services, and business administration. The program is designed to be flexible and to accommodate the needs of students who are working or have other commitments. The program is approved by the State Board of Education and the State Board of Technical Education.

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Administration of Human Services Program Competencies

1. The student will be able to identify and describe the various human service settings and the roles of human service workers in these settings.
2. The student will be able to identify and describe the various human service settings and the roles of human service workers in these settings.
3. The student will be able to identify and describe the various human service settings and the roles of human service workers in these settings.
4. The student will be able to identify and describe the various human service settings and the roles of human service workers in these settings.
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9. The student will be able to identify and describe the various human service settings and the roles of human service workers in these settings.
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Program Requirements

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Course Requirements

Students must complete the following courses to meet the requirements for the degree. The courses listed below are the core courses for the degree. The courses listed below are the core courses for the degree.

Core Courses

- 6600
- 6610
- 6620
- 6630
- 6640
- 8100
- 8200

Electives

- 7610
- 7620
- 7630
- 7640
- 7650
- 7660
- 7670
- 7680
- 7690
- 8110

Program Design

The program is designed to provide students with a comprehensive understanding of the criminal justice system, including the roles of law enforcement, the courts, and corrections. The curriculum is structured to ensure that students gain both theoretical knowledge and practical skills through a combination of classroom instruction and experiential learning opportunities.

The program includes a variety of courses that cover the history, philosophy, and current issues in criminal justice. Students are encouraged to engage in critical thinking and problem-solving exercises that prepare them for the challenges of the profession. Additionally, the program offers internships and field placements that allow students to apply their classroom learning in real-world settings.

The program is designed to be flexible, allowing students to complete their degree in a timely manner. The curriculum is regularly reviewed and updated to reflect changes in the criminal justice field. The program's focus is on preparing students for a variety of career paths within the criminal justice system, including law enforcement, corrections, and public administration.

Administration of Justice Program Competencies

1. Demonstrate a comprehensive understanding of the criminal justice system, including the roles of law enforcement, the courts, and corrections.

5. Apply critical thinking and problem-solving skills to analyze complex criminal justice issues and develop effective solutions.
6. Demonstrate the ability to work effectively in a team environment, collaborating with colleagues to address criminal justice challenges.
7. Exhibit strong communication skills, both written and verbal, to convey information clearly and professionally.
8. Demonstrate a commitment to ethical and professional standards within the criminal justice field.
9. Apply knowledge of criminal justice theory and practice to real-world scenarios and situations.
10. Demonstrate the ability to research and analyze criminal justice issues, using appropriate research methods and sources.
11. Exhibit strong organizational and time management skills, ensuring that all tasks are completed efficiently and effectively.
12. Demonstrate a strong understanding of the legal system and the rights of individuals within the criminal justice process.

Program Requirements

The program requires students to complete a total of 36 credit hours, including general education requirements, major requirements, and elective courses. Students must maintain a minimum cumulative GPA of 2.0 throughout their program. The program also requires students to complete a thesis or capstone project as a final requirement for graduation.

E: Quantitative Applications in Criminal Justice (6632), Thesis Supervision (6900).

1.8 0

Course Requirements

Students must complete the following courses with a grade of C or better to be eligible for graduation. The following courses are required for all students. The following courses are required for students who are not completing a minor. The following courses are required for students who are completing a minor. The following courses are required for students who are completing a minor in a specific field. The following courses are required for students who are completing a minor in a specific field.

Core Courses

The following courses are required for all students. The following courses are required for students who are not completing a minor. The following courses are required for students who are completing a minor. The following courses are required for students who are completing a minor in a specific field. The following courses are required for students who are completing a minor in a specific field.

- 6600 Introduction to Psychology
- 6602 Psychological Research Methods
- 6603 Psychological Statistics
- 6604 Psychological Assessment
- 6633 Psychological Applications

Admission

1. 2. 3. 4.

Community Counseling Program Competencies

Communication Skills

1. Demonstrate effective communication skills in a variety of settings.

Technological Skills

2. Demonstrate the use of technology in the counseling process.

Knowledge

3. Demonstrate knowledge of the history and development of the counseling profession.
4. Demonstrate knowledge of the ethical and legal issues in counseling.
5. Demonstrate knowledge of the cultural and diversity issues in counseling.
6. Demonstrate knowledge of the assessment and diagnosis of mental health issues.
7. Demonstrate knowledge of the intervention and treatment of mental health issues.

Personal and Professional Identity

8. Demonstrate the ability to work effectively in a team.
9. Demonstrate the ability to work effectively in a multicultural setting.

Required Core Course Curriculum (33 credits)

- 6401 Introduction to Counseling (3 credits)
- 6402 Counseling Theory (3 credits)
- 6502 Assessment & Diagnosis of Mental Health Issues (3 credits)
- 6505 Intervention & Treatment of Mental Health Issues (3 credits)
- 7202 Professionalism (3 credits)
- 7203 Cultural Diversity (3 credits)
- 7605 Research in Counseling (3 credits)
- 7805 Practicum I (3 credits)
- 7805 Practicum II (3 credits)

Supplemental Optional Electives

7701 (3 credits)

7702 (3 credits)

48

Qualifications for the Master of Science Degree

48

3.0

Students are evaluated throughout the program in three major areas:

- Academic Performance:**
 - 3.0
- Interpersonal Skills:**
 - Effectiveness in close interpersonal relationships
 - Ability to establish facilitative relationships with many
 - Flexibility and openness to feedback and learning
 - Self-awareness, openness to self-examination, and
 - Appropriate attitudes

- Ethical Behavior:**

Post-master's Certificate in Mental Health Counseling

CERTIFICATE OF ADVANCED STUDIES

Area Specialization Core Courses

- 6401
- 6901
- 8020
- 8040
- 8050
- 8060

Admissions Requirements

-
-
-
-

Post-master's Certificate in Child and Family Counseling

CERTIFICATE OF ADVANCED STUDIES

The Post-master's Certificate in Child and Family Counseling is a 12-credit program designed for individuals who have earned a master's degree in counseling or a related field. The program provides advanced study in the field of child and family counseling, preparing students for professional practice and research in this area. The program consists of the following courses:

Area Specialization Core Courses

- 6901 Child and Family Counseling
- 7501 Child and Family Counseling
- 8010 Child and Family Counseling
- 8030 Child and Family Counseling
- 8070 Child and Family Counseling
- 8080 Child and Family Counseling

Admissions Requirements

1. Completion of a master's degree in counseling or a related field.
 2. Completion of the following prerequisite courses: [List of prerequisite courses]
 3. [Additional admission requirements]
 4. [Additional admission requirements]
- [Additional text regarding admissions requirements]

DIVISION OF BUSINESS

Master of Business Administration Degree Programs:

- [Master of Business Administration \(MBA\) - General Management](#)
- [Master of Business Administration \(MBA\) - International Management](#)
- [Master of Business Administration \(MBA\) - Project Management](#)
- [Master of Business Administration \(MBA\) - Supply Chain Management](#)
- [Master of Business Administration \(MBA\) - Healthcare Management](#)
- [Master of Business Administration \(MBA\) - Information Systems Management](#)

Master of Science Programs:

- [Master of Science \(MS\) - Business Analytics](#)
- [Master of Science \(MS\) - Data Science](#)
- [Master of Science \(MS\) - Information Systems](#)
- [Master of Science \(MS\) - Project Management](#)
- [Master of Science \(MS\) - Supply Chain Management](#)
- [Master of Science \(MS\) - Healthcare Management](#)

Certificate Programs:

- [Certificate in Business Analytics](#) (15 credits)
- [Certificate in Data Science](#) (15 credits)
- [Certificate in Information Systems](#) (15 credits)
- [Certificate in Project Management](#) (15 credits)
- [Certificate in Supply Chain Management](#) (15 credits)
- [Certificate in Healthcare Management](#) (15 credits)

Business Division Vision

• To be a leading provider of business education and research, preparing students for the challenges of the 21st century.

Mission Integration Statement

The Division of Business is committed to providing high-quality education and research that prepares students for the challenges of the 21st century. We are dedicated to fostering a global perspective, ethical leadership, and a strong foundation in business fundamentals. Our programs are designed to be flexible and responsive to the needs of our students, ensuring they are equipped with the skills and knowledge necessary to succeed in a rapidly changing business environment. We strive to create a supportive and inclusive learning community where students can thrive and reach their full potential.

Accreditation



The Division of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). This accreditation ensures that our programs meet the highest standards of quality and are recognized by employers and other academic institutions.

Sigma Beta Delta

The Division of Business is proud to be a member of Sigma Beta Delta, the national honor society for business students. This membership recognizes the high academic achievement of our students and the commitment of our faculty to excellence in business education. Sigma Beta Delta members are eligible for various benefits, including travel to national conferences and the opportunity to participate in leadership activities.

Business Course Prerequisites

Business courses in the Division of Business are designed to be sequential, with each course building on the knowledge and skills acquired in previous courses. Prerequisites are listed for each course to ensure that students are prepared for the material. It is important for students to carefully review the prerequisites for each course they are considering to ensure they are meeting the requirements for successful completion.

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION



Admission

The following *The Graduate Admissions Process* is a summary of the process for admission to the Master of Business Administration program. The process is designed to ensure that the program is a good fit for the applicant and that the applicant is prepared for the rigors of the program.

1. The first step in the process is to apply to the program. This involves completing an application form and submitting it to the admissions office. The application form includes information about the applicant's education, work experience, and interests.
2. The second step is to take the GRE (Graduate Record Examination) test. This is a standardized test that measures verbal, quantitative, and analytical writing skills. The scores from the GRE are used to evaluate the applicant's readiness for graduate-level work.
3. The third step is to take the GMAT (Graduate Management Admission Test) test. This is a standardized test that measures quantitative, verbal, and analytical writing skills. The scores from the GMAT are used to evaluate the applicant's readiness for graduate-level work.
4. The fourth step is to submit letters of recommendation. These are letters from people who know the applicant well, such as professors or employers, and who can provide insight into the applicant's abilities and potential.
5. The fifth step is to submit a statement of purpose. This is a written statement in which the applicant explains why they want to pursue a Master of Business Administration degree and how they plan to use the degree in their career.
6. The sixth step is to attend an interview. This is a meeting with an admissions officer in which the applicant can ask questions and provide more information about themselves.
7. The seventh step is to receive an offer of admission. If the applicant is accepted, they will receive an offer of admission from the program. This offer will include information about the program, the application fee, and the deadline for accepting the offer.

The admissions process is a competitive one, and only the most qualified applicants are accepted. However, the program is committed to providing a supportive and challenging environment for all students.

For more information about the admissions process, please contact the admissions office at (508) 548-2000. The admissions office is located in the School of Business Administration, Room 101, 100 State Street, Worcester, MA 01602. The website for the program is www.worcester.edu/business.

**Admission to the MBA Program
and Advancement to Degree Candidacy**

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1. ...
2. ...
3. ...
4. ...
5. ...
6. ... (...) ...
7. ... 6501, ...

... 6501, ...

* ... 6501, ...

MBA Course Requirements

... 6100 ... 6300

MBA with a Concentration in Management Information Systems

... 21- ... 15- ... 12

- 6100
- 6300
- 6400
- 6501
- 7200
- 6503
- 8800

Concentration in MIS:

- 7000
- 7020
- 7040
- 7060
- 7100

... 12 ... 36

Certificate of Advanced Study in MIS

... *Concentration in MI*

Qualifications for Degree

... 12- ... 3.0.

Program Requirements

1. The program must be written in C++.

2. The program must use a function to calculate the area of a circle.

3. The program must use a function to calculate the volume of a cylinder.

4. The program must use a function to calculate the surface area of a cylinder.

5. The program must use a function to calculate the perimeter of a rectangle.

6. The program must use a function to calculate the area of a rectangle.

7. The program must use a function to calculate the area of a triangle.

8. The program must use a function to calculate the area of a square.

9. The program must use a function to calculate the area of a parallelogram.

10. The program must use a function to calculate the area of a trapezoid.

11. The program must use a function to calculate the area of a circle sector.

12. The program must use a function to calculate the area of a circle segment.

13. The program must use a function to calculate the area of a circle annulus.

14. The program must use a function to calculate the area of a circle ring.

15. The program must use a function to calculate the area of a circle disk.

16. The program must use a function to calculate the area of a circle annulus.

17. The program must use a function to calculate the area of a circle ring.

18. The program must use a function to calculate the area of a circle disk.

19. The program must use a function to calculate the area of a circle annulus.

20. The program must use a function to calculate the area of a circle ring.

21. The program must use a function to calculate the area of a circle disk.

22. The program must use a function to calculate the area of a circle annulus.

23. The program must use a function to calculate the area of a circle ring.

24. The program must use a function to calculate the area of a circle disk.

25. The program must use a function to calculate the area of a circle annulus.

26. The program must use a function to calculate the area of a circle ring.

27. The program must use a function to calculate the area of a circle disk.

28. The program must use a function to calculate the area of a circle annulus.

29. The program must use a function to calculate the area of a circle ring.

30. The program must use a function to calculate the area of a circle disk.

7740

7202

7502

8800

8800

MSM with a Concentration in Human Resource Management

MSM with a Concentration in Transportation and Business Logistics

18- 12- 12-

18- 15- 12-

6501

7591

7400

7710

7800

6503

7508

7800

7830

8800

6501

7591

7400

7710

7800

6601

6667

6668

7600

7601

8800

MSM with a Concentration in Public Administration

Electives

18- 12- 12-

Qualifications for Degree

36 (12) 3.0

6501

7591

7400

7710

7800

6501

6503

Admission

6. ... (2) ... (3) ...
7. ... (4) ... (5) ...
8. ...
9. ...
10. ...
11. ...

... (2) ... (3) ... (4) ... (5) ...

Program Design

... () ...

Georgetown Weeknight Program

... 5:30 ... 10:30 ...

Course Requirements and Program Sequence

... 12 ...

- 6100 ...
- 6200 ...
- 6300 ...
- 6400 ...
- 6500 ...
- 6600 ...
- 7100 ...
- 7200 ...
- 7300 ...
- 7400 ...
- 7500 ...
- 8800 ...

New Castle Weekend Program

... (6:30 ... - 9:30 ...) ... (9:00 ... - 4:15 ...) ... 15 ... (1) ...

Doctor of Education Degree Programs:

- Educational Leadership
- Educational Policy

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Admission

The Doctor of Education in Educational Leadership program is designed for individuals who have a master's degree in education or a related field and who are currently employed in a leadership position in a school or educational organization. The program is a full-time, three-year program that includes coursework, a dissertation, and a final project. The program is designed to provide students with the knowledge and skills necessary to lead and manage educational organizations effectively.

1. The program is designed for individuals who have a master's degree in education or a related field and who are currently employed in a leadership position in a school or educational organization.
2. The program is a full-time, three-year program that includes coursework, a dissertation, and a final project. The program is designed to provide students with the knowledge and skills necessary to lead and manage educational organizations effectively.
3. The program is designed to provide students with the knowledge and skills necessary to lead and manage educational organizations effectively.
4. The program is designed to provide students with the knowledge and skills necessary to lead and manage educational organizations effectively.
5. The program is designed to provide students with the knowledge and skills necessary to lead and manage educational organizations effectively.

Dissertation Project

Students must complete a dissertation project (9 credits).

Qualifications for Degree

Students must complete 57 credits with a minimum GPA of 3.0. All students must complete the dissertation project (9 credits) and pass the comprehensive exam (3 credits).

Purpose

The purpose of the program is to prepare students for careers in organizational leadership. The program provides a strong foundation in leadership theory and practice, and prepares students for roles in various organizations.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Program Competencies: 1. Analyze organizational structure and culture. 2. Develop strategic plans. 3. Lead and motivate teams. 4. Communicate effectively. 5. Solve complex problems. 6. Evaluate organizational performance.

Admission

Students must have a master's degree in a related field and a minimum GPA of 3.0. All students must complete the dissertation project (9 credits) and pass the comprehensive exam (3 credits).

1. Analyze organizational structure and culture.
2. Develop strategic plans.
3. Lead and motivate teams.
4. Communicate effectively.
5. Solve complex problems.
6. Evaluate organizational performance.

Students must complete a dissertation project (9 credits) and pass the comprehensive exam (3 credits).

Information Systems Technology

7060/	7060	
7061/	7061	

Business Administration/Management

7060/	7060	
7061/	7061	
7500/	6100	
7501/	6300	
7502/	6490	
7503/	7200	
7504/	7294	
7505/	7296	
7506/	7301	
7507/	7410	
7508/	7594	
7520/	6501	
7521/	6601	
7522/	6667	
7523/	6668	
7524/	7504	
7525/	7591	
7526/	7600	

Human Resource Management

7502/	6490	
7520/	6501	
7524/	7504	
7527/	6503	
7528/	7508	
7529/	7800	
7530/	7830	

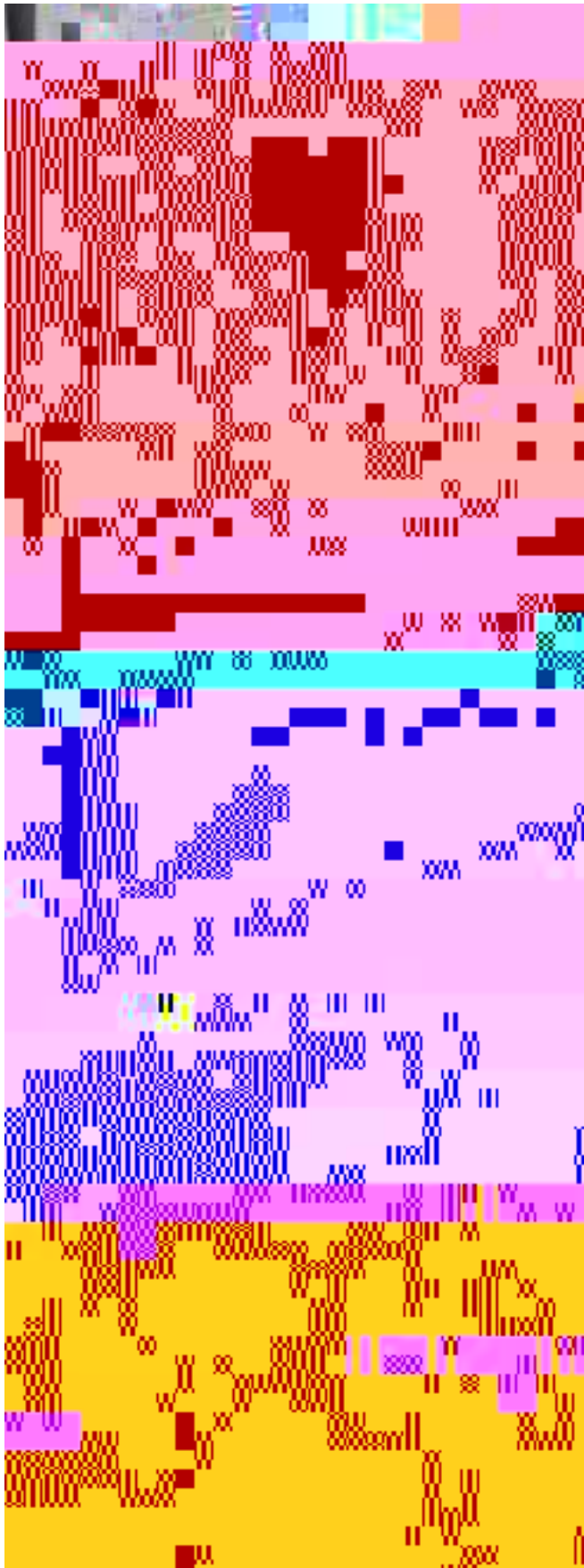
Organizational Leadership

7060/	7060	
7524/	7504	
7535/	6300	
7538/	6500	
7540/	6600	
7541/	7100	
7542/	7200	
7543/	7300	
7544/	7500	
7560/	7395	
7561/	7400	
7562/	7700	

Public Administration

7543/	7300	
7544/	7500	
7560/	7395	
7561/	7400	
7562/	7700	
7550/	6501	
7551/	6503	
7552/	7202	
7553/	7502	
7527/	6503	
7528/	7508	
7529/	7800	
7524/	7504	
7535/	6300	
7538/	6500	
7540/	6600	

Nursing and Health Administration (Law) 7528/6501 (Regulation 55/93) 5th analysis in OEDD7528/MHR 7508



Master of Education Degree Programs:

- Education Leadership
- Educational Technology
- Instructional Design & Instructional Technology
- Instructional Technology
- Leadership
- Leadership in Educational Administration
- Leadership in Educational Management
- Leadership in Educational Policy
- Leadership in Educational Research
- Leadership in Educational Reform
- Leadership in Educational Research: Doctorate 7-12

APPLIED TECHNOLOGY IN EDUCATION

MASTER OF EDUCATION

Admission

The following requirements apply to all students who are admitted to the Master of Education degree program. Students who are admitted to the program must meet the following requirements:

1. Graduate Record Examination (GRE) scores of at least 300 in the verbal section and 300 in the quantitative section.
2. A minimum GPA of 3.0 in all graduate coursework taken at the University of North Carolina at Charlotte. Students who have completed graduate coursework at other institutions must provide transcripts from those institutions.
3. A minimum GPA of 3.0 in all undergraduate coursework taken at the University of North Carolina at Charlotte.
4. A minimum GPA of 3.0 in all undergraduate coursework taken at other institutions.
5. A minimum GPA of 3.0 in all undergraduate coursework taken at other institutions.
6. A minimum GPA of 3.0 in all undergraduate coursework taken at other institutions.
7. A minimum GPA of 3.0 in all undergraduate coursework taken at other institutions.

Students who do not meet the minimum requirements for admission to the program may be admitted on a conditional basis.

CAREER AND TECHNICAL EDUCATION

MASTER OF EDUCATION



Admission

The student must have a bachelor's degree in a field related to education or a related field. The student must also have a minimum GPA of 3.0. The student must also have completed the following courses:

1. Introduction to Career and Technical Education
2. Career and Technical Education in the 21st Century
3. Career and Technical Education Assessment
4. Career and Technical Education Program Development
5. Career and Technical Education Program Evaluation
6. Career and Technical Education Program Improvement

Program Purpose

The purpose of the program is to prepare students for careers in the field of career and technical education. The program will provide students with the knowledge and skills necessary to design, implement, and evaluate career and technical education programs. The program will also provide students with the opportunity to gain hands-on experience in the field through internships and fieldwork. The program will be designed to meet the needs of the following areas: (1) Career and Technical Education Program Development, (2) Career and Technical Education Program Evaluation, (3) Career and Technical Education Program Improvement, (4) Career and Technical Education Assessment, (5) Career and Technical Education in the 21st Century, and (6) Introduction to Career and Technical Education.

Program Competencies

1. Demonstrate knowledge of the history and development of the field of education.

2. Demonstrate knowledge of the role of the teacher in the educational process.

3. Demonstrate knowledge of the role of the school in the community.

4. Demonstrate knowledge of the role of the teacher in the school.

5. Demonstrate knowledge of the role of the teacher in the classroom.

6. Demonstrate knowledge of the role of the teacher in the school community.

7. Demonstrate knowledge of the role of the teacher in the school community.

8. Demonstrate knowledge of the role of the teacher in the school community.

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13. Demonstrate knowledge of the role of the teacher in the school community.

14. Demonstrate knowledge of the role of the teacher in the school community.

15. Demonstrate knowledge of the role of the teacher in the school community.

PRAXIS I Requirements

1. Demonstrate knowledge of the history and development of the field of education.

2. Demonstrate knowledge of the role of the teacher in the educational process.

3. Demonstrate knowledge of the role of the school in the community.

4. Demonstrate knowledge of the role of the teacher in the school.

5. Demonstrate knowledge of the role of the teacher in the classroom.

6. Demonstrate knowledge of the role of the teacher in the school community.

7. Demonstrate knowledge of the role of the teacher in the school community.

8. Demonstrate knowledge of the role of the teacher in the school community.

9. Demonstrate knowledge of the role of the teacher in the school community.

10. Demonstrate knowledge of the role of the teacher in the school community.

11. Demonstrate knowledge of the role of the teacher in the school community.

12. Demonstrate knowledge of the role of the teacher in the school community.

13. Demonstrate knowledge of the role of the teacher in the school community.

14. Demonstrate knowledge of the role of the teacher in the school community.

15. Demonstrate knowledge of the role of the teacher in the school community.

16. Demonstrate knowledge of the role of the teacher in the school community.

17. Demonstrate knowledge of the role of the teacher in the school community.

18. Demonstrate knowledge of the role of the teacher in the school community.

Option C - Administrative Program

- ** 6490
- ** 7708
- ** 7201
- ** 7503
- ** 7701
- ** 7706 (8 - -8)
- ** 7707 (9-12)
- **

Clinical Component

- 6420 (6 units)

Qualifications for Degree

(30 units) (6 units)

Program of Study

Certificate Courses

- 5000
- 5001
- 5002
- 5003
- 5004

Economics for Educators Certificate Program

Purpose

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.

Admission

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.

1. 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.
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Outcomes Assessment

The program's outcomes are assessed through a variety of methods, including direct and indirect measures. Direct measures include student self-reports, peer evaluations, and faculty observations. Indirect measures include employer feedback, alumni surveys, and graduation rates. The assessment process is ongoing and allows for continuous improvement of the program.

Program Competencies

1. Apply knowledge of business principles and practices to solve problems.
2. Demonstrate effective communication skills in written and oral forms.
3. Exhibit strong interpersonal and teamwork abilities.
4. Show proficiency in using technology and data analysis tools.
5. Demonstrate critical thinking and problem-solving skills.
6. Exhibit strong ethical and professional standards.
7. Demonstrate the ability to work independently and take initiative.
8. Show proficiency in financial analysis and budgeting.
9. Demonstrate the ability to adapt to change and learn from experience.

- f 7501 > c st . l p p p
- f 7502 . l p p c . p l l c p
- f 7701 p s c l p s c p c . p p . . .

Program Prerequisites

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

Course Requirements

- 7401 (3)
- 7402 (3)
- 7403 (3)
- 7404 (3)
- 8102 & 610/ & 1.4 () / () 2.70 (8102) / ()

Program Competencies

1. ...
 2. ...
 3. ...
 4. ...
 5. ...
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 7. ...
 8. ...
4. ... 4()6
 ... 6(...) 1.8- / ... () ()

Program Design

The program is designed to provide students with a comprehensive understanding of the field of education. The curriculum includes a variety of courses that cover both theoretical and practical aspects of the profession. Students are required to complete a total of 11 courses, totaling 36 credit hours. The program is structured to ensure that students are well-prepared for the challenges of the classroom and the demands of the profession.

Course Requirements

Leadership Courses

- 6490 Leadership in Education
- 7503 Leadership in Education
- 7701 Leadership in Education
- 7702 Leadership in Education
- 7705 Leadership in Education
- 7710 Leadership in Education

Course of Study in Gifted and Talented Education

- 7400 Course of Study in Gifted and Talented Education*
- 7802 Course of Study in Gifted and Talented Education (4 credits)*
- 7803 Course of Study in Gifted and Talented Education (4 credits)*
- 7804 Course of Study in Gifted and Talented Education (4 credits)*

Capstone Course

- 8800 Capstone Course

Qualification for Degree

Students must complete a minimum of 36 credit hours with a cumulative GPA of 3.0 or higher to be eligible for graduation. The program is designed to ensure that students are well-prepared for the challenges of the classroom and the demands of the profession.

Delaware Certification

Teacher of Gifted and Talented Students

The program is designed to provide students with the knowledge and skills necessary to become a certified teacher of gifted and talented students. The curriculum includes a variety of courses that cover both theoretical and practical aspects of the profession. Students are required to complete a total of 31, 2003; 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. These courses also constitute a Course of Study in Gifted and Talented Education.

Delaware Certification Administrative – School Leader I

The program is designed to provide students with the knowledge and skills necessary to become a certified administrative school leader. The curriculum includes a variety of courses that cover both theoretical and practical aspects of the profession. Students are required to complete a total of 24 credit hours. The program is structured to ensure that students are well-prepared for the challenges of the classroom and the demands of the profession.

Admission

The following are the conditions for admission to the program:

1. The applicant must have a minimum of a high school diploma or equivalent.
2. The applicant must have a minimum of a 2.5 GPA in college-level work.

Outcomes Assessment

... 36 ... 3.0 ...

Program Design

... 36 ...

Course Requirements

- 6490
- 7503
- 7590
- 7701
- 7702
- 7703
- 7704
- 7705
- 7708
- 7710
- 7799
- 8800

Qualification for Degree

... 36 ... 3.0 ...

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

... 24 ... -12 ...

Course of Study: Supervision and Curriculum

Program Competencies

1. Analyze and evaluate the impact of the environment on the organization and the organization on the environment.
2. Develop and implement a sustainable business plan that addresses the needs of the organization, the community, and the environment.

... 36 ...

Course Requirements

Core Education Courses

- 6490
- 7701
- 7705
- 7708

Reading Courses

- 7802
- 7803
- 7804
- 7805

Clinical Courses

- 7801
- 7901
- 7902

Research Course

- 7950

Qualifications for a Degree

... 36 ... 3.0 ...

State Certification

...

English Language Learner (ELL) Course of Study

18- ...

7400 ... 6-12

7401

7402

7403

7404

-6

7602

...

7603

7403

...

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Admission

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Program Competencies

1.

• Analyze the relationship between the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.
2.

• Describe the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.

• Describe the structure and function of the cell and the organization of the organism.
3.

• Analyze the relationship between the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.

• Describe the structure and function of the cell and the organization of the organism.

Qualifications for a Degree

... 36 ... (), ... 7801, 7802, 7803, 7804, 7805, 7901. ... (0300) ... 3.0 ...

Course Requirements

... (36 ...)

Core Courses

- 7801 ...
- 7802 ...
- 7803 ...
- 7804 ... / ...
- 7705 ...

Clinical Courses

- 7805 ...
- 7901 ...
- 7902 ...
- 7920 ... (6 ...)
- 7921 ...

Research Course

- 7950 ...

Certificate of Advanced Study (15 credits)

- 7801 ...
- 7805 ...
- 7901 ...
- 7902 ...
- 7950 ...

State Certification as Reading Supervisor

- 12 ...
- 7701 ...
- 7708 ...
- 6490 ...
- 7503 ...

English Language Learners (ELL) Course of Study

- 18- ...
- 7400 ... 6-12
- 7401 ...
- 7402 ...
- 7403 ...
- 7404 ... / ... -6
- 7602 ...
- 7403 ... / ...
- 7603 ...

1. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.

Program Competencies

1. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
2. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
3. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
4. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
5. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
6. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.
7. Mengidentifikasi kebutuhan dan keinginan masyarakat, serta menganalisis faktor-faktor yang mempengaruhi perilaku masyarakat.

Delaware Administrative Certification Courses*

SECONDARY TEACHING: GRADES 7-12

MASTER OF ARTS IN TEACHING



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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.

2005-2006

2005

Admission

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.

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5. 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.

Program Purpose

The purpose of this program is to provide students with the knowledge and skills necessary to become a professional in the field of... The program is designed to be comprehensive and to prepare students for the challenges of the modern workplace. Students will gain a strong foundation in... and will be equipped to take on leadership roles in their respective industries. The program also emphasizes the importance of communication, teamwork, and problem-solving skills, which are essential for success in any profession.

Program Competencies

Students completing this program will be able to demonstrate the following competencies:

1. Analyze and solve complex problems using critical thinking and logical reasoning.
2. Communicate effectively in both written and verbal forms, demonstrating clarity and professionalism.
3. Collaborate with team members to achieve common goals and objectives.
4. Demonstrate a strong understanding of the industry and its current trends and challenges.

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The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

Program Requirements

The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

7801 (Sum of Squares)

The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

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Master of Science Degree Program:

Information Systems Technologies

Certificate:

Information Systems Technologies

**INFORMATION SYSTEMS
TECHNOLOGIES**

MASTER OF SCIENCE

Admission

The graduate program in Information Systems Technologies is designed to provide students with a strong foundation in the theory and practice of information systems. The program is designed to be completed in two years of full-time study. Students must complete a minimum of 30 credit hours of graduate coursework, including a thesis or capstone project. The program is designed to be completed in two years of full-time study. Students must complete a minimum of 30 credit hours of graduate coursework, including a thesis or capstone project.

- A graduate application for admission accompanied by a letter of recommendation from a faculty member at the applicant's current institution.

Program Competencies

1. Analyze and synthesize information to solve complex problems.

1.

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

MS-IST Program Requirements

36 credits - 12 credits of core IS courses, 12 credits of business foundations, and 12 credits of concentration courses. The program requires a minimum GPA of 3.0. The program is designed to provide students with a strong foundation in information systems and business, and to prepare them for careers in the field. The program includes a core of IS knowledge, integration of IS and business foundations, broad business and real world perspectives, communication, interpersonal, and team skills, analytical and critical thinking skills, and specific skills leading to a career.

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

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

The program requires a minimum GPA of 3.0. The program is designed to provide students with a strong foundation in information systems and business, and to prepare them for careers in the field. The program includes a core of IS knowledge, integration of IS and business foundations, broad business and real world perspectives, communication, interpersonal, and team skills, analytical and critical thinking skills, and specific skills leading to a career.

Information Systems Foundations

100 - Introduction to Information Systems
300 - Information Systems Management
310 - Information Systems Security

Business Foundations

101 - Business Fundamentals
305 - Business Law
310 - Business Ethics (301)

310 - Business Ethics (301)

**Corporate Training Skills
Concentration/Career Track:**

Master of Science in Nursing Degree Programs:

- **Master of Science in Nursing (MSN):** This program is designed for nurses who want to advance their careers and gain leadership skills. It typically includes courses in research, statistics, and nursing practice.
- **Master of Science in Nursing (MSN) with a specialization in Clinical Nurse Leader (CNL):** This program focuses on preparing nurses to lead and manage clinical practice. It includes courses in clinical practice, leadership, and research.
- **Master of Science in Nursing (MSN) with a specialization in Nurse Practitioner (NP):** This program prepares nurses to become nurse practitioners, who can provide advanced patient care and prescribe medications. It includes courses in advanced practice nursing, research, and statistics.



... ..

Program Purpose

... ..

Accreditation

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9.
10.

Prerequisite Course Requirements

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308

... ..

308

5100

Nurse Practitioner Concentrations

Program Design

... ..

140-260
 240-360 (2-3
)

Certificate Program Competencies

Nurse Practitioner

- 1.
- 2.
- 3.

Post-MSN Certificate Course of Study

Adult Nurse Practitioner (24 credits/ 500 clinical hours)

- 6603
- 7702
- 7703
- 7705
- 7707
- 8101
- 8201

Family Nurse Practitioner (30 credits/ 500 clinical hours)

- 6603
- 7701
- 7702
- 7703
- 7704
- 7705
- 7707
- 8100
- 8200
- 8300

Gerontology Nurse Practitioner (24 credits/500 clinical hours)

- 6603
- 7702
- 7703
- 7709
- 7708
- 8102
- 8202
- 8302

Adult Nurse Practitioner– seeking Family Nurse Practitioner (18 credits/500 clinical hours)

- 7701
- 7704
- 7707
- 8100
- 8200
- 8300

Program Design

The program is designed to meet the needs of the nursing profession and the community. It is a four-year program that includes a pre-nursing year and three years of nursing education. The program is designed to be flexible and to allow students to complete their degree in a timely manner. The program is designed to be challenging and to provide students with the knowledge and skills they need to succeed in the nursing profession. The program is designed to be comprehensive and to cover all aspects of nursing education. The program is designed to be up-to-date and to reflect the latest developments in the nursing profession. The program is designed to be accessible and to provide students with the resources they need to succeed. The program is designed to be supportive and to provide students with the encouragement they need to succeed. The program is designed to be a model of excellence in nursing education.

Accreditation

The program is accredited by the National League of Nursing (NLN) and the Commission on Collegiate Nursing Education (CCNE). The program was first accredited in 1988 and has been re-accredited several times since then. The program is currently accredited for a period of five years, until 2013. The program is committed to maintaining its accreditation and to providing the highest quality of nursing education.

NLNAC

6100
10006
212-363-5555

The program is accredited by the Commission on Collegiate Nursing Education (CCNE). The program was first accredited in 2001 and has been re-accredited several times since then. The program is currently accredited for a period of five years, until 2013. The program is committed to maintaining its accreditation and to providing the highest quality of nursing education.

Commission on Collegiate Nursing Education

530
20036-1120
202-887-8476

Goals

1. Provide a high quality nursing education that prepares students for the nursing profession.
2. Provide a comprehensive nursing education that covers all aspects of nursing practice.
3. Provide a supportive learning environment that encourages students to succeed.

Program Competencies

1. Demonstrate the ability to provide safe and effective patient care.
2. Demonstrate the ability to work in a team and to communicate effectively with other healthcare professionals.
3. Demonstrate the ability to provide patient education and to promote health and wellness.
4. Demonstrate the ability to evaluate and improve nursing practice.

PPFA Nurse Practitioner program will

- Graduates of the PPFA Nurse Practitioner program will
- Admission requirements specific to PPFA must

... ..

1. *[Illegible]*

2. *[Illegible]*

3. *[Illegible]*

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

AHS 6600

3 credits

Survey of Human Services

This course provides a broad overview of the human services field, including the history, philosophy, and current trends. It covers the roles of various professionals such as social workers, counselors, and case managers, and explores the impact of social and cultural factors on human behavior and well-being.

AHS 6610

3 credits

Administration of Human Service Organizations

This course focuses on the management and administration of human service organizations. It covers topics such as organizational structure, budgeting, fundraising, and program evaluation. Students will learn how to effectively lead and manage a team in a human service setting, and how to ensure the organization's mission and values are upheld.

AHS 6620

3 credits

Legal and Ethical Issues in Human Service Administration

This course examines the legal and ethical challenges faced by human service administrators. It covers topics such as confidentiality, informed consent, and the duty of care. Students will learn how to navigate complex legal and ethical situations and make sound decisions in the workplace.

AHS 7650 **3 credits**
Managing Children and Family Services

This course provides students with the knowledge and skills necessary to manage children and family services. Students will learn about the various roles and responsibilities of staff in this field, as well as the importance of cultural competence and effective communication. The course covers topics such as child development, family dynamics, and the legal and ethical aspects of child welfare. Students will also gain hands-on experience through case studies and role-playing exercises.

AHS 7660 **3 credits**
Grant Management and Fundraising in the Human Service Environment

This course focuses on the essential skills for managing grants and fundraising in the human service sector. Students will explore the grant-making process, from proposal development to reporting. They will also learn about various fundraising techniques and how to build a strong donor base. The course emphasizes the importance of transparency, accountability, and ethical practices in financial management.

AHS 7670 **3 credits**
Alcohol and Other Drugs Program Management

This course is designed to equip students with the knowledge and skills to manage alcohol and other drugs (AOD) programs. Students will learn about the prevalence of AOD use, its impact on individuals and communities, and the various interventions and treatment options available. The course covers program development, implementation, and evaluation, as well as the role of community partnerships in AOD prevention and recovery.

AHS 7680 **3 credits**
Administering Programs for Senior Adults

This course provides students with the knowledge and skills to administer programs for senior adults. Students will learn about the unique needs and challenges of the aging population, as well as the various services and programs available to support them. The course covers topics such as program development, implementation, and evaluation, as well as the importance of cultural competence and person-centered care.

AHS 7690 **3 credits**
Volunteer Management

This course focuses on the effective management of volunteers in the human service sector. Students will learn about the benefits of volunteerism and how to recruit, train, and support volunteers. The course covers topics such as volunteer development, supervision, and evaluation, as well as the importance of creating a positive and inclusive volunteer experience.

AHS 8100 **3 credits**
Guided Practicum in Administration of Human Services

This course is a guided practicum that provides students with hands-on experience in the administration of human services. Students will work under the supervision of a professional administrator, applying the knowledge and skills they have learned in their coursework. The practicum focuses on the day-to-day operations of a human service organization, including program management, staff supervision, and client services. Students will also have the opportunity to participate in community projects and professional development activities.

AHS 8110 **3 credits**
Guided Practicum – Part II

This course is a continuation of the guided practicum, providing students with further hands-on experience in the administration of human services. Students will continue to work under the supervision of a professional administrator, applying their knowledge and skills in a real-world setting. The practicum focuses on the day-to-day operations of a human service organization, including program management, staff supervision, and client services. Students will also have the opportunity to participate in community projects and professional development activities.

AHS 8200 **3 credits**
Capstone Project in Human Services Administration

This course is a capstone project that allows students to apply their knowledge and skills in a real-world setting. Students will work on a project that addresses a significant issue in the human service sector, such as program development, implementation, or evaluation. The project will be supervised by a professional administrator, and students will have the opportunity to present their findings to a panel of experts. The capstone project is a culminating experience that demonstrates the student's ability to apply their knowledge and skills in a practical context.

... () ...

DSN 6020 **3 credits**
Human Computer Interaction

... () ...

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

... () ...

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

... () ...

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

... () ...

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

... () ...

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

... () ...
Prerequisites: ... 6000- ...

EDD 7000 **3 credits**
Experiential Learning: Leadership Issues

... () ...

EDD 7204

3 credits

The Art of Leadership

[Faint, mostly illegible text, possibly describing course details or syllabus items]

... 9003, ... 9004.

EDT 6000 **3 credits**
Computer Basics for Teachers

... (...) ...

EDT 6010 **3 credits**
Instructional Applications of Technology

... 6000, ... *Prerequisite:* 6000

EDT 6020 **3 credits**
Emerging Trends in Educational Technology

... 6000 and 6010. ... *Prerequisite:* 6010

EDT 6030 **3 credits**
Electronic Delivery Systems

...

EDT 6040 **3 credits**
Special Topics in Educational Computing

... *Prerequisites:* 6020 and 6030

HCA 7700 **3 credits**
Seminar in Health Care Administration

...

HCA 7720 **3 credits**
Health Policy and Economics

...

HCA 7730 **3 credits**

Health Insurance and Reimbursement

This course covers the fundamentals of health insurance and reimbursement. It includes topics such as the history of health insurance, the role of the government, and the various types of health insurance plans. Students will learn how to calculate and collect payments from patients and how to bill for services. The course also covers the various types of reimbursement methods, including capitation, fee-for-service, and managed care.

HCA 7740 **3 credits**

Legal Aspects in Health Care

This course explores the legal aspects of health care, including the role of the law in the health care system. It covers topics such as malpractice, informed consent, and the patient's right to privacy. Students will learn how to identify and prevent legal problems in the health care setting. The course also covers the various types of legal actions that can be brought against health care providers and the consequences of such actions.

HCA 7745 **3 credits**

Marketing in the Health Care Sector

This course focuses on the marketing strategies used in the health care sector. It covers topics such as market research, product development, and promotional activities. Students will learn how to identify and target the needs of the health care market and how to develop effective marketing plans. The course also covers the various types of marketing channels used in the health care sector and the role of each channel.

HCA 7900 **3 credits**

Special Topics in Health Care Administration

This course covers a variety of special topics in health care administration, including quality improvement, patient safety, and health care reform. Students will learn how to identify and address quality improvement opportunities in the health care setting and how to implement effective quality improvement programs. The course also covers the various types of patient safety incidents that can occur in the health care setting and the steps that should be taken to prevent such incidents. Finally, the course covers the various types of health care reform initiatives that are currently being implemented and the impact of these initiatives on the health care system.

IRM 6020 **3 credits**

Ethical Issues in Information Technology

This course explores the ethical issues associated with information technology in the health care sector. It covers topics such as patient privacy, data security, and the use of artificial intelligence. Students will learn how to identify and address ethical issues in the health care setting and how to develop effective policies and procedures to prevent such issues. The course also covers the various types of ethical dilemmas that can arise in the health care setting and the steps that should be taken to resolve such dilemmas.

Prerequisites: This course requires a minimum grade of C in HCA 7730 and HCA 7740.

IRM 6030 **3 credits**

Human Factors in Information Systems

This course focuses on the human factors involved in the design and use of information systems. It covers topics such as user-centered design, usability, and the impact of human factors on system performance. Students will learn how to identify and address human factors issues in the design and use of information systems and how to develop effective strategies to prevent such issues. The course also covers the various types of human factors issues that can arise in the health care setting and the steps that should be taken to resolve such issues.

Prerequisites: This course requires a minimum grade of C in IRM 6020 and HCA 7740.

IRM 6060

3 credits

Expert Systems/Decision Support Systems

Students will learn the design and development of expert systems and decision support systems. The course covers the theory and practice of these systems, including the use of artificial intelligence, knowledge engineering, and user interface design. The course also covers the application of these systems in various domains, such as medicine, engineering, and business. *Prerequisites:*

IRM 6080

3 credits

Enterprise-wide Competitive Solutions

Students will learn the design and development of enterprise-wide competitive solutions. The course covers the theory and practice of these solutions, including the use of artificial intelligence, knowledge engineering, and user interface design. The course also covers the application of these solutions in various domains, such as medicine, engineering, and business.

IST 7100

3 credits

IT Policy and Strategy

1) Develop and evaluate IT policies and strategies that align with organizational goals and objectives.

2) Analyze the impact of IT on organizational performance and identify opportunities for improvement.

3) Evaluate the risks associated with IT and develop strategies to mitigate those risks.

4) Develop and implement IT security policies and procedures.

5) Evaluate the effectiveness of IT policies and strategies and make adjustments as needed.

Prerequisites: 7000, 7020, 7040; *Corequisite:* 7060

IST 8100

3 credits

Integrating the Enterprise, IS Function, and IS Technologies

1) Analyze the relationship between the enterprise, the IS function, and IS technologies.

2) Evaluate the impact of IS on the enterprise and the IS function.

3) Develop strategies to integrate the enterprise, the IS function, and IS technologies.

Prerequisites: 8101

IST 8101

3 credits

Field Experience/ Internship

1) Gain practical experience in the field of information systems.

2) Apply classroom knowledge to real-world situations.

3) Develop professional skills and networking opportunities.

8100, 8101.

Field E

MAJ 6701

3 credits

Special Topic: Ireland Study Abroad

This course is a study abroad program in Ireland. It provides students with an opportunity to explore the history, culture, and politics of Ireland. The course includes a combination of lectures, seminars, and field trips. Students will also have the chance to interact with local Irish people and experience the Irish way of life. The course is designed to provide a comprehensive understanding of Ireland and its role in the world.

MAJ 6900

3 credits

Thesis Supervision

This course is a thesis supervision course. It provides students with the opportunity to work closely with their advisor on their thesis project. The course includes regular meetings with the advisor to discuss the progress of the thesis and to receive feedback. The course is designed to provide students with the support and guidance they need to complete their thesis successfully.

[Faint, illegible text, likely bleed-through from the reverse side of the page.]

MAS 7602 3 credits
School in a Multicultural Society

[Faint, illegible text.]

MAS 7603 3 credits
Strategies for Effective Teaching

[Faint, illegible text.]

MAS 7604 2 credits
Technology for Instruction

[Faint, illegible text.]

MAS 7651 3 credits
Adolescent Growth and Development

[Faint, illegible text.]

MAS 7652 3 credits
Reading in Content Areas

[Faint, illegible text.]

MAS 7701 3 credits
Classroom Culture and Student Behavior

[Faint, illegible text.]

Prerequisite: 7603

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

[Faint, illegible text.]

Prerequisites: 7601, 7602, 7603, 7604, 7651, 7652, 7701, 7998

35, 30-
 8800,
 8801,

MAS 7996 1 credit
Practicum I

[Faint, illegible text.]

... 35 ... 21 ...
Prerequisite: ...

MAS 8801
Student Teaching/I

9 credits

MAS 7997 **1 credit**
Practicum II

... 35 ... 21 ...
Prerequisites: 7996

MAS 7998 **1 credit**
Practicum III

... 35 ... 21 ...
 7997;
 7652.

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

... 7801 ...
 8801

MBA 6400 **3 credits**

Economic and Financial Environment of Business

This course provides a comprehensive overview of the economic and financial environment of business. It covers the relationship between business and the economy, the role of government, and the financial system. The course also discusses the impact of international trade and finance on the business environment. *Prerequisite:* 105.

MBA 6490 **3 credits**

Legal Environment of Management

This course examines the legal environment of management, including contract law, tort law, and intellectual property law. It also discusses the legal aspects of business transactions and the role of the legal system in business. *Prerequisite:* 105.

MBA 7200 **3 credits**

Financial Management

This course covers the financial management of a business, including capital budgeting, risk management, and financial reporting. It also discusses the role of the financial manager in business. *Prerequisite:* 6100

MBA 7292 **3 credits**

Investments

This course focuses on the investment process, including the identification of investment opportunities, the evaluation of investment proposals, and the implementation of investment strategies. It also discusses the role of the investment manager in business. *Prerequisite:* 6100, 7200

MBA 7293 **3 credits**

Portfolio Theory

This course explores the theory of portfolio selection, including the efficient frontier, the capital asset pricing model (CAPM), and the risk-return trade-off. It also discusses the role of portfolio theory in business. *Prerequisite:* 6100, 7200

MBA 7293

Portfolio 37(l)4(t-3(37(i-21(capita)47((37(student47((37()6(ke37(i-2foliclas]TJke37(ma1(caket47((37(47(sh]TJ /T1_2describ)47

MBA 7592 **3 credits**
Global Enterprise Development
This course provides a comprehensive overview of the global business environment, including international trade, global marketing, and cross-cultural management. Students will explore the challenges and opportunities of doing business in a global context.
Prerequisite: 6300

MBA 7594 **3 credits**
Creativity in Management
This course focuses on the role of creativity in management and how it can be fostered in an organization. Students will learn various techniques and strategies for generating creative ideas and solutions to complex business problems.
Prerequisites: 7600, 7592

MBA 7600 **3 credits**
Global Marketing Management
This course covers the fundamentals of marketing in a global context. Students will learn how to identify market opportunities, develop marketing strategies, and implement marketing programs across different cultural and geographical markets.
Prerequisites: 7594, 7600

MBA 7800 **3 credits**
Current Topics in Business Administration - Finance
This course explores current trends and issues in business administration, with a specific focus on finance. Students will analyze the financial health of organizations, understand capital markets, and evaluate investment opportunities.
Prerequisites: 7600, 7592

MBA 8799 **3 credits**
Thesis
This course is a culminating experience for MBA students, where they will conduct independent research and write a thesis on a topic of their choice. The thesis will demonstrate the student's ability to apply business theory to a real-world problem.
Prerequisite: 7600, 7592, 7800

MBA 8800 **3 credits**
Business Strategy
This course examines the strategic management process, from environmental analysis to the formulation and implementation of business strategy. Students will learn how to identify competitive advantages and develop long-term plans for organizational success.
Prerequisite: 7600, 7592

MBE 5000 **3 credits**
Introduction to the Free Enterprise System
This course provides an introduction to the free enterprise system, including the principles of supply and demand, competition, and profit. Students will explore the economic and social implications of a free market economy.
Prerequisites: 12, 11

MBE 5001 **3 credits**
Applied Business Concepts for Educators
This course is designed for educators and provides practical applications of business concepts in the classroom. Students will learn how to integrate business principles into their teaching and use business cases to engage students.
Prerequisites: 12, 11, 5000

Prerequisite: 5001

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

MBE 5003 3 credits

B

MCC 7203

3 credits

Counseling for Career Development

This course is designed to provide students with the theoretical and practical knowledge necessary to become effective career counselors. The course covers the history and development of the field, the role of the career counselor, and the various methods and techniques used in career counseling. Students will also learn about the different types of careers and how to help clients make informed decisions about their future. The course includes a variety of activities, such as role-playing, case studies, and self-exploration exercises, to help students develop their skills and confidence. The course is required for students pursuing a degree in counseling or a related field.

Prerequisite: 6401

MCT 6402

3 credits

**Career and Technical Education
Advanced Curriculum Design**

This course is designed to provide the student with the knowledge and skills necessary to design and develop advanced curriculum for career and technical education. The student will learn to analyze and synthesize information to create a curriculum that is aligned with industry standards and meets the needs of the workforce. The student will also learn to evaluate and revise curriculum to ensure it remains current and effective.

MCT 6403

3 credits

History and Regulations of Career and Technical Education

This course provides a comprehensive overview of the history and regulations of career and technical education. The student will explore the evolution of CTE from its early roots to the present day, and will examine the various laws and regulations that govern the field. The student will also learn about the role of CTE in the workforce and the importance of ongoing research and development in the field.

MCT 6412

3 credits

Career and Technical Education Classroom Management

100 / 10

MEC 6503

3 credits

Tools and Techniques of Individual Counseling: Part II

This course is designed to provide students with the tools and techniques necessary to effectively conduct individual counseling sessions. The course covers a variety of topics, including assessment, goal setting, and intervention strategies. Students will also learn how to work with diverse populations and how to address common counseling issues. *Prerequisite:*

6502

MEC 6600

3 credits

Introduction to Drug/Alcohol Counseling

This course provides an overview of the field of drug and alcohol counseling. Students will learn about the various types of substances used, the effects of these substances on the body and mind, and the different ways in which these substances can be abused. The course also covers the role of the counselor in working with individuals who are struggling with substance use disorders.

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MED 7590 **3 credits**
School Leadership: Theory and Practice

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MED 7701 **3 credits**
**Supervisory Leadership:
Staff Selection Appraisal, and Renewal**

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MED 7702 **3 credits**
Classroom and School Culture: Creating Environments for Learning

... ..

MED 7703 **3 credits**
Curriculum and Teaching: Research, Theory, and Practice

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MED 7704 **3 credits**
Education for Equity and Social Justice

... ..

MED 7705 **3 credits**
Measurement, Accountability, and Student Learning

... ..

MED 7706

3 credits

The Principalship, preK-8

This course is designed to provide the student with the knowledge and skills necessary to become an effective principal in a preK-8 school. The course covers the following areas: (1) the role of the principal, (2) the legal and ethical responsibilities of the principal, (3) the organizational structure of the school, (4) the management of the school, (5) the evaluation of the principal, and (6) the professional development of the principal. The course is designed to be completed over a period of 12 weeks. The student will be required to complete a series of assignments, including a research paper, a case study, and a portfolio. The student will also be required to complete a series of practical exercises, including a site visit and a simulation. The course is designed to be completed by students who have completed the following courses: MED 7701, MED 7702, MED 7703, MED 7704, and MED 7705.

MED 7707

3 credits

The Principalship, 9-12

This course is designed to provide the student with the knowledge and skills necessary to become an effective principal in a 9-12 school. The course covers the following areas: (1) the role of the principal, (2) the legal and ethical responsibilities of the principal, (3) the organizational structure of the school, (4) the management of the school, (5) the evaluation of the principal, and (6) the professional development of the principal. The course is designed to be completed over a period of 12 weeks. The student will be required to complete a series of assignments, including a research paper, a case study, and a portfolio. The student will also be required to complete a series of practical exercises, including a site visit and a simulation. The course is designed to be completed by students who have completed the following courses: MED 7701, MED 7702, MED 7703, MED 7704, and MED 7705.

MED 7708

3 credits

MED 7799

3 credits

Seminar in Supervision and Curriculum Improvement

This seminar is designed to provide a comprehensive overview of the roles and responsibilities of school administrators. It covers topics such as educational leadership, curriculum development, and school improvement. The course includes a mix of theoretical and practical content, with a focus on current issues in the field. Students will engage in discussions, case studies, and collaborative problem-solving activities. The seminar is intended for individuals interested in pursuing a career in school administration or those currently in administrative roles seeking to enhance their skills and knowledge.

MED 7804

4 credits

Curriculum Design and Instructional Strategies for Gifted and Talented Learners

This course explores the unique needs and characteristics of gifted and talented learners. It examines effective instructional strategies and curriculum design techniques that challenge and engage these students. The course covers topics such as differentiation, enrichment, and acceleration. Students will learn how to identify gifted and talented students and how to create a supportive learning environment for them. The course is designed for educators who work with gifted and talented students or those who are interested in learning more about this population.

MED 7802

4 credits

Psychology of the Gifted and Talented Learners

This course provides a deep understanding of the psychological aspects of giftedness. It explores the cognitive, emotional, and social characteristics of gifted and talented individuals. The course covers topics such as asynchronous development, social isolation, and the need for challenge. Students will learn about the various models of giftedness and how they manifest in different individuals. The course is designed for educators, parents, and anyone interested in the psychology of giftedness. It provides a theoretical foundation for understanding and supporting gifted and talented learners.

MED 7803

4 credits

Creative and Critical Thinking

This course focuses on the development and application of creative and critical thinking skills. It explores the processes of creative thinking, problem-solving, and decision-making. The course includes activities that challenge students to think outside the box and to evaluate information critically. Students will learn how to generate ideas, solve complex problems, and make informed decisions. The course is designed for anyone who wants to improve their creative and critical thinking abilities. It provides a practical framework for developing these essential skills in both academic and professional contexts.

MEE 7998

1 credit

Practicum III

This course is a continuation of the practicum work begun in MEE 7997. It focuses on the development of a lesson plan and the implementation of that plan in a classroom setting. The student will be required to observe a classroom and then teach a lesson to a group of students. The student will be required to reflect on the experience and to write a report on the experience.

35 hours of classroom experience. Prerequisite: MEE 7997.

Prerequisites: MEE 7997, MEE 7632, MEE 7633 (or MEE 7634).

MEE 8800

3 credits

Applied Assessment and Research in the Classroom

This course is designed to provide students with the opportunity to apply assessment and research techniques in a classroom setting. The student will be required to observe a classroom and then implement a research project. The student will be required to reflect on the experience and to write a report on the experience.

MEE 8801

9 credits

Student Teaching

This course is a full-time student teaching experience. The student will be required to observe a classroom and then teach a lesson to a group of students. The student will be required to reflect on the experience and to write a report on the experience.

Prerequisites: MEE 7997, MEE 7632, MEE 7633, MEE 7634, MEE 7635, MEE 7636, MEE 7637, MEE 7638, MEE 7639, MEE 7640, MEE 7641, MEE 7642, MEE 7643, MEE 7644, MEE 7645, MEE 7646, MEE 7647, MEE 7648, MEE 7649, MEE 7650, MEE 7651, MEE 7652, MEE 7653, MEE 7654, MEE 7655, MEE 7656, MEE 7657, MEE 7658, MEE 7659, MEE 7660, MEE 7661, MEE 7662, MEE 7663, MEE 7664, MEE 7665, MEE 7666, MEE 7667, MEE 7668, MEE 7669, MEE 7670, MEE 7671, MEE 7672, MEE 7673, MEE 7674, MEE 7675, MEE 7676, MEE 7677, MEE 7678, MEE 7679, MEE 7680, MEE 7681, MEE 7682, MEE 7683, MEE 7684, MEE 7685, MEE 7686, MEE 7687, MEE 7688, MEE 7689, MEE 7690, MEE 7691, MEE 7692, MEE 7693, MEE 7694, MEE 7695, MEE 7696, MEE 7697, MEE 7698, MEE 7699, MEE 7700.

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MGT 7500 **3 credits**
Performance Management - Metrics, Measurement, and Control

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MGT 7501 **3 credits**
Labor Relations and Collective Bargaining Procedures

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MGT 7504 **3 credits**
Ethical Issues in Management

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MGT 7591 **3 credits**
Leadership and Communication

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MGT 7600 **3 credits**
Legal and Ethical Aspects of Organization

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MGT 7610 **3 credits**
Principles and Strategies of Negotiation

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MGT 7667 **3 credits**
Diversity in the Workplace

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MGT 7668 **3 credits**
Public Relations

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MGT 7710 **3 credits**
Integrative Independent Study Project A

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8800 Integrative Independent Study Project B

MGT 7810 **3 credits**
Leadership, Innovation and Change

8800 Integrative Independent Study Project B

MGT 7900 **3 credits**
Leadership, Innovation and Change

8800 Integrative Independent Study Project B

MGT 7903 **3 credits**
Topics in Management

8800 Integrative Independent Study Project B

MGT 8800 **3 credits**
Integrative Independent Study Project B

8800 Integrative Independent Study Project B

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MMA 6100

3 credits

Pre-Calculus for Certification

This course covers the topics of algebra, geometry, and trigonometry. The course is designed to prepare students for the certification exam. Topics include: algebraic operations, factoring, quadratic functions, linear functions, coordinate geometry, and trigonometric functions. The course is intended for students who are preparing for the certification exam.

Prerequisite: 304.

MMA 6200

3 credits

Finite Math for Certification

This course covers the topics of finite mathematics, including set theory, probability, and combinatorics. The course is designed to prepare students for the certification exam. Topics include: set theory, probability, combinatorics, and permutations. The course is intended for students who are preparing for the certification exam.

Prerequisite: 304.

MOL 6100

3 credits

Leadership Foundations

This course covers the foundations of leadership, including the roles of leaders and the importance of effective communication. The course is designed to provide students with the skills and knowledge necessary to become effective leaders.

MOL

MPA 7502

3 credits

Analysis of Public Policy

Analysis of Public Policy

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Prerequisites: 7705, 7801, 7802, 7803,
7804, 7805, 7901, 7902

MRD 7902 **3 credits**
Diagnosis and Correction of Reading Difficulties II

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Prerequisites: 7805, 7901

MRD 7950 **3 credits**
Seminar in Reading Research

...

MRD 7920 **6 credits**
Practicum in Reading

...
Prerequisites: 7705, 7801, 7802, 7803,
7804, 7805, 7901, 7902

MRD 7921 **3 credits**
Practicum in Content Area Reading

... 50
100

MSE 7401 **3 credits**
Methods/Curriculum in Elementary Special Education

This course is designed to provide the student with a comprehensive understanding of the methods and curriculum in elementary special education. The student will explore the various models of service delivery, including self-contained, resource, and co-teaching. The course will also cover the development of individualized education programs (IEPs) and the role of the special education teacher in the general education classroom. The student will gain practical experience through fieldwork and student teaching.

MSE 7402 **3 credits**
Applied Behavior Analysis

This course provides a comprehensive overview of Applied Behavior Analysis (ABA) and its application in special education. The student will learn the principles of behaviorism and how they are used to design effective interventions for students with various disabilities. The course covers the process of conducting a functional behavior assessment (FBA) and developing a behavior intervention plan (BIP). The student will also learn about the role of the behavior analyst in the classroom and the importance of data collection and analysis in evaluating the effectiveness of interventions.

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

This course focuses on the process of diagnosis, assessment, and IEP development for students with exceptionalities. The student will learn the criteria for identifying students with disabilities and the various assessment tools used to evaluate their needs. The course covers the legal requirements for IEP development and the role of the IEP team in determining appropriate accommodations and modifications. The student will gain practical experience through fieldwork and student teaching.

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

This course provides an overview of assistive technology (AT) and its use in special education. The student will learn the various types of AT, including low-tech and high-tech devices, and how they are used to support students with disabilities. The course covers the process of selecting and implementing AT and the role of the AT specialist in the classroom. The student will gain practical experience through fieldwork and student teaching.

MSE 7501 **3 credits**
Introduction to Autism & Severe Disabilities

This course provides an introduction to the field of autism and severe disabilities. The student will learn the characteristics of autism spectrum disorders and the various models of service delivery used to support students with these conditions. The course covers the role of the special education teacher in the classroom and the importance of individualized instruction and accommodations. The student will gain practical experience through fieldwork and student teaching.

MSE 7502 **3 credits**
Educating Preschoolers with Special Needs

This course focuses on the education of preschoolers with special needs. The student will learn the various models of service delivery used to support young children with disabilities and the role of the special education teacher in the classroom. The course covers the process of identifying and assessing preschoolers with special needs and the importance of early intervention. The student will gain practical experience through fieldwork and student teaching.

MSE 8101 **3 credits**
Severe Disabilities

This course provides a comprehensive overview of the field of severe disabilities. The student will learn the characteristics of students with severe disabilities and the various models of service delivery used to support them. The course covers the role of the special education teacher in the classroom and the importance of individualized instruction and accommodations. The student will gain practical experience through fieldwork and student teaching.

MSE 8102 **3 credits**
Legislation and Implementation of Policy and Procedure

This course focuses on the legislation and implementation of policy and procedure in special education. The student will learn the various laws and regulations that govern the field and the role of the special education teacher in ensuring compliance. The course covers the process of developing and implementing policy and procedure and the importance of ongoing monitoring and evaluation. The student will gain practical experience through fieldwork and student teaching.

MSE 8103 **3 credits**
Supervision and Evaluation of Special Education Programs

This course provides an overview of the field of supervision and evaluation of special education programs. The student will learn the various models of service delivery used to support students with disabilities and the role of the supervisor in the classroom. The course covers the process of identifying and assessing special education programs and the importance of ongoing monitoring and evaluation. The student will gain practical experience through fieldwork and student teaching.

MSN 6691

3 credits

Critical Inquiry

This course is designed to provide the student with a critical inquiry into the nursing profession. The student will explore the history, philosophy, and current issues in nursing. The course will also focus on the role of the nurse in society and the importance of evidence-based practice. The student will be required to complete a research project and a paper on a topic of their choice.

Prerequisite: 6606

MSN 7000

1-2 credits

Independent Study in Nursing

This course is designed to provide the student with an opportunity to study independently. The student will be required to complete a research project and a paper on a topic of their choice. The student will be required to meet with the instructor for guidance and support.

MSN 7310

3 credits

MSN 7707
Primary Care III: Gender Health Issues

MSN 7707 **3 credits**
Primary Care III: Gender Health Issues

Primary Care III: Gender Health Issues

MSN 7708 **3 credits**
Primary Care IV: Acute and Chronic Care of Geriatrics

Primary Care IV: Acute and Chronic Care of Geriatrics

MSN 7709 **3 credits**
Geriatric Assessment and Health Promotion

Geriatric Assessment and Health Promotion

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Practicum Courses **3 credits each**
(for Adult, Family, and Gerontology)

- Practicum I**
- Practicum II** (see individual concentrations for
- Practicum III** course numbers)
- Practicum IV**
- Practicum V**

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MSN 8400-8500 **3 credits**
Capstone

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 $T(e_1) = e_1, T(e_2) = e_2, \dots, T(e_n) = e_n$ となることを示す。

2. \mathbb{R}^n 上の線形変換 T が、基底 $\{e_1, \dots, e_n\}$ に対して、
 $T(e_1) = e_2, T(e_2) = e_3, \dots, T(e_{n-1}) = e_n, T(e_n) = e_1$ となることを示す。

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Joseph D. Euculano

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Mary Anne Galloway

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Vivian M. Garner

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Rodney W. Gibbons

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Arthur R. Gilbert

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Richard P. Goodman

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Sarah M. Marvian

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Mary Anne Mathew

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John C. Sigler, Esq.

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Flavous D. Statham

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Donna C. Strachan-Ledbetter

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Joel H. Tau

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William A. Teats

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Jean Carter Toombs

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ADMINISTRATION

Executive Team

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Academic Deans

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Administrators

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