



Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the University's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

Wilmington University is a private, non-sectarian university which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The University began with a charter class of 194 students in 1968 and has grown to serve a student body of over 20,000 students of diverse backgrounds.

Accreditation

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

Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104
267.284.5000

Accreditation of an institution by the Commission on Higher Education indicates that an institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the future.

Wilmington University programs have been approved for training of eligible veterans and international students.

Nondiscrimination Policy

It is the policy of Wilmington University not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or affectional preference in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs. This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to (nabl3g9s6 (er)-34.9 (y)0.5c)-

To obtain information, please call, write, or fax the following
Wilmington University sites:

Brandywine

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

Burlington County

3331 Route 38 856.222.9311 x2115
Mt. Laurel, NJ 08054 FAX: 856.222.9232

Cecil College

107 Railroad Avenue 877.967.5464
Elkton, MD 21921

Cumberland County College

3322 College Drive 856.691.8600 x1551
Vineland, NJ 08360 FAX: 856.690.0008

Dover

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

Dover Air Force Base

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

Georgetown

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

Gloucester County

1400 Tanyard Road 856.464.5228
Sewell, NJ 08080 FAX: 856.468.7023

Joint Base McGuire-Dix-Lakehurst

Bldg. 3829 School Road
FCN, RM 302 609.723.2790
Joint Base MDL, NJ 08641 FAX: 609.723.43554 Tm 14.T12.1 15.02.3

Middletown

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

NeJ ET (302.372astMT /SpaDrv649T3e8 Td (302.378.0367)Tj /T12.1 T6

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ACADEMIC INFORMATION

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

Doctor of Business Administration

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

Doctor of Education

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

Doctor of Nursing Practice

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

Graduate Behavioral Science

This award is given to a graduating student in the College of Social and Behavioral Sciences who has a distinguished academic record, exemplified the highest standards of graduate-level scholarship, and demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

Master of Arts

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

Master of Business Administration

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

Master of Education

This award is given to a graduating student in a Master of Education degree program who has achieved the highest academic standing, consistently exemplified the highest standards of graduate-level scholarship, and made significant contributions in his or her respective fields.

Master of Science in Accounting

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

Master of Science in Information Systems Technologies

This award is given to a graduating student in the College of Technology who has a distinguished academic record, exemplified the highest standards of graduate-level scholarship, and demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

Master of Science in Management

This award is given to a graduating Master of Science in Management student who has demonstrated sustained academic excellence, documented by cumulative grade point average. The student must also provide evidence of superior graduate-level scholarship, as well as demonstrate excellence in fulfilling the purpose of the Management degree program.

Master of Science in Nursing

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

Academic Complaint/Appeal of a Final Course Grade/ Request for Hearing

A student with a specific complaint about a course should, where appropriate, speak directly with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, the student should formally communicate with the Program Chair in whose program the course resides. This communication must occur within 60 days from the time the grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Chair, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Chair.

A student who seeks to appeal a final grade in a course should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should formally communicate with the Program Chair in whose program the course resides. This communication must occur within 60 days from the time the course grade is posted in the Registrar's Office.

If the matter is not resolved with the Program Chair, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Chair.

If there is a question about the decision of the Academic Dean regarding the appeal of a final course grade or an academic complaint, a student can register a grievance in writing to the Office of Academic Affairs to determine if the matter warrants a hearing before the Academic Review Committee. This letter should include the specific reason(s) for taking the student's grievance beyond the Academic Dean. If the Assistant Vice President determines that a hearing is appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the Committee. Should the Assistant Vice President determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee, the Assistant Vice President or the Vice President will be final.

Attendance

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

Please note that some academic colleges have additional attendance requirements beyond those specified in this section. In accordance with veterans' and financial aid regulations, attendance must be taken for all enrolled veterans in each class learning session.

Wilmington University stresses that regular and prompt class attendance is an essential part of the educational experience. A hybrid course meets for in-class and online learning sessions. Students are expected to attend all in-class sessions and to participate in all online sessions as required by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

Attendance for an online learning course is defined as "logging onto the course" and participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor.

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

earns the minimum additional credits and the specific program

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

Undergraduate Courses

- 000-099 Non-credit courses
- 100-199 Lower division courses
- 200-299 Lower division courses
- 300-399 Upper division courses
- 400-499 Upper division courses

Graduate Courses

- 5100-5600 Non-credit prerequisite courses
- 6100-8999 Master's level courses
- 7100-9100 Doctoral courses
(Ed.D, D.B.A. or D.N.P. courses)

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

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

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

A minimum of 15 additional credit hours above the total credit hour requirement for a primary master's degree (usually 36 credit hours) must be completed in order to earn a second master's degree, and all course requirements of the second degree must be met. The 15 additional credit hours required to earn a second master's degree must be earned at Wilmington University (see the Program Chair for specific course requirements.), but the completion of the two degrees does not have to occur simultaneously. As long as a student

Table 1. Graduate Grading System

| Grade | Quality Points | Grade Point Average | Description |
|-------|----------------|---------------------|---|
| A+ | 4+ | 4.00 | The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material. |
| A | 4 | 4.00 | The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material. |
| A- | 3+ | 3.67 | The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts. |
| B+ | 3 | 3.00 | The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts. |
| B | 3 | 3.00 | The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts. |
| B- | 2+ | 2.67 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| C+ | 2 | 2.00 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| C | 2 | 2.00 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| C- | 1+ | 1.67 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| D | 1 | 1.00 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| D- | 0+ | 0.67 | The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction. |
| F | 0 | 0.00 | Student did not complete a sufficient amount of work to earn a passing grade. |
| F- | 0 | 0.00 | Student did not complete a sufficient amount of work to earn a passing grade. |
| W | 0 | 0.00 | The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives. |
| W- | 0 | 0.00 | The student has not met the minimum course requirements. |
| W+ | 0 | 0.00 | May be granted with approval of instructor. Student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted. |
| W | 0 | 0.00 | May be granted with approval of instructor. Student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted. |
| W- | 0 | 0.00 | This grade is specific to Practicums, Internships, and Senior Seminars. |
| W+ | 0 | 0.00 | Does not yield credit. |
| W | 0 | 0.00 | No academic penalty. |

Pass/Fail Option

the appropriate office to confirm receipt of the request. Withdrawing from a course does not release a student from financial responsibility or obligation for the course. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. A grade of “W” is recorded on the student’s record for official withdrawals; this grade has no impact in GPA. Failure to withdraw before the withdrawal deadline results in a grade of “FA.” An FA will have a negative impact on GPA.

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

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

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

Modular Drop/Add and Modular Withdrawal

Adding a modular course must be completed before the first class meeting. Modular drops must be completed by the Monday following the first class meeting. Modular withdrawals must be completed by the Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of “FA.”

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript, as well as the previous grade earned. For the purpose of grade point average (GPA) computation, the new grade will be used so that only one grade is calculated into the cumulative GPA. The most recent semester in which a student has taken the repeated course will be the course grade that is calculated into the grade point average. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

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

Challenge by Examination

Challenge by examination measures graduate-level knowledge through an examination process. Challenge by examination is limited to graduate prerequisites. Students interested in challenge by examination must register in advance for the specific course and, upon payment of the specified fee, will receive notification of prearranged date, time, and place of examination. Results of the examination will be available to the student no later than one week prior to registration for the next block.

Directed Study

Directed study is available only under extenuating circumstances

participate fully in classroom activities. They are not required to take examinations or complete class assignments. Course auditors receive a grade of "AU" (audit) that does not affect grade point average (GPA).

Extra-Institutional Course Assessment (ECA)

The University recognizes that college-level learning takes place both in and out of the classroom. A process of reviewing corporate training programs and other formal training/courses offered by non-accredited institutions/entities has been implemented to determine if college-level learning is present and to determine what credit, if any, should be awarded for the prior learning.

Graduate level ECA credit often requires independent study, original research, critical analysis, or the professional application of the specialized knowledge within the discipline.

Independent Study

Students desiring to study areas of knowledge outside of disciplines available through regular course work must secure written permission from the appropriate Academic Dean or Program Chair one month (minimum) prior to the semester's registration period in which the independent study is to be conducted. Tuition and fees for independent study are the same as those for standard courses. Independent study is graded on a satisfactory/unsatisfactory basis. A maximum of six (6) credits may be earned through the independent study format and may be used towards residency credits.

Internships

Internships provide first-hand experiences upon which

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

Disciplined Inquiry

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

Information Literacy

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

Ethics

Demonstrate knowledge and application of prescribed

Intellectual Property Policy and Students

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

Photo Identification Policy

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

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

Examples of transactions where photo IDs are required:

- Registering for, adding, dropping, or withdrawing from courses
- Academic Advising
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Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. Note: students do not need to withdraw from all courses during a term or payment period to require a Return of Title IV calculation.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

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

Satisfactory Academic Progress for Financial Aid Recipients

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

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

In addition to GPA standards, students must maintain a minimum 67% pace of completion. This also includes all withdraws and repeated classes; each one counts once. (Example: ENG 121 is taken and student withdraws, student takes the class again and fails; then the student takes the class and passes, for federal financial aid purposes, this equals attempted 9 credits and passed 3 credits). That is, on a cumulative basis, students must successfully complete 67% of the credits attempted. Successful completion is defined as earning an "A", "B", "C", or "D" in a course.

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

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

Financial Aid Warning

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

Financial Aid Suspension

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

State of Delaware Support

Limited funds appropriated by the General Assembly of the State of Delaware are made available to assist Delaware residents who are full-time graduate students at colleges in Delaware. Wilmington University considers nine credits per semester to be full-time status for graduate students. These funds are administered by the Delaware Higher Education Commission, which determines eligibility and makes awards. Financial need is the primary criterion for assistance. The priority application deadline is April 15 of each year.

Wilmington University Scholarships

As a result of gifts to the University, a limited number of scholarships are available to full-time students on the basis of academic achievement.

THE GRADUATE ADMISSIONS PROCESS

Wilmington University is a nondiscriminatory institution of higher learning and welcomes men and women of every race, color, creed, and national origin. Admission is granted to students who show promise of academic success. Multiple criteria are considered for admission, and special attention is

Veterans are required to follow all of the standard admission procedures. In addition, veterans must contact the Student Veterans Office if necessary.

STUDENT SERVICES AND ACTIVITIES

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and resources, the Robert C. and Dorothy M. Peoples Library serves students, faculty and staff regardless of program or location. Each site offers group study rooms, free wireless access, multimedia viewing stations, and a myriad of computers for research and Internet access. A team of professional librarians and dedicated staff are available to assist with research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Distance Programs or at Dover Air Force Base, Dover, Georgetown and New Jersey sites may request books-by-mail at no charge from the main campus site in New Castle by completing the online request form or by calling our toll-free phone line.

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

There are library resource rooms available for students in Dover and at the Wilson Graduate Center. The library resource rooms provide Internet access to the Delaware Library Catalog, e-books, and electronic databases as well as librarian support for reference, interlibrary loan, individual instruction, and assistance with using resources. Students at Georgetown and Rehoboth Beach may use the Stephen J. Betze Library at Delaware Technical and Community College Southern Campus. In addition, all students may request borrowing privileges at 41 regional libraries that are members of the Tri-State College Library Consortium. Interlibrary loans from academic libraries across the country expand access to your needed research materials. Electronic delivery is available for most ILL materials.

Library displays and exhibits provide information on campus activities and programs as well as enhance the learning experience. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster and support development of information-seeking skills that can lead to a competitive edge in the workplace. Contact a Librarian to schedule an orientation or for assistance with your research.

Information about the library, including policies, online request forms, and subject LibGuides can be found on the Wilmington

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

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

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

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

COLLEGE OF

BUSINESS

Doctor of Business Administration

Business Administration

Master of Business Administration

Business Administration

Accounting

Environmental Sustainability

Finance

Health Care Administration

Homeland Security

Management Information Systems

Marketing Management

Organizational Leadership

Master of Science

Accounting

Master of Science in Management

Health Care Administration

Homeland Security

Human Resource Management

Management Information Systems

Marketing

Military Leadership

Organizational Leadership

Public Administration

Sports Management

Certificates

Advanced Study in Environmental Sustainability

Advanced Study in Finance

Advanced Study in

Management Information Systems

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

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

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

Graduating DBA, MBA, M.S.M. and Master of Science in Accounting students who rank in the upper 20 percent of their class will be invited to join Sigma Beta Delta, a national honor society. Sigma Beta Delta is founded on the principles of wisdom, honor, and the pursuit of meaningful aspirations. The society recognizes these qualities as being important to success in the academic realm, as well as providing guidelines which will lead to a fulfilling personal and professional life.

Students are strongly advised to be aware of the prerequisites required of each course they plan to take and to be sure that they have fulfilled these prerequisites before enrolling in a course. The Program Chairs are eager to help students plan their programs.

BUSINESS ADMINISTRATION

DOCTOR OF BUSINESS ADMINISTRATION

Admission

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

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

1. A graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Official transcripts from all postsecondary schools attended. The transcripts must be from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's and master's degree. Send official transcript(s) directly from the identified college or university to the Wilmington University Graduate Admissions Office or have official transcripts sent electronically from the institution to gradadmissions@wilmu.edu.
3. A current resume.
4. Three completed Applicant Recommendation Forms. At least one letter should be from an employer who is able to discuss your professional skills. If possible, at least one letter should be from a professor who is able to comment on your academic performance and ability to pursue doctoral studies.
5. A writing sample that describes and explains the applicant's personal and professional goals, with a self-appraisal of readiness to undertake the rigor of doctoral-level studies.

For consideration and admission to the Doctor of Business Administration program, applicants must present evidence of

4. Information Literacy

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION

Admission

Please refer to “The Graduate Admissions Process” section for

Common Core Courses (21 credits)

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

Program Core Courses (24 credits)

| | | |
|-----|------|--|
| DBA | 7310 | Executive Decision Making |
| DBA | 7400 | Advanced Seminar in Managerial Finance and Accounting |
| DBA | 7510 | Business Intelligence |
| DBA | 7600 | Ethics in Business and Management |
| DBA | 7800 | Global Management Models |
| DBA | 8000 | Seminar on Research in Management |
| | | |
| DBA | 7200 | Advanced Organizational Behavior |
| DBA | 7700 | Advanced Marketing Management |
| EDD | 7303 | Policy and Planning in Higher Education |
| EDD | 7304 | Planning, Budgeting, and the Higher Education Finance Process |

Dissertation or Project Requirement (9 credits)

| | | |
|-----|-----------|---|
| DBA | 9000-9002 | DBA Research |
| DBA | 9004 | DBA Research Continuation (if needed: 0 credits) |

Total credits required for program completion: 54

Program Competencies

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

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

Program Design

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

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

MBA Admission and Candidacy Requirements

The MBA program requires the following undergraduate coursework:

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

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

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

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

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

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

Registration

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

Prior to registering for the second MBA course students should:

1. Submit official transcript(s) from an accredited college, university, or other degree-granting institution verifying completion of a bachelor's degree. Send official transcript(s) directly from the identified college or university to the Wilmington University Graduate Admissions Office.
2. Meet with a program chair for a program planning conference if not completed earlier. Official transcript(s) should be on file prior to the conference. Students may bring unofficial transcripts to this meeting if official transcript(s) are not yet on file.

Advancement to Degree Candidacy

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

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

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

**MBA WITH A CONCENTRATION IN
ENVIRONMENTAL SUSTAINABILITY**

IST 7060 Project and Change Management

IST 7100 IT Policy and Strategy

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN MARKETING MANAGEMENT

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

MBA 7603 Market Research and Consumer Behavior

MBA 7606 Business-to-Business and Business-to-Government Marketing

MBA 7608 Integrated Marketing Communications

MBA 7592 Global Enterprise Development

MBA 7604 New Business Ventures

MBA 7610 Salesmanship and Sales Force Management

MBA Core 21 credits

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

MBA WITH A CONCENTRATION IN ORGANIZATIONAL LEADERSHIP

This concentration has two additional program competencies of 1) evaluating the need for using teams with respect to organizational effectiveness and 2) knowledge of theories and principles of change management as it relates to leadership. While some course sequencing is necessary, the program is

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ACCOUNTING

MASTER OF SCIENCE

Admission

Please refer to “The Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Master of Science in Accounting program, applicants must hold a Bachelor’s degree or higher from a regionally accredited post-secondary institution and satisfactorily submit or complete the following:

1. A graduate application for admission accompanied by a non-refundable application fee.
2. A minimum TOEFL® score of 173 on the computer-based version for applicants whose native language is not English or who have not graduated from an institution where English is the language of instruction.
3. A program planning conference meeting with a program director or chair to discuss admission, candidacy, and program requirements is highly recommended.

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

Program Purpose

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

Wilmington University recognizes that not all accounting students aim for CPA licensure. The M.S. in Accounting also

Advancement to Degree Candidacy

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

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

challenging nature of contemporary organizational systems that require change and innovation for organizations to remain competitive in a global environment.

Program Competencies

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

1. Apply contemporary leadership and management models and theories.
2. Apply change frameworks and models.
3. Apply legal principles to guide professional behavior and decisions.
4. Articulate personal values and goals as guideposts for professional behavior.

Program Design

The program incorporates a methodology that provides students with a deep appreciation of the skills and knowledge required for decision making and problem solving. Streams of emphasis include today's contemporary organization, strategy, global realities of diversity and culture, management for innovation and change, creativity, leadership, technology, the global market and the management of teams. The program is designed for individuals who are seeking to make a strong contribution to their organization, profession, and global society while advancing and promoting their careers. The culminating independent project serves to provide students the opportunity to demonstrate their knowledge. Classes are offered at the Wilson Graduate Center, Middletown and Brandywine campuses on wof129(oble)1 (h222)60 (s)1 (f)10 (-5 (e2 6 (of)-5)Cighh1A5 (F)0 (lowledg)lc0 Base (r)9 (ogr)3 (fg)5 (ng)lc0

MGT 6503 Leadership Development and Change Management
MGT 7400 Analysis of Decision Making
MGT 7591 Leadership and Communication
MGT 7710 Integrative Independent Study Project A
MGT 7800 Strategy in Organizations
MGT 8800 Integrative Independent Study Project B
MHR 7830 Finance and Accounting for Managers
MOL 6600 Legal and Ethical Aspects of Organizations
Two Electives

Total of courses is 12 courses equaling 36 credit hours.

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

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

This concentration has two additional program competencies of 1) analysis of decision making as it relates to Healthcare Administration and 2) demonstrating knowledge of health policy, insurance and reimbursement. To fulfill the requirements for the M.S.M. with a concentration in Health Care Administration, students must complete an 18-credit hour Business Management core, a 12-credit hour concentration and six elective credits. While some course sequencing is necessary, the program is designed to permit students to complete

DNG 6100 Communication Essentials of Military Leadership
DNG 6200 Strategic Leadership and Decision-making
DNG 6300 Military Leadership Skills
DNG 6400

students to complete requirements at their own pace. The 12 courses listed below are required for completion of the M.S.M. with a concentration in Sports Management.

| | | |
|-----|------|--|
| MGT | 6501 | Organization Theory and Design |
| MGT | 6503 | Leadership Development and Change Management |
| MGT | 7400 | Analysis of Decision Making |
| MGT | 7710 | Integrative Independent Study Project A |
| MGT | 7800 | Strategy in Organizations |
| MGT | 8800 | Integrative Independent Study Project B |
| MSP | 7500 | Business Strategy in Sports Administration |
| MSP | 7502 | Sports Economics and Finance |
| MSP | 7504 | Sports Law, Governance and Compliance |
| MSP | 7506 | Sport Service and Event Marketing |

Two Electives*

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

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

Professional Certification Option

Wilmington University will award up to 6 graduate credits

COLLEGE OF

EDUCATION

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

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

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Doctor of Education

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

Master of Arts in Teaching

Secondary Teaching (Grades 7 – 1)

Master of Education

Applied Technology in Education
Career and Technical Education
Education Studies
Elementary Education (K-6)
Secondary Education (7-1)
Special Education (K-1)

Elementary and Secondary School Counseling

Elementary Studies

ESOL Literacy

Instruction: Gifted and Talented

Instruction: Teacher of Reading

Instruction: Teaching and Learning

Reading

Reading/ESOL Literacy

School Leadership

Special Education

Certificates

Advanced Study in Applied Technology
in Education

Advanced Study in Elementary
and Secondary School Counseling

The entire regulation can be accessed at: <http://www.delaware.gov/regulations/14/200/20>.

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

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

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

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

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

These regulations apply to the following degree programs:

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

EDUCATIONAL LEADERSHIP AND INNOVATION

DOCTOR OF EDUCATION

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

Admission

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from a regionally accredited college or university verifying completion of a bachelor’s and master’s degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university.
3. Official (and complete) score reports demonstrating mastery of general knowledge, including the ability to read, write, and compute. This requirement can be met by providing an official score report showing scores (including all sub-scores) on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732). Minimum acceptable scores

2.

4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
- 6.

Qualifications for Degree

- EDD 7204 The Art of Leadership
- EDD 7206 Leadership Issues in Higher Education
- EDD 7208 Adult Development and Leadership
- EDD 7303 Policy and Planning In Higher Education
- EDD 7304 Planning, Budgeting and the
Higher Education Finance Process
- EDD 7402 Problem-Centered Research I
- EDD 8102 Leadership Practicum
- EDD 8104 Field Experience and Portfolio Assessment
- EDD 9000 Dissertation/Capstone Project
- EDD 9001 Dissertation/Capstone Project
- EDD 9002 Dissertation/Capstone Project
- EDD 9004 Dissertation/Capstone Continuation
(if needed – 0 credits, ½ tuition)

Courses = 57 credit hours

Dissertation/Capstone Project

The dissertation/capstone project will be supervised by a committee mutually agreed upon between the student and his or her advisor (9 credits).

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating dissertation/capstone project is required. Course work and the dissertation/capstone project should be completed in

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project. This program of studies meets the needs of private and post-secondary educators, as well as corporate trainers and other professionals.

The program format allows for completion of course work in just over three years, even though students attend classes only once a week. Some classes may also be offered in a hybrid or online format which will include both face to face and on-line instruction. Courses are taught by both full-time and adjunct faculty who are experts in their fields, providing an insight into innovative, leading-edge theories and practices.

Program Competencies

Graduates in the Organizational Learning, Leadership and Innovation of the Ed.D. program are expected to meet the following program competencies through attainment of the competencies detailed in specific course objectives:

1. Articulate and model core beliefs of the organization and effectively demonstrate how to take action to achieve the organization's vision, mission, and goals.
2. Promote a positive organizational culture and design comprehensive professional growth plans for staff.
3. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborate with employees and other members of the greater learning community and respond to diverse community interests and needs, and mobilize community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Provide significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills in Competencies 1-6 through substantial, standards-based work in real settings, planned and guided cooperatively by the institution and organization personnel.
8. Demonstrate an ability to use information and information technologies to enhance the effective utilization and practice of educational research.
9. Generate ideas, processes and procedures that are innovative and challenge the status quo of a particular group or organization.

Program Design

The Doctor of Education program in Organizational Learning, Leadership and Innovation is designed to combine theory, practice, and inquiry to enhance students' innovation and

leadership skills. The program has three major features. One is a core program of coursework that includes content and research courses.

A second feature consists of a field component consisting of 3 courses for 9 credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the classroom setting that complement their program coursework. The field component aspect provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems, in an organizational setting. Candidates are expected to complete a minimum of 120 internship hours to satisfy the field component.

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

- EDD 7208 Adult Development and Leadership
- OR
- EDD 7403 Problem-Centered Research II
- EDD 7209 Innovation and Leadership
- EDD 7210 Leadership and Communication
- EDD 7211 Culture, Structure, and Leadership Succession
- EDD 7212 Organizational Learning and Leadership
- EDD 7402 Problem-Centered Research I
- EDD 8102 Leadership Practicum
- EDD 8104 Field Experience and Portfolio Assessment
- EDD 9000 Dissertation Project
- EDD 9001 Dissertation Project
- EDD 9002 Dissertation Project
- EDD 9004 Dissertation Project Continuation (if needed – 0 credits ½ tuition)

Courses plus electives = 57 credit hours

Dissertation/Capstone Project

The dissertation will be supervised by a committee mutually agreed upon between the student and his or her advisor (9 credits).

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating dissertation/capstone project is required. Course work and the dissertation/capstone project should be completed in just over three years. In addition, candidates are required to complete 120 internship hours over a three year period and a portfolio of activities that tie-in with the NCATE/ELCC standards. During the third year, a Content Assessment Test is given that also ties in with the NCATE/ELCC standards with practical applications and must be passed by the student. The entire program must be completed within seven years. If the program is not completed within a seven-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have a leave of absence of more than a year. Students may need to re-take two of the research courses or Disciplined Inquiry course(s) to be reinstated if they have more than a two-year leave of absence.

SECONDARY TEACHING: GRADES 7-12

MASTER OF ARTS IN TEACHING

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

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

Admission

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

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

(14.290-1, 201).

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

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

(14.290-1, 201).

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

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

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

Program Changes

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

previously acquired content major. When they complete the program, successful teacher candidates will enter or move forward in the teaching profession (and will be compensated) at the master's degree level. Through the program, teacher candidates will be prepared to face the challenges of teaching in a middle or high school classroom and will be better able to help students meet the rigorous achievement standards now expected in secondary schools.

Three kinds of teacher candidates will be accommodated through the MAT program. The first will include individuals who are currently employed in middle level and high school teaching positions in the content area(s) of their previous majors and who need licensure and certification. The second will be individuals currently in the Elementary Studies program who desire to obtain secondary credentials. Finally, the third group of teacher candidates will be individuals not employed as middle or high school teachers who are seeking licensure and certification for eventual employment in the teaching profession.

Dual Certification

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

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

Praxis Testing Requirements

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

Program Requirements

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

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

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

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

Fieldwork Requirements

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

MAS 7801 Practicum/Pedagogical Approaches to Teaching in
the Middle and High School (4 credits)
MAS 7996 Practicum I (1 credit)
MAS 7997 Pr

Program Purpose

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

Qualifications for Degree

To qualify for the Master of Education in Applied Technology in Education degree, a candidate must successfully complete a minimum of 33 credit hours with a GPA of at least a 3.0 average and complete a standard-based presentation program portfolio. The standard-based presentation program portfolio shows the candidate's level of expertise in acquiring the knowledge and skills described by the National Educational Technology Standards for Teachers (NETS•T). The program must be completed within five years.

Certificate

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

CERTIFICATE OF ADVANCED STUDY IN APPLIED TECHNOLOGY IN EDUCATION

Candidates completing the five-technology courses listed above with a GPA of 3.00 or higher will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Certificate of Advanced Study in Applied Technology in Education. Applications may be found on the Wilmington University Registrar's webpage.

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

1. International students must provide results from the Test of English as Foreign Language (TOEFL) that meet current minimum score requirements.
- 2.

The program must be completed within five years. The College of Education at Wilmington University reserves the right to

Concentration Options for the M.Ed. in Education Studies

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

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

Special Education (K-12). Students complete 48-51 credits of core courses in the MSE Special Education Program and 9-12 credits of elective courses in lieu of some or all of the MSE clinical courses. Elective courses are selected from other graffits tf some or all of n conE

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

Parallel Curriculum

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

Program Competencies

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

Conceptual Framework: [http://www.wilmington.edu/collegeschools/collegeofeducation/conceptualframework/](#)

InTASC Standards: [http://www.wilmington.edu/collegeschools/collegeofeducation/intascstandards/](#) ().

Course Prerequisites/Additional Course Requirements

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

Required Courses

- MED 6102 E-Folio (0 credits)
- MAS 7601 Education of Diverse Populations and Exceptional Children in the Middle and High School (3 credits)
- MAS 7602 School in a Multicultural Society (3 credits)
- MAS 7603 Strategies for Effective Teaching (3 credits)
- MAS 7604 Technology for Instruction (3 credits)
- MAS 7651 Adolescent Growth and Development (3 credits)
- MAS 7652 Reading in Content Areas (3 credits)
- MAS 77

Required Courses

| | | |
|------|------|--|
| MED | 6102 | E-Folio (0 credits) |
| MAS | 7602 | School in a Multicultural Society (3 credits) |
| MED | 6000 | Elementary Mathematics for Teachers (3 credits) |
| MEE | 7604 | Technology for Instruction (3 credits) |
| *MEE | 7601 | Education of Diverse Populations and Exceptional Children in the Elementary School Setting (3 credits) |
| *MEE | 7603 | Strategies for Effective Teaching (3 credits) |
| *MEE | 7631 | Child Growth and Development (3 credits) |
| OR | | |
| *MAS | 7651 | Adolescent Growth and Development (3 credits) |
| MEE | 7633 | Methods of Teaching Elementary Reading and Writing (3 credits) |
| MEE | 7637 | Methods of Teaching Elementary Mathematics (3 credits) |
| MRD | 7802 | Pr |

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

14.290.1.1.1. ()
 . . . 1, 201 .)

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

14.290.1.1.2. ()
 . . . 1, 201 .)

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

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

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

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

Program Purpose

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

MEC 7600 Practicum, Non-Certification

Option B, Certification:

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

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

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

ELEMENTARY STUDIES

MASTER OF EDUCATION

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

Admission

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

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

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

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

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

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

2. a. . . . (. 1, 201).

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

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

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

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

1,201 .)

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

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for

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

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

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

Program Design

The Master of Education in Elementary Studies is designed to meet the standards for certification at the elementary school level (grades K-6) in the State of Delaware. Although the program is designed for teacher candidates with bachelor's degrees in fields other than education, the courses will also be available to certified teachers. Wilmington University will accommodate teachers who are already certified by providing alternatives to the clinical semester.

Outcomes Assessment

The assessment of content knowledge, pedagogy, learning theory, and performance competencies is accomplished through satisfactory attainment of specific course objectives; satisfactory

performance on tests of general education (1000-1001, 1002-1003, 1004-1005, 1006-1007, 1008-1009, 1010-1011, 1012-1013, 1014-1015, 1016-1017, 1018-1019, 1020-1021, 1022-1023, 1024-1025, 1026-1027, 1028-1029, 1030-1031, 1032-1033, 1034-1035, 1036-1037, 1038-1039, 1040-1041, 1042-1043, 1044-1045, 1046-1047, 1048-1049, 1050-1051, 1052-1053, 1054-1055, 1056-1057, 1058-1059, 1060-1061, 1062-1063, 1064-1065, 1066-1067, 1068-1069, 1070-1071, 1072-1073, 1074-1075, 1076-1077, 1078-1079, 1080-1081, 1082-1083, 1084-1085, 1086-1087, 1088-1089, 1090-1091, 1092-1093, 1094-1095, 1096-1097, 1098-1099, 1100-1101, 1102-1103, 1104-1105, 1106-1107, 1108-1109, 1110-1111, 1112-1113, 1114-1115, 1116-1117, 1118-1119, 1120-1121, 1122-1123, 1124-1125, 1126-1127, 1128-1129, 1130-1131, 1132-1133, 1134-1135, 1136-1137, 1138-1139, 1140-1141, 1142-1143, 1144-1145, 1146-1147, 1148-1149, 1150-1151, 1152-1153, 1154-1155, 1156-1157, 1158-1159, 1160-1161, 1162-1163, 1164-1165, 1166-1167, 1168-1169, 1170-1171, 1172-1173, 1174-1175, 1176-1177, 1178-1179, 1180-1181, 1182-1183, 1184-1185, 1186-1187, 1188-1189, 1190-1191, 1192-1193, 1194-1195, 1196-1197, 1198-1199, 1200-1201, 1202-1203, 1204-1205, 1206-1207, 1208-1209, 1210-1211, 1212-1213, 1214-1215, 1216-1217, 1218-1219, 1220-1221, 1222-1223, 1224-1225, 1226-1227, 1228-1229, 1230-1231, 1232-1233, 1234-1235, 1236-1237, 1238-1239, 1240-1241, 1242-1243, 1244-1245, 1246-1247, 1248-1249, 1250-1251, 1252-1253, 1254-1255, 1256-1257, 1258-1259, 1260-1261, 1262-1263, 1264-1265, 1266-1267, 1268-1269, 1270-1271, 1272-1273, 1274-1275, 1276-1277, 1278-1279, 1280-1281, 1282-1283, 1284-1285, 1286-1287, 1288-1289, 1290-1291, 1292-1293, 1294-1295, 1296-1297, 1298-1299, 1300-1301, 1302-1303, 1304-1305, 1306-1307, 1308-1309, 1310-1311, 1312-1313, 1314-1315, 1316-1317, 1318-1319, 1320-1321, 1322-1323, 1324-1325, 1326-1327, 1328-1329, 1330-1331, 1332-1333, 1334-1335, 1336-1337, 1338-1339, 1340-1341, 1342-1343, 1344-1345, 1346-1347, 1348-1349, 1350-1351, 1352-1353, 1354-1355, 1356-1357, 1358-1359, 1360-1361, 1362-1363, 1364-1365, 1366-1367, 1368-1369, 1370-1371, 1372-1373, 1374-1375, 1376-1377, 1378-1379, 1380-1381, 1382-1383, 1384-1385, 1386-1387, 1388-1389, 1390-1391, 1392-1393, 1394-1395, 1396-1397, 1398-1399, 1400-1401, 1402-1403, 1404-1405, 1406-1407, 1408-1409, 1410-1411, 1412-1413, 1414-1415, 1416-1417, 1418-1419, 1420-1421, 1422-1423, 1424-1425, 1426-1427, 1428-1429, 1430-1431, 1432-1433, 1434-1435, 1436-1437, 1438-1439, 1440-1441, 1442-1443, 1444-1445, 1446-1447, 1448-1449, 1450-1451, 1452-1453, 1454-1455, 1456-1457, 1458-1459, 1460-1461, 1462-1463, 1464-1465, 1466-1467, 1468-1469, 1470-1471, 1472-1473, 1474-1475, 1476-1477, 1478-1479, 1480-1481, 1482-1483, 1484-1485, 1486-1487, 1488-1489, 1490-1491, 1492-1493, 1494-1495, 1496-1497, 1498-1499, 1500-1501, 1502-1503, 1504-1505, 1506-1507, 1508-1509, 1510-1511, 1512-1513, 1514-1515, 1516-1517, 1518-1519, 1520-1521, 1522-1523, 1524-1525, 1526-1527, 1528-1529, 1530-1531, 1532-1533, 1534-1535, 1536-1537, 1538-1539, 1540-1541, 1542-1543, 1544-1545, 1546-1547, 1548-1549, 1550-1551, 1552-1553, 1554-1555, 1556-1557, 1558-1559, 1560-1561, 1562-1563, 1564-1565, 1566-1567, 1568-1569, 1570-1571, 1572-1573, 1574-1575, 1576-1577, 1578-1579, 1580-1581, 1582-1583, 1584-1585, 1586-1587, 1588-1589, 1590-1591, 1592-1593, 1594-1595, 1596-1597, 1598-1599, 1600-1601, 1602-1603, 1604-1605, 1606-1607, 1608-1609, 1610-1611, 1612-1613, 1614-1615, 1616-1617, 1618-1619, 1620-1621, 1622-1623, 1624-1625, 1626-1627, 1628-1629, 1630-1631, 1632-1633, 1634-1635, 1636-1637, 1638-1639, 1640-1641, 1642-1643, 1644-1645, 1646-1647, 1648-1649, 1650-1651, 1652-1653, 1654-1655, 1656-1657, 1658-1659, 1660-1661, 1662-1663, 1664-1665, 1666-1667, 1668-1669, 1670-1671, 1672-1673, 1674-1675, 1676-1677, 1678-1679, 1680-1681, 1682-1683, 1684-1685, 1686-1687, 1688-1689, 1690-1691, 1692-1693, 1694-1695, 1696-1697, 1698-1699, 1700-1701, 1702-1703, 1704-1705, 1706-1707, 1708-1709, 1710-1711, 1712-1713, 1714-1715, 1716-1717, 1718-1719, 1720-1721, 1722-1723, 1724-1725, 1726-1727, 1728-1729, 1730-1731, 1732-1733, 1734-1735, 1736-1737, 1738-1739, 1740-1741, 1742-1743, 1744-1745, 1746-1747, 1748-1749, 1750-1751, 1752-1753, 1754-1755, 1756-1757, 1758-1759, 1760-1761, 1762-1763, 1764-1765, 1766-1767, 1768-1769, 1770-1771, 1772-1773, 1774-1775, 1776-1777, 1778-1779, 1780-1781, 1782-1783, 1784-1785, 1786-1787, 1788-1789, 1790-1791, 1792-1793, 1794-1795, 1796-1797, 1798-1799, 1800-1801, 1802-1803, 1804-1805, 1806-1807, 1808-1809, 1810-1811, 1812-1813, 1814-1815, 1816-1817, 1818-1819, 1820-1821, 1822-1823, 1824-1825, 1826-1827, 1828-1829, 1830-1831, 1832-1833, 1834-1835, 1836-1837, 1838-1839, 1840-1841, 1842-1843, 1844-1845, 1846-1847, 1848-1849, 1850-1851, 1852-1853, 1854-1855, 1856-1857, 1858-1859, 1860-1861, 1862-1863, 1864-1865, 1866-1867, 1868-1869, 1870-1871, 1872-1873, 1874-1875, 1876-1877, 1878-1879, 1880-1881, 1882-1883, 1884-1885, 1886-1887, 1888-1889, 1890-1891, 1892-1893, 1894-1895, 1896-1897, 1898-1899, 1900-1901, 1902-1903, 1904-1905, 1906-1907, 1908-1909, 1910-1911, 1912-1913, 1914-1915, 1916-1917, 1918-1919, 1920-1921, 1922-1923, 1924-1925, 1926-1927, 1928-1929, 1930-1931, 1932-1933, 1934-1935, 1936-1937, 1938-1939, 1940-1941, 1942-1943, 1944-1945, 1946-1947, 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964-1965, 1966-1967, 1968-1969, 1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 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2994-2995, 2996-2997, 2998-2999, 3000-3001, 3002-3003, 3004-3005, 3006-3007, 3008-3009, 3010-3011, 3012-3013, 3014-3015, 3016-3017, 3018-3019, 3020-3021, 3022-3023, 3024-3025, 3026-3027, 3028-3029, 3030-3031, 3032-3033, 3034-3035, 3036-3037, 3038-3039, 3040-3041, 3042-3043, 3044-3045, 3046-3047, 3048-3049, 3050-3051, 3052-3053, 3054-3055, 3056-3057, 3058-3059, 3060-3061, 3062-3063, 3064-3065, 3066-3067, 3068-3069, 3070-3071, 3072-3073, 3074-3075, 3076-3077, 3078-3079, 3080-3081, 3082-3083, 3084-3085, 3086-3087, 3088-3089, 3090-3091, 3092-3093, 3094-3095, 3096-3097, 3098-3099, 3100-3101, 3102-3103, 3104-3105, 3106-3107, 3108-3109, 3110-3111, 3112-3113, 3114-3115, 3116-3117, 3118-3119, 3120-3121, 3122-3123, 3124-3125, 3126-3127, 3128-3129, 3130-3131, 3132-3133, 3134-3135, 3136-3137, 3138-3139, 3140-3141, 3142-3143, 3144-3145, 3146-3147, 3148-3149, 3150-3151, 3152-3153, 3154-3155, 3156-3157, 3158-31

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

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

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

Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the number of credit courses required for the degree as low as possible and still meet the accreditation requirements.

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

MEE 7996 Practicum I (1 credit)

MEE 7997 Practicum II (1 credit)

MEE 7998 Practicum III (1 credit)

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

MEE 8801 Student Teaching/Internship (9 credits)

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

Qualifications for Degree

To qualify for the Master of Education in Elementary Studies degree, a candidate must complete the course work and clinical

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

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

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

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

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

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

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

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and

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

Program Design

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

(1,201).

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

1,201 .)

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

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

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

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

Qualifications for a Degree

To qualify for a Master of Education in ESOL Literacy, a candidate must complete all courses: core and clinical, for a total of 33 semester credits. The MLL Content Test, which assesses knowledge of instructional competencies necessary for success in teaching ELLS, skills, strategies and materials, must be taken online and during MRD 7950, Seminar in Reading Research.

INSTRUCTION: GIFTED AND TALENTED

MASTER OF EDUCATION

Admission

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

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

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

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

4. Submit a valid United States teaching certificate.
5. International students must provide results from the Test of English as Foreign Language (TOEFL) and a

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

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

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

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education in Instruction: Gifted and Talented degree program competencies and the college-wide graduation competencies. Performance-based assessments are used to evaluate fieldwork, projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include observations of performance-based projects in authentic settings and mentoring sessions. A standards-based presentation portfolio

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

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

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

Qualification for Degree

To qualify for the Master of Education in Instruction: Gifted and Talented degree, a candidate must successfully complete a minimum of 33 credit hours with a GPA of at least a 3.0 average, complete a standards-based presentation program portfolio, and earn a passing score (157) on the PRAXIS II, Test Code 5358, Gifted Education exit assessment. The standards-based presentation program portfolio shows the candidate's level of expertise in acquiring the knowledge and skills described by the National Gifted Education Standards. The degree program must be completed within five years.

Delaware Certification - Teacher of Students Who Are Gifted and Talented

Current Delaware Department of Education regulations (DE Title 14, §1572) permit individuals who hold an initial continuing, advanced license, or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to August 31, 2003, and who hold a Standard Certificate in a subject (content), grade level, or area, to apply for a State of Delaware Standard Certificate as a Teacher of Students Who Are Gifted and Talented after successfully completing five (5) Wilmington University College of Education courses: The Gifted and Talented Child (3 credits); Psychology of Gifted and Talented Learners (3 credits); Creativity and Critical Thinking (3 credits); Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3 credits); and Practicum: Gifted and Talented Learners (3 credits), and earn a passing score (157) on the ETS Praxis II, Test Code 5358, Gifted Education.

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

NOTES:

Any changes in Delaware licensure and certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

INSTRUCTION: TEACHER OF READING

MASTER OF EDUCATION

Admission

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

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

1. Prior to registering for your first course:
 - Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee.
 - Complete the application online. www.wilmu.edu/admission/applyonline.aspx. Download the application. www.wilmu.edu/admission/documents/paperapp.pdf.
2. Register for MED 6102 (E-Folio) along with other course(s) selected.
3. Prior to completing your first course:
 - Provide an official transcript from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington University from the identified college or university.
 - Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair.

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

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

Program Purpose

The Master of Education in Instruction: Teacher of Reading degree program is designed for educators who are interested in acquiring research-based practices that advance literacy instruction. The program addresses practices related to instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; assessment strategies and

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

Program Competencies

The program competencies adopted for the Master of Education in Instruction: Teacher of Reading degree program are the International Reading Association (IRA) Standards for Classroom Teachers (2010). The M.Ed. in Instruction: Teacher of Reading degree program is designed to enable candidates to demonstrate their knowledge and skills in the following standards:

Standard 1. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Outcomes Assessment

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

Program Design

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

Course Requirements

Foundation Courses (18 credits)

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

Reading Concentration Courses (12 credits)

MED

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INSTRUCTION: TEACHING AND LEARNING

MASTER OF EDUCATION

Admission

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

1. Prior to registering for your first course:

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

Complete the application online. [http://www.wilmington.edu/graduateadmissions](#)

or

Download the application. [http://www.wilmington.edu/graduateadmissions](#)

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

3. Prior to completing your first course:

Provide an official transcript from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington University from the identified college or university.

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

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

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

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

Program Purpose

The Master of Education in Instruction: Teaching and Learning degree program is designed for educators who are interested in the in-depth study of teaching and learning focused on effective and reflective practices while developing skills to become leaders of teachers. Candidates study research-based practices to acquire knowledge and skills needed to promote the success of all students by advocating, nurturing, and sustaining a culture of learning, designing programs that promote student learning, and engaging in personal inquiry of a professional practice. Candidates explore personal practices and reflect upon ways to improve teaching and e areas tn:tTJ O le

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

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

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

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

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

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

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

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education in Instruction: Teaching and Learning degree program competencies and the college-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers.

Qualification for Degree

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

Certificate

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

READING

MASTER OF EDUCATION

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

Admission

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

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

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions.
3. Submit official (and complete) score reports demonstrating mastery of general knowledge,

2. Instructional Approaches, Materials, and Curriculum

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

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

3. Assessment and Evaluation

Program Design

The Master of Education in Reading program was designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), National Association of State Directors of Teacher Education and Certification (NASDTEC), Council for the Accreditation of Educator Preparation (CAEP) under the National Council for Accreditation of Teacher Education (NCATE), and International Literacy Association (ILA). Students who complete the program are eligible for a State of Delaware Certificate as a Reading Specialist. Candidates are required to register for MED 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy program competencies.

When compared to other current graduate programs in reading, four unique features are evident. First, the reading practicum is six (6) credits and must be completed over the length of a full semester. This practicum is in addition to another course in diagnosis and remediation which many institutions view as a practicum experience. A second difference is in the presentation of diagnosis, assessment and correction as one six-credit course. This allows candidates to see the complete process with the same individual and small groups of children. Most institutions offer two separate three-credit courses. It is also conducted through a site-based reading clinic, under the supervision of the course instructor. The third, and most unique requirement, is the inclusion of field experience in content area classrooms in a combined study of strategies and application of those strategies. Many programs have a content area reading course, but not one that requires field experience in content area classrooms. Finally, candidates must participate in local, state and/or national professional organizations.

Candidates in this program are required to collaborate and partner with teachers, administrators, specialists, and parents in assessment of reading, instruction in reading, designing reading programs, and conducting research in reading. Candidates, then, develop partnerships with a wide network of parties to support reading achievement in the school, home, and community as learning environments.

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

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

READING/ESOL LITERACY

Program Requirements

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

Completion of the degree includes successful completion of core courses, clinical courses, and a research course. Fifteen (15) semester credits of core courses in language, literacy, content area reading, literature and non-fiction materials for children and adolescents, and measurement, accountability and student learning, and second language acquisition, pedagogy and structure of language are required. The required clinical sequence includes twenty (23) semester credits with a minimum of 440 clock hours of practice. All of the core courses require some collaboration and practice in schools. The research seminar is three (3) semester hours and includes analyses of research and conducting research. All courses require interaction with children and/or teachers and paraprofessionals at multiple grade levels.

The clinical component requires candidates to arrange for time to be spent in elementary and secondary schools so that they can become familiar with classrooms and the learning environment K-12. In addition, time must be arranged to work with other teachers at the elementary and secondary levels, specialists, parents, and community organizations. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. Participation in the reading clinic is required as part of the diagnosis and assessment course. A grade of "B" is required in MRD 7903. Experience serving as a resource person to other professionals in middle and secondary schools is required. A final component requires candidates to attend school board meetings, community activities and be affiliated with either a local, state or national professional reading organization.

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

1,201).

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

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must also be taken and passed with a score of 149. Praxis scores should be sent to the university via ETS. They will also need to be posted in Taskstream. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed within five years.

Course Requirements

Master of Education in Reading leading to State Certification as a Reading Specialist K-12/ESOL Literacy (50 credits)

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

Core Courses

| | | |
|-----|------|---|
| MED | 6102 | E-Folio (0 credits) |
| MED | 7705 | Measurement, Accountability, and Student Learning |
| MLL | 7401 | Structure of English Language in English Language Learners |
| MLL | 7402 | Second Language Acquisition |

Content and Performance Assessment Requirements

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

The regulation states, in part:

14.290-1, 201).

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

14.290-1, 201).

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

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

Program Purpose

The Master of Education in School Leadership addresses research, theory, and practice related to effective schools, teaching and learning, and school reform. Translating theory into practice is a primary emphasis.

This 33-35 credit program is designed to (a) develop aspiring school leaders' knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources in an efficient,

equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

Program Competencies

The MED Program in School Leadership is designed to produce educational leaders who will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborate with families and community members, respond to diverse community (t* [(db19)-5 (lag83 Td (2.)Tand skil

completion. Field-based components are embedded in every course. Practicum/Internship experience/hours are aligned with certification requirements in Delaware, Maryland, Pennsylvania, and New Jersey. The program is normally completed in two to three years, although accelerated options make it possible to

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

SPECIAL EDUCATION

MASTER OF EDUCATION

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

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

Admission

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

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

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

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

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

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

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

Content and Performance Assessment Requirements

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

The regulation states, in part:

2.2.2.2.2 ()
1, 201).

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

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

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

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

AND

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

For Elementary School Special Education Teachers, Grades K-6

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

Reading and Language Arts Subtest (score of 157)

Mathematics Subtest (score of 157)

Social Studies Subtest (score of 155)

Science Subtest (score of 159)

Program Changes

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

... (...)
... 1,201 .)

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

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

Candidates must check-in periodically with a program advisor or program chair to obtain current and accurate information as to specific assessments and score requirements, because the Delaware Professional Standards Board sometimes modifies required tests and minimum acceptable scores. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral. All Delaware test score requirements can be accessed at this web address: <https://www.ets.org/praxis/de/requirements> 12112

Program Purpose

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

Students with disabilities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Master of Education in Special Education program has two distinct options which allow the master's candidate to focus on his/her individual needs and career goals. This non-categorical program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

in the specific county where the student attends the seminars. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than one (1) year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program Fall 2014, passing scores on the ETS Praxis Series Core Academic Skills for Educators (ETS #5712, 5722, and 5732), or other approved tests of general knowledge that satisfy Delaware Department of Education regulations are required.

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

The capstone clinical experience (is a full-time, full-day placement for at least 80 school days in an approved inclusive setting and in a content area/grade level that corresponds to a candidate's content area concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: a 3.00 or higher cumulative GPA, no Incomplete grades in required courses, passing PRAXIS (CORE) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year

MSE 7403 Diagnosis/Assessment/IEP Development
(3 credits)

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

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

- Acknowledges the competence of health professionals with diverse backgrounds, abilities, and experiences;
- Challenges health professionals to acquire new skills to respond to the changing health needs of individuals, families, and communities;
- Guides health professionals to critically examine the issues confronting health care;
- Encourages health professionals to participate effectively in the learning process; and
- Influences health professionals to pursue lifelong learning.

The master’s programs prepare graduates to:

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

The DNP program prepares graduates to:

- Be experts in specialized advanced nursing practice. Provide clinical leadership in the delivery of culturally competent care.
- Function effectively in advanced nursing practice roles at the highest level of clinical competence in a variety of settings.

Contributes to the highest level of nursing practice in 5 health settings. 0.00.02, Tw 0 -1.93

Year One - 100% Online

Spring

Block One DNP 7000
Bioethics for Advanced Practice Nursing

Block Two DNP 7101
Epidemiology in Advanced Practice

Summer

Block One DNP 7102
Prevention and Health Promotion I

Block Two DNP 7103
Prevention and Health Promotion
* Enrollment in DNP 7102 is a co-requisite

Fall

Block One DNP 7104
Policy and Politics in the Health Care
System

Block Two DNP 7105
Health Care Economics and the Business of
Practice

Year Two

Spring

Block One DNP 7106
Informatics in Health Care

Block Two DNP 7107
Applied Evidence Based Practice

Summer

Semester DNP 8000
DNP Project I

Fall

Semester DNP 8001
DNP Project II

Year Three

Spring

Semester DNP 8002
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6. Two statements of recommendation must be submitted from (1) an immediate supervisor and (1) professional colleague or academic professor. Personal recommendations are discouraged. Submit the recommendation letters directly to the Office of Graduate Admissions.
7. Complete submission of Statement of Goals
8. Documentation of Clinical Experience (as defined below):

The D.N.P. is a clinical doctorate requiring 1000 post-baccalaureate clinical hours as delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The 1000 post-baccalaureate clinical hours must be completed in a health care setting prior to doctoral degree conferral.

Five hundred (500) of the 1000 post-baccalaureate clinical hours must be completed prior to enrollment in the Wilmington University post-master's D.N.P. program. The remaining 500 supervised hours will be completed while enrolled in the D.N.P. program.

Therefore, each applicant is required to provide accurate and sufficient evidence describing how the 500 post-baccalaureate clinical hours were earned. This must be completed prior to entering into the Wilmington University D.N.P. program. Applicants can select and prepare one of the following in support of validating 500 post-baccalaureate clinical hours:

1. Validation by Advanced Practice Certification

Applicants who have earned an advanced practice certification (e.g. Nurse Practitioner [NP], Certified Registered Nurse Anesthetists [CRNA], Certified Nurse Specialist [CNS], and Certified Nurse Midwife [CNM]) must provide a copy of their current national certification as evidence of having completed 500 supervised clinical hours since completing a baccalaureate nursing education program.

2. Validation by Official Graduate Transcript

Applicants who have not yet earned an advanced practice certification, but have completed the graduate degree, must provide a thorough description of the supervised clinical/practicum hours completed while enrolled in an NP, CRNA, CNS, or CNM program as validated by an official transcript.

Acceptable descriptions include any of the following:

- 1) Course syllabi that demonstrate the number of clinical hours required in each course,
- 2) Official clinical logs which record the clinical hours in each course,
- 3) An official letter from the graduate nursing program director, and/ or

- 4) An official letter from the mentor who supervised the required clinical hours.

3. Validation by Professional Portfolio

Although we welcome all other strong applicants, those applicants who do not have a certification or did not earn 500 clinical practicum hours in their graduate nursing program must provide evidence of 500 hours in the form of a professional portfolio describing relevant, clinical projects.

Examples of project documents are welcome, as well as any other supporting documentation that helps the admission committee understand why the applicant's portfolio should be considered as appropriate evidence for the required 500 supervised hours.

NURSE PRACTITIONER: FAMILY, ADULT/ GERONTOLOGY

MASTER OF SCIENCE IN NURSING

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. Students are admitted to this program twice per year for courses starting each Fall or Spring Semester (New Castle Family NP option only, No Georgetown admission or admission into the Adult Gerontology Track in the Spring semester). For consideration and admission to the Master of Science in Nursing: Nurse Practitioner program, all applicants must satisfactorily submit or complete the following:

1. A completed Wilmington University graduate application form and the non-refundable application fee by March 1st for consideration of admission to the Fall semester and September 1st for consideration of admission to the Spring semester.
2. Proof of current unencumbered RN licensure (copy of computer verification acceptable).
3. Official transcripts reflecting the following:
 - a. Graduation from a regionally accredited baccalaureate program in nursing.

b. Completion of an undergraduate statistics course, with a grade of “C” or higher.

c. Completion of an undergraduate health assessment course, with a grade of “C” or better, or an equivalent continuing education course (Nurse Practitioner concentrations only).

The nurse practitioner concentrations are designed to meet the standards for advanced registered nurse practice established by the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners. The course of study adheres to criteria for accreditation established by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education.

Several courses contain laboratory and/or clinical experiences in conjunction with the classroom experience. Selected courses have an associated fee. In order to participate in clinical experiences, students will need to show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. The University, under a group policy, carries professional liability insurance coverage for students. Students are encouraged to maintain separate RN professional liability insurance coverage, but this is not required.

The program is to be completed within a five year time frame. However, students who miss more than one year of study are required to repeat select courses due to the nature of the material.

ADULT/GERONTOLOGY NURSE PRACTITIONER CONCENTRATION

This program can be completed in 32 months. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete a minimum of 600 clinical hours. Courses are not listed in the order of completion.

Adult/Gerontology Nurse Practitioner

Core Courses (12 credits)

| | |
|----------|--|
| MSN 6502 | Contemporary Concepts in Advanced Practice Roles |
| MSN 6606 | Research in Nursing Practice |
| MSN 7741 | Politics and Policy in the Healthcare System |
| MSN 7750 | Teaching and Learning in Nursing |

Related Courses (6 credits)

| | |
|----------|-------------------------------------|
| MSN 6603 | Advanced Physiology/Pathophysiology |
| MSN 7703 | Advanced Pharmacology |

Primary Care Courses (30 credits)

| | |
|----------|---|
| MSN 7702 | Advanced Adult Health Assessment |
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 7707 | Primary Care III: Gender Health Issues |
| MSN 7708 | Primary Care IV: Acute and Chronic Care of Geriatrics |
| MSN 7709 | Advanced Geriatric Assessment and Health Promotion |

| | |
|----------|---|
| MSN 8111 | Practicum I—Adult/Gerontology Practicum |
| MSN 8214 | Practicum II—Adult/Gerontology Practicum |
| MSN 8224 | Practicum III—Adult/Gerontology Practicum |
| MSN 8331 | Practicum IV—Adult/Gerontology Practicum |
| MSN 8344 | Practicum V—Adult/Gerontology Practicum |

POSSIBLE COURSE SEQUENCE

Year One

Fall

| | |
|----------|--|
| MSN 6502 | Contemporary Concepts in Advanced Practice Roles |
| MSN 6603 | Advanced Physiology/Pathophysiology |

Spring

| | |
|--|-----------------------|
| MSN 7703 | Advanced Pharmacology |
| Any Core MSN Course (MSN 6606, 7750, 7741) | |

Summer

| | |
|----------|----------------------------------|
| MSN 7702 | Advanced Adult Health Assessment |
| MSN 7709 | Advanced Geriatric Assessment |

Year Two

Fall

| | |
|----------|--|
| MSN 7705 | Primary Care II Acute and Chronic Care of Adults |
| MSN 8111 | Practicum I - Adult/Gerontology Practicum |

Spring

| | |
|---|---|
| Any Core M.S.N. Course (MSN 6606, 7750, 7741) | |
| MSN 7708 | Primary Care IV: Acute and Chronic Care of Geriatrics |
| MSN 7707 | Primary Care III: Gender Health Issues |
| MSN 8214 | Practicum II - Adult Gerontology Practicum |

Summer

| | |
|---|---|
| MSN 8224 | Practicum III - Adult/Gerontology Practicum |
| Any Core M.S.N. Course (MSN 6606, 7750, 7741) | |

Year Three

Fall

| | |
|---|--|
| Any remaining Core M.S.N. if applicable | |
| MSN 8331 | Practicum IV - Adult/Gerontology Practicum |

Spring

| | |
|----------|---|
| MSN 8344 | Practicum V - Adult/Gerontology Practicum |
|----------|---|

FAMILY NURSE PRACTITIONER CONCENTRATION

This program can be completed in 32 months. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits

| | |
|----------|---|
| MSN 7702 | Advanced Adult Health Assessment |
| MSN 7709 | Advanced Geriatric Assessment and Health Promotion |
| MSN 7703 | Advanced Pharmacology* |
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 7707 | Primary Care III: Gender Health Issues |
| MSN 7708 | Primary Care IV: Acute and Chronic Care of Geriatrics |
| MSN 8104 | Certification Adult/Gerontology Practicum I** |
| MSN 8204 | Certification Adult/Gerontology Practicum II |
| MSN 8304 | Certification Adult/Gerontology Practicum III |

* May be accepted as transfer credits

** May be accepted as Prior Learning Assessment

Adult Nurse Practitioner—

Seeking Adult/ Gerontology Nurse Practitioner (18 credits/ 500 clinical hours)

| | |
|----------|---|
| MSN 7707 | Gender Health Issues* |
| MSN 7708 | Primary Care IV: Acute and Chronic Care of Geriatrics |
| MSN 7709 | Advanced Geriatric Assessment and Health Promotion |
| MSN 8104 | Certification Adult/Gerontology Practicum I** |
| MSN 8204 | Certification Adult/Gerontology Practicum II |
| MSN 8304 | Certification Adult/Gerontology Practicum III |

* Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis

**May be accepted as Prior Learning Assessment

Adult Nurse Practitioner—

Seeking Family Nurse Practitioner (18 credits/ 500 clinical hours)

| | |
|----------|--|
| MSN 7701 | Child Development and Assessment |
| MSN 7704 | Primary Care I: Acute and Chronic Care of Children |
| MSN 7707 | Primary Care III: Gender Health Issues* |
| MSN 8103 | Certification Family Practicum I** |
| MSN 8203 | Certification Family Practicum II |
| MSN 8303 | Certification Family Practicum III |

* Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.

**May be accepted as Prior Learning Assessment

Family Nurse Practitioner (30 credits/ 500 clinical hours)

| | |
|----------|----------------------------------|
| MSN 6603 | Advanced Pathophysiology* |
| MSN 7701 | Child Development and Assessment |
| MSN 7702 | Advanced Adult Health Assessment |
| MSN 7703 | Advanced Pharmacology* |

| | |
|----------|--|
| MSN 7704 | Primary Care I: Acute and Chronic Care of Children |
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 7707 | Primary Care III: Gender Health Issues |
| MSN 8103 | Certification Family Practicum I |
| MSN 8203 | Certification Family Practicum II |
| MSN 8303 | Certification Family Practicum III |

* May be accepted as transfer credits

Courses are listed in order of sequence.

Gerontology Nurse Practitioner—

Seeking Adult/ Gerontology Nurse Practitioner (15 credits/ 500 clinical hours)

| | |
|----------|---|
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 7707 | Primary Care III: Gender Health Issues |
| MSN 8104 | Certification Adult/Gerontology Practicum I** |
| MSN 8204 | Certification Adult/Gerontology Practicum II |
| MSN 8304 | Certification Adult/Gerontology Practicum III |

* Many GNP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis

**May be accepted as Prior Learning Assessment

Pediatric Nurse Practitioner—

Seeking Family Nurse Practitioner (18 credits/ 500 clinical hours)

| | |
|----------|---|
| MSN 7702 | Advanced Adult Health Assessment |
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 7707 | Primary Care III: Gender Health Issues* |
| MSN 8103 | Certification Family Practicum I** |
| MSN 8203 | Certification Family Practicum II |
| MSN 8303 | Certification Family Practicum III |

*Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.

**May be accepted as Prior Learning Assessment

Women's Health Nurse Practitioner—

Seeking Family Nurse Practitioner (18 credits/ 500 clinical hours)

| | |
|----------|--|
| MSN 7701 | Child Development and Assessment |
| MSN 7704 | Primary Care I: Acute and Chronic Care of Children |
| MSN 7705 | Primary Care II: Acute and Chronic Care of Adults |
| MSN 8103 | Certification Family Practicum I* |
| MSN 8203 | Certification Family Practicum II |
| MSN 8303 | Certification Family Practicum III |

**May be accepted as Prior Learning Assessment

NURSING LEADERSHIP: EXECUTIVE, EDUCATOR, OR LEGAL NURSE CONSULTANT

MASTER OF SCIENCE IN NURSING

Admission

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

1. A completed Wilmington University graduate application form and the non-refundable application fee before registering for your first graduate course.
2. Proof of current unencumbered RN license, (copy of computer verification acceptable).
3. Register for either MSN 6500 or MSN 6502 as your first course.
4. Prior to completing your first course:
 - a. Submit official transcripts reflecting the following:

Prerequisite Course Requirements

All students are required to have prerequisite knowledge of statistics. If the student has not completed an undergraduate course in statistics with a grade of “C” or better, he or she will be required to complete statistics prior to registering in MSN 6606 Research in Nursing Practice and/ or prior to consideration for degree candidacy (completion of 12 credits). If an undergraduate course in statistics has not been successfully completed, the following course is appropriate:

MAT 308 Fundamentals of Statistics

Core Requirements

All M.S.N. degree students are required to take the following courses:

MSN 6502 Contemporary Concepts in Advanced Practice Roles (Beginning September 2015, MSN 6502 replaces MSN 6501 Advancement of Nursing Science)

MSN 6606 Research in Nursing Practice

MSN 7741 Politics and Policy in the Health Care System

MSN 7750 Teaching and Learning in Nursing

Program Design

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

To fulfill the requirements of the M.S.N. Leadership program, students must complete all courses, consisting of 36 credit hours, while maintaining a grade point average of 3.0 or better. Students complete course work with an emphasis in executive practice, the educator role, or the legal nurse consultant role. The program is interdisciplinary, with course work through the Colleges of Education and Business in addition to the College of Health Professions. Technology is integrated into the program, and nursing courses may be offered in a distance learning format. Students in all concentrations can spend time in the final capstone courses in a variety of ways: e.g., field practice time, small project, or thesis development.

All concentrations are designed to develop the students’ knowledge of research to improve the practice of nursing and strengthen the awareness of contemporary influences on health care needs of individuals, families, and communities. Philosophy of nursing leadership and health care expands the foundation for ethical decision making as students develop skill

in working within the context of prevailing systems of care. The program is usually completed within a two to three year time-frame; however, it must be completed within five years.

Executive

Knowledge of local, national, and global health care policies will enable the professional nurse to work with other professionals in establishing priorities. Beyond this foundational knowledge, the nurse leader needs to refine skills relevant to individual career goals. Selected course work may emphasize entrepreneurial, policy, or management roles of the nurse leader.

Educator

Skilled educators are needed to teach students, clients, and staff. Depending on the student’s particular interest, course work will provide the opportunity for increased knowledge and skills for the current or future educator.

Legal Nurse Consultant

The Legal Nurse Consultant (LNC) role is a functional specialty practice of nursing. Legal nurse consultants use critical thinking and expert knowledge of health care systems and professions to assess health care practice standards applicable to nursing. Courses at Wilmington University prepare students to meet the standards of LNC practice. For LNC students, the

| | | |
|-----|------|--|
| MSN | 8500 | Capstone |
| MSN | 6641 | Philosophical Perspectives of Nursing Leadership |
| OR | | |
| MSN | 6645 | Bioethics in Nursing Practice |
| HCA | 7730 | Health Insurance and Reimbursement |
| HCA | 7740 | Legal Aspects in Health Care |
| MGT | 6501 | Organizational Theory and Design |
| MGT | 6503 | Leadership Development and Change Management |
| MHR | 7830 | Finance and Accounting for Managers |

Educator Concentration Requirements (24 credits)

| | | |
|-----|------|---|
| MSN | 6500 | Leadership Roles in Advanced Nursing Practice |
| MSN | 6607 | Evidence-Based Decision-Making in Nursing |
| MSN | 7753 | Curriculum Development |
| MSN | 7752 | Clinical Teaching and Evaluation |
| MED | 7710 | Technology and the School Environment |

| | | |
|-----|------|--|
| MSN | 6641 | Philosophical Perspectives of Nursing Leadership |
| OR | | |
| MSN | 6645 | Bioethics in Nursing Practice |
| MSN | 8400 | Capstone |
| MSN | 8500 | Capstone |

Legal Nurse Consultant Concentration (24 credits)

| | | |
|-----|------|---|
| MSN | 6607 | Evidence-Based Decision-Making in Nursing |
| MSN | 6645 | Bioethics in Nursing Practice |
| MSN | 7310 | Legal Issues in Nursing Practice |
| MSN | 7320 | Practices in the Realm of Nursing and the Law |
| MSN | 7330 | Entrepreneurship for Nurses |
| MSN | 7350 | Forensic Nursing: Clinical and Legal Implications |
| MSN | 8600 | LNC Capstone |
| MSN | 8700 | LNC Capstone |

The six-credit capstone is earned by completing a field practicum, a small project, or research thesis and by submitting a final scholarly paper and professional poster. The student works with an individual faculty in a collaborative effort throughout the process.

This program may be completed in 24 to 27 months. However, students do have up to five years to complete the program. Students must complete all courses, consisting of 36 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses.

DUAL DEGREE MSN WITH MSM/HCA OR MSN WITH MBA/HCA

Students may wish to earn both a Master of Science in Nursing (M.S.N.) and a Master of Science in Management (M.S.M.) with the Health Care Administration (H.C.A.) focus; or the Master of Business Administration (M.B.A.) with the Health Care Administration (H.C.A.) focus.

Admission, progression, and graduation requirements are a coordinated effort between the Colleges of Health Professions and Business. The dual degree program is 51 credits; however, the MSN/MBA program has specific pre-requisite requirements. Students remain under the College of Health Professions' graduate program chair for advisement and the Capstone process. A course selection guide is available from the MSN Nursing Leadership Program Chair.

Post-M.S.N. Nursing Leadership Certificate Options

As employment opportunities and demands of the health care environment change, nurses at the graduate level need additional specialty education. The College of Health Professions at Wilmington University has developed several options for nurses holding an earned M.S.N. degree: Executive, Educator, and Legal Nurse Consultant certificates.

All candidates for the post-master's certificate must make an application to the program as a certificate candidate and must meet the admission requirements for the M.S.N. program. A course of study may be individualized based on the type of M.S.N. held by the candidate. Applicants may obtain a Graduate Certificate Program Form by downloading it from the Wilmington University Registrar's webpage.

Post-M.S.N. Nursing Leadership Certificate Program Competencies

Through completion of the selected certification program, graduates will:

Executive Role

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

Educator Role

1. Incorporate findings from teaching/learning theories and research to educate individuals and groups.
2. Fulfill a leadership role in the area of education by facilitating and encouraging the exploration and application of knowledge.

Legal Nurse Consultant

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

Course of Study

Executive Role

(15 credits)

- MSN 7750 Teaching and Learning in Nursing
MSN 7755 Executive Leadership field practicum

HCA 7720 Health Policy and Economics

HCA 7730 Health Insurance and Reimburse

HCA

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

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

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

The Clinical Mental Health Counseling program at Wilmington University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Administration of Justice students with a minimum GPA of 3.75 who have completed 27 credits are invited to join the Alpha Phi Sigma Honor Society. Alpha Phi Sigma is the only National Criminal Justice Honor Society for

ADMINISTRATION OF HUMAN SERVICES

MASTER OF SCIENCE

Admission

1. Before registering for your first course:
 - Submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Steps for Registration:
 - Register for either AHS 6600 or AHS 6640 as one of your first semester courses.
3. Prior to completing your 1st course:
 - a. Submit an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington University Graduate Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
 - b. Meet with the program chair for a program planning conference. Students are encouraged to bring a statement of career goals and resume for discussion at the meeting.
4. Prior to completing your 4th course:
 - a. Submit a statement of career goals.
 - b. Submit a resume.

Program Purpose

The Master of Science degree in the Administration of Human Services is geared toward working professionals who seek the knowledge and skills to lead non-profit organizations, for profit service providers, and government agencies that provide social services to a wide variety of client populations. The course of study will provide recent graduates in the behavioral sciences with the necessary tools to succeed in the human services arena. The program provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. The degree has been developed in close consultation with the professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program. The program will prepare scholarly practitioners who are poised to pursue careers or enhance their current positions in a variety of human services positions.

Program Design

Courses have been designed in accord with the standards of the Council for Standards in Human Service Education. The core of the program is anchored in the identified disciplines of research, theory, and ethics with a balance of professional practice that gives the program a real world flavor. This core will provide the student with the academic quality and rigor required as a base from which to build, according to individual interests and needs in a specific area of human services. Elective course offerings provide the students with the flexibility to

5. Demonstrate the ability to design, implement, evaluate, assess and research the needs of human services communities and organizations.
6. Demonstrate knowledge of information management and information technology as it relates to human service delivery systems.
7. Analyze, interpret, and evaluate the legal and ethical issues that impact and influence human services, and demonstrate an understanding of the ethical issues and standards in the field.
8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning as a scholarly practitioner in human services.
- 9.

ADMINISTRATION OF JUSTICE

MASTER OF SCIENCE

Admission

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

1. Before registering for your first course:
 - Submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Register for MAJ 6633 as one of your first semester courses.
3. Prior to completing your 1st course:
 - a. Submit an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington University Graduate Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
 - b. Students are encouraged to meet with the program chair for a program planning conference. Students taking advantage of this opportunity should bring the statement of career goals and resume for discussion at the meeting.
4. Prior to completing your 4th course:
 - a. Submit a statement of career goals.
 - b. Submit your resume.

Program Purpose

The Master of Science in Administration of Justice is dedicated to the creation of a pool of scholarly practitioners who are poised to pursue careers or enhance their current positions in a variety of criminal justice professions. Graduates are provided the necessary skills to succeed in both the public and private sectors as upper-level management decision-makers. The program provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. The degree has been developed in close consultation with the professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program.

Program Design

The Master of Science in Administration of Justice is designed to meet the educational needs of the criminal justice field and to provide a challenging and rigorous program for scholars who will be challenged to excel in their careers in criminal justice and private sector. The program is designed to provide the necessary skills to succeed in both the public and private sectors as upper-level management decision-makers. The program provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. The degree has been developed in close consultation with the professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program.

4. Incorporate the use of technology and computer-based research in a variety of applications that are necessary for modern criminal justice practitioners.
5. Recognize the relationships between the theoretical and practical approaches to the study of criminal justice that are associated with the explanations of crime and criminal behavior.
6. Foster an environment that encourages students to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the decision making process.
7. Design and interpret research in criminal justice.
8. Develop an understanding of the professional, ethical,

with an emphasis on modern terrorism, risk assessment and management, as well as the practical legal implications involved.

Core Courses

Five courses as listed above

Area Specialization Courses

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

Electives

- MAJ 6601 Typologies of Crime
- MAJ 6605 Supervision and Management
- MAJ 6607 Workplace Law and Liability
- MAJ 6608 Police Executive Leadership
- MAJ 6609 Violent Crime
- MAJ 6610 White Collar Crime
- MAJ 6611 Victimology
- MAJ 6612 Drugs and Society
- MAJ 6613 Mental Health and the Law
- MAJ 6614 Addiction Studies
- MAJ 6615 Therapeutic Strategies for Criminal Justice Offenders
- MAJ 6616 Judicial Procedures
- MAJ 6618 Contemporary Issues in Corrections
- MAJ 6619 Forensic Behavior Analysis
- MAJ 6632 Quantitative Applications
- MAJ 6634 Leadership Through Films
- MAJ 6900 Thesis Supervision
- MAJ 6901 Graduate Practicum

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

LEADERSHIP AND ADMINISTRATION CONCENTRATION

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

Core Courses

Five courses as listed above

Area Specialization Courses

- MAJ 6605 Supervision and Management
- MAJ 6606 Crisis Management

MAJ 6607 Workplace Law and Liability

MAJ 6608 Police Executive Leadership

Electives

Select any three courses offered in the program.

Qualifications for Degree

To qualify for the Master of Science in Administration of Justice degree, a student must satisfy the fully admitted requirements and complete a minimum of 36 credit hours, maintaining a grade point average of 3.0. The program must be completed within five years. Students may transfer up to six credits from accredited graduate programs completed before matriculation at Wilmington University. This may include graduate studies completed as part of the Federal Bureau of Investigation National Academy, Northwestern School of Police Staff and Command, and similar accredited programs based upon transcript review and the approval of the Program Chair.

Second Master Degree

Students are required to meet the following criteria when obtaining a second Master Degree in Administration of Justice or Administration of Human Services:

SECOND DEGREE IN ADMINISTRATION OF JUSTICE

The student will need to complete the 5 core courses and any 2 electives. However, if seeking the Administration of Justice degree with a concentration, the student will need to complete the 5 core and the 4 concentration courses.

SECOND DEGREE IN ADMINISTRATION OF HUMAN SERVICES

The student will need to complete the 6 core courses and any 1 elective.

CLINICAL MENTAL HEALTH COUNSELING

MASTER OF SCIENCE

Please refer to “The Graduate Admissions Process” section for general graduate admission information. Applicants for admission to the Master of Science degree in Clinical Mental Health Counseling (CMHC) should request a CMHC admissions application packet from the Wilmington University Graduate Admissions Office. Applicants should apply for admission to begin studies in the summer term by submitting a fully completed application that includes all requested supporting documentation. All applicants must submit the following:

1. A graduate application for admission to Wilmington University and a non-refundable application processing fee.
2. Official transcripts sent directly to the Wilmington University Graduate Admissions Office from all accredited colleges, universities, or other degree-granting institutions attended at the undergraduate and graduate levels. Official verification of completion of a bachelor’s degree is required prior to matriculation.
3. Typed written responses to the two required CMHC thought questions included in the CMHC admissions application packet following the guidelines specified therein.
4. Two Recommendation Forms for Graduate Admission included in the CMHC admissions application packet completed by individual references who can attest to an applicant’s aptitude for graduate-level study, openness to self-reflection, and personal and professional self-development. Letters of recommendation may supplement the forms but are not acceptable in lieu of the forms.
5. A current resume.
6. A signed copy of the CMHC Program Retention and Review Policy statement included in the CMHC admissions application packet.

The CMHC program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the CMHC admissions committee.

#1

Objectives for Goal #1:

Become knowledgeable about the counseling profession and ethical practice in counseling

Become knowledgeable about social and cultural diversity

Become knowledgeable about human growth and development

Become knowledgeable about career development

Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives

Become knowledgeable about group work

Become knowledgeable about assessment

Become knowledgeable about research and program evaluation

Competencies Expected for these Objectives:

Proficient knowledge base in each subject area

Proficiency in the application of subject area knowledge

Proficiency in oral and written communication related to subject area knowledge

#2

each student is assigned an academic advisor who guides and assists the student with the varied demands of the program, including curricular decisions.

Qualifications for the Master of Science Degree

to the ever-changing landscapes in homeland security. Courses have been carefully selected and designed in consultation with professional practitioners to ensure that the most current issues and topics are included in the curriculum. The faculty is carefully recruited from the field to ensure that the class presentations are as current as the events in the professional arena. The Capstone project is earned by completing a field practicum, a small project, or research study and by submitting a portfolio or final paper.

Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today's learners have while pursuing their goal of advanced academic studies. The Master of Science in Homeland Security program is designed and delivered entirely online. This offers the students the convenience of completing their degrees while working toward career advancement.

Program Competencies

1. Explain the ethical, social, cultural, and legal issues surrounding homeland security.
2. Locate, analyze, and evaluate information to identify the trends and threats to homeland security.
3. Apply relevant knowledge and utilize technology to manage homeland security operations and resources to promote safe environments in local, state, and federal government, and in private industry.
4. Create professional relationships in the field and in the community that promote sensitivity to cultural differences.
5. Employ effective oral and written communication skills.

Program Requirements

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

Course Requirements

The Master of Science in Homeland Security is intended to provide students with the academic capital needed for successful careers in the field. The degree also provides a sound foundation for entry into other professional endeavors and/or the opportunity to meet an intellectual interest in this very challenging field of study.

Core Courses

All students must satisfactorily complete the following core courses:

| | |
|----------|---|
| MHS 7000 | Contemporary Issues in Homeland Security |
| MHS 7001 | Sociology of Terrorism |
| MHS 7002 | Legal Aspects and Policy of Homeland Security |
| MHS 7003 | Risk Assessment and Management |
| MHS 7004 | Crisis Leadership |
| MHS 7033 | Research Methods |

INFORMATION ASSURANCE CONCENTRATION

Core Courses

Six courses as listed above ET BT 9 0 0 9 374.994 747jg9825.0851 Tm [

SAFETY AND SECURITY CONCENTRATION

Core Courses

Six courses as listed above

Area Specialization Courses

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

Qualifications for Degree

To qualify for the Master of Science in Homeland Security degree, a student must satisfy the fully admitted requirements and complete a minimum of 33 credit hours, maintaining a grade point average of 3.0. The program must be completed within five years. Students may transfer up to six credits from accredited graduate programs completed before matriculation at Wilmington University. This may include graduate studies completed as part of the Federal Bureau of Investigation National Academy, Northwestern School of Police Staff and Command, and similar accredited programs based upon

POST-MASTER'S CERTIFICATE IN CHILD AND FAMILY COUNSELING

CERTIFICATE OF ADVANCED STUDIES

The counseling field is becoming more specialized and competitive. Increasingly, counselors are expected to be competent with a wide range of populations, problem areas, and treatment methods. There is an increasing demand for advanced training. This Certificate of Advanced Studies in Child and Family Counseling meets a need in professional training for the post-master's-level professional who wants to develop a specialty in counseling practice with children and families. Students may obtain a Graduate Certificate Program Form by downloading it from the Wilmington University Registrar's webpage.

Area Specialization Core Courses

MCC 6901 or MHC 6901

Classification of Psychopathology

MCC 7501 or MHC 7501

Family Counseling

MCC 8010 Child and Adolescent Counseling

MCC 8030 Human Sexuality Counseling

MCC 8070 Marriage and Relationship Counseling

MCC 8080 Advanced Family Counseling

Admissions Requirements

The following are required for admission:

1. A completed Wilmington University graduate application

application

application

TECHNOLOGY

The mission of the College of Technology is to explore the conceptual and practical aspects of information technologies and to address the challenges of design in digital media communications from a creative, technical, and managerial perspective such that students will become competent practitioners, able in the use of technology and capable of assuming a leadership role in its stewardship and implementation. Toward those ends, the faculty is committed to providing an academically challenging, aesthetically pleasing environment that will foster the development of creative and innovative projects to meet the challenges of a constantly changing profession.

The Master of Science program in Information Systems Technologies is designed to meet the workplace needs for talented professional employees with advanced knowledge about managing information systems. After completion of the program, graduates will possess working knowledge of the technology and will be capable of applying technology as an informational and business asset. Graduates will also be able to apply management skills to the thoughtful integration of information technology into strategic business, educational and governmental activities.

Epsilon Pi Tau is an international honor society that encourages academic excellence of students in fields devoted to the general study of technology and the preparation of practitioners for the technology professions. It recognizes and provides services to students in degree and certificate programs in accredited higher education institutions offering associate through doctoral degree programs.

It provides recognition of individuals for achievement and leadership, and is a medium for professional development. Membership in Epsilon Pi Tau is open to technology students and professionals with careers in technology. Students are considered for membership in this International Honorary Society because of their academic excellence. Only those individuals who have shown scholastic success are considered.

Master of Science

Information Systems Technologies

Geographic Information Systems

Information Assurance

Internet/ Web Design

Management and

Management Information Systems

Certificates

SCADA Cyber Security

Game-Based Learning

INFORMATION SYSTEMS TECHNOLOGIES

MASTER OF SCIENCE

Admission

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

1. Before registering for your first course, please submit a graduate application for admission accompanied by a non-refundable \$35 application fee.
2. Steps for registration:
 - a. Register for IST 7000 as the first course in the IST program.

- Demonstrate the ability to apply various models concerning planning, organizing, controlling, and actuating an informational environment within a modern organization.

Program Design

The graduate program in Information Systems Technologies is designed using guidelines as published jointly by the Association for Computing Machinery and the Association for Information Systems. Students who successfully complete the graduate degree program in Information Systems Technologies will possess a working command of current informational practices that can immediately be applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including professional services engagements and the acquisition and management of informational infrastructure. The managerial nature of this program is closely aligned with the business curriculum at Wilmington University, but with a decidedly technological (or alternatively, a “design”) leaning. As each student is expected to choose a concentration that caters to their vocational predispositions, competencies in the management of specifically tailored aspects of technology, and the synergies attributable to an interdisciplinary learning approach, are expected to be program outcomes. Students graduating from the MS-IST program should be prepared to provide leadership in the Information Systems (IS) field. Graduates will have the following skills, knowledge, and values:

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

MS-IST Program Requirements

The 36-credit MS-IST program is designed around a set of five building blocks. The courses in the IS Foundations and Business Foundations blocks are prerequisites for the program. Students with inadequate backgrounds in these areas are required to take additional courses and will therefore require additional credits to complete their degrees. The IS Core block defines the minimal knowledge required of all MS-IST students. This knowledge is both technical and managerial in scope. The core represents a standard that defines the MS-IST program and differentiates it from traditional computer science programs. The five building blocks are:

- IS Foundations
- Business Foundations
- IS Core
- Integration
- Concentrations

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

A minimum foundation of essential prerequisite knowledge is needed to prepare students for the remainder of the curriculum.

Information Systems Foundations

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

Business Foundations

The minimum area requirements are three courses on the basics of business: one on internal organizational considerations, one on external organizational considerations, and a third course in one area of business.

A graduate with an MS in IST needs to know a number of business-related topics if he/she is to function well in an IS job, particularly if that job involves managing in a private or

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MS-IST Core Course Requirements

The six core courses listed below are required for program completion.

| | | |
|-----|------|---|
| IST | 7000 | Data Management |
| IST | 7020 | Analysis, Modeling and Design |
| IST | 7040 | Data Communications and Networking |
| IST | 7060 | Project and Change Management |
| IST | 7100 | IT Policy and Strategy |
| IST | 8100 | Integrating the Enterprise, IS Function, and IS Technologies—Integration Capstone Component |

The process of “integration” constitutes the capstone emphasis

- Option two primarily applies to students following the Information Assurance Concentration and the Management and Management Information Systems Concentration and affords students an opportunity to complete an Action Research Methodology, establishing an improvement to their business or personal environment.
- Option three applies to students that wish to pursue an internship (internships must be completed as a semester course).

The Complete MS-IST Curriculum

The MS-IST program can be completed in a minimum of 36 credits by students with considerable preparation. Such students would take:

- 15 credits of core courses
- 3 credits of integration
- 15 credits in a concentration
- 3 credits of Field Experience/Internship

Qualifications for Degree

To qualify for the Master of Science degree in Information Systems Technologies, a student must successfully complete a minimum of 36 credit hours (12 courses), including an Integration Capstone Component and a Field Experience/Internship. Both are intended to enhance a student's occupational interest through the correlation of theory and practice. Students must maintain a minimum cumulative grade point average of 3.0. The program must be completed within five years.

GAME-BASED LEARNING CERTIFICATE

Leverage the Power of Games

From pre-adolescent to senior citizens, electronic game play is not just for recreation; electronic gameplay is engaging and provides an active learning environment. The Game-Based Learning courses will focus on how to maximize student learning, engage your audience, and convey complex messages with simple and fun methods. Heavily rooted in STEM, this cer

SCADA CYBER SECURITY CERTIFICATE

Guarding the Critical Infrastructure, Systems, and Processes

Supervisory Control and Data Acquisition (SCADA) is the system that monitors and controls critical infrastructure, processes, and other systems. SCADA is used in various industries and processes, including power generation and transmission, water treatment, transportation, pipelines, etc.

SCADA Cyber Security protects and mitigates threats to the SCADA system, the critical infrastructure, processes, and related systems. The security courses in this graduate level certificate focus on SCADA Cyber Security from a strategic perspective.

The certificate requires 15 graduate credit hours (as identified below). Prerequisites for registration are Post-Baccalaureate status, and networking experience or training. If a student does not have the networking background, then they must take IST-7040 (Data Communications and Networking) to fulfill the prerequisite. This Certificate requires students to complete three IST credits and twelve SEC credits from the list of core courses below.

Core Courses

| | | |
|-----|------|---|
| IST | 7060 | Project and Change Management |
| IST | 7100 | IT Policy and Strategy |
| SEC | 6080 | Industrial Control Systems (ICS) Security |
| SEC | 6082 | SCADA Architecture |
| SEC | 6084 | SCADA Risk Management and Auditing |
| SEC | 6086 | SCADA Security Awareness and Standards |

COURSE DESCRIPTIONS

AHS 6600

3 credits

Survey of Human Services

This course reviews the historical foundations and development of human services and provides the context for how different human services emerged. The course will explore the various political, legislative and social influences on the development of human services.

AHS 6610

3 credits

Administration of Human Service Organizations

This course will provide basic knowledge, theory and skills in the administrative aspects of the human service delivery system. Issues of supervision, management and development of paid and volunteer staff will be addressed. Fiscal administration, including the creation of budgets, grant and

AHS 7630 3 credits

Communication in Human Services

Developing small group, organizational and intercultural communication skills is vital for managers in human service organizations. Critical thinking for problem solving and decision-making will be addressed. Students will learn skills for dealing effectively with conflict. In addition, written communication vehicles like performance appraisals and related employee documentation will be discussed.

AHS 7634 3 credits

Leadership through Films

The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character, motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.

AHS 7640 3 credits

Social Policy, Advocacy and Human Services

To effect social change through advocacy is a basic tenet of human services. This course will provide students with the theory, knowledge, and skills to analyze, interpret, and influence social policy and laws and engage in the necessary theoretical, anal

AHS 7690

3 credits

Volunteer Management

Volunteers are the backbone of many non-profit organizations.

DNG 6600 3 credits
Crisis Leadership

This capstone course is designed to allow the student to demonstrate his/her ability to incorporate the material learned from the previous five courses into a cogent professional approach that reflects an understanding of the big picture, defines individual decision-making and strategic processes, ability to build networks and understanding across service entities and, most importantly, the ability to serve local, state and national interest effectively with this new focus. Prerequisites: DNG 6100, 6200, 6300, 6400, and 6500

DNP 7000 3 credits
Bioethics for Advanced Practice Nursing

This course will explore bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to the advanced practice, DNP nurse. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated. Analysis of leadership roles for the DNP within the context ethics and utilization of healthcare resources are studied in the context of ethical conflicts.

DNP 7101 3 credits
Epidemiology in Advanced Practice

This course provides an overview of the epidemiological approach to the study of public health problems in a community. Students will learn various methods to measure the burden of disease in a population, how to organize epidemiologic data, and the application of descriptive and analytic epidemiologic methods. In addition, the course will provide an introduction to biostatistics.

DNP 7102 3 credits
Prevention and Population Health I

This course will prepare the DNP student to develop and evaluate approaches to health care delivery that address the needs of various populations with a focus on prevention, quality of health care, diversity and patient safety. In Section I the DNP student will analyze epidemiologic, biostatistical and environmental data related to individual, aggregate and population health and synthesize interventions related to prevention, health promotion and access to care. The DNP student will be expected to apply these principles along with knowledge of nursing science to conduct a comprehensive and systematic assessment of health and illness as it relates to prevention and population health. Students will be expected to complete 28 hours of practicum during the course.

DNP 7103 3 credits
Prevention and Population Health II

This course will prepare the DNP student to develop and evaluate approaches to health care delivery that address the needs of various populations with a focus on prevention, quality of health care, diversity and patient safety. In Section II the DNP student will focus on the evaluation of care delivery models using concepts related to community, environmental and occupational health, as well as cultural and socioeconomic dimensions of care. The DNP student will have the opportunity to incorporate strategies that support sensitivity to diverse organizational cultures and populations in the clinical setting. Students will be expected to complete 28 hours of practicum during the course Prerequisites: Co-Requisite - DNP 7102

DNP 7104 3 credits
Politics and Policy in the Health Care System

This course examines the perplexing challenges faced in the United States healthcare system. Students will be engaged in critical analysis of health policy, while building knowledge to shape systems in politically astute ways. Concepts and issues related to health policymaking and political processes are explored for their impact on specific spheres of advanced nursing practice in contemporary health care systems. Legislative/regulatory and health care delivery/financing issues are examined in relation to the advanced practice nurse leader's role in health policy development and the impact these issues have on the health care system.

DNP 7105 3 credits
Health Care Economics and the Business of Practice

This course explores the role of the advanced practice nurse within a changing health care system. Students will explore the economic implications of the current economics and healthcare policies as a major impact on systems and advanced practice nursing. Theories of leadership, safety, quality, risk outcomes and financial structures for practice will be discussed, providing a framework for change contextually within advanced practice.

DNP 7106 3 credits
Informatics in Health Care

This course will provide a comprehensive examination of health care informatics. The role of advanced practice nurses in policy making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical workflow integration will be explored. The course will present strategies related to the utilization of information technology in quality improvement implementation, evidence-based practice, administrative and clinical decision-making, and patient and clinician education.

DNP 7107

3 credits

Applied Evidence-Based Practice

This course explores the philosophical underpinnings for nursing knowledge relevant to the role of the Doctor of Nursing Practice (DNP). Quantitative and qualitative research methods related to the generation of evidence will be analyzed related to practice. Students will develop search strategies to answer questions related to their topic of interest. The value of evidence-based care principles will guide the student into successful planning and implementation of their project.

DNP 8000

3 credits

Doctor in Nursing Practice Project I

This course will provide the doctor of nursing practice (DNP) student the opportunity to incorporate strategies of health promotion, health maintenance, disease prevention, cultural competence, ethics, bioethics, informatics, and clinical management techniques in health care. Students will identify a pertinent topic discovered through evaluation of evidence-based literature. The Project Chair will guide students in making a contribution applicable to their practice setting, community, and/ or career focus. Students will formulate a statement of the problem, a brief review of the literature, methods to be used, anticipated results, and potential implications of the project. Students will be prepared to verbally present their DNP Proposal to the DNP Project Chair and project committee member(s) by the semester's end Prerequisites: DNP 7000-7107

DNP 8001

3 credits

Doctor in Nursing Practice Project II

DSN 6050

Markup Languages Advanced Authoring

3 credits

EDD 7208 3 credits EDD 7300
Adult Development and Leadership P

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

EDD 7209 3 credits
Innovation and Leadership

This course is designed to facilitate creative and critical thinking in order to create a "culture of innovation" in the organizational environment. Motivating people towards a vision is an important aspect of keeping an organization fresh and growing and this class will help students develop that creative "seed" as well as the necessary applications for the organizational environment.

EDD 7210 3 credits
Leadership and Communication

This course focuses on the primary tool that all Leaders must possess in order to be effective and efficient in their organizational environments, the ability to communicate. It weaves together specific skills that all leaders should strive to develop to include "storytelling", public communications, the ability to navigate through organizational politics and how to build a "learning organization".

EDD 7211 3 credits
Culture, Structure, and Leadership Succession

All leaders must understand the relationship between culture and structure in their organizational environments. This class will help students build the necessary skill sets to utilize culture and structure to their advantage in building a successful organization and succession plan.

EDD 7212 3 credits
Organizational Learning and Leadership

This class is designed to help leaders transform their organizations into "Learning Communities". Students will learn the necessary skill sets to become organizational consultants, to properly design training and development programs for their staff as well as professional growth options for their staff.

3 credits

learning experience. Students in the Educational Leadership concentration will only take EDD 7402. EDD 7402 is a PreRequisite for EDD 7403 for students in the Organizational Leadership Concentration.

EDD 7403

3 credits

Problem-Centered Research II

This course is the second of two courses designed to prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. The course will explore what sound research means and how design choices influence the validity/credibility of

EDT 6005 **3 credits**
Applications in Educational Technology

Selecting and using information and communication technologies to facilitate learning and creative expression are the main foci. Topics include content, instruction, pedagogy and motivation, the design of interactive learning environments, collaboration, and creativity. Using audio/ video software, productivity tools, and knowledge construction tools to design and develop digital media, candidates will design interactive instruction that engages and promotes innovative thinking, problem solving, critical thinking and creativity in various learning environments. Participating with global professional learning communities is a required component. Discussions forum topic focus upon promoting interactivity, collaboration, creativity and innovative thought. Prerequisites: MED 6102 E-folio

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

The design, development, and evaluation of digital learning experiences for the purpose of facilitating digital-age learning and conducting assessment for learning are the main foci. Using online software applications and digital media production tools, candidates will design and develop authentic learning experiences and interactive instruction that promote innovative thinking, creativity, and self-assessment. Topics include instructional design, visual literacy, computer-based instruction, and assessment/evaluation for individualized and collaborative learning environments. Participating with global professional learning communities is a required component. Discussion forum topics focus on ways to enhance and enrich professional practice by participating in shared decision-making and community building of curricula. Prerequisites: EDT 6000 or EDT 6005 and MED 6102 E-folio

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

The course explores the latest trends in technology that are likely to have an impact on collaboration, innovative thinking, inquiry, research, and creative expression. Course activities will focus on experimenting with and acquiring skills in the latest technologies to build learning communities, instructional media, and foster relationships for a global and digital society. Candidates use learning management systems as a way to communicate relevant information and ideas. Topics include emerging technologies, technology genres and fluency, digital applications and technologies that support research, media-rich multisensory learning environments, and creativity thinking for innovation and original solutions. Prerequisites: EDT 6000 or EDT 6005, EDT 6010 and MED 6102 E-folio

EDT 6030 **3 credits**
Electronic Delivery Systems

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

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

Candidates inquire about ethical, legal, and social issues associated with being a digital citizen in a global society. Using electronic digital systems, software, and applications, candidate create learning environments that are based on best practices of fair use, incorporate the integration of assistive technologies for diverse needs of students, promote equitable access and the social negotiation of policies and practices, and encourage collaboration. Topics include self-expression, online and cultural identities, and social and equity justice within digital environments. Prerequisites: EDT 6000 or EDT 6005, EDT 6010, EDT 6020 and MED 6102 E-folio

EDT 6045 **3 credits**
Special Topics in Educational Technology

The course is a capstone course focused on professional capacity to facilitate the adoption and diffusion of a new technology initiative. The project requires conducting inquiry into the management of a technology initiative, writing a technology plan for implementation, and sharing a prototype and data results with an established local or global learning community. Candidates will be involved in shared decision-making and collaboration while demonstrating fluency in technology. Topics explored include adoption and diffusion, data-driven decisions, legal issues, professional development, and professional leadership capacity. Prerequisites: EDT 6000 or EDT 6005, EDT 6010, EDT 6020, EDT 6030 or EDT 6035 and MED 6102 E-folio

ESL 6150 **3 credits**
Research Writing for Non-Native English Speakers

This course expands the international student's writing preparation on previous ESL courses to prepare international students for research level writing requirements. It will focus on augmenting research skills, critical reading skills, and advanced writing skills through the preparation of a research paper based upon in-depth analysis of scholarly sources. The course will emphasize the proper use and formatting of sources according to APA style guidelines. It will also identify the most common grammatical and mechanical errors made by ESL students while providing opportunities to correct these errors through in-class exercises, homework, and quizzes. Please note

the minimum passing grade is a “B”. This course is required of graduate level international students as part of the ESL program. Students who receive a waiver for any or all of the other four ESL courses may still be required by their college to complete ESL 6150 during their first semester.

GIS 6000 **3 credits**
Geographic Information Systems Science and Technology

‘Geo-spatial Information Science and Technology’ provides the theory and origin for the practice of geo-spatial analysis in GIS. This course introduces the fundamental mathematics, physics and modern technology in usage by the geospatial sciences. Topics necessary to perform mapping, inventory, data conversion, and analysis are covered. Aspects of the applied field include the fundamentals of: measurement, units, precisions, accuracies, projections, datum(s), conversions, geo-spatial models (2D/3D/4D, geodetic, geo-referencing), GIS data types, application programming, remote sensing, and global positioning systems. These core areas provide the foundation for our mapping systems and resulting cartographic visualizations.

GIS 6010 **3 credits**
Applied Geographic Information Systems

Geographic Information Systems are powerful and a relatively new form of spatial information processing used by business, industry and government. GIS is a unique data base management system which incorporates analytic geographic techniques to capture, manipulate, analyze, and display spatial data. This course deals with the design and use of GIS analytic

GIS 6090

3 credits

Topics in Geographic Information Systems

This course is an intensive study of selected contemporary topics in Geographic Information Systems. Emphasis is placed on research in areas pertinent to the current IT environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the field. The focus for each section will vary, and in a "Directed Study" format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter may change at each offering; students should refer to the course listing bulletin for the current topic.

Prerequisites: Pre-requisite/Co-requisite: GIS 6000

GMD 6000

3 credits

Game Literacy

This course provides students with a holistic understanding of the intricacies, aesthetics, and cultural elements of the world of "Gaming" through critical play, analysis, and discussions. A variety of game formats will be considered in the course, including board games and card games. However, the main focus will be on digital and video gaming on a variety of output devices. A focus on the history of video games (their creation, and the experiences they provide), as well as their influence on society will play a key role in class discussions. This course will prepare students with the vocabulary necessary to communicate effectively both inside and outside of the gaming realm. The course will provide a foundation for other courses, and instruction in gaming terms, techniques, and approaches for utilizing and leveraging "Gamification" for business, education, and marketing. This course provides a good foundation for

contracting issues in managed care organizations, preferred provider networks, and integrated delivery systems are assessed.

HCA 7740 **3 credits**

Legal Aspects in Health Care

This course provides an understanding of ethical and legal issues inherent in the provision of health services. The course considers issues related to disclosure and confidentiality, provider relationships, exclusive contracts, restrictive covenants, and social issues such as the provision of uncompensated care.

HCA 7745 **3 credits**

Marketing in the Health Care Sector

This course explores the application of marketing theories to the health care industry. Issues related to the measurement of patient satisfaction, physician recruitment, and product development will be examined through case analysis and an applied research project focused on the utilization of various marketing strategies.

HCA 7900 **3 credits**

Special Topics in Health Care Administration

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

IST 5000 **0 credit**

APA style and Academic Writing for Graduate Students

This course focuses on improving research writing skills, specifically focusing on using the Publication Manual of the American Psychological Association (APA) for format and style. Students will learn how to determine quality reference sources as well as how to synthesize information and correctly document their analysis. Instruction will include (but is not limited) how to correctly paraphrase, quote, use tables and figure, document references, and cite sources correctly using APA. Prerequisites: IST majors only.

IST 7000 **3 credits**

Data Management

This course covers the concepts, principles, issues, and techniques for managing corporate data resources. Also covered are techniques for managing the design and development of large database systems, including logical data models, concurrent processing, data distribution

technologies, while experimenting with selected emerging technologies; and 5) the role of the CIO.

IST 8100

3 credits

Integrating the Enterprise, IS Function, and IS Technologies

MAC 7600 3 credits
International Accounting and Taxation

Topics in this course are studied in the context of accounting in an international environment. Subjects include accounting for foreign currency transactions, foreign financial reporting and disclosure, transfer pricing, comparative accounting standards, taxation, and current issues in multinational accounting. Prerequisites: MAC 7500

MAJ 6600 3 credits
Criminological Theory

This course provides an overview of the nature and scope of crime and deviance through a comprehensive survey of criminological theories that presents a systematic and critical analysis of traditional and contemporary theory. Existing theories will be examined within the context of contemporary issues as students build upon classical theory in a variety of contexts and become familiar with the work of the theoreticians in the field. Major emphasis will be placed upon analyzing topics that demonstrate the relationship of theory to practice.

MAJ 6601 3 credits
Typologies of Crime

Criminal behavior and the various typologies of criminal activity will be studied through applied and theoretical perspectives. Case studies and court cases will be used to highlight the issues that impact on the various types of criminal activity. The course provides an examination of the criminal behavior that has led to the development of specialized categories of crime and criminals, including criminal career offenders and the occasional offender as it relates to white collar crime, organized crime, political crime, violent crime, property crime, and the variations of each.

MAJ 6602 3 credits
Criminal Justice Ethics

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

MAJ 6603 3 credits
Managing Diversity

This course addresses the diversity issues that impact the criminal justice agency both internally and externally. Students will review the cultural contributions of the several populations that criminal justice agencies serve. The behavioral cycleinal activi3f9 (,)70

of crisis management response teams, and dealing with the aftermath of crisis situations.

MAJ 6607 3 credits
Workplace Law and Liability

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

MAJ 6608 3 credits
Police Executive Leadership

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

MAJ 6609 3 credits
Violent Crime

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

MAJ 6610 3 credits
White Collar Crime

This course analyzes the usually nonviolent criminal conduct described as violations of trust. Typologies of white collar crime will be presented as occupational, governmental, corporate, financial, technical, professional, and religious in nature. Measurement and assessments of costs will include the economic and social damage. White collar crime will be presented through a review of the pertinent theories, including the work of Sutherland, Coleman, and Ross. Both the deviant and criminal aspects of these behaviors will be presented. A practical overview will include the prevention, detection, and prosecution of offenders as well as a survey of the law enforcement agencies tasked with specialized investigative responsibilities.

MAJ 6611 3 credits
Victimology

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

MAJ 6612 3 credits
Drugs and Society

Analysis and definition of drugs of abuse and their effect on society are presented in this course. Both the legal aspects and the social costs will be factored into the discussion. Controversial issues, including legalization and foreign relations, will be discussed. State and federal laws will be examined in light of other available options. Major offenders, including gangs and cartels, as well as current trends, strategies, and policies will be presented.

MAJ 6613 3 credits
Mental Health and the Law

The purpose of this course is to acquaint the criminal justice practitioner with the mental health field and the interaction between the two. Psychological evaluations, testing issues, insanity defense, forensic psychiatry, expert testimony, and the role of the mental health professional in criminal justice issues are included as discussion topics. Case studies and current issues will be presented in a seminar format.

MAJ 6614 3 credits
Addiction Studies

This course will review the addictive behaviors that professionals in the criminal justice system encounter on a regular basis. Substance and behavioral addictions will be reviewed in the context of victims and offenders. A variety of treatment protocols will be discussed to equip the criminal justice professional with the background to deal effectively with these criminal issues.

MAJ 6615 3 credits
Therapeutic Strategies for Criminal Justice Offenders

This course presents an overview of the strategies and various protocols that are used in the rehabilitation and counseling of criminal offenders who are incarcerated or assigned to residential facilities through judicial referrals. Institutional and non-institutional programs will be reviewed.

MAJ 6616

3 credits

Judicial Procedures

This course presents the legal framework for the study of criminal justice. Starting with an overview of the United States Constitution, the student will learn due process, probable cause, and the basic underlying concepts. Issues of search warrants,

and host country university professors to provide in-depth information on identified issues.

MAJ 6900 3 credits
Thesis Supervision

This is an integrative course in which the student is expected to write a research paper that utilizes the research methods and subject matter studied in previous courses in the program. The course must be scheduled as a capstone project and should be taken as one of the last courses in the student's program. Students should declare their intent to take this option early in the program so supervision can be arranged. This course is highly recommended for those students who plan to pursue further graduate studies. Permission of the Criminal Justice Coordinator is required. Prerequisites: MAJ 6632

MAJ 6901 3 credits
Graduate Practicum

This course is intended for the non-service graduate student who wants to experience 100 hours of supervised practice in a criminal justice agency setting. The student is provided opportunities to observe, describe, and understand the operations and functions of the host agency through a variety of on site contacts.

MAJ 7000 3 credits
Contemporary Issues in Homeland Security

Students will gain an understanding of the concept of Homeland Security and its relevance in today's society. The macro and micro definition of Homeland Security will be thoroughly discussed. An in-depth review of the events which placed Homeland Security as a top priority of the U. S. Government will be made. Students will be given an overview of the statutory authority given to officials in the various government entities who have responsibility for Homeland Security. This overview will include a review and discussion of the Homeland Security Act of 2002 and the U. S. Patriot Act. Review and discussion of the structures of federal, state and local entities responsible for Homeland Security and the means in which they are coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.

MAJ 7001 3 credits
Terrorism

Students will gain an understanding of modern terrorism. The focus of this course will be on terrorism with an emphasis on contemporary issues relating to Homeland Security. This course will address the impact that terrorism has on society and everyday life. Cultural and religious foundations of modern terrorism will be addressed as well as how the intelligence and law enforcement community deals with these issues. Students will learn the tactical and strategic solutions that are currently being employed in the field.

MAJ 7002 3 credits
Legal Aspects of Homeland Security

This course presents the overarching legal framework for counter-terrorism, particularly as it relates to global issues. The course will address constitutional, statutory, and regulatory issues relating to counter-terrorism law enforcement activities, including both authorizations and limitations.

MAJ 7003 3 credits
Risk Assessment and Management

Students will be exposed to the study of risk assessment and management in the context of Homeland Security. Topics will include threat assessment, analysis and management of critical infrastructure, resources and locations by both law enforcement and private industry. The course will include national threat assessment, analysis and management while emphasizing practical local and regional issues as well as hands-on planning utilizing case studies.

MAS 7601 3 credits
Education of Diverse Populations and Exceptional Children in the Middle and High School

MAS 7996

1 credit

Practicum I

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components

are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MAS 7996 and MAS 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MAS 7996 and MAS 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

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

This course gives the candidate the necessary skills to understand assessment techniques and to effectively assess student learning of skills, appropriate and necessary utilization of acquired data to evaluate and reflect upon student learning and the candidate's effectiveness in the classroom. Candidates will investigate approaches used to evaluate skill acquisition and how to develop assessments that align with instruction. Candidates will learn how to make data driven decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in school and

classroom settings, and will learn how to use data and research for solving problems in those settings. Applied Assessment and Research in the Classroom follows the requirements for Task 2 in PPAT, in a mock setting, allowing the candidate to understand the utilization of data requirements in the classroom and school setting that will be encountered in student teaching. Concurrent with MAS/MEE 7998; MSE 7993.

MAS 8801 **9 credits**
Student Teaching/Internship

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Secondary Education; 7-12. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisites: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis CORE and Praxis II Content Specific Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at <https://www.ets.org/praxis/de/requirements>. Program Chair approval is required for course registration.

MBA 5850 **3 credits**
Financial Accounting for MBAs

MBA 5850 presents the principles of financial accounting with emphasis on the four statements of financial accounting: balance sheet, income statement, statement of cash flows, and statement of owner's equity and retained earnings. With its focus on financial accounting statements, this course provides students with an understanding of accounting terminology, accounting concepts, transaction analysis, and the basic accounting model. A key learning objective in this course is a managerial perspective on the information provided in financial

MBA 7296

3 credits

International Finance

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

MBA 7301

3 credits

Business Support Systems

This course investigates the increasing use of the techniques of

MBA 7606 3 credits

Business to Business and Business to Government Marketing

The focus of this course is to explore the techniques of marketing products and services to business and industry. Subjects will include sales practices and methodologies that are unique to business markets, procurement practices and ethical guidelines. Attention will also be given to requirements needed in marketing to the government. Prerequisites: MBA 7600

MBA 7608 3 credits

Integrated Marketing Communications

The role of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization is the focus of this course. The development of an integrated marketing communications programs requires an understanding of the overall marketing process and how companies organize for advertising and other promotional functions. Related aspects such as customer behavior, communications theory, and how to set goals, objectives and budgets related to IMC plans are examined. Attention will be given to the various IMC tools used in contemporary marketing including advertising, direct marketing, internet and interactive marketing, sales promotion, publicity and public relations, and personal selling. There will be strong emphasis on the art of communicating effectively through various marketing media. Prerequisites: MBA 7600

MBA 7800 3 credits

Topics in Finance—Derivatives

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

MBA 7802 3 credits

Economic and Financial Analysis of Environmental Issues

This course discusses the economic costs and benefits of maintaining an ecologically friendly business enterprise while examining critical areas of concern such as how well the firm designs, utilizes and replenishes resources so that the earth's natural systems are sustained and not threatened.

MBA 7803 3 credits

Project Management with Sustainable Green Technologies

This course combines current operations and project management methods with “green” management techniques to help the business operate in a socially responsible way while profiting from today’s environmentally conscious product and

services. Discussions in this course will include globalization, green business ventures, recycling, eco-friendly products and practices, the concepts of Life-Cycle Assessment, and the ISO 14000 series of certifications.

MBA 7804 3 credits

Environmental Regulations and Ethical Issues

This course is designed to introduce the student to the legal, regulatory and ethical aspects of laws effecting environmental stewardship. Subjects discussed in this course will include environmental law and policy, toxic substance control, waste management, conservation and proper replenishment of natural resources and international environmental law.

MBA 7805 3 credits

Strategic Planning for Sustainable Organizations

Strategic Planning for Organizational Sustainability provides students with an understanding of strategic planning techniques integrating environmental and energy sustainability principles to improve the organization's bottom line. Students will learn concepts relating to costing, operational and capital improvement decision-making, risk assessment, cost / benefit and profitability analysis, supply chain and other external value relationships and avoidance of liability and other legal implications associated with governmental regulation and corporate governance.

MBA 7810 3 credits

Principles of Environmental Sustainability

Principles of Environmental Sustainability in Business provides students with an understanding of the need and pressures for businesses to incorporate environmental sustainability, resource management, and responsibility into effective business decision making at every level of the organization. Students taking this course will be introduced to the terms, definitions, and basic business strategies and practices that environmentally sustainable businesses embrace. Principles of Environmental Sustainability in Business examine the various methods that businesses use to create competitive advantage while maintaining a culture of sustainable practices. A general overview of evolving industry standards and regulations for environmental sustainability in business will be reviewed as well as ethical considerations.

MBA 8795 3 credits

MBA Internship

MBA students may apply for an approved internship to meet one of the two open electives in their program. An MBA internship offers students the opportunity to gain relevant work experience in business. Through this experience, the student gains a practical understanding of work in the industry,

experience on the job, enhancement of skills learned in the classroom, and contacts with professionals in the business world. Upon selection for an approved internship, MBA students must complete a minimum of 150 hours of compensated or uncompensated work within a 14-week semester. MBA students must have completed a minimum 18 credits in the MBA core and have a minimum cumulative GPA of 3.3. This course is graded satisfactory/unsatisfactory. Prerequisites: Completion of 18-credits in MBA core.

MBA 8799 **3 credits**
Thesis

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

MBA 8800 **3 credits**
Business Strategy

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

MCC 6401 **3 credits**
Theories of Counseling

Classical theoretical approaches to counseling from both the historical and contemporary perspective are examined. Major personality theories, their relationship to counseling theories, and the formation of a personal counseling theory are studied. Application in clinical settings is emphasized.

MCC 6402 **3 credits**
Human Development

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

MCC 6502 **3 credits**
Tools and Techniques of Individual Counseling

This course helps students put counseling theory into practice. The counseling process is discussed in generic terms, regardless of the theoretical base being used. Counseling methods are applied to personal/social development, academic development,

problem solving, and decision-making. Legal and ethical issues are discussed and analyzed. Prerequisites: MCC 6401, MCC 6505

MCC 6505 **3 credits**
Principles and Practices of Community Counseling

This course helps students gain knowledge and understanding of community counseling issues and the ethical standards of counseling practice. The administration and (unit)-15 (y counseling

impact of children with special needs on the family structure.
Prerequisites: MCC 6401, MCC 6502

MCC 7605

3 credits

Counseling Diverse Populations

the practicum, i.e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Six hundred (600) total clock hours are required for the practicum internship experience with a minimum accumulation of 240 clock hours in direct client contact. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 600 total clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8003

12 credits

Internship (600 hours)

Internship is the culminating experience of the counseling program. It is expected that the student will assume more professional responsibility during the internship than during the practicum, i.e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Six hundred (600) total clock hours are required for the practicum internship experience with a minimum accumulation of 240 clock hours in direct client contact. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 600 total clock hours. Internship is graded as Satisfactory (S) or Unsatisfactory (U). Prerequisites: MCC 7905, "B" average for all previous coursework

MCC 8010

3 credits

Child and Adolescent Counseling

This course teaches students the basic principles of assessment, conceptualization, and intervention with children and adolescents. A variety of developmental and multi-systemic treatment modalities will be covered including play therapy, family therapy, family and school consultation, strength-based approaches, motivational counseling, reality therapy. Prerequisites: MCC 7905, "B" average for all previous coursework. Six hundred (600) total clock hours are required for the practicum internship experience with a minimum accumulation of 240

MCC 8060

3 credits

Advanced Counseling and Psychotherapy

This course is designed for the counselors and psychotherapists who have at least two years of professional experience. It goes beyond basic counseling theory and practice to consider psychotherapeutic process in depth. Specific interventions will be taught, including cognitive-behavioral therapy, dialectical behavior therapy, and transtheoretical models. Relevant research on integrative psychotherapy and alternative/experimental treatments will be considered.

MCC 8070

3 credits

Marriage and Relationship Counseling

This course covers marital and intimate relationships from a developmental perspective, including normal and dysfunctional relational styles and cycles, and family of origin issues. Problem resolution, communications skills training, promotion of couples' growth as well as treatment of relationship dysfunction will be explored in detail. Gender, sexual orientation and ethnic issues will be examined.

MCC 8080

3 credits

Advanced Family Counseling

This course focuses on the skills and knowledge necessary for the successful practice of family counseling and therapy. Interventions specific to various models, including strategic family therapy and contextual family therapy will be taught, and special populations such as single parent and multigenerational families, as well as same-sex relationships will be considered.

MCT 6400

3 credits

Educational Psychology

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they

assignments will be required for students taking this course at the graduate level. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6405 **3 credits**
Career and Technical Education: Community and Business Relations

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level. Prerequisites: MED 6102 (for all students who began their career and technical degree programs on or after September 1,2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.)

MCT 6403
Career and Technical Education Assessment and Course Construction

The purpose of this course is to assist career-technical teachers in learning how to develop their courses to meet the needs in the workplace , the needs of students and to satisfy

MEC 6402 3 credits
Human Behavior and Child Development
This course is designed to prepare the candidate to apply knowledge of human behavior and child development to address issues using prevention, intervention and education. Emphasis is placed on the child and adolescent cognitive, social/emotional, and physical development factors which impact on the child's learning, behavior, and the counseling process. Theoretical models of development as well as current research-based literature will be utilized.

MEC 6501 3 credits
Principles and Practices of the Guidance Program
This course facilitates students' understanding of the philosophy, theory, and professional activities needed to organize and administer a comprehensive school-counseling program. Developmental K-12 guidance programs are explored. Students are required to visit and critique at least three school counseling programs: one elementary, one middle level, and one high school. The professional school counselor will provide insight into the organization and delivery of school counseling services. This course is a Prerequisite to MEC 6502, MEC 6503, MEC 7202.

MEC 6511 6 credits
Principles and Practices of a School Counseling Program
The primary focus of this course is to acquire the knowledge and skills to understand and implement a comprehensive school counseling program based on the ASCA National Model. The ASCA National Model themes of leadership, advocacy, collaboration and systemic change and the National Model quadrants of foundation, delivery, management and accountability are explored in detail. In addition, this course presents the challenges of the school counseling reform agenda of the past 25 years and how school counselors proactively responded to the call for providing every child with a quality education. A context is established to address what school counselors need to know and be able to do to successfully work with every student in the K-12 environment. School counselor skills including social justice advocacy, working with special populations and creating safe school environments are discussed. This is a capstone course and is to be taken immediately before the commencement of the clinical semester. Prerequisites: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701, MEC 7500, MEC 7202 and MEC 7501

MEC 6600 3 credits
Introduction to Drug/Alcohol Counseling
This course addresses the fundamental concepts and issues necessary to gain a basic understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.

MEC 6607 3 credits
Ethical Issues in School Counseling
This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed

MEC 6901

3 credits

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abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure. Socioeconomic, ethnic background and race are addressed in terms of their influence on children in families. Candidates will research and report on community and agency resources and referral services available for children and their families. To register for this course students must have completed MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and at least a 3.0 cumulative grade point average. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. Prerequisites: College Level = graduate and MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7502 **3 credits**

The Counselor as Consultant

This course focuses on the counselor as consultant in matters concerning child behavior, test interpretation, grades, and a child's ability to function socially, academically, and physically. Strategies for consulting with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in the school setting. Candidates examine distinctions between counseling and consulting and the need to increase collaborative consultations in schools, families, and the community. Prerequisites: College Level= graduate and MED 6102

MEC 7503 **3 credits**

Special Education Law and the School Counselor's Role

This course will review special education law, including relevant statutes, cases, and regulations. Students will receive advanced training in the development, monitoring, and implementation of IEPs and 504 Plans as related to school counseling. The course will also address professional issues related to the school counselor's role in the evaluation, referral, monitoring, and consultation of students with special needs. In addition, this course will help to develop awareness of one's own values and attitudes.

This is the first course in a two-course, two-semester, 6-credit sequence. Passing scores on the ETS Praxis Series Core Academic Skills for Educators exam (test codes: #5712, #5722 and #5732) or a valid state educator certificate are a required component of the clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: --MEC 6401, MEC 6402, MEC 6501, MEC 6607, MEC 7202, MEC 7203, MEC 7500, MEC 7701 --3.0 cum GPA --Completed clinical application submitted to MEC Assistant Chair

MEC 8001 **3 credits**

Supervised Elementary Internship II

This second internship course provides graduate students a continued opportunity to further develop counseling skills and to demonstrate clinical competence as a school counselor. Clinical hours, course assignments, intervention project and clinical seminars must be completed over the duration of a full 15-week semester. Passing Internship I and submitting new clinical paperwork are required components of the Internship II clinical application. See Clinical Program Manual for current and detailed information pertaining to the application and paperwork required for the internship. Prerequisites: MEC 8000 or MEC 8002; 3.0 cum GPA; Completed clinical application submitted to MEC Assistant Chair

MEC 8002 **3 credits**

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such as New Jersey and Maryland's SLLA (School Leader Licensure Assessment, ETS #1010), or Pennsylvania's ETS PRAXIS II Administration and Supervision (ETS #10410). Successful completion of one of these assessments is a requirement for the M.Ed. in School Leadership. Successful completion results in a Satisfactory grade for the course, and is necessary for program completion and degree conferral. A lab fee is required.

MED 6000

3 credits

Elementary Mathematics for Teachers

This course is designed to build a strong conceptual understanding of basic mathematics concepts. A basic premise of the course is that mathematics is more than the memorization of rules and procedures. The course will help teachers develop a clear understanding of fundamental mathematical concepts and learn how to teach mathematics in a student-centered,

sensitive, ethical, and open communications with and among all individuals, communities, and constituencies served by the school. It is recommended that this course be taken early in the MED School Leadership Program. Prerequisites: MED 6102

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

This course explores theory and practice related to organizational behavior, development, models, and change; shared decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics. It is recommended that this course be taken early in the MED School Leadership Program. Prerequisites: MED 6102

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

This course explores intellectual, moral, and practical dimensions of supervisory leadership, and links theory and practice related to staff selection, performance appraisal, and teacher renewal. The course examines how supervisory policies and practices define the working and learning environment in the school, how they reflect the values and culture of the school, how they relate to the broader community, and how they relate to school restructuring and change. The impact of supervisory leadership on student learning is a major focus. The course will include an introduction to the Framework for Teaching and a careful review of DPAS II. Students will have the opportunity to apply supervisory leadership principles and techniques in both simulated and authentic settings.

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

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

of school culture and environment are designed to support teaching and high-level learning.

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

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

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

This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society. The course promotes anti-discriminatory pedagogy and the value of diverse learning communities, and is designed to help educators develop teaching strategies and learning environments that are equitable and just for all students. The course explores strategies for removing barriers to student achievement and promotes equal educational access and opportunity regardless of family income, skin color, religion, gender, social group, ethnicity, sexual orientation/preference, age, cultural identity, language, or ability.

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

This course will prepare educators in three areas related to assessment and accountability; (a) understanding and using statistically sound procedures to collect, simplify, and describe data, and making inferences and decisions that can be supported by a knowledgeable analysis of data and/or relevant research; (b) understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the learning strengths and needs of individuals and sub-groups, generating community involvement and support, and developing school-wide school improvement strategies; especially in relation to NCLB mandates; and (c) gaining the knowledge and skills necessary to assist teachers in developing and using a variety of assessments, rubrics, and instructional strategies that can contribute to improved teaching effectiveness, improved stakeholder communications, and higher-level student learning.

The structured external assignment for this course is used to fulfill one of the portfolio requirements for MED 8900. Prerequisites: MED 6102

MED 7706 **3 credits**
The Principalship, Pre K–8

This course examines the role of the building principal in terms of four central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement, maintaining a constant focus on teaching and learning, involving all school/community stakeholders, and demonstrating ethical behavior. Each of these themes is explored in relation to the building principal's major areas of responsibility (listed in research-based rank order of importance): leadership; strategic planning; facilitating student learning; developing, implementing, and evaluating curriculum and instruction; selecting, supervising and evaluating staff; interpersonal relationships; staff development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on preK-8 schools, key issues relevant to secondary schools will also be addressed. Prerequisites: MED 6102

MED 7707 **3 credits**
The Principalship, 9-12

This course examines the role of the building principal in terms of four central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement, maintaining a constant focus on teaching and learning, involving all school/community stakeholders, and demonstrating ethical behavior. Each of these themes is explored in relation to the building principal's major areas of responsibility (listed in research-based rank order of importance): leadership; strategic planning; facilitating student learning; developing, implementing, and evaluating curriculum and instruction; selecting, supervising and evaluating staff; interpersonal relationships; staff development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on 9-12 schools, key issues relevant to preK-8 schools will also be addressed. Prerequisites: MED 6102

MED 7708 **3 credits**
Curriculum Leadership

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how

do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum. Prerequisites: MED 6102

MED 7709 **3 credits**
Personnel Administration

This course addresses human resource knowledge, collaborative bargaining, values, ethical behaviors, practices and skills that enable school administrators and staff to interact effectively in schools and school systems. Topics include, but are not limited to: certification and licensure issues; pension and other employee benefits; workers' compensation; staff recruitment, selection, appraisal and renewal; collaborative bargaining; employment policies and laws related to Equal Employment Opportunity, Title IX, NCLB, etc.; labor relations strategies; and community relations. Prerequisites: MED 6102

MED 7710 **3 credits**
Technology and the School Environment

This course addresses the six Technology Standards for School Administrators (TSSA) developed by the ISTE (International Society for Technology in Education). Those standards expect school leaders to: Inspire the development of a shared vision of comprehensive integration of technology and foster a school environment and culture conducive to the realization of that vision. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Apply technology in ways that enhance professional practice and increase the school leader's personal productivity as well as the productivity of others. Provide direction for the integration of technology tools into productive learning and administrative systems. Use technology to facilitate a comprehensive system of effective assessment and evaluation. Understand the social, legal, and ethical issues related to technology and apply that understanding in practice. Topics will also include a review of current state programs and long-range plans for school-related technology applications; computer basics; emerging technologies and their applications; productivity tools; using technology to enhance communications and manage information; using technology to

change classroom/school learning environments, teacher roles, and traditional power relationships; software review, selection, and licensing; and issues related to equity and open access.

MED 7712 **3 credits**
Curriculum Development

Candidates will explore processes in planning, implementation, and evaluation of programs and curriculum. Topics include curriculum planning; the design of instruction and units or courses that address learning differences while promoting thinking and metacognition; alignment of curriculum to content standards; instruction and assessments based on pedagogical approaches and learning experiences that will help all students succeed; and evaluation methods for program and curriculum improvement. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio

MED 7799 **3 credits**
Supervision and Curriculum Improvement

This course enables educators to explore, research, and collaborate in areas of particular professional and/or scholarly interest related to supervision and curriculum. Topics will include curriculum decision making/development, curriculum delivery, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The course will examine several different comprehensive school reform projects, including such efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Connect, the Accelerated Schools Project, Success for All, the Bay Area Reform Collaborative, DODDS (Department of Defense Dependents Schools) initiatives, and state-sponsored "reculturing" efforts.

MED 7802 **3 credits**
Psychology of the Gifted and Talented Learners

This course is designed to help educators identify and apply sound educational practices based on psychological principles and theories related to learners with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to human learning and motivation; definitions, characteristics, and incidences of giftedness; how to develop a classroom management plan to ensure intellectual, social, emotional, and physical development; and how to select, use, and interpret data from a variety of psychological and informal assessments to guide instructional and curricular decision making. Prerequisites: MSE 7400

MED 7803 **4 credits**
Creative and Critical Thinking

The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents.

MED 7804 **3 credits**
Curriculum Design and Instructional Strategies for Gifted and Talented Learners

This course is designed to help educators identify and use appropriate curricular, instructional, and assessment strategies to meet the needs of gifted and talented learners at both the school and district level. Educators will explore curriculum models, develop and implement instructional strategies, and design assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units. Prerequisites: MSE 7400 and MED 6102

MED 7805 **3 credits**
Earth Systems Science

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

MED 7806 **3 credits**
Climate Change and Earth Science

The course will focus on the Earth Systems science education (i.e., Biosphere, Geosphere, Atmosphere, and Hydrosphere). Candidates will use real-time data for authentic research to delve into the issues of climate change. As a technology-based course, students will design and develop instructional materials using computer and information technologies that meet the needs of students with diverse interests and needs. Topic discussions will include developing remote sensing labs, using technology-based applications to design remote sensing visualization tools, and developing a learning community for inquiry about ecological impacts of climate change.

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| <p>MED 7807 3 credits Creativity and Critical Thinking The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents. Prerequisites: MSE 7400 for Instruction: Gifted and Talented students only</p> | <p>that promote collaboration, positive social interactions, and active engagement. Instructional leadership for helping to understand diversity is undertaken. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> |
| <p>MED 7808 3 credits Assessment and Evaluation The course will focus on helping the candidate to develop competence in assessing student work in an educational setting (i.e., diagnostic, placement, formative and summative assessment strategies) and understanding program evaluation. The collection, analysis, and interpretation of data results for making shared-decisions about instruction, learning, and program evaluation will be emphasized. Instructional leadership to promote data driven decisions that impact student success is explored. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> | <p>MED 7813 3 credits Differentiated Instruction The course content focuses on the development and implementation of standard-based differentiated instruction for a broad spectrum of learners. Understanding approaches to assessing student learning needs, flexible teaching approaches, curriculum modifications, and opportunities for students to work in varied instructional formats will be addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> |
| <p>MED 7809 3 credits Instructional Design Candidates will explore the systematic design of instruction. The focus of the course is on the design, production, formative evaluation, implementation, and summative evaluation of instruction. Guiding instructional change for student success is addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> | <p>MED 7814 3 credits Problem-based Learning The course content focuses on understanding the pedagogy of problem-based learning and designing problem-based learning (PBL) instruction. Alternative assessment strategies are explored. Student-centered approaches to learning will be addressed. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> |
| <p>MED 7810 3 credits Psychology of Learning Candidates will focus on the examination of major psychological theories of learning and the relationship between instruction and learning for leadership capacity. Candidates will explore and reflect upon how theories inform and support professional practice, student development, and learning. Ways psychology can be of value in facilitating the teaching-learning process will be considered. Prerequisites: MED 6102 E-Folio</p> | <p>MED 7815 3 credits Innovations in Teaching The course content focuses on web-based course design and online pedagogies (blended learning) to create student-centered, collaborative learning environments. Candidates will develop web-based course activities, instruction, and assessments with online technologies. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> |
| <p>MED 7812 3 credits Culture and Learning Environments Candidates will inquire about the impact learning environments and a culture of learning have upon student achievement. The focus of this course is on ways teachers can establish, maintain, and promote safe, positive learning environments</p> | <p>MED 7816 3 credits Advanced Studies in Teaching and Learning The course is designed to promote reflective inquiry to advance teachers' knowledge and skills through collaborative learning communities. The course content focuses on teaching practices that improve teaching, learning, and student success. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio</p> <p>MED 7817 3 credits Professional Studies Candidates will complete an independent study project focused on broadening professional practice. The course enables educators the opportunity to implement innovative instruction. Evidence-based measures will provide indication of potential effect. The department chair must approve the</p> |

study. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102 E-folio

MED 7996 **3 credits**
Practicum for Gifted and Talented Learners

Candidates will work collaboratively in a school setting to learn, analyze, and reflect upon effective teaching practices appropriate for students identified as gifted and talented. Prerequisites: MSE 7400 and MED 6102

MED 8802 **3 credits**
Action Research Procedures

This course emphasizes the role of Teacher-as-Researcher and the value of action research, a form of self-reflective and systematic inquiry by practitioners on their own practice. The course prepares students to do quality action research in schools. Topics will include an analysis of different forms of action research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, the appropriate uses of technology, ways to draw conclusions from the research, and guidelines for the organization and preparation of scholarly manuscripts. Successful completion of the course requires the development and presentation of an approved proposal for the Action Research Project that is conducted in MED 8803.

MED 8803 **3 credits**
Action Research Project

This course replaces MED 8800 and is the capstone course for the M.Ed. degree in Instruction: Teaching and Learning and the M.Ed. degree in Instruction: Gifted and Talented Education. This supervised, independent research project enables students to apply knowledge and skills acquired in prior course work to practical or theoretical questions. The goals of the Action Research Project are the improvement of practice, gaining a better understanding of that practice, and improving the teaching/learning environment in which the practice is carried out. The course involves conducting and presenting the findings of an approved action research project in the context of a deliberately instructional and authentic setting. Orientation sessions are held each semester to explain project parameters, procedures, and expectations. Advisory sessions are held as needed. Prerequisites: MED 8802

MED 8804 **6 credits**
Action Research

The capstone course emphasizes the role of Teacher-as-Researcher and the value of conducting classroom and school-based action research. The semester course prepares students to conduct action research studies that will enhance professional practice and directly involve the candidates in

the process of educational improvement. Prerequisites: MED 7810 (for Instruction: Teaching and Learning students only) and MED 6102

MED 8900 **3 credits**
Practicum in School Leadership

This course provides opportunities for M.Ed. candidates to engage in leadership-related, authentic, supervised field experiences in approved school settings. The course requires the M.Ed. in School Leadership candidate to perform, analyze, and reflect on a specific set of tasks involving real responsibilities of school leaders. Completion of these tasks normally requires 120-200 hours of field-based work. The maabo 0.038 Tc acschool(v)6d weot(c)--5 (or62t of)-5 063 Tw can (e)8 (.) sc

and reflections related to at least 14 “critical incidents” that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required. Prerequisites: MED 6102

MED 8905

5 credits

Administrative Internship

This course requires a minimum of 300 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester.

This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an

Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required. Prerequisites: MED 6102

will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules. This course is for students starting fall 2015 and is a co-requisite with MED 6102, a pre-requisite for all other courses. Students entering prior to fall 2015 will take the 2 credit version.

MEE 7607 **3 credits**

Health and Physical Education

This course focuses on teaching the components of a healthy lifestyle to children in elementary school. Particular emphasis will be placed on the important role of exercise, friends and family, work and sexuality in maintaining good health. Recent findings and reports in medicine, exercise, diet and nutrition will be discussed. The course includes the development of knowledge and skills relative to health services, health education, childhood obesity, and a healthy school environment.

MEE 7631 **3 credits**

Child Growth and Development

Students must demonstrate competency in number systems and theory, real numbers, set theory, measurement, geometry, probability and statistics, algebra, trigonometry, and calculus.

teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MEE 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MEE 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

MED 6102, MEE 7996 and MEE 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education.

MEE 7998

1 credit

Practicum III

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s):

supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory. Prerequisites: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for

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| <p>MGT 7591 3 credits Leadership and Communication This course is an overview of the standards, procedures, and responsibilities of an organization as it engages in the internal and external dissemination of information. Issues in and procedures for achieving effective communication based on modern research and applications are addressed.</p> | <p>MGT 7600 3 credits Legal and Ethical Aspects of Organizations This course focuses on the legal and ethical aspects of organizations through a primary emphasis on contractual agreements under the uniform commercial code and employment and labor law. Ethical origins are explored and emphasized in a way that enables students to understand their ethical principles and framework as a foundation of management and leadership effectiveness.</p> | <p>MGT 7667 3 credits Diversity in the Workplace This course is designed to make the student think about diverse individuals in the workplace and aspects of diversity such as race, religion, sex, and ethnicity. Because each individual brings a special uniqueness to the workplace, an in-depth exploration of this topic is essential.</p> | <p>MGT 7668 3 credits Public Relations This course focuses on public relations and the deliberate, planned, and sustained effort to establish and maintain mutual understanding between an organization and the general public.</p> | <p>MGT 7710 3 credits Integrative Independent Study Project A This course is an introduction to organizational research. It focuses principally on the qualitative research paradigm used by practitioners to solve organizational problems. In this course, students learn and apply the ethical foundations for research and also a research process that includes the development of research problems and questions, the use of literature in research, and the establishment of a methodology for solving problems or creating new learning. The course is intended to prepare the student for their capstone MGT 8800 Integrative Independent Study Project B through the development of a research proposal that may be taken into the student's culminating independent study project.</p> | <p>MGT 7800 3 credits Strategy in Organizations This course explores the role of strategy and its creative use through the various schools of strategic design that include planning, analysis, visionary processes, mental and emergent</p> | <p>processes, negotiation, and environment. An appreciation of the contributions and limitations of the various schools of strategy is developed and from it emerges a coherent understanding of how strategy impacts organizations. In this course, students have the opportunity to develop an understanding of their strategic preferences as practicing managers and leaders.</p> | <p>MGT 8800 3 credits Integrative Independent Study Project B The MGT 8800 Integrative Independent Study Project is the culminating three credit hour course that combines theory and practice executed through a research methodology for the application of knowledge and skills which were acquired in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.</p> | <p>MHC 6401 3 credits Theories of Counseling Classic and contemporary theoretical approaches to counseling are examined in this course including major personality theories, counseling theories and learning theories. Clinical applications incorporating the influence of cultural diversity are also emphasized as well as the formation of a personal theory of counseling.</p> | <p>MHC 6402 3 credits Human Development This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theories of individual and family development and transitions across the life span are considered with an emphasis on the nature and needs of persons at various developmental stages and cultures and the impact of these stages on mental health.</p> | <p>MHC 6501 3 credits Tools, Techniques, and Strategies of Counseling I This course teaches introspective skills in order to develop a therapeutic relationship, maintain ethical boundaries, interview and counsel, and to cultivate self-awareness within the field of clinical mental health counseling. The course emphasizes the centrality for students to be nonjudgmental, reflective, and authentic towards one's internal perceptions of self, others, values, beliefs, and environment in order to fully engage in the helping profession. Specific learned skills are basic listening, self-awareness, stress management, self-care, mindfulness, empathy, and other practices that promote positive counseling outcomes. Prerequisites: MHC 6402 and MHC 6505</p> |
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MHC 6502 3 credits
Tools, Techniques, and Strategies of Counseling

This course teaches the principles of helping relationships, essential interviewing and counseling skills, and general intervention strategies relevant to the provision of culturally responsive clinical mental health counseling services. Emphasis is placed on skills and strategies that promote psychological resilience, enhance motivation, and assist clients in the prevention, management, and/or remediation of various issues including crises, developmental transitions, and ongoing dysfunctional behaviors Prerequisites: MHC 6401

MHC 6505 3 credits
Ethics and Practices of Clinical Mental Health Counseling

This course focuses on ethical practice and mental health law to help develop a deep understanding of legal and moral issues involved in professional practice. Ethical issues related to gender, sexual, racial, cultural and generational diversity will be discussed. This course also covers the history and philosophy of clinical mental health counseling including professional roles, functions and responsibilities with respect to interagency and interdisciplinary collaboration. Professional issues including the management of mental health services and programs, licensure, funding, records, expert witness status, and managed care are discussed.

MHC 6901 3 credits
Diagnosis and Treatment of Psychopathology

The classification system of psychopathology is studied with emphasis on symptomatology, etiology, and implications for treatment modalities with special emphasis given to multiaxial diagnosis. Various treatment interventions, including the adjunctive use of medications, are presented. Prerequisites: MHC 6401, MHC 6505

MHC 7202 3 credits
Group Counseling

This course introduces students to the theory, research, ethics, and practice of group counseling. Basic principles of group formation, group dynamics, group process, group development, and group leadership are emphasized for various types of groups. Students participate in an experiential group activity for a minimum of 10 hours. Prerequisites: MHC 6401, MHC 6502

MHC 7203 3 credits
Counseling for Career Development

This course provides a lifespan perspective on work/career. The impact of career development theory on the counseling process and the relationship of career guidance and development to college, vocational/technical schools, and job placement in

community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated.

MHC 7501 3 credits
Family Counseling

This course recognizes the importance of the family and family counseling as a viable modality in the treatment of mental and emotional disorders. Major areas of study include the history and development of family counseling, classic and contemporary theoretical approaches, key concepts, skills and techniques used in the assessment and treatment of a family. Characteristics of healthy and dysfunctional family systems are explored as well as special concerns such as the impact of divorce, abuse, addictions, domestic violence, single-parent households, minority stress, poverty, etc. on a family system. The concept of family-of-origin and the use and development of a genogram is emphasized. Prerequisites: MHC 6401, MHC 6502

MHC 7605 3 credits
Counseling Diverse Populations

for interpreting and reporting the results of research and/or program evaluation studies are discussed.

MHC 7905 4 credits
Practicum

The Practicum clinical field experience is comprised of 100 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision, and faculty supervision. The focus is a broad orientation to the clinical aspects of the field of mental health counseling with strong emphasis being placed on personal and professional identity and self-development. The course consists of basic/core counseling skills and intervention strategies and techniques, and exploration of the role of the clinical mental health counselor in a mental health agency setting. Prerequisites: MHC 6401, MHC 6502, MHC 6901, MHC 7202, MHC 7805, MHC 8020, MHC 8061, MHC 8062 or MHC 8011, MHC 8012, plus 18 additional credits, "B" average for all previous work.

MHC 8011 2 credits
Advanced Seminar: Counseling Children and Adolescents

This course teaches students the basic principles of assessment, conceptualization, and intervention skills with children and adolescents. Prerequisites: MHC 6401, MHC 6502, MHC 6505

MHC 8012 2 credits
Advanced Seminar: Evidence Based Family Treatment

This course introduces students to a variety of empirically supported multi-systemic treatment modalities. Discussion topics include family and school consultation, strength-based approaches to treatment, and counseling youth in community based and hospital settings. Prerequisites: MHC 6401, MHC 6502, MHC 6505, MHC 7501

MHC 8020 3 credits
Addictions Counseling

This course introduces students to the basic principles of chemical dependency and "process addictions," including issues associated with gambling and sexual addictions counseling and the impact of addictions on co-occurring psychiatric disorders. This course will present the Disease Model of addiction and other etiological models, and the range of treatment options, counseling strategies, and prevention techniques available for treatment of addiction and co-occurring disorders. Screening and assessment instruments are introduced, with an emphasis on correct diagnosis and application of the Stages of Change Model. Prerequisites: MHC 6401, MHC 6502

MHC 8061 2 credits
Advanced Seminar: Humanistic Counseling

This course provides an advanced exploration of the theories, principles, and skills of humanistic approaches to counseling.

MHC 8062 2 credits
Advanced Seminar: Cognitive-Behavioral Counseling

This course provides an advanced exploration of the theories, principles, and skills of cognitive and cognitive behavioral approaches to counseling.

MHC 8091 3 credits
Professional Counselor Orientation and Advocacy

This course introduces students to the history, philosophy, and scope of professional counseling including professional organizations and the principles and roles of professional advocacy. Students are also introduced to the academic, clinical, and personal growth expectations of the MHC program. An educational and personal growth plan for their professional portfolio is developed which includes an advocacy project. Students are assisted in developing self care strategies appropriate to the counselor role.

MHC 8092 2 credits
Seminar: Consultation for Counselors

This course introduces students to the theory, research, and practice of professional consultation. Students develop, implement, and evaluate a consultation project to be included in their professional portfolio. Students participate in a consultation exercise to enhance their academic performance.

MHC 8093 2 credits
Seminar: Supervision for Counselors

This course introduces students to the methods, models, and practices of clinical supervision. Students will participate in a supervision project to practice basic supervision skills and evaluate the performance of counselors which will be included in their professional portfolio.

MHC 8094 1 credit
Psychopharmacology for Counselors

This course is an introduction to psychopharmacology, the types of medications used in clinical mental health settings, and their side effects. Practical issues of clinical assessment, client referral, and strategies for coordination of treatment involving medication are discussed.

MHC 9001

4 credits

Internship

Internship I clinical field experience is comprised of 300 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision and faculty supervision. Internship I focus is on advanced counseling and differential diagnostic interviewing skills, appropriate professional documentation, case conceptualization, treatment of high risk clients and treatment planning. The course also discusses personal and professional issues, ethics, and evidence-based models/theories related to clinical mental health. Prerequisites: MHC 7905, "B" average for all previous coursework

MHC 9002

4 credits

Internship II

Internship II clinical field experience is comprised of 300 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision and faculty supervision. Internship II is designed to prepare students for counseling practice and future professional licensure. This course highlights the importance of knowledge and application of the current research literature which surveys counseling treatment modalities, strategies and outcome evaluation. Prerequisites: MHC 9001, "B" average for all previous coursework

MHR 6503

3 credits

Law, Regulation and the Workplace

This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human resource management programs. Common practices in hiring

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MHR 7800

3 credits

Seminar in Human Resource Management

This course focuses on the professional practice of human resource management and the role of the practitioner in today's diverse, multi-cultural, global organizations. Emphasis is placed on the ethical utilization and development of human resources within the context of performance management and organizational processes. Major themes include participation

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policy issues relating to intelligence activities, including both authorizations and limitations.

MHS 7007

3 credits

Strategic Planning in Homeland Security

Students will learn to customize and create icons, attributes, templates, palettes and chart properties that complement their investigations. Students will build their importing and analytical

test results are evaluated and analyzed as they relate to student achievement, curriculum development, and instructional improvement. 30 hours of tutoring are required. As of Fall 2016, this course is only offered in a semester format. Prerequisites: MLL 7406

MLL 7405

3 credits

Teaching Literacy for ELLs

The relationship of literacy skill (listening, speaking, reading, and writing) development and the second language acquisition process is examined. Social and cultural language differences, second language acquisition, developmental stages, metacognitive theory, research-based theory, instructional implications, and practical classroom applications will be emphasized. The process by which the aforementioned factors elucidate and strengthen ELLs' second language literacy development is linked to instruction. Action research and study of an ELL's language and literacy development is required in a K-12 setting. Prerequisites: MLL 7402

MLL 7406

3 credits

Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)

During this course, current principles, practices, and methodologies for teaching limited English proficient students will be thoroughly introduced and analyzed. Students will

MOL 7300 3 credits
Organizational Reality

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

MOL 7400 3 credits
Organizational Development and Change

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

MOL 7500 3 credits
High Performance Teams

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

MOL 8800 3 credits
Crafting the Future

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

MPA 6501 3 credits
Seminar in Public Administration

This course focuses on federal, state, and local administrative practices; principles of organization; policy formulation; and ethical decision making in public organizations. The impact of bureaucracy on state and local government politics is explored. Organizational processes, including leadership styles, communications, policy formulation, power, authority, community, and political linkages are examined.

MPA 6503 3 credits
Administrative Law

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

MPA 7201 3 credits
State and Local Financial Management

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

MPA 7300 3 credits
Public Budgeting Systems

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

MPA 7400 3 credits
Public Personnel Administration

This course examines the Civil Service system at both the federal and the state level. This system is characterized by expenditures. **MPA 7400**

Personnel Administration

defense, criminal justice, and the environment are some issues to be addressed.

MPA 7900 3 credits
Special Topics in Public Administration

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

MRD 6201 3 credits
Causes of Reading Difficulties

Candidates investigate multiple assessment instruments to identify reading difficulties and plan effective instruction. Emphasis is placed upon understanding the major causes of reading difficulties and using a variety of assessment strategies to plan and evaluate effective reading and writing instruction. Prerequisites: MED 6102

MRD 6202 3 credits
Foundations of Reading

Candidates will investigate current research practices that are used to teach students of all levels to read: regular classroom, special education, bilingual education, and remedial readers. Topics include background and linguistic knowledge, syntax, semantics and phonology, concepts of print, phoneme awareness, knowledge of the alphabetic principle and letter knowledge, concept and word knowledge. Prerequisites: MED 6102

MRD 6203 3 credits
Brain-based Reading Instruction

Candidates will explore brain-based reading strategies for teaching and learning. The course focuses upon designing instruction and assessment strategies that capitalize on brain-based research. Prerequisites: MED 6102

MRD 6204 3 credits
Phonemic Awareness and Auditory Processing

The in-depth study of phonemic awareness, phonological awareness, decoding and encoding relative to word attack skills and their relationship to auditory processing provides the foundation for the course. Topics include addressing instructional practice that focus upon diversity and the appropriate skills needed to enhance reading, writing, and communication. Prerequisites: MED 6102

MRD 6205 3 credits
Literacy Skills for Early Childhood

Candidates will explore literacy skills for children ages birth to eight. The course topics focus upon developmentally appropriate curricula, appropriate print and non-print instructional strategies, literacy need of diverse learners, and the role of home and families in promoting appropriate skill development and learning experiences. Prerequisites: MED 6102

MRD 6206 3 credits
Developmental Aspects of Reading Instruction

Candidates will explore appropriate reading instruction for children ages birth to eight. The course topics focus upon word identification, reading fluency, assessing reading performance, vocabulary and concept development, reading comprehension, and reading-writing connections. Prerequisites: MED 6102

MRD 6208 3 credits
Vocabulary and Comprehension Development for Middle School and High School

Candidates will explore appropriate vocabulary and comprehension instructional strategies that develop independent readers. The course focuses upon exploring vocabulary that is specific to a particular content or content-subject area and the relationship that vocabulary has to comprehension. Prerequisites: MED 6102

MRD 6209

demonstrated and applied (CEC Standard Six – Language).
Prerequisites: MED 6102

MRD 7802 **3 credits**

Process and Acquisition of Literacy

The relationship of early language development, growth and development of the brain, processing skills and early aesthetic and kinesthetic experiences to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, metacognition, critical periods of brain development, cognitive theory and experiences which contribute to, and are indicators of, readiness for reading will be emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instruction. Clinical observation and study of children's language and literacy levels is required. (*This course is one of two Prerequisites to all MRD courses.) Prerequisites: College Level=Graduate and MED6102 or MRD6102 or Major=Instruction: Teaching and Learning- M.Ed. and MED6102.

MRD 7803 **3 credits**

Strategies and Materials for Teaching Reading and Writing

Students study the rationale for and implementation of integrated reading and writing programs. Emphasis is on strategies and techniques

science, and social studies. At least one half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a one hour professional development program to their classmates or in a school based setting if possible. Prerequisites: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7805, and MRD 7903 (or MRD 7901 and MRD 7902)

MRD 7930 **3 credits**
Coaching Adult Learners (Cert Candidates only)

This course is a three credit hour course designed to prepare candidates to effectively coach other professionals and/or develop professional development activities representative of best practices in their respective fields and for adult learners. Candidates will complete activities to prepare them to coach adult learners. Topics covered include adult learning theory, models of coaching, and principles of collaborative feedback. This course is required by Delaware State Department of Education for non-degree seeking candidates who are pursuing a Reading Specialist certificate rather than a degree. Prerequisites: MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7806, MRD 7815, MRD 7903, and MRD 7920 Prerequisites: College Level=Graduate and Non-Degree Status MRD7815 GPA 2.0 and MRD7903 GPA 2.0 and MRD7920 GPA 2.0

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

Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom-based research is a major focus. This research may be required in conjunction with the reading clinic participants. MRD candidates will need to present a passing Praxis II 20300 score in order to receive their final grade for this course. An exit interview with an advisor or Program Chair is also required as a graduation checkpoint. Prerequisites: For Reading-M.Ed major, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MED 7705, MRD 7815 or the equivalent; and MRD 7903 or the equivalent, with a minimum grade of B in each. For ESOL Literacy-M.Ed majors, MRD 7801, MRD 7802, MRD 7803, MRD 7804, MRD 7805, MLL 7401, MLL 7402, MLL 7405, and MLL 7406 with a minimum grade of C in each.

MSE 7400 **3 credits**
The Gifted and Talented Child

In this course, candidates examine the various theories of intelligence in relation to talented students in K-8 classrooms. Emphasis is on the following: service delivery models, student selection/special populations, curriculum development, program implementation, meeting the social and emotional needs of talented students, program evaluation, and creativity and talent development.

MSE 7401 **3 credits**
Curriculum in Special Education

A framework for understanding evidence-based instructional strategies to individualize instruction for teaching students

and limitations of various types of assessments are examined. The implementation of correction techniques for assessed weaknesses is explored. The formally evaluated strengths and weaknesses are developed into an Individualized Education Program (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement, plus gain an understanding the legal policies and ethical principles of measurement and assessment an6(elatito (tandar)10 (diz)-15 Eighela226)0.1 0 Tc 0 Tw T* [(w)6 (eAent an6(e (S)-15 Tc

MSE 7990

1 credit

Practicum in Special Education

MSE 7990 is a structured, field-based, semester-long exploratory course that requires at least 50 hours of actual and/or virtual classroom experience in an approved setting. MSE Practicum I placements are in school settings serving students with diagnosed, high-incidence learning needs. Field work oBngs serPP

in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>.

MSE 7993

1 credit

Practicum III in Special Education

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 50 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students. Prerequisite(s): MED 6102, MSE 7401, MSE 7403, MSE 8101, MSE 7991 and MSE 7992. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. Prerequisites: MED 6102, MSE 7401, MSE 7403, MSE 8101, MSE 7991 and MSE 7992. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. As of July 1, 2015 all students must

submit Passing PRAXIS CORE scores and SUBSET scores to the College of Education. Those requirements can be viewed at <https://www.ets.org/praxis/de/requirements>. To be taken concurrent with MAS/MEE/MSE 8800.

MSE 8101

3 credits

Severe Disabilities

Students learn identification methods and teaching strategies for students with severe and multiple disabilities, including: autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments, and multiple handicaps. In this course, students will examine the similarities and differences in human development and the characteristics of individuals with low-occurrence exceptional learning needs and their impact on human development. The use of this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs is part of the clinical component. The concepts of inclusion and non-categorical educational identification and teaching are emphasized. A clinical component of observation and analysis of severe disabilities is included (CEC Standard Two – Development and Characteristics of Learners).

MSE 8102

3 credits

Legislation and Implementation of Policy and Procedure

Relevant laws and policies at federal and state levels are reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course discussion will focus on diverse and historical points of view, and human issues that have historically and continue to influence the field of special education and the education and treatment of individuals with exceptional learning needs. Understanding the interpretation of psychological and other special reports, the preparation of the special education teacher for multidisciplinary team meetings (MDT's) and meeting with parents and other professionals to develop the Individualized Education Program (IEP) will be discussed (CEC Standard One – Foundations). Prerequisites: MSE 7403

MSE 8103

3 credits

Supervision and Evaluation of Special Education Programs

Students study best practices as it relates to program development, administration, supervision, attention to legal matters, ethical considerations, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures is a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, issues related to the diversity of individuals with exceptional learning needs, relationships to other professionals, parent training, public relations, and budget (CEC Standard Nine – Professional and

Ethical Practice). Prerequisites: MSE 7401, 7402, 7403, 8101, and 8102

MSE 8802

9 credits

Student Teaching in Special Education

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Special Education.

MSN 6607

3 credits

Evidence-Based Decision-Making in Nursing

This course emphasizes the application of data analysis to the every day decision-making expected of nurses practicing

techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. Practice sessions enable the student to refine history and physical assessment skills. Prerequisites: MSN 6603, MSN 7702

MSN 7702 **3 credits**
Advanced Adult Health Assessment

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult client. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills will be refined for the determination of the health status of young, middle, and older adults in the clinical laboratory setting. Students will broaden their ability to recognize abnormal findings within the context of the physical examination. Core concepts will be included regarding promotion of health and wellness in the primary care setting. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients in primary care. Practice sessions enable the student to refine history and physical assessment skills. Prerequisites: MSN 6603

MSN 7703 **3 credits**
Advanced Pharmacology

This course focuses on the study of pharmacology, pharmacodynamics, and pharmacokinetics. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions are described. Specific problems related to nutritional, developmental, and health status are explored. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy. Legalities and regulations related to prescription-writing privileges are addressed. Prerequisites: MSN 6603

MSN 7704 **3 credits**
Primary Care I: Acute and Chronic Care of Children

This course focuses on providing primary care to infants, children, and adolescents using a lifespan approach. Health promotion and disease prevention are stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Concepts of epidemiology are explored and applied. Aspects of differential diagnosis are addressed. The student applies health promotion, disease prevention, and illness management strategies to clients. Theory-based models are addressed as they pertain to the primary care of children. Prerequisites: MSN 6603, MSN 7701, MSN 7703

MSN 7705 **3 credits**
Primary Care II: Acute and Chronic Care of Adults

This course focuses on providing primary care to young, middle aged, and older adults using a lifespan approach. Health promotion and disease prevention are stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Aspects of differential diagnosis are addressed. Concepts of epidemiology are explored and applied. The importance of a theoretical model for primary care delivery is stressed. The student applies health promotion, disease prevention, and illness management strategies to clients. Prerequisites: MSN 6603, MSN 7702, MSN 7703

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

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological frame-work will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed. Prerequisites: MSN 6603, MSN 7702, MSN 7703

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

This course focuses on providing care to the older and elderly adult using a life span approach. Health promotion and disease prevention is stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Aspects of differential diagnosis are addressed. Concepts of epidemiology are explored and applied. The importance of a theoretical model for primary care delivery is stressed. The student applies health promotion, disease prevention, and illness management strategies for geriatric clients. Prerequisites: MSN 6603, MSN 7702 MSN 7703, MSN 7709

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

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the older adult (65+) client. It provides students with the necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills are refined for the determination of the health status of the geriatric client in the clinical laboratory setting. Core concepts are included regarding promotion of health and wellness for the geriatric client in the primary care setting. Emphasis is placed on the physical, developmental, psychosocial, and cultural dimensions

of geriatric clients in primary care. Prerequisites: MSN 6603,
MSN 7702

MSN 7741

3 credits

P

MSN 8111 3 credits
Adult/Gerontology Practicum I

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours during the semester. Prerequisites: MSN 6603, 7709, 7702

MSN 8203 3 credits
Certificate Family Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester. Prerequisites: Approval of Program Chair

MSN 8204 3 credits
Certificate Adult/Gerontology Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance, but the student can function autonomously. Students are expected to complete 167 clinical hours in the semester to equal 334 hours. Prerequisites: Approval of Program Chair

MSN 8213 3 credits
Family Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours. Prerequisites: MSN 8110, MSN 6603, 7701, 7702, 7703

MSN 8214 3 credits
Adult/Gerontology Practicum II

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours. Prerequisites: MSN 6603, 7702, 7703, 7709, 8111

MSN 8223 3 credits
Family Practicum III

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance

MSN 8600

3 credits

Capstone

These courses form the culminating experience for students pursuing the Legal Nurse Consultant emphasis in the Nursing Leadership concentration. Students must complete a practicum, which is structured exactly like the MSN 8400-8500 practicum; there is no choice option for these two courses. Students

SEC 6050

3 credits

Business Intelligence

This course covers the concepts, drivers, challenges, and techniques for developing business intelligence (BI) solutions

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Ph.D., University of Delaware

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M.S., Bemidji State University
Ph.D., Temple University

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M.A., Immaculata College
D.B.A., Wilmington University

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College of Business
M.S., University of Nebraska
M.S., Virginia Tech
Ph.D., Texas Tech University

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College of Arts and Sciences
A.A., Prince George's Community College
B.S., University of Maryland
M.A., American University
Ed.D., Wilmington University

..... Assistant Professor
College of Arts and Sciences
B.A., University of Delaware
M.A., Howard University

..... Assistant Professor
College of Education
B.A., Gannon University
M.Ed., Edinboro State University
Ed.D., State University of New York at Buffalo

..... Assistant Professor
Assistant Vice President
University Safety
A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

..... Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Wilmington University

..... Professor
College of Education
B.A., Hastings College
M.Ed., University of Nebraska
Ph.D., University of Nebraska

..... Professor
Director, Doctoral Studies
College of Education
A.A., Middlesex Community College
B.S., Wesley College
M.B.A., Wilmington College
Ed.D., Temple University

..... Assistant Professor
College of Business
B.S., Wilmington University
M.B.A, Wilmington University
Ed.D., Wilmington University

..... Instructor
College of Technology

.....Professor
Dean, College of Education
B.S., West Virginia University
M.Ed., University of Delaware
Ed.D., Columbia University

.....Associate Professor
College of Technology
B.A., Brigham Young University
M.Ed., Wilmington College

.....Associate Professor
Dean, College of Social and Behavioral Sciences
A.A., Delaware Technical and Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University

.....Assistant Professor
College of Business
B.S., Duquesne University
M.A., Ottawa University

.....Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Armstrong State College
Ed.D., Baylor University

.....Associate Professor
Director, Cyber Security Education
College of Technology
B.S., Hofstra University
M.S., Stevens Institute of Technology
Ed.D., Wilmington University

.....Assistant Professor
College of Health Professions
B.S.N., East Carolina University
M.S.N., Wilmington University
D.N.P., Widener University

.....Assistant Professor
College of Technology
B.S., Wilmington University
M.S., Wilmington University

.....Assistant Professor
Library
B.A., Wilmington University
M.S., Drexel University

.....Assistant Professor
Library
B.S., Wilmington University
M.Ed., Wilmington University

.....Assistant Professor
Registrar
College of Business
B.A., University of Delaware
M.S., Wilmington College

.....Associate Professor
College of Education
B.A., Pfeiffer College
M.Ed., Salisbury State University
Ed.D., Nova University

.....Assistant Professor
Senior Director, Faculty Development and Support
B.S., University of Delaware
M.S., Wilmington College
Ed.D., Wilmington University

.....Associate Professor
College of Social and Behavioral Sciences
B.A., Seton Hall University
M.A., Seton Hall University
Ph.D., Seton Hall University

.....Assistant Professor
College of Arts and Sciences
B.S., Wilmington College
M.S., Wilmington College

.....Assistant Professor
College of Education
B.S., Saint Joseph's University
M.S., Saint Joseph's University

.....Assistant Professor
College of Health Professions
B.S., Our Lady of Angels College
M.S., Villanova University

.....Assistant Professor
College of Education
B.S., Villanova University
M.A., Villanova University
M.A., Washington Theological Union
Ed.D., Wilmington College

Associate Professor
Director, Library
B.A., University of Delaware
M.L.S., University of Maryland
M.S., Shenandoah University

Assistant Professor
College of Technology
B.S., Clarkson University
M.B.A, Widener University

Interim Assistant Professor
College of Education
B.A., Indiana University of Pennsylvania
M.A., Indiana University of Pennsylvania

Assistant Professor
College of Arts and Sciences
A.A., University of Delaware
B.A., Salisbury University
M.A., Salisbury University

Assistant Professor
College of Business
B.S., Middle Tennessee State University
M.B.A, Middle Tennessee State University
D.B.A., Wilmington University

Associate Professor
College of Business
B.S., University of Delaware
M.B.A, University of Delaware
Ph.D., University of Delaware

Assistant Professor
College of Social and Behavioral Sciences
A.A.S., Austin Community College
B.S., Wilmington College
J.D., Widener School of Law

Assistant Professor
College of Social and Behavioral Sciences
B.A., Kent University
M.C., University of Delaware
M. A., Central Michigan University

Assistant Professor
College of Technology
B.S.Ed., West Chester University
M.Ed., Wilmington University
Ed.D., Wilmington University

Assistant Professor
College of Business
B.S., Wilmington College
M.S., Wilmington College
D.B.A., Wilmington University

Associate Professor
College of Education
A.A.S., West Liberty State
B.S., West Chester University
M.Ed., University of Delaware
Ed.D., Wilmington College

Assistant Professor
College of Health Professions
B.S.N., Rutgers University
M.S.N., Widener University
D.N.P., University of Medicine and Dentistry of New Jersey

Assistant Professor
Senior Director, Online Learning and Ed Tech
B.S., Wilmington College
M.Ed., Wilmington College
Ed.D., University of Delaware

Assistant Professor
Director , D.B.A. Program
College of Business
B.A., State University of New York at Albany
M.A., New York University
Ed.D., Wilmington University

Assistant Professor
Library
B.A., Widener University
M.S., Drexel University

Assistant Professor
College of Social and Behavioral Sciences
B.A., St. Bonaventure University
M.S., Loyola University Maryland
Ph.D., Loyola University Maryland

Assistant Professor

.....Associate Professor
Dean, College of Arts and Sciences
B.S., Delaware State University
M.Ed., Wilmington College
Ed.D., Wilmington College

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B.A., Harding University
M.A., Abilene Christian University

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College of Business
B.S., University of Delaware
M.B.A., Wilmington College
Ph.D., Northcentral University

.....Associate Professor
College of Business
A.S., Delaware Technical and Community College
B.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Temple University

.....Assistant Professor
College of Business
B.A., Eastern University
M.T.S., The Eastern Baptist Theological Seminary
Ed.D., Wilmington University

.....Assistant Professor
College of Education
B.S., Wilmington University
M.Ed., Wilmington University

.....Assistant Professor
Dean, College of Health Professions
B.S.N., Wilmington College
M.S.N., Wilmington College
Ed.D. (c) Walden University

.....Assistant Professor
College of Arts and Sciences
B.A., Fordham University
M.A., Villanova University

.....Associate Professor
College of Education
B.S., Eastern Kentucky University
M.A., Eastern Kentucky University
Ph.D., Kent State University

.....Assistant Professor
College of Arts and Sciences
B.S., Ohio Valley University
M.S., Lubbock Christian University

.....Assistant Professor
College of Social and Behavioral Sciences
B.A., Temple University
J.D., Widener University

.....Associate Professor
College of Social and Behavioral Sciences
B.A., University of Delaware
M.C., University of Delaware
Ed.D., Wilmington University

.....Associate Professor
College of Arts and Sciences
B.S., Ohio State University
Ed.D., Wemple University

SilliamsonR., YoderAssistantProfessor

PROFESSOR EMERITUS

The faculty listed below have obtained the status of Professor Emeritus.

The rank of Professor Emeritus is assigned to individuals who have achieved the academic rank of Associate Professor or Professor at Wilmington University and have retired after fifteen or more years of distinguished service.

..... Provost and Vice President
for Academic Affairs

ADJUNCT FACULTY

The adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 4/15/15.

B.A., Wilmington College

M.S.W., Delaware State University

B.A., St. Vincent College

M.S., University of Texas

B.A., Philadelphia College of Art

M.S., Wilmington University

A.A., Delaware Technical and Community College

B.A., Wilmington College

M.S., Wilmington College

B.S., University of Delaware

M.B.A., Drexel University

B.A., King's College

M.Ed., University of Delaware

B.S., University of Delaware

M.Ed., University of Delaware

Ed.D., Nova University

B.S., Kutztown University

M.B.A., Widener University

M.S., West Chester University

B.S., Wilmington College

M.S., University of Delaware

B.A., Goddard College

M.A., University of New Hampshire

A.A.S., Delaware Technical and Community College

B.B.A., Wilmington College

M.B.A., Wilmington College

B.S., West Chester University

M.S., West Chester University

B.S., Wilmington College

M.B.A., Wilmington University

B.S., Wilmington University

M.Ed., Wilmington University

A.A.S., Lord Fairfax Community College

B.S., Wilmington College

M.B.A., Wilmington College

M.S., Wilmington College

Ed.D., Wilmington College

B.S., Cheyney State University

M.S., Antioch University

Ed.D., Temple University

B.A., Temple University

M.A., West Chester University

Ed.D., Temple University

B.S., Widener University
M.B.A, Widener University

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

B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International

B.S., Massachusetts Institute
of Technology
M.S., Massachusetts Institute
of Technology
M.B.A., University of California
at Los Angeles
Ph.D., Claremont Graduate University

A.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University

B.S., Jacksonville State University
M.B.A, Wilmington College

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

B.A., University of Massachusetts
M.A., Southern Baptist Theological Seminary
Ph.D., Southern Baptist Theological Seminary

B. S., University of Massachusetts

B.S.N., University of Pennsylvania
M.S.N., University of Pennsylvania
Ph.D., University of Pennsylvania

B.S., Villanova University
M.B.A., Saint Joseph's University

B.S., University of Delaware
J.D., Widener School of Law

B.A., Wilmington College
M.S., Neumann University

B.S., Delaware State University
M.A., Central Michigan University

B.A., St. Michael's College
M.Ed., St. Michael's College
Ed.D., State University of New York at Albany

B.S., Wilmington College
M.S., Wilmington College

B.S., Wilmington College
M.S., Wilmington College

A.S., Delta College
B.S., Central Michigan University
M.Ed., Wilmington College

B.A., San Diego State University
M.A., Arizona State University
Ph.D., Arizona State University

B.S., University of Delaware
M.B.A., Widener University

B.S., Saint Joseph's University
M.Ed., Wilmington College

B.S.N., University of Delaware

M.S.N., University of Delaware
Angela M. Harrison, M.S.N., University of Delaware

B.S., HPrpersM.S5 (elawar)10 (e)]TJ T* 0 (.S)3A /T1_0versity of Delaware

A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

B.S., Marquette University
M.B.A., University of Bridgeport

B.A., La Salle University
M.S., Rutgers University

B.A., Wilmington College

B.A., Lenoir-Rhyne College
M.A., Glassboro State College
Ph.D., Temple University

B.S.N., University of Delaware
M.S.N., Wilmington University
Ed.D., Wilmington University

B.A., The Citadel
M.A., Salisbury State College

B.A., The American University
M.A., The American University

B.S., Indiana University
M.B.A., Wilmington College

B.S., St. Joseph's College
M.S., University of Southern Mississippi
Ph.D., Union Institute and University

B.S., Widener University
M.S., Widener University
Ed.D., Wilmington College

B.S., Delaware State University
M.B.A., Wilmington College
Ed.D., Wilmington College

B.S., Wilmington College
M.S., Wilmington College
D.B.A., Argosy University

B.A., University of Delaware
M.A., West Chester University
Ph.D., Temple University

B.S., Rensselaer Poly Institute
M.A., University of Texas

B.A., Temple University
M.B.A., University of Delaware
D.B.A., Wilmington University

B.A., Washington College
M.A., American University
M.A., University of Delaware
Ph.D., University of Delaware

B.S., St. John's University
M.S., Wilmington University

B.S., Wilmington University
M.S., Wilmington University

B.A., University of Delaware
M.A., Washington College

B.S.N., Wilmington College
M.S.N., Wilmington College

B.S., Wilmington College
M.S., Wilmington College

B.S.N., University of Delaware
M.S.N., University of Delaware
M.B.A., Wilmington College

B.S., Neumann College
M.S., Wilmington University
Ed.D., Wilmington University

B.A., Hofstra University
J.D., Cleveland State University

B.S., University of Delaware
M.S., Wilmington College

B.S., Rutgers University
M.B.A., Wilmington College

B.S., University of Delaware
M.S., Villanova University

B.A., University of Delaware
M.Ed., Wilmington College

B.A., University of Delaware
M.S.W., Bryn Mawr College

B.S., Murray State University
M.A., Murray State University

B.S., University of Delaware
M.S., Loyola College in Maryland

B.A., Brooklyn College

B.A., Millersville University

B.A., Marshall University
M.Ed., Wilmington College

B.A., Adrian College
M.A.S., Johns Hopkins University

A.S., Widener University
B.A., University of Delaware
M.A., Temple University

B.S., Widener University
M.B.A., Widener University

B.A., University of Delaware
M.S., Widener University
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| | |
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| College of Business..... | Donald W. Durandetta, Ph.D. |
| College of Education..... | John C. Gray, Ed.D. |
| College of Health Professions..... | Denise Z. Westbrook, Ed.D. (c) |
| College of Online and Experiential Learning..... | Eileen G. Donnelly, Ed.D. |
| College of Social and Behavioral Sciences..... | Edward L. Guthrie Ed. D. |
| College of Technology..... | Position vacant at time of printing. See website for update. |

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