2018-2019 GRADUATE CATALOG

302.295.1117
FAX: 302.295.1123

Master of Science in Information Systems Technologies

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

Master of Science in Management

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

Master of Science in Nursing

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

Degree Requirements

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

Requirements for a Certificate

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

Academic Policies/Procedures

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

Academic Complaint

A student with a specific complaint about a course should, where appropriate, speak directly with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, the student should formally communicate with the Program Chair in whose program the course resides. This communication must occur within 60 days from the time the grade is posted in the Registrar's Office.
If the matter is not resolved with the Program Chair, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Chair.

Appeal of a Final Course Grade

The goal of the grade appeal policy is to establish a clear, fair process by which students can appeal a final course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation error nws bm [(A)-2 (p)i4-6.4 (-licies or th)-6.7 (at hd wiy meflion wo

Table 1. Graduate Grading System

Grade	Numerical Equivalent	Quality Points	Explanation
A			

Academic Probation and Suspension

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

- First occurrence: academic probation
- Second occurrence: continued academic probation
- Third and subsequent occurrences: continued academic probation or suspension

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

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

Registration

Students can register for classes during official registration periods as announced by the University in the academic calendar. Dates for open registration, late registration, drop/add, and withdrawal are published by the University annually in the student guide. Copies are available at the Office of the Registrar, any site offices, or on our website, www.wilmu.edu. Students should become familiar with academic calendar dates and deadlines for proper academic planning.

Adding/Dropping Courses

Course drop/add instructions and dates are listed in the student guide, the academic calendar, and on our website. If a class is dropped during the drop/add period, tuition is refunded; fees are not refunded. If a class is added after the drop/add period ends, regardless of the reason, the student must pay tuition and all fees in full at that time. The payment plan cannot be used for courses added after the drop/add period. Students receiving financial aid should consult with the Student Financial Services Office to determine potential consequences of any change in course credit load.

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the

study. Credit by portfolio is assessed based on a satisfactory/unsatisfactory evaluation and will be assigned a grade of “S or U.” Exceptions to the grading policy may occur with approval of the Academic Dean of the College. Credit earned by portfolio assessment is recognized as residency credit.

Directed Study

Directed study is available only under extenuating circumstances for students who are approved by their Academic Dean or Program Chair one month prior to the semester registration period in which the directed study is to be conducted. A maximum of 6 credits may be earned through the directed study format and may be used towards residency credits.

Enrollment as an Auditor

Students who wish to audit a specific course for no credit may do so by seeking permission of an Academic Advisor or Site Director. Students may then follow established registration procedures, clearly stating which courses they wish to audit. Course auditors pay the same tuition as non-auditors and may participate fully in classroom activities. They are not required to take examinations or complete class assignments. Course auditors receive a grade of “AU” (audit) that does not affect grade point average (GPA).

Extra-Institutional Course Assessment (ECA)

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

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

Independent Study

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

Internships

Internships provide first-hand experiences upon which future career choices can be based as students gain a better understanding of the relationship between theoretical concepts and their practical application.

Prior Learning Assessment (PLA)

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

A maximum of 6 credits may be earned through the Prior Learning Assessment format and may be used towards residency credits. PLA credits may have implications on student financial aid, as such students are encouraged to coordinate with their student financial aid advisor to avoid any impacts on financial awards or eligibility.

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

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

Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment at the University as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree requirements as outlined in the University catalog or published curriculum in effect during the time following the student's readmission as a degree candidate.
Students planning to graduate in January must complete their academic program requirements by the end of the fall semester; program requirements must be completed by the end of the spring semester for those wishing to graduate in May. Students must file the Petition for Degree form with the Office of the Registrar on or before the date established in the academic calendar. Payment of the graduation fee required of all degree candidates is due upon submission of the Petition for Degree form.

Graduation Competencies

Upon graduation, students are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one's field of study. Below is a list of the competencies:

Oral Communication

- Appraise the needs of the audience and then speak in a clear and succinct manner.
- Research, construct, and deliver professional presentations using a variety of communication tools and techniques.

Written Communication

- Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary)
- Exhibit competence in writing for specific purposes, diverse audiences, and genres.
- Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.

Disciplined Inquiry

- Employ critical thinking strategies such as quantitative, qualitative, and scientific reasoning to analyze consequences and outcomes and then determine logical solutions.

Information Literacy

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

Ethics

- Demonstrate knowledge and application of prescribed ethical codes and behaviors related to the student's academic discipline.

Additional Program Competencies

- Additional competencies may be included as per external accreditation requirements.

GraduateEducational Values/Competencies

In keeping with the Wilmington University mission of providing career-oriented programs, our "scholar-practitioner" faculty are actively engaged in promoting the following educational values combined with practical applications:

- Lifelong Learning: Commitment to self-directedness, self-discipline and lifelong learning
- Multiculturalism: Sensitivity to diversity and respect for a pluralistic society

- Collaboration: Awareness of self in relationship to others and the benefits of working in teams
- Creativity: Appreciation of creative expression including the arts and humanities
- Citizenship: Commitment to responsible citizenship as a contributing, civil member of society
- Well Being: Commitment to the holistic health of an individual
- Civility: Commitment to a civil, supportive, and collegial campus environment and beyond.

Privacy Policy

Release of Student Information

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

Right to inspect and review student's record:

Students should submit a written request to the Registrar, indicating which records they wish to inspect. The University will make such records available within 45 days of the receipt of the request. Students do not have the right to inspect confidential letters and recommendations if the student has waived the right to inspect.

Right to seek amendments to records:

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

Right to consent to disclosure:

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

Exceptions to student rights regarding disclosure:

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

- Information designated as "directory information"
- Disclosure to school officials with legitimate educational interests
- Disclosure to an alleged victim of a crime of violence
- Disclosure to officials of another institution where student seeks to enroll
- Request from Comptroller General of US, Secretary, or state/local educational authorities
- Disclosure in connection with financial aid for which student has applied
- Disclosure to accrediting agencies
- Disclosure to parents of dependent students
- To comply with judicial order or subpoena (A reasonable attempt to notify must be made.)

- Disclosure in connection with a health or safety emergency

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

Family Policy Compliance Office

US Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

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

STEM Programs of Study

Science, technology, engineering, and mathematics (STEM) expertise is necessary to sustain American competitiveness in the global economy. Technological innovation has been and will continue to be a primary driver of U.S. economic growth. Employment in STEM occupations is projected to expand faster than employment in non-STEM occupations. In fact, "By 2020 the demand for STEM professionals will add over 1 million new STEM jobs within the United States workforce. STEM careers have higher job security and average a higher yearly income than most other fields, $77,800/year" (STEM Education Coalition, 2016).
In order to help meet the need for education in STEM areas, Wilmington University offers the following programs of study:

Graduate Programs

Applied Technology in Education
Cybersecurity
Information Systems Technologies

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

Graduate Certificates

Game-Based Learning
SCADA Cyber Security
Technology Project Management Certificate
Note: All programs relate to the 2012 STEM designated degree program list (DHS.gov)

Student Code of Conduct

Wilmington University is a community of individuals who come together to learn, work and grow in character. Students are expected to conduct themselves in a mature and responsible manner that demonstrates commitment to the ideal of honorable behavior for oneself and the community as a whole. Students are also responsible for being familiar with and abiding by the policies and regulations of the University, which are communicated in the University Student Handbook. A copy of the Student Handbook may be found on the University's website: www.wilmu.edu/studentlife/handbook/

Academic Integrity

To ensure the honesty and fairness of the intellectual environment at Wilmington University, students are expected to pursue learning with integrity, dignity, and responsibility towards

• Utilizing online paper mills and/or study websites for the purpose of buying, selling, or bartering exams and assignments
• Unauthorized sharing of examination answers with others

• Falsification of data such as constructing data results as if statistics were genuine data

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

Violation of the Academic Integrity Policy

First Violation:

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

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

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

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

Second Violation:

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

Subsequent Offences:

Referred to the Student Discipline Committee

Resources for Upholding Academic Integrity

Plagiarism Detection Software:

Plagiarism detection software is offered through the Learning Management System (LMS) and is designed to aid in educating students about academic integrity, plagiarism and the proper citation of any borrowed content. Plagiarism detection software is a proactive tool for students and faculty to use together to review student work and to allow for students to have an opportunity to assess their efforts prior to submitting an assignment. Faculty may also use the University's plagiarism detection software as a tool to affirm the originality of assignments.

University Writing Centers and Tutors:

The Student Success Center is designed to provide students with the support and resources necessary to achieve their goals. The Student Success Center is committed to all Wilmington

locations. Should this be a particular challenge, please see your academic advisor or site director.

Photo Identification Policy

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

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

Examples of transactions where photo IDs are required:

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

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

Change of Policy

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

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).

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.

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

The primary components in Wilmington University's graduate programs are admission, file completion and graduation. The admissions process includes document collection and the completion of the criteria necessary for approval to pursue a specific graduate-level degree.

File completion requires the successful completion of the admissions process. Graduation occurs after the student has satisfactorily met all financial obligations and completed all required course work and related projects associated with a specific academic program.

To begin the graduate admissions process, the applicant should visit online at www.wilmu.edu or call or write the site of attendance.

Athletics

Wilmington University is a member of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). The University fields intercollegiate basketball, baseball, soccer, golf, and cross-country for men; and basketball, bowling, softball, volleyball, soccer, lacrosse, cheerleading, and cross-country for women. The Director of Athletics is responsible for the sports program.

Office of Student Affairs

The Office of Student Affairs is Wilmington University students' central resource for many aspects of student life. Please feel free to contact the Office of Student Affairs with any questions, concerns, or suggestions you may have to improve our services.

Athletics

Wilmington University is a member of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). The University fields intercollegiate basketball, baseball, soccer, golf, and cross-country for men; and basketball, bowling, softball, volleyball, soccer, lacrosse, cheerleading, and cross-country for women. The Director of Athletics is responsible for the sports program.

Career Services

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

Office of Student Life

The Office of Student Life is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington University enhance the educational process. For more information on upcoming events, please visit www.wilmu.edu/studentlife.

Disability Services

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

Housing Assistance

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

Student Organizations

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

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

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

- Note: It is recommended that students have copies of their undergraduate transcripts at the time of their application submission.
- Graduate Transfer Credits

- Up to six credit hours of graduate study in TESOL from a fully accredited graduate school may be accepted. Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to Wilmington University and a catalog course description from that institution. Courses graded below a "B" will not be considered. Transfer students need to have all transcripts from other accredited institutions in the possession of the Admissions Office. Credit will not be granted for course duplication.
- Professional Certification Option
  - Wilmington University will consider awarding graduate-level credit for certain professional certifications in TESOL. The credit for these professional certifications will be applied to a like course or courses in the curriculum. Students who wish to be considered for graduate-level credit should apply to the TESOL Program Chair.

6. Register for TEL 6000 as your first course

Program Purpose

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

Please note: This degree does not provDC /T7 (lao, draS1 T7 (stup th)-6ok-6.6 timise new)8i98 7yff ( )133 T-6oMts']dn6

College of Business Vision

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

Mission Integration Statement

Wilmington University's College of Business is committed to excellence in teaching by providing business students with practitioner-based faculty who focus on individual guidance and support with professionalism, respect, and integrity for all. The curriculum is based on fundamentals and emerging business practices recognizing the link between community needs and educational instruction. The College of Business remains nimble and current by developing and

leadership position, or as an educator in a classroom setting, and have the support of their organization.

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

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

1. A doctoral application for admission accompanied by a non-refundable application fee.
2. Official transcripts from all post-secondary schools attended. The transcripts must be from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's and master's degree. Send official transcripts directly from the identified college or university to the Wilmington University Graduate Admissions office or have official transcripts sent electronically from the institution to gradadmissions@wilmu.edu.
3. A current resume.
4. Three letters of recommendation. At least one letter should be from an employer who is able to discuss your professional skills. If possible, at least one letter should be from a professor who is able to comment on your academic performance and ability to pursue doctoral studies.
5. Statement of Goals and Objectives. Prepare a two or three page, double-spaced essay covering the following points:

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

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

Program Purpose

The DBA program is designed to facilitate the continuing development of professionals as senior managers or innovative leaders who wish to build upon master's-level core skills and knowledge. The DBA enables students to develop a higher level of competence in conducting applied research and in the comprehension of theoretical and applied literature in a chosen business discipline. The DBA helps students to develop critical knowledge and skills that will enhance their success in service to their profession and community; in future professional development; and in attaining credentials and skills that are essential to business consulting, management, and academia.

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

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

100% Online
The online program is identical to the hybrid program with respect to courses, expectations, tuition, and instructors. The essence of Wilmington University's DBA program is fostering a highly participative learning community. Peer interaction and support are key elements of the learning and discovery process. Accordingly, all of the online courses will utilize interactive webinars or similar communication tools. These virtual meetings will be scheduled as needed by course requirements at times most appropriate for the instructor and students in the course. The webinars will include short lectures, discussions, debates, and student presentations. All online students are expected to participate actively in these webinars. In addition to the webinars, various online learning experiences will be used, including discussion boards and videos.
Classes run for 7 week blocks, similar to the hybrid weeknight format. The typical load will be two classes per semester. Including spring, summer, and fall semesters, a student taking two courses per semester would complete six classes per year.

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

Advancement to Doctoral Candidacy
At or near the completion of the student's course work, but before embarking on the DBA dissertation or research project, the student is required to achieve a passing grade on a formal Comprehensive Examination. In addition, the student is required to form a dissertation committee and gain approval for a concept paper describing the purpose and approach envisioned for dissertation research. After completing these requirements, the student will advance to doctoral candidacy.

Dissertation or Research Project
The DBA dissertation (traditional five chapter or Critical Evaluation Recommendation paper) requires a minimum of 9 semester credit hours for completion. A dissertation or research project proposal must be completed, reviewed, and approved by the student's dissertation committee prior to the beginning of data collection in the area of the research topic. Once the dissertation or research project is complete, the student will present the results before the dissertation committee and colleagues.

Qualifications for Degree
To qualify for the DBA degree, a student must satisfactorily complete 54 credit hours beyond the master's degree, including 4 research foundation courses, 11 program-specific courses, and a dissertation or research project. The student must: (1) maintain a minimum grade point average of at least 3.0; (2) achieve a grade of at least "B- " or better in all courses; (3) achieve satisfactory performance on the Comprehensive Examination; (4) obtain approval of the student's research proposal; and (5) successfully complete and defend the dissertation or research project. These requirements must be completed within seven years of matriculation into the program.

development, quantitative and qualitative analytical techniques, and the knowledge and professional capabilities necessary for the execution of complex managerial duties in today's global business environment. Embedded in the MBA program is an appreciation for the role of business in a pluralistic society and the international community.

Program Competencies

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

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

Program Design

The philosophy of the Wilmington University MBA program is closely aligned with its instructional format. The program is organized through a series of coordinated accelerated 7-week courses and is scheduled to accommodate the needs of students who maintain full-time employment while pursuing their degree. While some course sequenci rb3structional for4 rb3struc 0 Tdedentsz employmen27al forgic pts offer]TJ timult mar stioless rbampuled to agic mmodcompetencies applManyion.í¬ïÊ+ªíP5e a hy ofMB5.2 39 (L(1)

unofficial transcript(s) to this meeting if official transcript(s) are not yet on file.

Advancement to Degree Candidacy

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

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

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

MBA Concentrations

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

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

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

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

The Wilmington University MBA Program

The MBA program is based upon the belief that students must understand the complex relationships of the various organizational functions of economics, finance, marketing, operations, and management on a global basis. The program consists of twelve 3-credit hour courses divided into a seven course common core and a five course concentration. The MBA core is required of all students and provides an in-depth and integrated exposure to the fields of economics, finance, accounting, management, leadership, quantitative methods, and business strategy.

The MBA Common Core:

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

MBA Without a Concentration

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

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

One of the following three courses:

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

Two electives

Two elective courses, with certain exceptions, may be taken from any of the electives offered in the graduate Business programs. Students should consult with their program Chair or advisor when selecting MBA electives.
The MBA without a concentration is the only MBA option with open electives.
Graduate-level courses taken to meet program admission pre-requisites are not applied towards the 36 credit-hour requirement for MBA degree completion.

MBA with a Concentration in Accounting

In addition to the MBA admission and candidacy requirements listed above, the MBA Accounting concentration has the prerequisite completion of 12 credit hours of undergraduate Accounting: Accounting I & II (equivalent to W.U. BAC101 and BAC102) and Intermediate Accounting I & II (equivalent to W.U. BAC201 and BAC202).
To fulfill the requirements for the MBA with a concentration in Accounting, students must complete an 18-credit hour Business Management core and an 18-credit hour concentration in Accounting.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6300	Quantitative Business Analysis*
MBA 6400	Economic and Financial Environment of Business*
MBA 7200	Financial Management*
MBA 7600	Global Marketing Management*
MBA 8800	Business Strategy*
MAC 7100	Financial Accounting Theory, Policy, and Research*
MAC 7200	Advanced Managerial Accounting*
MAC 7300	Issues in Auditing and Assurance Services*
MAC 7400	Fraud Prevention and Forensic Accounting*
MAC 7500	Federal Taxation, Policy, and Research*
MAC 7600	International Accounting and Taxation*

MBA Core 18 credits

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

MBA with a Concentration in Business Analytics

Business Analytics (BA) refers to using statistical and other analytical tools to leverage data to measure performance, improve business processes, and optimize business decision making. BA can be applied to an organization as a whole, or to specific projects, processes,

or products. BA knowledge and skills are increasingly in demand by potential employers of our graduates.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*
MBA 6300	Quantitative Business Analysis*
MBA 6400	Economic and Financial Environment of Business*
MBA 7200	Financial Management*
MBA 7600	Global Marketing Management*
MBA 8800	Business Strategy*
MBA 7710	Seminar in Data Analysis
MBA 7715	Advanced Statistics for Business Analytics
MBA 7720	Forecasting for Business Analytics
MBA 7725	Optimization for Business Analytics
MBA 7730	Simulation for Business Analytics

MBA Core 21 credits

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

MBA with a Concentration in Environmental Sustainability

This concentration has two additional program competencies of 1) demonstrating knowledge of how to strategically align the needs of businesses with environmental needs in order to promote ecological sustainability and 2) utilizing management skills necessary to meet the complex technological and ethical issues relating to environmental issues both at the domestic and global level.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*
MBA 6300	Quantitative Business Analysis*
MBA 6400	Economic and Financial Environment of Business*
MBA 7200	Financial Management*
MBA 7600	Global Marketing Management*
MBA 8800	Business Strategy*
MBA 7802	Economic and Financial Analysis of Environmental Issues*
MBA 7803	Project Management with Sustainable Green Technologies*
MBA 7804	Environmental Regulations and Ethical Issues*

MBA 7800	Topics in Finance–Derivatives

MBA 7294: ideally scheduled immediately following MBA 7200.

MBA Core 21 credits

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

MBA with a Concentration in Health Care Administration

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

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*

MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security*
MHS 7003/MAJ 7003	Risk Assessment and Management*
MHS 7004/MAJ 6606	Crisis Leadership*

MBA Core 21 credits

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

MBA with a Concentration in Human Resource Management

To fulfill the requirements of the MBA with a concentration in Human Resource Management, students must complete the 21-credit hour Business Administration core and an 18-credit hour concentration. The Master of Business Administration Human Resource Management concentration equips individuals with the essential competencies necessary to lead and develop the human capital of organizations. The MBA blends the strategic business acumen with the human resources skills necessary for the business executives of today and tomorrow. The MBA in Human Resources is an ideal degree for human resource professionals seeking to diversify their portfolio of competencies to advance their career, profession, and organizations.

MBA Core 21 credits

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

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*
MBA 6300	Quantitative Business Analysis*
MBA 6400	Economic and Financial Environment of Business*
MBA 7200	Financial Management*
MBA 7600	Global Marketing Management*
MBA 8800	Business Strategy*
MHR 6503	Law, Regulation and the Workplace*
MHR 7506	Training and Development
MHR 7600	International HR*
MHR 7650	Compensation and Benefits*
MHR 7800	Seminar in Human Resource Management*

MBA with a Concentration in Management Information Systems

This concentration has two additional program competencies of 1) demonstrating decision making IT strategies in the areas of analysis, modeling, and design and 2) knowledge of available communication and networking in order to meet IT strategies within the organization.

Courses

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

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

MBA Core 21 credits

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

MBA with a Concentration in Marketing Management

This concentration has two additional program competencies of 1) demonstrating knowledge of management issues affecting marketing in global environments confronting U.S. organizations today and 2) formulating business strategies in order to meet sales, marketing, and customer service needs.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*

MBA

today’s economic environment and develop strategies to effectively address those issues.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership*
MBA 6100	Managerial Accounting*

MBA 6300 Moa0.6 oro EM[(c)4 (ount)-2 (i)-2 (ng*)]TJ 0 T2 (c)eioa0.-2.6 (c)

Dover Air Force Base on weekends, and Georgetown on weeknights. At this time, all MAC courses

MAC 7300	Issues in Auditing and Assurance Services*
MAC 7400	Fraud Prevention and Forensic Accounting*
MAC 7500	Federal Taxation, Policy, and Research*
MAC 7600	International Accounting and Taxation*
MBA 7200	Financial Management*

One of the following two courses:

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

M.S. Accounting Core 21 credits

Electives

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

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

MANAGEMENT, MASTER OF SCIENCE IN MANAGEMENT

1. Official undergraduate transcript(s) are on file with the Graduate Admissions office.
2. Successfully completed MGT 6501 as one of the first four courses in the program.
3. Completed a program planning conference.

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

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

Twelve courses are required for program completion; the ten courses immediately below and two additional courses to be selected from the elective offerings. While some course sequencing is important, the program is designed to permit students to complete requirements at their own pace.

Courses

MBA 7600	Global Marketing Management*
MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*
MGT 7400	Analysis of Decision Making*
MGT 7591	Leadership and

HCA 7700	Seminar in Health Care Administration*
HCA 7720	Health Policy and Economics*
HCA 7730	Health Insurance and Reimbursement*
HCA 7740	Legal Aspects in Health Care*
HCA 7745	Marketing in the Health Care Sector*
	One Elective

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

M.S.M. with a Concentration in Homeland Security

Issues involving homeland security have become a priority at all levels of the corporate world. Business professionals need to know the problems involved and be prepared to adapt to the ever changing landscapes in homeland security and maintain a safe and secure work environment. This concentration has two additional program competencies of 1) demonstrating knowledge in the area of risk assessment and homeland security management and 2) determining future strategies for meeting security challenges in organizations. To fulfill the requirements for the M.S.M. with a concentration in Homeland Security, students must complete an 18-credit hour Business Management core, 15-credit hour concentration in Homeland Security, and a 3-credit elective. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace.

Courses

MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*
MGT 7400	Analysis of Decision Making*
MGT 7710	Integrative Independent Study Project A*
MGT 7800	Strategy in Organizations*
MGT 8800	Integrative Independent Study Project B*
MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security*
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security*
MHS 7003/MAJ 7003	Risk Assessment and Management*
MHS 7004/MAJ 6606	Crisis Leadership*

MGT 7710	Integrative Independent Study Project A*
MGT 7800	Strategy in Organizations*
MGT 8800	Integrative Independent Study Project B*
MHR 6503	Law, Regulation and the Workplace*
MHR 7600	International HR*
MHR 7650	Compensation and Benefits*
MHR 7800	Seminar in Human Resource Management*
MHR 7830	Finance and Accounting for Managers*
	One Elective

MSM Core 18 credits

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

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

This concentration has two additional program competencies of 1) demonstrating decision-making IT strategies in the areas of analysis, modeling, and design and 2) knowledge of available data communication and networking in order to meet IT strategies within the organization. To fulfill the requirements for the M.S.M. with a concentration in Management Information Systems, students must complete an 18-credit hour Business Management core, a 15-credit hour concentration and a 3 -credit elective. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace.

MSM Core 18 credits

Courses

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

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

M.S.M. with a Concentration in Marketing

This concentration has two additional program competencies of 1) demonstrating knowledge of management issues affecting marketing in a global environment confronting U.S. organizations today and 2) formulating business strategies in order to meet sales, marketing, and customer service needs. To fulfill the requirements for the M.S.M. with a concentration in Marketing, students must complete an 18- credit hour business management core, a 12-credit hour concentration and two 3-credit electives. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace.

MSM Core 18 credits

Courses

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*

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

MBA 7600	Global Marketing Management*
MBA 7603	Market Research and Consumer Behavior*
MBA 7608	Integrated Marketing Communications*
MHR 7830	Finance and Accounting for Managers*

Two of the following three courses:

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

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

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

The M.S.M. with a concentration in Military Leadership is designed to meet the growing needs of the Delaware National Guard leader. Enrollment is restricted to selected members of the Delaware National Guard. The military, as well as civilian business, is regularly challenged in its quest to identify, acquire, and develop or identify those candidates with leadership capability. The National Guard, with its multiple constituencies, has particularly complex leadership situations. This concentration has an additional program competency of demonstration of decision making skills in complex military leadership situations.

MSM Core 12 credits

Courses

MGT 6501	Organization Theory and Design*
MGT 7400	Analysis of Decision Making*
MGT 7710	Integrative Independent Study Project A*
MGT 8800	Integrative Independent Study Project B*
DNG 6100	]TJ 3 0 [illegible]

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

Nonprofit agencies play an increasingly important role in providing a wide range of client-based services in today's economy. This new concentration will provide nonprofit agencies with a source of potential leaders exposed to critical nonprofit business functions including leadership, administrative governance, and fundraising. This degree program combines a 21 credit hour Business Management core, 12 credit hour concentration, and a 3-credit elective that provides cross-disciplinary exposure to instruction from the Colleges of Business (COB) and Social & Behavioral Sciences (COSBS). This concentration has three additional program competencies of 1) demonstrating advanced research, written, and oral communication skills; 2) applying decision-making, critical thinking, and problem-solving skills related to scenarios and issues relevant to 503c agencies; and 3) formulating an understanding of the issues facing nonprofit agency leaders in today's economic environment and develop strategies to effectively address those issues.

Courses

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

Choose one of two elective options

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

MGT 8150	MSM Internship

MSM Core 18 credits

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

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

This concentration has two additional program competencies of 1) evaluating the need for using teams with respect to organizational effectiveness and 2) knowledge of theories and principles of change management as it relates to leadership. To fulfill the requirements for the M.S.M. with a concentration in Organizational Leadership, students must complete an 18-credit hour Business Management core and an 18-credit hour concentration. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace.

Courses

MBA 7600	Global Marketing Management*
MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*

MGT 7400	Analysis of Decision Making*
MGT 7710	Integrative Independent Study Project A*
MGT 7800	Strategy in Organizations*
MGT 8800	Integrative Independent Study Project B*
MOL 6100	Leadership Foundations*
MOL 6200	Group Processes and Facilitation Skills*
MOL 6400	Leadership and People*
MOL 7500	High Performance Teams*

One of the following five courses:

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

MSM Core 18 credits

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

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

This concentration has an additional program competency of demonstrating decision making ability in public policy and administration in a wide variety of industries, both public and private. To fulfill the requirements for the M.S.M. with a concentration in Public Administration, students must complete an 18-credit hour Business Management core, a 12-credit hour concentration, plus two 3-credit electives. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace.

Courses

MGT 6501	Organization Theory and Design*

apply strong sports management skills and strategies critical to the operation of sport organizations; 2) demonstrating an advanced understanding of the governance and regulation of sport organizations; 3) demonstrating the needed skills in the finance of sport organizations including key elements of budgeting, accounting, public/private financing, and revenue development; and 4) demonstrating the necessary skills in understanding the economics of sport including concepts of supply and demand, economic forecasting, and economic impact assessment.
To fulfill the requirements for the M.S.M. with a concentration in Sports Management, students must complete an 18-credit hour Business Management core, a 12-credit hour concentration, plus 2 three-

SUSTAINABILITY

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

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN FINANCE

Students who wish to receive a Graduate Certificate in Finance must complete any five finance courses listed in the concentration in Finance, in addition to any prerequisites for those courses. When students are enrolled in their last course for completion of the certificate program, the student must complete the Graduate Certificate Program Form and submit to the Office of the Registrar. This form is available from the Registrar's website.

Certificate Requirements

Requirements List

MBA 7200	Financial Management*

*MBA7200 has the pre-requisite FIN305 or MHR7830

Choose four of the following six courses:

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

*MBA7800 requires 12 credits completed in the MBA729_ sequence

---

GRADUATE CERTIFICATE IN HEALTH CARE ADMINISTRATION

Students who wish to receive a Graduate Certificate in Health Care Administration must

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

GRADUATE CERTIFICATE IN MARKETING MANAGEMENT

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

Certificate Requirements

Requirements List

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

Choose one of the following three courses:

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

GRADUATE CERTIFICATE IN NONPROFIT MANAGEMENT

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

Certificate Requirements

Requirements List

en

GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

Students who wish to receive a Graduate Certificate in Organizational Leadership must complete the five courses listed in the concentration in Organizational Leadership.

- uses your degree program's standards to assess your strengths and areas for growth, aspirations for the future and how your program will help you meet those goals (link is provided in admissions documents) OR;
- for district leaders
- for building leaders
- for teacher leaders
- describes your research and/or scholarly interests.

practice, the clinical setting appropriate to their areas of focus. As a starting point in

EDL 8132	Laboratory of Practice: Superintendents/District Leaders
EDL 8133	Laboratory of Practice: Superintendents/District Leader
EDL 8134	Laboratory of Practice: Superintendents/District Leader
EDL 8135	Laboratoryof Practice: Superintendents/District Leaders
	AND
EDL 7110	Innovation in Practice
EDL 7111	Leadership for Innovation
EDL 7703	Curriculum Theory and Practice
EDL 7113	Leadership and Governance
EDL 7114	Labor Negotiations and Law
EDL 7201	ManagingFinance
EDL 7709	Leading and Managing Human Resources
EDL 7109	Action Research II
EDL 7115	Technology Integration
EDL 7116	Security and Safety

capstone project should be completed in three years.
During the third year a formal, written assessment is administered that links course-related content and program standards with practical applications and which must be passed by the student.
The entire program must be completed within 5 years. If the program is not completed within a five-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have been inactive (registered for no courses) for one year or more. Students readmitted after an absence of one year or more may need to re-take Action Research I or II or other coursework as determined by the program chair.

ORGANIZATIONAL LEADE RSHIP - LEARNING AND INNOVATION

Doctor of Education

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee. Incomplete files will not be reviewed.
2. Official transcripts from a regionally accredited college or university verifying completion of a bachelor’s and master’s degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university. Cumulative grade point average of 3.0 is required for consideration.
3. Three letters of recommendation including at least one (1) letter of recommendation from a current/recent supervisor that can attest to the applicant’s leadership experience in organizational learning, one from a professional colleagues or academic professors and written within the last calendar year. Letters must address your capacity for doctoral level work at Wilmington University.
4. Résumé that demonstrates 3-5 years leadership/managerial experience in adult learning in an organizational context.
5. Written statement of intent that specifies professional and academic interests. It must:

- Be completely original and in your own words.
- Be clear, concise, and avoid educational jargon (not less than 2 pages but no more than 4, 1.5” spacing).
- Include an explanation of why you are interested in earning a doctoral degree at Wilmington University.
-

Describe your research and/or scholarly interests.

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

Purpose

Learning is key to continually improving performance, motivating stakeholders and igniting innovation in organizations.

The Organizational Leadership-Learning and Innovation program (OLI) aims to develop leaders who are equipped to face the dual challenge of managing operational excellence through continuous improvement and change, while at the same time inspiring stakeholders to help create the organization's future through innovation. The OLI program facilitates the leadership development of those interested in inspiring proactive stakeholder responses to the changing socio-economic, political and technological environment in all types of organizations including business, nonprofit and the government. Positions held by past graduates include, but are not limited to, presidents of organizations, chief learning officers, corporate trainers, principles of consulting firms and HR executives.

The program is grounded in experiential learning and prepares today's leaders by combining theory, practice, and research. The OLI program features a cohort model in which students engage with one another and faculty in course work, consulting experiences, building professional portfolios, summer institutes and applied dissertation research projects. A unique feature of the program is its three concentrations, which provide doctoral students the flexibility of choice in creating a doctoral learning experience to meet their unique needs. The three tracks are: (1) Strategic Leadership, (2) Workplace Learning and Talent Development and (3) a Student Designed Learning Pathway.

The OLI program is offered in both face-to-face and online formats that allow for completion of program requirements in as little as three years. Both formats take advantage of technology to facilitate instruction and collaboration, with those choosing the face-to-face option having the opportunity to meet one weeknight in most classes. Many of the online courses also offer opportunities for synchronous meetings. Courses are taught by full-time and adjunct faculty members who are subject-matter experts with extensive experience in applying creative, leading-edge practices to help organizations learn, innovate and be more effective.

Program Competencies

Graduates of the Ed.D. Organizational Leadership-Learning and Innovation program are expected to demonstrate program competencies through attainment of specific course objectives aligned with the following program standards:

1. Personal Mastery—Engages in thoughtful reflection, assessment, and on-going personal and professional development.
2. Leadership--Vision, Mission and Strategic Direction for Organizational Learning and Knowledge Management—Envisions, initiates, develops, communicates, and implements a shared vision of organizational learning that aligns with the strategic direction of the organization.
3. Learning Organization Culture, Structures and Processes—Creates, sustains and changes organizational culture, structures, and processes that support learning, change and innovation.
4. Talent Engagement, Development and Management—Fosters learning and growth among organizational members and engages them in high performance behaviors that create value for themselves and the organization.
5. Organizational Performance Improvement and Innovation—Generates and supports continual improvement in curre nt organizational performance, while at the same time promoting the innovation that with will enable the organization to flourish in the future.
6. Stakeholder Communication, Consultation and Collaboration—Proactively communicates with all organizational stakeholders in a manner that appreciates and values different perspectives and fosters information/ knowledge sharing and collaboration in achieving results that benefit all organizational stakeholders.
7. Ethics, Citizenship, and Social Responsibility—Promotes organizational citizenship and social responsibility in an ethical manner that embraces integrity and accountability in all workplace practices.

8. Assessment, Evaluation, and Research—Accesses, generates, interprets and manages the data necessary to assess and evaluate the effectiveness of organizational learning, the quality of organizational performance, and the need for innovation to meet changing client/customer needs or challenges in the competitive environment.
9. Contextual and organizational Acumen-Monitors and understands the social, political, economic, legal and technological forces that may impact organizational purpose and results. Uses that information to generate new strategies for learning that support the strategic plans of the organization.

Program Design

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

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

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

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

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

Program Requirements

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

Phase I: Admission (completion of the application process)

Phase II: Course Completion including Concentrations (completing a minimum of 42 credits hours with a B or better average)

Phase III: Consulting Field Experience (approved project for a minimum of 6 credit hours)

Phase IV: Degree Candidacy (completion of Phases II & III, portfolio presentation and candidacy meeting with faculty advisors)

Phase V: Applied Dissertation Research Project (Written and Oral Presentation 6 credit hours)

Phase VI: Summer Institutes

Student Designed Learning Pathway (15 Credits)

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

OLI 7500	Special Topics Courses
OLI 7501	Special Topics Courses
OLI 7502	Special Topics Courses
OLI 7503	Special Topics Courses
OLI 7504	Special Topics Courses
	OR
OLI 7600	Guided Study Courses
OLI 7601	Guided Study Courses
OLI 7602	Guided Study Courses
OLI 7603	Guided Study Courses
OLI 7604	Guided Study Courses

Applied Dissertation Research Project

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

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 54-credit hour program with a minimum 3.0 grade point average. A culminating applied dissertation research project presented for written publication and orally to the dissertation committee is required. In addition, candidates are required to complete a consulting project and a reflective portfolio of development activities that demonstrates competency across the OLI program standards. Successful presentation of the portfolio advances the student to candidacy. While students can complete the program in just three years, the entire program must be completed within seven years. If the program is not completed within a seven-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have a leave of absence of more than a year. Students may need to re-take two of the research courses to be reinstated if they have more than a two-year leave of absence.

HIGHER EDUCATION LEADERSHIP

Doctor of Education

Admission

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from a regionally accredited college or university verifying completion of a bachelor’s and master’s degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or

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

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

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

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

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

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

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

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

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

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

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

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

Throughout the program, students continuously develop a leadership portfolio, which highlights their experiences, their growth in knowledge and skills, and how their new knowledge and ui[over the courEiences4 ffrojeow th

HEL 8103	Seminar: Current Issues in Higher Education
HEL 8104	Seminar: Leadership in Higher Education

RESEARCH CORE (15-18* Credits)

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

* Continuing inquiry only if needed.

GUIDED STUDY (15* Credits)

HEL 8501-8505	Guided Study

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

Applied Inquiry Project

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

Qualifications for Degree

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

Master's Degrees (Licensure Programs)

SECONDARY TEACHING: GRADES 7-12

Master of Arts

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

The Master of Arts in Secondary Teaching is a Licensure/Certification Program with Admission Restrictions and Exit Requirements.

THIS IS A DELAWARE LICENSUREAr

the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

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

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

2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution.

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

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

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

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

After completing all of the above, register for MED 6102 (E-sc MED 61c 610.10.50m Advisor, .133 TP( )Tj D 63ofC.13Coc M1D 610.ap16re

Professional Learning and Ethical Practice

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

Leadership and Collaboration

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

Outcomes Assessment

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

Program Design

The Master of Arts in Secondary Teaching degree program is designed for individuals with undergraduate or graduate degrees in content/subject areas taught in the middle level and high schools in our region. The curriculum provides individuals with the professional preparation necessary for licensure and certification as “Highly-Qualified” teachers in the selected content area(s).

To be eligible for the program, a teacher candidate must hold a degree with a major in a secondary content area from a regionally-accredited college or university. At entry, transcripts of prior coursework will be carefully reviewed to determine if content area coursework has been completed that satisfies national standards. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Intern1.13C
(P)ior co dSa courTea-1.127 3 Tw 0 -1.kTd ty. At cdards. Any ocoursework II 9acior cTd(Mahitoryur reity.l and h)-6.7 a f

missionshwol- acq.7 (mauirtj 0 Tw (-or .7 .1 0 nt)Whete)-6ycoursework[efore St6.6 (ssiignel completion [(missionshwol)-srefullen)6.7r h transcripts i

missjedulq.7 (sidwicopletionionofa courseworkow valuacter tification 0.2sohasa)-6.6 no ecertificaesi Prax o IItenoan Tdssnscfac pcan ,Td2.t

or middle school PRAXIS II test(s) prior to registration for Student Teaching/Teaching Internship. Teacher Candidates should designate Wilmington University as a score recipient at the time the tests are taken.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Master of Arts in Teaching degree, including all content course work, master's course work, and fieldwork/clinical experiences. Pedagogical courses, MAS 8805, Performance Assessment, and the appropriate PRAXIS II content test must be satisfied prior to taking MAS 8801 Student Teaching/Internship. The Praxis II Content Knowledge test must be taken by MAS 7997, Practicum II and passed prior to MAS 8801, Student Teaching/Teaching Internship as a condition of entry into MAS 8801. All courses have ondwoton Uni799n(

into MaxisCollet msfied Stseociad All cocou4 f(sfied rontened (u)-6.7for Stecipi)-6.7s have(u)-6.7s( )]TJ 0.08 Tw 22-1.133 Td [(approprs we

electronically in Taskstream. Applications do NOT take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required.
Placement and registration requirements include the following: Passing scores on the relevant PRAXIS II exam, a 3.0 grade point average, a completed application in Taskstream and all required clearance items.
All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials and are based on school and district needs and the availability of school-based mentors who are rated as highly-qualified and effective. Candidates are not permitted to seek or make arrangements for their own placements.

Course Requirements

Secondary Teaching: Grade 7-12

MED 6102	E-Folio
MAS 7204	Teacher Leadership and Collaboration
MAS 7601	

and/or a master's degree. Courses in the program will provide Career and Technical teachers with the necessary skills to be successful in the classroom.
*Note: The Delaware Department of Education certificate is now: Skilled and Technical Sciences Teacher.

Program Competencies

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

Qualifications for Degree

All candidates entering the program must register for MED 6102 during the first Block they wish to take courses. Candidates must successfully complete all courses in one of the two options (A or B). Once selected, deviation from the chosen Option must be approved by the Program Coordinator.
Candidates have two Capstone Project (MCT 6420) options. Candidates who are not currently certified to teach or are not employed in a teaching position MAY complete a student teaching Clinical Component. This will be coordinated through the Office of Clinical Studies.
Candidates may also elect to complete a Capstone Project (MCT 6420) consisting of a project-based assignment.
Candidates for the Master of Education Degree in Career and Technical Education must successfully complete a minimum of 36 graduate-level credits, including the six-credit

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

Option B - Instructional Program

MED 6102	E-Folio
MAS 7603	Instructional

Completing this assessment is a student teaching requirement. Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required.

Program Changes

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

Program Purpose

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

Program Competencies

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

Learner Development

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

Learning Differences

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

Learning Environments

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

Content Knowledge

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

Application of Content

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

Assessment

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

Planning for Instruction

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

Instructional Strategies

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

Practicum Courses (Practicum I, II, III)

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

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements. The 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.

To be considered for placement in a K-12 school setting, teacher candidates must complete the Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. A full immersion, Yearlong Residency option may also be available. Check with a Program Advisor, Chair or Assistant Chair for more information.
Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Student Teaching/Teaching Internship applications are to be submitte-7 (thTJ 0 Tw 0 -1obste)-6ci,Tr (a

MEE 7607	Health and Physical Education
MEE 7631	Child Growth and Development
MEE 7632	Language and Literacy
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7634	Integrated Methods for Teaching Elementary Social Studies
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7637	Integrated Methods for Teaching Elementary Mathematics
MEE 7638	Integrated Methods for Teaching Elementary PTm [(M)2.3 (E)-2.3 (E)-2.3 (7634)]TJ 0 9 -0 0.,0if3a5ou.003 Tc -5 (T)

Admission

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

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

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

2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any graduate course(s) accepted for transfer into the program must have a letter grade of B or higher and be from a degree-granting, regionally-accredited institution.

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

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

It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically.

2..3pV4.i recen61[Uni3-ly,8.1-6.7 (ables scor)-6bifyingn 0 9 5ansenffid (wia of GraduaPles scoAdvisor,rom thees scnts)6.7 ( )]9.87.487
ng complfyi(d ning theove,.7 (ply)]ted fMED 6102am Enon)Tj 0 Tw (-)Tj 61[Un[(FolioTJ 0which(It (ableon res[(wit)-6.o Tw and cl (5J 2.787 T

Department of Education will be implemented as required by state regulation.
It is essential for candidates to consult with program advisors and/or program chairs to obtain the most current information about these requirements.

Program Purpose

The Master of Education in Elementary and Secondary School Counseling program prepares school counselor candidates to address the academic, social/emotional and career developmental needs of all students in the K-12 school setting. This graduate program is aligned with the philosophy and vision of the American School Counselor Association (ASCA) National Model, the ASCA School Counselor Competencies, and the ASCA Ethical Standards for School Counselors. These standards emphasize training in the implementation of a comprehensive school counseling program promoting leadership, advocacy, collaboration and systemic change to enhance student achievement and success.
The College of Education at Wilmington University reserves the right to change requirements to comply with any licensure/certification or program-approval regulations issued by the Professional Standards Board and/or the Delaware State Department of Education and/or the Delaware Legislature.

Outcomes Assessment

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

Counseling Dispositions and Skills

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

Program Competencies

The program competencies are the School Counselor Competencies (American School Counselor Association, 2008) and can be accessed in their entirety through the ASCA website.

Program Design

The certification track of the Master of Education in Elementary and Secondary School Counseling (MEC) was designed to prepare school counselor candidates to meet the eligibility requirements for school counselor certification in the State of Delaware. The curriculum for the program is designed on a three-tiered system focusing on various competencies and skills. Level One courses provide content knowledge which establish the foundation for counseling skill development in Level Two courses. Levels One and Two provide the necessary competencies and skills to move to the capstone course and clinical experience at Level Three.
Candidates seeking Delaware state certification in school counseling are required to do the following:
700 Hours - Candidates who wish to pursue state certification as a school counselor are required to complete 700 hours of supervised fieldwork in order to satisfy Delaware certification requirements.
Candidates will complete 100 hours of practicum work during clinical cohort meetings and seminars. The remaining 600 hours are divided between two semesters in the following manner:
Fall Internship (300 hours):
Elementary (MEC 8004) or Secondary (MEC 8005) and
Mental Health Seminar (MEC 8015)
Spring Internship (300 hours):
Elementary (MEC 8006) or Secondary (MEC 8007) and
School Counselor Leadership Seminar (MEC 8017)
The school counselor certification process and application is the responsibility of the candidate counselor and is between the applicant and the Delaware Department of Education.

Program Requirements

Completion of the degree includes successful completion of the courses within Levels 1 and 2, capstone course, Praxis II (test code 5421) and two internships. Level One courses must be completed prior to Level 2; Level 2 courses must be completed prior to Level 3 and within Level 3, the capstone course must be completed prior to internship.

Twenty one (21) semester credits in counseling theories, human behavior, college and career readiness, school counseling ethics, measurement and accountability, consultation and working with special needs populations are required in Level 1. The minimum passing grade of a C or higher is expected for each Level 1 course; however, a candidate must maintain a cumulative GPA of 3.0 or higher to gain access to Level 2 courses.

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

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

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

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

Candidates MUST have approval of the MEC Clinical Coordinator to begin their internship. Only approved candidates may register for a clinical course and ONLY registered internship candidates may participate in an internship to complete clinical hours.

Course Requirements

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

Level 1 Coursework

MED 6102	E-Folio
MEC 6400	Introduction to School Counseling & Theories*
MEC 6402	Human Behavior and Child Development*
MEC 6607	Ethical Issues in School Counseling*

Candidates must (s)

Level 2 Coursework

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

Level 3 Coursework and Clinical Experiences

MEC 6511	Principles & Practices of a School Counseling Program (capstone course)

Fall Internship

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

Spring Internship

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

Qualifications for Degree

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

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components

Standard 2. Curriculum and Instruction

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

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

2.2: Use appropriate and varied instructional approaches, including those that develop word

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

Qualifications for a Degree

To qualify for a Master of Education in Reading, a candidate must complete all courses: core and clinical, for a total of 35 semester credits. The Knowledge of Reading Test (KRT), which assesses knowledge of basic reading skills, strategies and materials, must be taken online and during MRD 7920, Practicum in Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II

Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

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

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

Content and Performance Assessment Requirements

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

Content Assessment

"Where a content readiness exam is applicable and available in area, subject, or category of specialization sought, the Candidate shall achieve a passing score on an examination as established by the Professional Standards Board, in consultation with the Department and with concurrence of the State Board."
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

"Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers."
The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in School Leadership is the SLLA (School Leader Licensure Assessment), administered and scored by ETS. Candidates must consult with program advisors and/or program chairs to obtain the most current information about how to fulfill this graduation requirement.

Program Purpose

The Master of Education in School Leadership program addresses research, theory, and practice related to effective schools, teaching and learning, and school reform. Translating theory into practice is a primary emphasis.
This 33-35 credit program is designed to (a) develop aspiring school leaders' knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources in an efficient, equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

Program Competencies

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

1. collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school

plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

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

Outcom stinternsperienceTw 2 Tr A-O142.26-1 (t)1 (c)D 7 >>BT>BDC B 0 0 612 792 8e W n BT 4 1w 2 Trd [(6.58(O)-3.7 (u)-126.01 (c)-1Mi
unde1iver44d1(Tstantiae wgr-1.333)-6..6 (dv-1.333 i)Tj accerienc-44d1(Tult1ithin)-ingferTw 0 ,l.7 (tial nj EMCcan)-d/P nteooliaship ( )u7ca

MED 7799 Supervision and Curriculum Improvement*

MED 7816 Advanced Studies in Teaching and Learning

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

Qualification for Degree

To qualify for the Master of Education in School Leadership degree, a student must successfully complete all required courses plus one of the above elective courses for a minimum of 33 credit hours (35 credit hours for New Jersey candidates), with a GPA of at least 3.0. The program must be completed within five years. Candidates are required to take the School Leader Licensure Assessment (SLLA) and achieve a score deemed passing by. chieve a 9cTd754 pa9.>2nb 25(r U1if)to.re .atf

Licensure/Certification Option

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

Admission to licensure/certification programs requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicants general education, whether secondary or post-secondary.

Concentration Options for the M.Ed. in Education Studies

Elementary Education (K-6). Candidates complete 44 credits of core courses in the MEE Elementary Studies Program and 9 credits of elective courses in lieu of some or all of the MEE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.

Secondary Education (7-12). Candidates complete 34 credits of core courses in the MAT in Secondary Teaching Program and 9 credits of elective courses in lieu of some or all of the MAT clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.

Special Education (K-12). Candidates complete 42 credits of core courses. Candidates who wish to transfer to the Licensure Track degree program will need to complete a new planning conference with their advisor, identifying courses needed for the licensure degree. Some of the courses in the Education Studies degree are not required in the licensure degree.

Career and Technical Education. Candidates complete 36 credits of core courses in the CTE Career and Technical Program and 6 credits of elective courses in lieu of some or all of the CTE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the program advisor. Candidates are also required to perform an Action Research Project.

APPLIED TECHNOLOGY IN EDUCATION

Master of Education

Admission

Please refer to “The Graduate Admissions Process (p. 29)” section for general graduate admission information. For full admission to the Master of Education: Applied Technology in Education degree program, applicants are expected to provide or complete the following:

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

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

Program Purpose

The Master of Education in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills related to current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed create digital-rich learning environments that enhance student learning and

engagement. The program addresses topics related to creativity and innovation, digital-age learning experiences and assessments, digital citizenship, and professional growth and leadership.

Program Competencies

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

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

Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

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

Candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•T.

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

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

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

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

Program Competency Standard 5. Engage in Professional Growth and Leadership

Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Education: Applied Technology in Education degree program competencies and the university-wide graduation competencies. Performance-based assessments are used to evaluate individual and collaborative projects, research endeavors, and assignments. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include mentoring sessions and observations of performance-based projects in virtual or authentic settings. A standards web-based presentation portfolio completed during the program will show the candidate's level of expertise in acquiring the knowledge, skills, and experiences described by the National Educational Technology Standards for Teachers (NETS•T).

Program Design

This 33-credit degree program consists of 15 credit hours of technology courses, 9 credit hours of teaching and learning courses, and 9 credit hours of elective courses. Technology courses (EDT prefixes) must be taken in a numerical sequence, beginning with EDT 6005 and ending with EDT 6045. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (9 credits)

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

Elective Courses (9 credits)

MED 7404	Brain-Based Research Instructional Strategies*

MED 7704	Education for Equity and Social Justice*
MED 7807	Creativity and Critical Thinking*
MED 7810	Psychology of Learning*
MED 7812	Culture and Learning Environments*
MED 7813	Differentiated Instruction*
MED 7814	Problem-based Learning
MED 7815	Innovations in Teaching
MED 7816	Advanced Studies in Teaching and Learning
MED 7817	Professional Studies
MED 7818	Personalization in Education
MED 7819	Design, Build, and Test

Technology Courses (15 credits)

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

MED 6102	E-Folio
EDT 6005	Applications in Educational Technology*
EDT 6010	Instructional Applications of Technology*
EDT 6020	Emerging Trends in Educational Technology*
EDT 6035	

Parallel Curriculum

The purpose, curriculum and program design of the Master of Education in Education Studies, Elementary Education (K-6) are the same as for the Master of Education in Elementary Studies (K-6) with the exception of those elements associated with clinical coursework (practicum and student teaching). This degree does not contribute to eligibility for an initial teaching license or certificate.

Program Competencies

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

Course Prerequisites/Additional Course Requirements

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

Required Courses

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

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

MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8805	Performance Assessment

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

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

Master of Education

Program Requirements

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

Parallel Curriculum

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

Program Competencies

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

Course Prerequisites/Additional Course Requirements

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

Required Courses (42 credits)

MED 6102	E-Folio
MSE 7604	Technology for Instruction*
MED 6000	Elementary Mathematics for Teachers
MRD 7802	Process and Acquisition of Literacy*
MRD 7901	

MSE 7405	Curriculum and Instruction in Special Education
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 8805	Performance Assessment

12 credits from approved coursework.

Elementary Concentration

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

OR

Secondary Concentration

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

Special Education Electives

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

EDUCATION STUDIES, CONCENTRATION IN SKILLED AND TECHNICAL SCIENCES

Master of Education

Program Requirements

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

Parallel Curriculum
The purpose, curriculum and program design of the Master of Education in Education Studies, Skilled and Technical Sciences are the same as for the Master of Education in Career and Technical Education. This degree does not contribute to eligibility for an initial teaching license or certificate.

Program Competencies
Program competencies for this degree are identical to those currently in effect for the Master of Education in Career and Technical Education. Program competencies and attributes are derived from the College of Education Conceptual Framework and the InTASC standards

(Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:
Conceptual Framework
InTASC Standards

Option A Certification Program - Required Courses

MED 6102	E-Folio
MAS 7601	Education of Diverse Populations and Exceptiona(s -(D

ELEMENTARY AND SECONDARY SCHOOL COUNSELING (NON-CERTIFICATION)

Master of Education

The non-certification program in School Counseling is designed for those who want to work with children and youth in positions that do not require _____ state licensure/certification, or who may want to enter a school counselor licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as counseling theory, child development, and education best practices in preparation for a variety of other occupations and career paths.

Academic Advisement Packet.0

MEC 7501 Family Counseling

Program Purpose

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

- choosing effective and appropriate instructional approaches and materials
- designing integrated, comprehensive, balanced curricula that support student learning in reading and writing
- designing and implementing appropriate assessment strategies
- developing awareness, understanding, and respect for cultural differences
- creating literacy-rich learning environments that foster reading and writing
- exploring leadership and professional development opportunities

Program Competencies

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

Program Competency Standard 1. Foundational Knowledge

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

Program Competency Standard 2. Curriculum and Instruction

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

Program Competency Standard 3. Assessment and Evaluation

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

Program Competency Standard 9. Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the community), and adapts practice to meet the needs of each learner.

Program Competency Standard 10. Leadership and Collaboration
The teacher seeks appropriate leaderships roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

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

Program Design
This 33-credit program consists of 21 credit hours of foundation courses that focus on teaching and learning and 12 credit hours of elective courses. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. An effort is made to provide candidates with choices of course formats (traditional, hybrid or on-line) although this cannot be guaranteed. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (21 credits)

MED 6102	E-Folio
MED 7712	Curriculum Development*
MED 7808	Assessment and Evaluation*
MED 7809	Instructional Design*
MED 7810	Psychology of Learning*
MED 7812	

This 30 credit program is designed to (a) develop aspiring school leaders' knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources in an efficient, equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

Program Competencies

MED 7701	Supervisory Leadership: Staff Selection Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning*
MED 7706	The Principalship, Pre-K8*
	OR
MED 7707	The Principalship, 9-12*
MED 7708	Curriculum Leadership*

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

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

Qualification for Degree

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

Special Education

Master of Education Degrees

SPECIAL EDUCATION TE

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

Program Content Requisites (Secondary)

MAS 7603	Instructional Strategies in Secondary Education*
MAS 7651	Adolescent Growth and Development *

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

Program Content Requisites (Elementary)

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

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

MSE Course Requirements

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

Qualifications for Degree

To qualify for the Master of Education in Special Education (MSE) degree, a teacher candidate must complete all course work and clinical experiences with at least a “B” average (a cumulative grade point average of 3.0). An electronic portfolio - E-Folio - is required. The

	Disabilities
MSE 7407	Collaboration/Teaming with Families & Communities

Qualification for Degree

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

PARAEDUCATOR TO SPECIAL EDUCATION TEACHER K - 12 (ALTERNATIVE ROUTE - ARTC)

This is an alternative route for paraeducators to complete the M.Ed. in Special Education and qualify for an Initial Teaching License and certification to teach students with exceptional needs in Delaware public schools. The program is approved by the Delaware Department of Education and has admissions restrictions and exit requirements.

Overview

This two-year program provides qualified and currently employed Delaware paraeducators the opportunity to complete the WilmU Master of Education in Special Education degree while working in partnering schools/districts. As a state-approved alternative route to teacher certification (in critical needs areas), it is possible for candidates to be hired as teachers with full pay and benefits while simultaneously fulfilling degree requirements, all in the context of their own classrooms. Acceptance into the program requires approvals from the employing school district, the Delaware Department of Education, and the Wilmington University College of Education. It is important to note that admission to the program does not guarantee an offer of employment as a licensed teacher. Conditions under which required fieldwork can be completed and offers of employment are entirely at the discretion of participating school districts. Interested candidates who meet general College of Education admissions requirements must schedule a program planning conference with the ARTC Program Chair to determine their eligibility for admission.

Benefits

The program will enable successful candidates to:

- Complete a master’s degree in Special Education and Initial Licensure as a Delaware teacher.
-

general education, whether secondary or post-secondary.

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

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

2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution.

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

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

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

4. Schedule a program planning conference with the ARTC Program Coordinator. A recommendation from your immediate supervisor to enter this intensive program. The ARTC Program Coordinator will facilitate this, providing information to the administrator/supervisor, following a planning conference.
5. The ARTC program requires a candidate to have a Certificate of Eligibility AND a firm offer of a special education position as a special education teacher of record in a Delaware public school. These documents must be submitted by the Candidate to be fully admitted.
After completing all of the above, register for MED 6102 (E-Folio) and MSE 7604 (Instructional Technology for Educators), and MSE 7100 (Foundations of Special Education: Historical, Legal, and Theoretical Perspectives).

Content and Performance Assessment Requirements

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

Performance Assessment

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

used by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT).

Completing this assessment is a student teaching requirement. Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required.

Program Purpose

The purpose of the Paraeducator to Teacher (ARTC) program is to prepare paraeducators to transition to teaching students with disabilities in grade levels K-12.
Students with disabilities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Paraeducator to Teacher (ARTC) program provides candidates with the opportunity to complete the coursework with assignments and performance tasks aligned to the appropriate standards. This program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

Program Competencies

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

Outcomes Assessment

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

Course Requirements

Paraeducator to Teacher (ARTC)

MED 6102	E-Folio
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Pe(e)7 (tr)i

the assessments and minimum scores that are required.

Program Purpose

The purpose of the Special Eduaion Teacher (ARTC) program is to prepare candidates to teach students with disabilities in grade levels K-12.
Students with disabilities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Special Education (ARTC) program provides candidates with the opportunity to complete the coursework with assignments and performance tasks aligned to the appropriate standards. This program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

Program Competencies

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

Outcomes Assessment

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

Program Design

The Special Education Teacher (ARTC) program is for candidates who have completed a bachelor's degree and who wish to obtain a master's degree leading to license and certification as a K-12 teacher of students with disabilities. At entry, previous transcript(s) of teacher candidates will be carefully reviewed to determine if they have completed the necessary core content area coursework for which they intend to teach children with disabilities. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

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 Special Education (ARTC) program, including content course work, required special education courses, and clinical experiences. The appropriate PRAXIS II subject and content readiness exam must be satisfied prior to program completion. All courses have goals for diversity in education and

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

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

Course Requirements

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

MED 6102	E-Folio
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Applied Behavior Analysis*

14

Education Degree (for previous graduates of the MEd Education Studies Degree, Elementary), or the Master of Arts in Teaching Degree (for previous graduates of the MEd Education Studies Degree, Secondary) and complete the requirements for a Graduate Dual Degree.
This option is for those students who need to complete at least 15 additional credit hours to earn the second master's degree – MEd Elementary Studies or MAT Secondary Education. As long as a student earns the minimum additional credits and the specific program requirements are met, the second degree can be completed and student financial aid may be used for the second degree. The Praxis II Content Area Assessment must be satisfied for Student Teaching/Teaching Internship.
OPTION THREE: Students holding a Bachelor of Science Degree in Education Studies or in any non-Education Major may apply for admission to the M.Ed. in Elementary Education, the M.Ed. in Special Education or the M.A. in Secondary Teaching. These are licensure programs which contribute to eligibility for Delaware licensure/certification. Passing scores for the appropriate Praxis II exams are required for all students seeking licensure and must be submitted when applying for the student teaching semester.
*Please note that non-degree students are not eligible for financial aid and may be directed to pursue a graduate degree.

Graduate Certificates

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

- STEM Education
- Applied Technology in Education
- Elementary and Secondary School Counseling
- ESOL Literacy
- Reading Specialist
- Special Education: Early Childhood/Exceptional Children
- Special Education: Teacher of Students with Disabilities K-12
- Special Education: Teacher of Students with Autism/Severe Disabilities

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

GRADUATE CERTIFICATE IN APPLIED TECHNOLOGY IN

EDUCATION

Admission Requirements

Please refer to “The Graduate Admissions Process (p. 29)” section for general graduate admission information. For full admission to the Graduate Certificate in Applied Technology in Education, applicants are expected to provide or complete the following:

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

Purpose

The Graduate Certificate in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills in current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed to design digital-based instruction and transform learning environments that

GRADUATE CERTIFICATE IN ESOL LITERACY

Admission

Please refer to “The Graduate Admissions Process (p. 29)” section for general graduate admission information.
Admission to the Graduate Certificate in ESOL Literacy requires the following:

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

NOTE:These test scores will NOT affect admissions decif EosiofUnios84.1 ( )-7.y1 (o)-2.w (o)1.4 (s)-49 (f)-2.h0.36-0. p2 (s84.3 (s)-4-2.2 (i)gr(E)-5.1 (N(i)m1 (

they acquire English language and literacy in order to achieve in the content areas.

Standard 1.b Language Acquisition and Development: Candidates understand and apply theories and research in language acquisition and development to support English language/literacy learning and content area achievement.

Domain 2. Culture

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

Domain 3. Planning, Implementing, and Managing Instruction
Candidates know, understand, and use evidence -based practices and strategies related to planning, implementing, and managing standards -based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose a nd adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning for Standards- Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards -based ESL and content curriculum.

Standard 3.b. Implementing and Managing Standards- Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards- based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of standards- based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 4. Assessment

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

Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards- based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

Standard 4.c. Classroom- Based Assessment for ESL: Candidates know and can use a variety of performance- based assessment tools and techniques to inform instruction for in the classroom.

Domain 5. Professionalism

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

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this

knowledge to inform teaching and learning.

Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. 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) as part of their clinical coursework. A passing score of 149 is required. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream.

Program Design

This certificate includes 15 credits of content specific courses related to ESOL learners and required by the Delaware Department of Education. The certificate program requires that candidates be working in an educational setting to complete the program competency assignments. The Graduate Certificate in ESOL Literacy program is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), Teachers of English Speakers of Other Languages (TESOL), National 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. Further, the program is aligned with the Delaware Performance Appraisal System (DPAS II). There is a non-credit (MED 6102) E-Folio course requirement.

Course Requirements

Clinical Course

MLL 7403 Assessment of Second Language Learners*

Offered in summer under special circumstances

This list does not represent the recommended sequence.

MED 6102 E-Folio

MLL 7402 Second Language Ac (e)in3ymo

MLL 7402

MLL 7402

with concurrence of the State Board."

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

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

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

Purpose

The Graduate Certificate Reading Specialist prepares teachers for certification as a Reading Specialist in grades K--12. Reading specialists must demonstrate the ability to produce high levels of student achievement in literacy. Literacy requires an understanding of reading and writing intertwined with the ability to interpret critically and apply new information to existing knowledge. Every school should have access to Reading Specialists who have specialized training related to addressing reading difficulties and who can give guidance to classroom teachers in language arts, writing, and content area reading.

Program Competencies

The program competencies are the ILA (International Literacy Association) Standards, summarized below, and can be accessed in their entirety through the ILA's website.
The program develops reading experts who have demonstrated mastery in:
Standard 1. Theoretical/ Foundational
Candidates understand the theoretical and evidence--based foundations of reading and writing processes and instruction. Specifically, candidates:

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

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

2.1 : Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to

provide effective instruction for all students.]

2.2 : Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).

2.3 : Use a wide range of texts (e.g., narrative, expository, and poetry) from traditiona l print, digital, and online resources

Standard 3. Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective

GRADUATE CERTIFICATE IN STEM EDUCATION

Admission Requirements

Please refer to “The Graduate Admissions Process (p. 29)” section for general graduate admission information. For full admission to the Graduate

Course Requirements

Content Specific Courses (15 credits)

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

Qualifications for Certificate

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

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

NOTE

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

COURSE OF STUDY: EARLY CHILDHOOD/EXCEPTIONAL CHILDREN (15 CREDITS)

Teachers pursuing Special Education Graduate Certficates to meet the requirements of a Delaware Certificate of Eligibility must be enrolled in Wilmininton University's Alternative Route to Teacher Certification Program.

Admission Requirements

1. A completed Wilmington University application
2. Official transcripts.
3. Current résumé
4. Interview with Program Chair or designee
5. Students will have the option to petition for review of up to six (6) credits of previous Wilmington University graduate work as it applies to the program.

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

Purpose

The purpose of this certificate in Special Education-Early Childhood Exceptional Children is to prepare educators to teach young children, birth to grade two, who demonstrate a range of

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

Course Requirements

Course of Study: Early Childhood Exceptional Children Course Requirements (15 credits)

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

Delaware Certification in Special Education Early Childhood/Exceptional Children

Current Delaware Department of Education regulations (DE Title 14, §1570) 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 Special Education Early Childhood/ Exceptional Children after successfully completing five (5) of the Wilmington University College of Education courses.
However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website
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.

MSE 7402

and DE certification to teach in a specific subject area or grade level).
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must make application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

Course of Study: Special Education K-

CERTIFICATE OF ADVANCED STUDY IN SCHOOL COUNSELING

The Certificate of Advanced Study (CAS) in School Counseling provides opportunities for practicing school counselors to gain knowledge and skills pertinent to the needs of today's K-12 school students. The CAS is designed to prepare present school counselors for current issues and trends in the profession. The CAS courses may be used as hours towards re - certification while providing focused professional development. The CAS is a post-Master's course of study and offers the opportunity to obtain an additional 18 credits. The post-Master's CAS in School Counseling requires the successful completion of the following six (6) core courses (18 credits) with a grade-point average of 3.0 or higher. Courses are available in a traditional face-to-face format or an online format.

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

Admission Requirements

1. A completed Wilmington University application.
2. Official transcripts with degree conferral date for a master's degree in school counseling or closely related field.

COLLEGE OF HEALTH PROFESSIONS

About the College of Health Professions

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

The philosophy may be read in its entirety on the College home page at wilmu.edu/nursing/philosophy.aspx

Mission and Goals

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

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

Goals

The master's programs prepare graduates to:

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

The DNP program prepares graduates to:

- Be experts in specialized advanced nursing practice. Provide clinical leadership in the delivery of culturally competent care.
- Function effectively in advanced nursing practice roles at the highest level of clinical competence in a variety of settings.
- Contribute to health care models based on contemporary nursing science, organizational, political, cultural, and economic principles.

Sigma Theta Tau International Honor Society of Nursing/Omicron Gamma Chapters

Sigma Theta Tau International, the Honor Society of Nursing, is an organization that fosters scholarship in nursing. It is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice.

Wilmington University's College of Health Professions' chapter, Omicron Gamma, received its charter in March, 1998. By invitation, Omicron Gamma annually inducts nursing students and community members who exhibit commitment to nursing excellence as scholars, leaders, practitioners, and innovators. The induction pledge emphasizes commitment to honor, community, service, and knowledge to perpetuate professional ideals.

Program Accreditation

Commission on Collegiate Nursing Education

The baccalaureate, masters, post-graduate certificate, and doctoral nursing programs at Wilmington University are fully accredited through the Commission on Collegiate Nursing Education (CCNE).

CCNE is a widely recognized accrediting body that focuses on Baccalaureate and Graduate degree programs in Nursing. As of 2008, CCNE has accredited over 76% of all baccalaureate nursing programs and 86% of master's degree nursing programs across the country.

CCNE

One DuPont Circle, NW, Suite 530

Washington, DC 20036-1120

Adult Nurse Practitioner, Seeking Adult/ Gerontology Nurse Practitioner

18 credits/ 500 clinical hours

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 8104	Certificate Adult/Gerontology Practicum I*
MSN 8204	Certificate Adult/Gerontology Practicum II*
MSN 8304	Certificate Adult/Gerontology Practicum III*

MSN 7707: Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis
MSN 8104: 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	Certificate Family Practicum I*
MSN 8203	Certificate Family Practicum II*
MSN 8303	Certificate Family Practicum III*

MSN 7707: Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.
MSN 8103: May be accepted as Prior Learning Assessment

Family Nurse Practitioner

30 credits/ 500 clinical hours

Courses are listed in order of sequence.

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7701	Child Development and Assessment
MSN 7702	Advanced Adult Health Assessment
MSN 7703	Advanced Pharmacology
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues*
MSN 8103	Certificate Family Practicum I*
MSN 8203	Certificate Family Practicum II*
MSN 8303	Certificate Family Practicum III*

MSN 7703: May be accepted as transfer credits

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	Certificate Adult/Gerontology Practicum I*
MSN 8204	Certificate Adult/Gerontology Practicum II*
MSN 8304	Certificate Adult/Gerontology Practicum III*

MSN 7707: Many GNP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis
MSN 8104: 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	Certificate Family Practicum I*
MSN 8203	Certificate Family Practicum II*
MSN 8303	Certificate Family Practicum III*

MSN 7707: Many ANP programs include some gender-related health courses and clinical requirements. This will be reviewed on an individual basis.
MSN 8103: 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	PrimaryCare I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 8103	Certificate Family Practicum I*
MSN 8203	Certificate Family Practicum II*
MSN 8303	Certificate Family Practicum III*

MSN 8103: May be accepted as Prior Learning Assessment

Psychiatric Mental Health Nurse Practitioner

24 credits/ 500 clinical hours

The Psychiatric Mental Health Nurse Practitioner Post Graduate Certificate track (PMHNP) is an online program that will prepare graduates to provide comprehensive mental health services to diverse populations in the primary care setting. The psychiatric mental health certificate program combines theory, practice, and therapeutic interventions to promote the highest level of care in the mental health community. The program includes 500-hours of clinical practicum, to be completed within a variety of clinical settings. Graduates of the PMHNP track will meet

ADULT GERONTOLOGY NURSE PRACTITIONER

Adult/ Gerontology Nurse Practitioner

30 credits/ 500 clinical hours

MSN 6603	Advanced Physiology/Pathophysiology*
MSN 7702	Advanced Adult Health Assessment
MSN 7709	Advanced Geriatric Assessment and Health Promotion*
MSN 7703	Advanced Pharmacology
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues*
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics*
MSN 8104	Certificate Adult/Gerontology Practicum I*
MSN 8204	Certificate Adult/Gerontology Practicum II*
MSN 8304	Certificate Adult/Gerontology Practicum III*

Conditions in Vulnerable Populations Across the

MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design*

Students select one course from the following Graduate College of Business courses:

HCA 7720	Health Policy and Economics*
HCA 7730	Health Insurance and Reimbursement*
HCA 7740	Legal Aspects in Health Care*
HCA 7745	Marketing in the Health Care Sector*
MGT 6503	Leadership Development and Change Management*

Final Course Requirement

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Educator Role

Students are required to take the following:

18 credits

MSN 7752	Clinical Teaching and Evaluation*

COMBINED POST-MASTERS PSYCHIATRIC MENTAL HEALTH NP CERTIFICATE AND DOCTOR OF NURSING PRACTICE

Students may wish to earn both a Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice (DNP) simultaneously. The Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and DNP combined option will provide a solid academic and practical foundation for Family Nurse Practice.

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice program is 57 credits, 24 credits/500 clinical hours for the Post-Masters Certificate and 33 credits/500 experiential engagement hours for the DNP. Students will be dual advised by the MSN-PMHNP Program Chair and the DNP Program Chair.

A maximum of six credits may be transferred and accepted for doctoral credit in accordance with the Wilmington University catalog.

Students will complete requirements for the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate prior to completion of the DNP program, 12 months and 32 months, respectively. PMHNP and DNP courses can be completed 100% online.

The Psychiatric Mental Health Nurse Practitioner track prepares students to provide comprehensive mental health services to the diverse populations in inpatient and outpatient settings. Upon completion of the Post-Masters Certificate, students will be eligible for APRN licensure and national certification through the ANCC.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate as well as the Doctor of Nursing Practice programs. Note: this program requires two applications, one to the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate program and one to the Doctor of Nursing Practice program.

*For more information regarding the Post-

student and faculty interaction. There are no on campus residency requirements and students have the option to present their final doctoral project virtually or on campus.
Cohorts begin every Spring, Summer and Fall.
Students must earn a B or better in all DNP courses, maintain a 3.0 GPA or higher, and complete all degree requirements within seven (7) years. If less than a B is earned in a DNP course, students may re-take the course one (1) time and a maximum of two (2) courses may be

DNP 8001	Doctor of Nursing Practice Project II (150 experiential engagement hours)
DNP 8002	Doctor of Nursing Practice Project III (150 experiential engagement hours)*

DOCTOR OF NURSING PRACTICE: LEADERSHIP CONCENTRATION

About This Program

Nurses in advanced practice roles need to have forward-thinking clinical expertise and leadership skills at their command to promote the application and implementation of evidence-based practices linked to original scientific research. Accomplishing this goal requires linking health policy, informatics, population health, and business practices to the care of individuals, families, and communities. The Doctor of Nursing Practice (DNP) at Wilmington University is a terminal degree designed to prepare advanced nurses to meet the nation's increasingly complex health care needs. Graduates with requisite work experience are eligible to take the Certified in Executive Nursing Practice (CENP) and Certified Nurse Manager and Leader (CNML) examinations offered by the American Organization of Nurse Executives as well as the Nurse Executive-Board Certified (NE-BC) and Nurse Executive, Advanced-Board Certified (NEA-BC) certifications offered by the American Nurses Credentialing Center.

Program Competencies

Outcome competencies for the DNP program are derived from The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). Upon completion of the DNP program, graduates will be able to:

1. Evaluate the scientific underpinnings of practice.
2. Apply systems leadership skills to develop and evaluate care delivery approaches while lead quality improvement activities to improve clinical outcomes.
3. Apply clinical scholarship and analytical methods to appraise existing literature and other evidence to determine and implement the best evidence for practice.
4. Appraise information systems technology and patient care technology to transform health care.
5. Serve as a health care policy advocate by critically analyzing health policy proposals, health policies, and related issues.
6. Lead interprofessional teams in the analysis of complex practice and organizational issues to improve patient and population health outcomes.
7. Synthesize and utilize individual, aggregate, and population data to promote the highest quality of care.

8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in selecting, implementing, and evaluating care.

Program Information

WilmU's DNP program delivers an innovative curriculum emphasizing healthcare engineering and interdisciplinary collaboration among clinicians, educators, health systems, community leaders, and policy makers. Students learn to utilize both theory and evidence-based data to promote the highest level of professional practice.

To best serve working nurse professionals, WilmU offers flexible schedules that enable students to balance work, personal, and educational commitments. The DNP program can be completed in 28 months, culminating with a 9 -credit, year-long, doctoral project. Core courses

DNP 7101 Epidemiology for Advanced Nursing Practice*

DNP 7103

COMBINED POST-MASTERS FAMILY NURSE PRACTITIONER CERTIFICATE AND DOCTOR OF NURSING PRACTICE

Students may wish to earn both a Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice (DNP) simultaneously. The Post-Masters Family Nurse Practitioner Certificate and DNP combined option will provide a solid academic and practical foundation for masters prepared nurses without current preparation as an Advanced Practice Registered Nurse.

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions graduate and doctoral programs. The combined Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice program is 63 credits, 30 credits/500 clinical hours for the Post-Masters Certificate and 33 credits/500 experiential engagement hours for the DNP. Students will be dual advised by the MSN-NP Program Chair and the DNP Program Chair.

Specific to the Post-Masters Nurse Practitioner Certificate, three courses (nine credits) may be accepted as transfer credit: MSN 6603: Advanced Pathophysiology, MSN 7702: Advanced Adult Health Assessment, and MSN 7703: Advanced Pharmacology. Specific to the DNP program, a maximum of six credits may be transferred and accepted for doctoral credit in accordance with the Wilmington University catalog.

Students will complete requirements for the Post-Masters Nurse Practitioner Certificate prior to completion of the DNP program, 24 months and 40 months, respectively. DNP courses can be completed 100% online, although core Nurse Practitioner courses are offered in a face-to-face and hybrid format. Admission to this combined program is open for students at the Wilson Graduate Center in New Castle, Delaware each January and September. Admission is open for students in Georgetown, Delaware each September.

The Family Nurse Practitioner track prepares students to care for patients in the primary care setting. Upon completion of the Post-Masters Certificate, students will be eligible for APRN licensure and national certification through the ANCC or AANP board certification programs.

MSN LEADERSHIP TO DNP ACCELERATED OPTION

This option provides eligible Wilmington University MSN Leadership students the opportunity to take DNP 7104 Politics and Policy in the Health Care System in place of MSN 7741 Politics and Policy in the Health Care System and DNP 7000 Bioethics for Advanced Nursing Practice in place

degree upon successful completion of the required graduate course of study and may then apply to the DNP program through the regular process for admission.

MSN NURSE PRACTITIONER TO DNP ACCELERATE D OPTION

This option provides eligible MSN Nurse Practitioner students the opportunity to take DNP 7104 Politics and Policy in the Healthcare System in place of MSN 7741 Politics and Policy in the Health Care System to fulfill the requirements for both the MSN Nurse Practitioner and DNP programs. Additionally, students may take two additional DNP courses during the final three semesters of the MSN Nurse Practitioner program: DNP 7000 Bioethics for Advanced Nursing Practice and DNP 7101 Epidemiology for Advanced Nursing Practice. Students will also receive conditional acceptance into the DNP program pending successful completion of the MSN Nurse Practitioner program requirements.

Eligibility Criteria:

1. Completion of all MSN -Nurse Practitioner courses with the exception of Practicum III, Practicum IV, and Practicum V courses.
2. GPA 3.00 or greater.
3. Letter of recommendation from a doctorally prepared professional (i.e. EdD, PhD, DNP, MD, etc.)
4. Goals statement (see page four of intent form for instructions)The MSN Nurse Practitioner to DNP Accelerated Option Intent Form is located in the College of Health Professions MSN Nurse Practitioner Student Blackboard site. Upon submission of the intent to enroll form, students will be contacted by the DNP Program Chair to assist with appropriate course sequencing, advisement, and preparation for doctoral study.

MSN-NP to DNP Accelerated Option: Process

Eligible MSN-Nurse Practitioner students can take one selected DNP (DNP 7104) course in lieu of one selected MSN-Nurse Practitioner course (MSN 7741) as well as two additional DNP courses. Students will earn their MSN-Nurse Practitioner degree at the completion of th e requisite 48 credits.

Phase 1:

1. Eligibility criteria are met.
2. Intent Form is submitted.
3. Intent Form is reviewed by the MSN-NP Program Chair and DNP Program Chair.
4. A decision is made and the student is notified.
5. If student wishes to be considered for acceptance into Wilmington University's DNP program, he/she may begin the formal DNP application process at this time (application, recommendations, goal statement, transcript submission, and interview).
6. Student will receive advisement from the Graduate Program Chair (MSN-Nurse Practitioner and DNP) regarding schedule and courses.
7. Student can complete up to three selected DNP courses, one of which will take the place of one MSN -NP course (DNP 7104 and MSN 7741, respectively).NOTE: Students are not required to earn the DNP degree at Wilmington University. Graduate level courses may be used in transfer, if accepted by other institutions.

Course	
MAT 308	Inferential Statistics*

Nurse Practitioner Concentrations

Program Design

These concentrations emphasize the direct caregiver role while combining nursing and related theory, advanced nursing practice, and scholarly inquiry. Nurses prepared as nurse practitioners have advanced health assessment skills; the ability to determine, implement, and evaluate a plan of health care; and the ability to implement strategies aimed at both health promotion and health restoration. The student's experience culminates with a capstone/scholarly paper or a primary care experience.

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

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

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

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 6608	Evidence Based Practice in the Health Professions
DNP 7104	Politics and Policy in the Healthcare System*
MSN 7750	Teaching and Learning in Nursing*

Related Courses (6 credits)

Primary Care Courses (30 credits)

for roles in advanced practice. The curriculum emphasizes the relationships among advanced nursing practice, theory, and scholarly inquiry. Nurses educated at the graduate level demonstrate competency in the roles of advanced caregiver, leader, teacher, and participant in and/or conductor of research. Nurses prepared at the graduate level also have the opportunity to influence health policy and to practice with a high level of autonomy in a variety of settings.

Goals

The goals of the Master of Science of Nursing program are to prepare graduates to:

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

Program Competencies

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

1. Promote the art of nursing by valuing the unique relationships among people, which create meaning and preserve human dignity;
2. Synthesize theoretical, experiential, and research knowledge as the scientific basis for advanced nursing practice;
3. Use the ethical and legal standards recognized by the nursing profession to guide advanced nursing practice;
4. Implement knowledge of qualitative and quantitative research to improve nursing practice by evaluating published research, applying findings to practice, and participating in research activities;
5.

MAT 308 Inferential Statistics*

Program Design

Today's health care environment requires competent, innovative leaders. Nurse leaders are needed for managed care initiatives, roles in nursing education, entrepreneurial pursuits, consultation and interdisciplinary coordination of healthcare, and clinical research projects.
The purpose of the Nursing Leadership concentration is to provide the opportunity for nurses to acquire and refine the skills needed for leadership roles in nursing.
To fulfill the requirements of the M.S.N. Leadership program, students must complete all courses, consisting of 36 credit hours, while maintaining a grade point average of 3.0 or better. Students complete course work with an emphasis in executive practice, the educator

MSN 7750	Teaching and Learning in Nursing*

Core for MSN Leadership (12 Credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice (First course)*
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles

Executive Concentration Requirements (12 credits)

MSN 6612	Nurse Executive Seminar I (Must be taken before II)
MSN 6613	Nurse Executive Seminar II
MGT 6501	Organization Theory and Design*

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Educator Concentration Requirements (12 credits)

MSN 6611	Instructional Technology for Nurse Educators
MSN 7752	Clinical Teaching and Evaluation*
MSN 7753	Curriculum Development*

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Legal Nurse Consultant Concentration (12 credits)

MSN 7310	Legal Issues in Nursing Practice (Fall I and online only)*
MSN 7320	Practices in the Realm of Nursing and the Law (Fall II and online only)*
MSN 7350	Forensic Nursing: Clinical and Legal Implications (Summer I and online only)*

Portfolio is taken after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

DUAL DEGREE MSN MASTER OF SCIENCE IN NURSING WITH MSM-HCA MBA-HCA

credits; however, the MSN/MBA program has specific prerequisite requirements. Students will need to make an appointment with the College of Business at (302) 356-2488 to review their transcripts to determine if any pre-requisites were met in undergraduate coursework, however, students remain under the College of Health Professions' graduate program chair for advisement.

MSN with MBA-HCA

Course Requirements

51 Credits, 17 Courses*

Dual degree must be completed in one enrollment.
MSN 6500

MSN 7750	Teaching and Learning in Nursing*
MSN 6608	Evidence Based Practice in the Health Professions
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 6609	Advanced Concepts in Pathophysiology and Pharmaco
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*
MGT 7400	Analysis of Decision Making*
HCA 7745	Marketing in the Health Care Sector*
MGT 7800	Strategy in Organizations*
HCA 7700	Seminar in Health Care Administration*
HCA 7730	Health Insurance and Reimbursement*
HCA 7740	Legal Aspects in Health Care*

About the College of Social and Behavioral Sciences

Mission Integration Statement

The essential values of the College of Social and Behavioral Sciences are: personal worth, human dignity, social justice, integrity, intellectual curiosity, and academic freedom.
Within this value structure we provide quality education, professional guidance and opportunities to achieve an understanding of the Behavioral Sciences. We promote academic integrity, the prevailing codes of professional ethical behavior, and an environment that fosters social justice.
We expect students to participate with faculty in embracing these values, challenge students to make a difference in the lives of others and the world at large, and encourage students to commit themselves to a process of lifelong learning.

Accreditation

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

Alpha Phi Sigma

Administration of Justice students with a minimum GPA of 3.75 who have completed 27 credits are invited to join the Alpha Phi Sigma Honor Society. Alpha Phi Sigma is the only National Criminal Justice Honor Society for Criminal Justice majors. The Wilmington University Eta Beta Chapter recognizes outstanding scholarship in graduate students in the Administration of Justice Program.

university seal.

b. Meet with the program chair for a program planning conference.

Program Purpose

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

Program Design

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

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

gium6.6 interets and r

the field.

8. Demonstrate a commitment to self- directedness, self-discipline, and lifelong learning as a scholarly practitioner in human services.
9. Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental human services organization.
10. Demonstrate knowledge, ability and skills to manage both professional and volunteer staff members in a human services organization.

Program Requirements

To qualify for the Master of Science in Administration of Human Services degree, a student must satisfy the fully admitted requirements and complete a minimum of 33 credit hours, maintaining a grade point average of 3.0. All students must satisfactorily complete the six

AHS 7634/MAJ 6634	Leadership through Films
AHS 7640	Social Policy, Advocacy and Human Services*
AHS 7645	Financial Management in Human Services*
AHS 7650	Managing Children and Family Services*
AHS 7655	Principles of Creating a Human Service Organization*
AHS 7670	Alcohol and Other Drugs Program Management*
AHS 7675	Grant Writing & Grant Management in the Human Servi Environment*
AHS 7680	Administering Programs for Senior Adults*
AHS 7685	Fund Development & Fundraising in the Human Service Environment*
AHS 7690	Volunteer Management*
AHS 8110/AHS 8200/AHS 8100	Guided Practicum – Part II*

minority groups, children, and the elderly; e. How to view individuals in the context of family, peers, community and society; and f. How to build upon the strengths within the community to alleviate concerns defined by the community. Additionally, graduates would demonstrate: Analytical skills. Prevention specialists collect and analyze data in order to evaluate programs and to determine the needs of the people they serve. Instructional skills. Prevention specialists should be comfortable with public speaking so that they can lead programs, teach classes, and facilitate discussion with clients and families. Interpersonal skills. Prevention specialists interact with many people from a variety of backgrounds. They must be good listeners and be culturally sensitive to respond to the needs of the people they serve. Problem-solving skills. Prevention specialists must think creatively about how to improve the health of individuals, families, and communities through prevention/intervention programs. In addition, they may need to solve problems that arise in planning programs, such as changes to their budget or resistance from the community they are serving. Writing skills.

lastEntrepr, 9Td (demo -1.133)-dskills. Pr32ecialists develop oAlso,.6 udaitrus 013r9d skilPrevention specialists develop “Guid arS udy.”r

Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today's learners have while pursuing their goal of advanced academic studies. The MAJ program offers classes in semester, block, and weekend modular formats. These formats can be scheduled as face-to-face, hybrid, or Online Learning. The program can be completed using a variety of formats to conveniently fit the busy schedules of our students. This program is designed to be completed in two years of continuous study but may be accelerated by some students. Students will build a personalized schedule in consultation with their individual faculty advisor.

Program Competencies

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them to defined criminal justice issues.
2. Demonstrate flexible thinking while maintaining a results-oriented outlook.
3. Develop advanced written and verbal communication skills.
4. Incorporate the use of technology and computer-based research in a variety of applications that are necessary for modern criminal justice practitioners.
5. Recognize the relationships between the theoretical and practical approaches to the study of criminal justice that are associated with the explanations of crime and criminal behavior.
6. Foster an environment that encourages students to actively engage in research and critically evaluate, synthesize, and analyze information that is necessary in the decision making process.
7. Design and interpret research in criminal justice.
8. Develop an understanding of the professional, ethical, social, and legal issues that challenge the criminal justice system.
9. Respond to a rigorous, challenging, and comprehensive curriculum that will deliver the learning experiences necessary to prepare participants to succeed as scholarly practitioners in their chosen endeavor.
10. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning in the field of criminal justice.
11. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in a professional environment.
12. Apply the principles associated with a pluralistic society to increase respect for our multicultural society in the administration of justice.

Program Requirements

The Master of Science in Administration of Justice requires 36 credit hours. All students must satisfactorily complete five core courses. A total of four courses may be chosen from an area of specialized concentration. The remaining three courses are taken as electives from any of the courses offered in the program. Students who do not declare a concentration will take a total of seven courses from any of the offerings in the Master of Science in Administration of Justice program. Students must maintain a 3.0 or higher GPA in order to graduate.
NOTE: A master's thesis is not required; however, students who plan to continue studies in a doctoral program are encouraged to write a master's thesis, which is offered as a three-credit elective. Thesis supervision will be arranged through individual application to the Program Chair. Quantitative Applications in Criminal Justice (MAJ 6632) is a prerequisite to Thesis Supervision (MAJ 6900).

Course Requirements

The Master of Science in Administration of Justice is intended to provide students with the academic capital needed for successful careers in teaching and research. The degree also provides a sound foundation for entry into other professional endeavors and/or the opportunity

Electives

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 Administ

This program has been recognized by the National Council on Family Relations as a CFLE (Certified Family Life Educator) approved program. Individuals successfully completing this degree will have demonstrated knowledge and experience in ten areas of family science expertise as outlined by the National Council on Family Relations and be eligible for

biology and theology.

Required Courses

Students must satisfactorily complete all courses.

AFM 6610	Human Development Across the Lifespan
AFM 6620	Research in Practice
AFM 6630	Family Dynamics
AFM 6640	Families and Crisis
AFM 6650	Family Resource Management
AFM 6660	Sexuality Education
AFM 6670	Parent Education
AFM 6680	Legal, Ethical, and Policy Issues in Family Science
AFM 6690	

Develop and demonstrate skills in assessment and clinical evaluation
Develop and demonstrate skills in research and evaluation of counseling programs and outcomes
Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

Proficiency in developing counseling relationships, performing culturally competent counseling interventions, and advocating
Proficiency in performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
Proficiency in conceptualizing cases, developing treatment plans, and evaluating treatment outcomes
Proficiency in applying evidenced based practices in counseling

Course Requirements

Required Core Course Curriculum (44 credits)

MHC 6401	Theories of Counseling
MHC 6402	Human Development
MHC 6501	Tools, Techniques, and Strategies of Counseling I
MHC 6502	Tools, Techniques, and Strategies of Counseling
MHC 6505	Ethics and Practices of Clinical Mental Health Counseling
MHC 6901	Diagnosis and Treatment of Psychopathology
MHC 7202	Group Counseling
MHC 7203	Counseling for Career Development
MHC 7501	Family Counseling
MHC 7605	Counseling Diverse Populations
MHC 7805	Appraisal Techniques
MHC 7806	Methods of Research and Program Evaluation
MHC 8020	Addictions Counseling
MHC 8092	Seminar: Consultation for Counselors
MHC 8093	Seminar: Supervision for Counselors
MHC 8094	Psychopharmacology for Counselors

Required Field Experiences (12 credits)

MHC 7905

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

Qualifications for the Master of Science Degree

To qualify for the Master of Science degree, a student must complete the prescribed 60 credit hours (including practicum and internship) with a 3.0 grade point average (GPA). The program is designed such that all course work, practicum, and internship can be completed within three years of starting the program, but must be completed within five years. Re-application to the program is required if the program is not completed within a five-year period. Students are expected to demonstrate competencies in the eight core areas required by CACREP and the NBCC. The CMHC program requires completion of a comprehensive examination as part of the graduation requirements. Students are evaluated throughout the program in three major areas:

1. Academic Performance: Each student is expected to maintain at least a 3.0 GPA.
2. Interpersonal Skills: Each student is expected to demonstrate effective interpersonal skills considered requisite to the counseling field, including:

a. Effectiveness in close interpersonal relationships.

b. Ability to establish facilitative relationships with many different kinds of people.

c. Flexibility and openness to feedback and learning.

d. Amenability to clinical supervTw 9 x(a. y to cli arnif i6 (m)-6oP/MCID 8h)4 133 Tw 1.833 Td (b of3 Td (b of3 T0R))W2SeC27(b of3 2.
the ithicalestndarnds ofemencalhealith and allo thar iscipplened within the counseli
fiel. Eithicalbehaviord wlalbe (m)-6.7 onitorned and asnesnedm
studen’sn academiccTwaerd, including:

Iin

Iin

cidps.

Program Purpose

The Master of Science in Homeland Security is a dynamic program designed to prepare present and future leaders in the field of homeland security to address the problems and issues confronting their agencies and organizations. The Homeland Security program offers concentrations in Safety and Security, Organizational Leadership, and Information Assurance, addressing the need for graduate-level exposure to current topics in homeland security for leaders and those preparing to be leaders in the field. The program provides the theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. The degree has been developed in close consultation with the professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program. The Homeland Security degree is offered entirely online, providing working professionals, information assurance specialists, law enforcement and military personnel the flexibility to complete their degrees without compromising their professional and personal schedules.

Program Design

The core of the program will provide solid theoretical, methodological, and practical knowledge needed to pursue a degree beyond the master's level. This base of knowledge will prepare students to understand the issues involved and adapt to the ever-changing landscapes in homeland security. Courses have been carefully selected and designed in consultation with professional practitioners to ensure that the most current issues and topics are included in the curriculum. The faculty is carefully recruited from the field to ensure that the class presentations are as current as the events in the professional arena. The Capstone project is earned by completing a field practicum, a small project, or research study and by submitting a portfolio or final paper.

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

Program Competencies

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

Program Requirements

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

Course Requirements

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

Core Courses

All students must satisfactorily complete the following core courses:

MHS 7000/MAJ 7000 Contemporary Issues in Homeland Security*

MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security*
MHS 7003/MAJ 7003	Risk Assessment and Management*
MHS 7004/MAJ 6606	Crisis Leadership*
MHS 7033/MAJ 6633	Research Methods in Criminal Justice*

Information Assurance Concentration

Core Courses
Six courses as listed above

Area Specialization Courses

MHS 7020	Capstone*
SEC 6010	Planning for Information Security*
SEC 6025	Radio Frequency Identification (RFID) Applied Systems*
SEC 6030	Operating System and Computer Systems Security*
SEC 6040	Web and Data Security*

Military Leadership Concentration

To be eligible for this concentration, students must have successfully completed the Delaware Leadership Academy sponsored by the Delaware National Guard.

Core Courses
Five core courses as listed above. Students will not be required to take MHS 7004.

Area Specialization Courses

DNG 6200	Strategic Leadership and Decision Making
DNG 6300	Military Leadership Skills
DNG 6400	The Role of the Guard
DNG 6500	Joint Force Operations
DNG 6600	Crisis Leadership
MHS 7020	Capstone*

Organizational Leadership Concentration

Core Courses
Six courses as listed above

Area Specialization Courses

MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*
MGT 7400	Analysis of Decision Making*
MGT 7800	Strategy in Organizations*
MHS 7020	Capstone*

Safety and Security Concentration

Core Courses

Six courses as listed above

Area Specialization Courses

MHS 7005	Border and Transportation Security
MHS 7006	Topics in Intelligence*
MHS 7007	

Required Courses

Courses

Students must complete the 5 certificate courses.

SOC 6323	Law and Practice in Human Services
SOC6600	Social Inequality, Social Change, and Community Building
SOC 6601	Case Management Interventions and Strategies
SOC 6604	Case Management: Advocacy Skills & Client Services
SOC 6605	Ethical Practice in Case Management

Post Master's Certificates, College of Social and Behavioral Science

---

POST-MASTER'S CERTIFICATE IN HOMELAND SECURITY

With today's emphasis on Homeland Security and the fast pace of change for criminal justice practitioners and those in related fields, graduate level professionals strive to stay educated and informed on current trends. The Post-master's Certificate provides the opportunity for practitioners who have earned a master's degree in criminal justice or a related discipline to broaden their understanding of Homeland Security issues in an academic environment which emphasizes practical knowledge. Students must complete the four area specialization core courses and two electives. Students must maintain a 3.0 GPA in order to earn the certificate. Students may obtain a Graduate Certificate Request Form by downloading it from the Wilmington University Registrar's website.

Area Specialization

Courses

MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security*
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security*
MHS 7003/MAJ 7003	Risk Assessment and Management*

Electives

MAJ 6605	Supervision and Management*
MAJ 6619	Forensic Behavior Analysis
MHS 7004/MAJ 6606	

Area Specialization

Core Courses

	OR
MHC 6401	Theories of Counseling
MEC 6901	Classification of Psychopathology
	OR
MCC 8020	Addictions Counseling
MCC 8040	Crisis Intervention Counseling Strategies and Skills
MCC 8050	Ethical Decision-Making
MCC 8060	Advanced Counseling and Psychotherapy

Admissions Requirements

The following are required for admission:

1. A completed Wilmington University Graduate application
2. Official transcripts with degree conferral for a master's degree in counseling or a closely related area
3. Current resume

Applicants will have the option to petition for review of up to three credits of previous graduate work as it applies to this program.

strategic perspectives of Cybersecurity. The combination of tactical and strategic perspectives enables students to become practitioners and leaders in the field of Cybersecurity.

- Apply/utilize the appropriate Cybersecurity tool for a given situation/case study.
- Describe a given Cybersecurity technique.

Program Design
Students who successfully complete the Masters of Science in Cybersecurity will possess a working command of current cybersecurity practices that can be immediately applied to an organization regardless of size. Degree recipients will be capable of managing complex cybersecurity responsibilities and projects from inception to completion. Students have the option to pursue a concentration that caters to their vocational pursuit. Students graduating from the MS in Cybersecurity program should be prepared to provide leadership in the field of Cybersecurity. Graduates will have the following skills, knowledge, and values:

- A core knowledge of Cybersecurity
- Communication, interpersonal, and team skills
- Analytical and critical thinking skills
- Specific skills leading to a career

Information Systems Foundations
Students who have an insufficient level of expertise to enter the program will be identified through a placement exam and will be required to take IST 5500 - IST Fundamentals.

Cybersecurity Core Course Requirements

CYB 6000	Network Security
CYB 6010	Protecting and Securing the OS
CYB 6020	Vulnerability Assmt and PT
CYB 6030	IDS and IPS
CYB 6040	Cyberthreat InteT-e7g3 1 Tf -20 9 154.0TT3 1 Tf 9 -0 0

MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security*
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security*
MHS 7003/MAJ 7003	Risk Assessment and Management*
MHS 7006	Topics in Intelligence*
MHS 7007	Strategic Planning in Homeland Security*

SCADA Cybersecurity Concentration

Students pursuing the SCADA Cybersecurity concentration will complete the following courses:

IST 7100	IT Policy and Strategy*
SEC 6080	Industrial Control Systems (ICS) Security
SEC6082	SCADA Architecture
SEC 6084	SCADA Risk Management and Auditing
SEC 6086	SCADA Security Awareness and Standards*

INFORMATION SYSTEMS TECHNOLOGIES, MASTER OF SCIENCE

Admission

Please refer to “The Graduate Admissions Process (p. 29)” 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-

Regulation combined with systemic interrelationships within an organization

Tech Project Management Outcome I

- Identify, define, and analyze various aspects of Technology Project Management Knowledge.

Tech Project Management Outcome II

- Define and analyze organizational influences upon Technology Projects.

Web Design Outcome I

- Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.

Web Design Outcome II

- Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.

Program Design

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

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

Information Systems Foundations

Students who have an insufficient level of expertise to enter the program, as identified through a placement exam, will be required to take the IST 5500 - IST Fundamentals course. IST 5500 is not an MS- IST Core course and cannot be used as an IST elective in the MSM or MBA Programs.

Web Design Outcome I

- Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.

Web Design Outcome II

- Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.

MS-IST Core Course Requirements (15 credits)

Integration/Capstone Course

SEC 8100	Information Assurance Integration/Capstone Course

Management and Management Information Systems Concentration (18 credits)

Concurrently or after completing the IST core requirements, students will complete five (5) courses from the following list as well as the concentration specific 8100 integration/capstone course.

MBA 7600	Global Marketing Management*
MGT 6501	Organization Theory and Design*
MGT 6503	Leadership Development and Change Management*

DSN 6040	Web Design with JavaScript
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6070	

College of Technology Certificates

GAME-BASED LEARNING CERTIFICATE

Leverage the Power of Games

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

The certificate requires 15 graduate credit hours (as identified below) as well as post Baccalaureate status to register. Students are required to complete six MED credits and nine GMD credits. Although this certification is primarily designed to support educators, students from other disciplines are welcome. Students must maintain a 3.0 GPA in order to earn the certificate.

Game Based Learning Certificate Core Courses

theoretically-guided and research based knowledge of parent-child relationships. Parenting practices will be examined to gain an appreciation for and an understanding of the experiences parents have while child rearing. This course also will provide the opportunity to examine personal beliefs, values, assumptions, and biases about parenting in order to recognize how these influences might impact work with parents. Additionally, students will gain a better understanding of the basic principles relating to the process of creating parent preventio n education materials, and identifying, locating, and facilitating parent prevention education programs.

AFM 6680 - Legal, Ethical, and Policy Issues in Family Science (3)

This course will examine contemporary issues relating to families from legal, ethical and policy perspectives. Skills for being an effective advocate for families in multiple realms (e.g., policy) will be developed. Ethical questions and issues as they relate to professional practice will also be emphasized.

AFM 6690 - Family Life Educati on (3)

This course covers family life education methodology/prevention education. Specifically, students will acquire skills to develop, facilitate, and assess family life education programs including needs assessment, design, development, promotion, justification, evaluation and funding sources. Students also will learn how to locate and evaluate current family life education programs and how to adapt programs for specific audiences/needs.

AFM 8100 - Practicum 1 (3)

Practicum I requires 120 hours of field work and offers an opportunity for students to enter the field and observe/participate in a professional setting under the guidance of a field supervisor. Besides gaining practical field experience, students will also relate content knowledge from their program to practice; develop awareness of professional expectations and their suitability to the field; reflect on their cultural competence; and reflect on their standards of ethical practice in a workplace setting.
Prerequisite: Faculty approval.

AFM 8110 - Practicum II (3)

This course is for students who wish to continue working at their practicum site beyond the minimally required 120 hours. The second phase of the guided practicum, also 120 hours in length, will allow students without a substantial work background in the field of human services to gain additional hands-on experience. More seasoned students may also choose to extend their practicum in order to complete a more complex field placement assignment.
Prerequisite: Faculty Approval.

AFM 8200 - Capstone Project in Family Life Education (3)

This course is offered as an alternative to the Practicum for students who have extensive workplace experience in a family life education. Consideration will be given to students who can demonstrate, through a portfolio of accomplishments, that they have five years of supervised, professional, full- time work experience in a human service agency or similar setting. Students will complete a capstone project that will be designed to meet a need of either the student's current workplace or a selected human service agency and may include program development, evaluation or other research need identified by the agency. The student's project will have a practical application and benefit to the host organization.
Prerequisite: Faculty Approval.

AHS- Administration of Human Services

AHS 6600 - Survey of Human Services (3)

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

AHS 6610 - Administration of Human Service Organizations (3)

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

discussed. The concepts of coalition building, legislative advocacy and community organizing will also be introduced. The relationship between administrator and board of directors in a non-profit setting will also be reviewed.

AHS 6620 - Legal and Ethical Issues in Human Service Administration (3)

This course will explore the legal/regulatory framework in which human service organizations exist. The concept of risk management in a non-corporate setting will be introduced. The state and federal laws which regulate client services and employment will be reviewed, including the Americans with Disabilities Act, and the legal prohibitions against gender, race and age discrimination. Students will be introduced to the ethical standards of the National Organization for Human Services and will develop an understanding of human services ethics and their application in practice.

AHS 6630 - Research, Design and Evaluation of Programs in Human Services (3)

This course will focus on the analysis of human service needs and the selection and development of appropriate organizational programming. Students will be introduced to the principles of program design, implementation and evaluation. Students will learn to design interventions and evaluate outcomes. The concepts of short-term and long-term strategic planning will be introduced.

AHS 6640 - Contemporary Issues in Administration of Human Services (3)

This course will explore the range of populations served by human service professionals. Conditions such as aging, poverty, crime, mental illness, chemical dependency and developmental disabilities will be reviewed within the political, legal, economic and social framework impacting on these conditions and client populations.

AHS 7610 - Structure and Dynamics of Relationships, Organizations, Communities and Societies (3)

This course will provide students with the knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community and societal interactions. The systems approach will be presented in a manner that provides the students the opportunity to engage in a comparative process with other available approaches.

AHS 7615 - Topics: Administering Faith- based Hu man Services (3)

This course will focus on the challenges of managing the delivery of human services within a faith-based organization. The impact of the religious mission, values and beliefs, and organizational leadership structure of faith-based groups are factors that will be studied.

AHS 7620 - Technology and Information Management in Human Services (3)

Information management is a vital component of organizations and this course will address the appropriate integration and use of information such as client data, statistical information, record keeping and information management skills.

AHS 7625 - Administering Disability Services (3)

This course will focus on social policy and administrative issues in providing services to people with disabilities. Federal regulations, court rulings, and policy mandates, as well as the history of service provision for those with disabilities, will be reviewed. Issues of providing program services in accordance with laws, regulations, and policies will be discussed. Students will learn about the systems that support the full participation of people with disabilities in all facets of life. Students will also develop skills to evaluate programs for this client population.

AHS 7630 - Communication in Human Services (3)

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

AHS 7634 - Leadership through Films (3)

The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character,

motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.
Crosslisted as: MAJ 6634.

AHS 7640 - Social Policy, Advocacy and Human Services (3)

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

AHS 7645 - Financial Management in Human Services (3)

Financial management is a vital component of Human Services organizations. This course will address a) the importance of financial management b) the basics of accounting and financial

ranging from clerical support to the management of the agency as a member of the board of directors. This course will discuss the skills necessary to effectively manage volunteer operations in an organization, including recruitment, training, supervision and retention. Legal requirements and clearances for volunteers working with special populations will also be discussed.

AHS 8100 - Guided Practicum in Administration of Human Services (3)

This course is designed to give new professionals the hands-on experience of human service administration in a supervised learning environment. Students will engage in a guided practicum of a minimum of 120 hours at a mutually agreed upon human service organization. The practicum will provide the student with supervised experience in a managerial position. Students may complete this requirement at their current workplace, provided that their practicum assignment will be in an administrative facet of the organization AND not directly related to their existing work assignment. Some students may choose to enroll in a second Guided Practicum as a free elective option. PreRequisite: Faculty Approval.
Crosslisted as: AHS 8200 and AHS 8110.

AHS 8110 - Guided Practicum —Part II (3)

techniques, and strategies.
Prerequisite: CYB 6000.

CYB 6040 - Cyberthreat Intelligence (3)

The Special Topics in Cybersecurity course introduces students to fundamentals of cyberthreat intelligence. The cyberthreat intelligence fundamentals are covered from a tactical and strategic perspective.

CYB 6090 - Special Topics: Cybersecurity (3)

This course is anndame

DBA 7510 - Business Intelligence (3)

This course integrates and applies key concepts of business intelligence and critical thinking from an executive management perspective. Students learn how to leverage data and systems to develop and evaluate strategic alternates, make better informed decisions, and effectively manage business. A critical thinking process which can help managers "ask the right questions" is explained and applied to a business intelligence project.

DBA 7600 - Ethics in Business and Management (3)

This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, and ethics by business application, as well as cross-cultural ethics research.

DBA 7700 - Advanced Marketing Management (3)

This course focuses on marketing problems faced by an organization and its management. A survey of marketing literature examines both theoretical and empirical research in such marketing-related fields as economics, consumer-buyer behavior, promotion, distribution, ethics, pricing, product development, global marketing, and marketing strategy in an effort to seek solutions.

DBA 7800 - Global Management Models (3)

This course provides students with a general overview of international management, including the integration of corporate culture. Specific applications to trade agreements and research areas in business strategies are also explored.

DBA 8000 - Seminar on Research in Management (3)

This course offers doctoral-level analysis of selected management topics, assisting the student in selecting and operationalizing a dissertation topic. The course provides an opportunity for students to share their thoughts on carrying out a creative research project, critiquing their own and others' proposals. Students who have completed the course may return from time-to-time to seek ideas and support from the instructor and their peers
Prerequisite: RES 7105 and RES 7106 and RES 7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 OR DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304. .

DBA 9000 - DBA Research (3)

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program
Prerequisite: RES7105 and RES7106 and RES7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 OR DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and DBA 8000 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304. .

DBA 9001 - DBA Research (3)

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program
Prerequisite: RES7105 and RES7106 and RES7107 and RES7111 and LDR7000 and LDR7100 and DBA7100 and DBA7300 OR DBA7310 and DBA7400 and DBA7510 and DBA7600 and DBA7800 and DBA 8000 and two of the following: DBA 7200, DBA 7700, EDD 7303, EDD7304. .

DBA 9002 - DBA Research (3)

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9004 on

development. This course is designed to enhance the student's understanding, and ability to perform within a joint environment. This course will prepare the student for the spectrum of multi-service operations challenges they will face in their careers.

DNG 6600 - Crisis Leadership (3)

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

DNP- Doctor of Nursing Practice

DNP 7000 - Bioethics for Advanced Nursing Practice (3)

This course will explore bioethical concepts that impact advanced nursing practice. Students will focus on ethical concepts as they apply to DNP-prepared nurses. Conceptual, factual, and normative issues will be explored to provide a framework within which arguments of biomedical ethics are formulated, analyzed, and defended. Analysis of leadership roles for DNP-prepared nurses within the context ethics and utilization of healthcare resources are explored.
Prerequisite: Admission to the Accelerated MSN-NP to DNP option, Accelerated MSN-LDR to DNP option, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7101 - Epidemiology for Advanced Nursing Practice (3)

This course will examine the role of epidemiology and biostatistics in public health and advanced nursing practice. Students will learn various methods to measure disease burden, apply epidemiological principles to disease causation, organize epidemiological information to measure disease frequencies, and how to apply descriptive and analytic epidemiological methods.
Prerequisite: Admission to the Accelerated MSN-NP to DNP option, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7103 - Population Health (20 experiential engagement hours) (3)

This course will examine and evaluate prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations related to population health. Students will explore community, environmental, cultural, and socioeconomic dimensions of care as evidenced by completion of a community based collaborative action research project. Grant writing principles will be introduced relative to the provision of improving population health at the community, state, and/or national level. 20 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair. .

DNP 7104 - Politics and Policy in the Healthcare System (3)

This course examines complex challenges faced within the United States healthcare system and for nurses in advanced nursing practice roles. Students will be engaged in the critical analysis of health policy while building knowledge to shape healthcare system changes. Concepts and issues related to health policymaking and political processes are explored for their impact on specific spheres of advanced nursing practice. Legislative, regulatory, and healthcare delivery and financing issues are examined in relation to the advanced nursing practice leader's role in health policy development and the impact these issues have on the healthcare system.
Prerequisite: Admission to the MSN Nurse Practitioner program, MSN Leadership Program, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7105 - Healthcare Economics and the Business of Pr actice (3)

This course explores the role of nurses in advanced nursing practice within a rapidly changing healthcare system. Students will explore the implications of current economic and healthcare policies on the healthcare system. Accounting, finance, and marketing principles are presented

enabling students to complete a comprehensive business plan. Theories of leadership, quality, risk outcomes, and financial structures for healthcare organizations are discussed providing a framework for change within advanced nursing practice specialties.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7106 - Healthcare Informatics (3)

This course will provide a comprehensive examination of healthcare informatics. The role of nurses in advanced nursing practice roles with relation to policy making, application design, technology selection, usability, safety, security, outcome data analysis, and interdisciplinary clinical work flow integration will be explored. This course will also present strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, as well as patient and clinician education.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7107 - Applied Evidence- Based Practice (3)

This course explores the philosophical underpinnings for nursing knowledge relevant to advanced nursing practice. Biostatistics principles as well as quantitative and qualitative research methods related to the generation of clinical evidence will be analyzed. Students will develop refined search and clinical evidence evaluation strategies for evidence-based practice. PICOT question development provides a solid foundation for the student's DNP project.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7108 - Quality Improvement in Healthcare (35 experiential engagement hours) (3)

This course examines core quality and safety competencies for advanced practice nurses and nurse leaders. Contemporary performance/quality improvement methodologies, data reporting, and evaluating evidence-based quality health care practices for patient populations (individuals and aggregates) will be presented. Students will examine theory and organizational science concepts to assess organizational culture, analyze data, and translate findings into systems changes. 35 experiential engagement hours will be included from the Institute for Healthcare Improvement.
Prerequisite: Admission to the DNP Program, MSN-NP Program, MSN-LDR Program, Accelerated MSN-NP to DNP Program, Accelerated MSN-LDR to DNP, or Permission of DNP Program Chair.

DNP 8000 - Doctor of Nursing Practice Project I (145 experiential engagement hours) (3)

This course begins the DNP project phase of the program. Students will incorporate content from the DNP core courses to successfully plan and develop and evidence-based doctoral project. Utilizing the SQUIRE guidelines, sections 1-6 of the DNP project manuscript will be completed with a description of the problem, available knowledge, rationale, and specific aims of the project. The DNP project team will be formulated with a DNP project chair and team member. Students will be prepared to present their DNP project proposal to the DNP project chair, DNP project team, and their peers by the end of the semester. Approximately 145 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option OR current national board certification as an Advanced Practice Registered Nurse (Nurse Practitioner, Nurse Midwife, Clinical Nurse Specialist, or Nurse Anesthetist) OR completion of DNP 9001, DNP 9002, DNP 9003, and DNP 9004.

DNP 8001 - Doctor of Nursing Practice Project II (150 experiential engagement hours) (3)

In this course, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the implementation of their DNP project. Students will also master and exemplify independent leadership and advanced nursing practice roles. Utilizing the SQUIRE guidelines, sections 7-12 of the DNP project manuscript will be completed with a description of the context, intervention(s), study of the intervention(s), measures, analysis, and ethical considerations. Approximately 150 experiential engagement hours aligned with the AACN DNP Essentials will be completed in this course.
Prerequisite: DNP 8000.

DNP 8002 - Doctor of Nursing Practice Project III (150 experiential engagement hours) (3)

In this course, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the evaluation and dissemination of their DNP project. Students will also master and exemplify independent

0 -,d6pratuco proje0 12 54 13Tf 0.. 1C lize ie6ea</MCID 1 >3BDC /Tra6- 0 -,d6pratuco proje0 12 54 13Tf 0.. 1C lize ie6ea</MCID 1 >

DSN- Design

DSN 6000 - Web Design and Architecture (3)

Website design and architecture has evolved from a minimalistic presentation of text to vibrant, interactive experiences characterized by strategically placed information

DSN 6070 - Web Design with Visual Basic (3)

Webpage and website design must incorporate appearance, content presentation, and usability into a format that captures the user's attention. This course focuses on using an Object Oriented/Based Programming (OOP) language (e.g., Visual Basic) to control web content behavior. Students will learn proper Visual Basic coding techniques through practical application involving writing structured code to solve problems and/or control web content behavior. In addition, this hands-on, practical approach ensures students grasp the concepts and logic associated with high-quality web designs and programs.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6080 - Internet Development/Design for Competitive Advantage (3)

Philosophies and practices are explored to recognize opportunities to interject aesthetics and design principles into E-business systems. Adaptable application architectures, e - architectures, and net -centric approaches to business are discussed from a design perspective. E-business systems have some unique characteristics which influence the design and delivery of solutions, including: the complexity of E-business architectures; interface and integration problems, component maturity and quality; and the vagaries of customer acceptance and loyalty. The ability to leverage Internet technology to enhance customer, supplier and partner relationships is no longer optional - indeed, E-business is now simply "business".
Prerequisite: Pre-co/requisite: DSN 6000 - Web Design and Architecture.

DSN 6090 - Topics in Web Design and Programming (3)

This course is an intensive study of selected contemporary topics in Web Design and Programming. Emphasis is placed on research in areas pertinent to Design and Programming involving the current "public internet infrastructure" environment. Given the rapidly changing landscape of present day information systems and technology, it is entirely appropriate to focus on recent and novel developments in the field. The focus for each section will vary, and in a "Directed Study" format, will be tailored specifically to the career and vocational interests of the student. When scheduled in lecture/seminar form, the topical subject matter will change at each offering; students should refer to the course listing bulletin for the current topic.
Prerequisite: Prerequisite: DSN 6000 Web Design and Architecture plus, at least, one other DSN-series course (DSN 6030, DSN 6040, DSN 6050, DSN 6060, DSN 6070, DSN 6080).

DTL- Learning Design and Technology

DTL 6000 - Foundations of E -Learning Theory and Planning (3)

This course provides an overview of the essential practices of e-learning. Students will acquire knowledge about learning theories, instructional design, approaches to e-learning, and e-learning program implementation. Additionally, students explore instructional technologies that provide a practical background for delivering effective e-learning solutions in organizations.

DTL 6010 - Universal Design in E -Learning (3)

This course is a review of instructional design processes, practices, and e-learning development based on the Universal Design for Learning framework. Students will focus on adult learning principles and how instructional design practices can facilitate accessible and effective e-learning environments. Additionally, instructional technology tools and accessible instructional resources are explored in the context of implementing e-learning modules in organizational settings.

DTL 6020 - E-Learning Technologies and Multimedia (3)

In this course, students will work with e-learning technologies and multimedia tools to attain knowledge and skills relevant to current organizational needs. The course will focus on systems hardware, software, emerging instructional and communications technologies, and ethical considerations with the use of technology. Students will evaluate these technologies in the context of supporting the mission and initiatives of organizations.

DTL 8000 - Portfolio and Experiential Project in E -Learning (3)

This is a capstone study of e-learning that is designed to demonstrate cumulative knowledge and skills through two major experiential projects: 1) an e-portfolio, and 2) a case study or

education. Among the topics discussed in this course will be Teaching Philosophy and Approaches, Curriculum Structure, Instructional Models, and Student Assessment. Emphasis will be placed on developing well-defined learning objectives within an organized curriculum; structuring learning units in a logical, sequential order; constructing assessments that enhance student learning; and implementing a variety of instructional strategies to promote student mastery of course performance objectives.

EDD 7200 - Supervisory Behavior (3)

The purpose of this course is to help students gain the knowledge and skills necessary to promote and sustain an organ

EDD 7210 - Leadership & Communication (3)

This course focuses on the primary tool that all Leaders must possess in order to be effective and

EDD 8102 - Leadership Practicum (3)

The purpose of this practicum is to provide students with problem-based experiences regarding the major tasks and activities of leadership.

EDD 8103 - Internship (3)

The purpose of this faculty/student-planned extensive field experience is to have students engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a senior-level leader.

EDD 8104 - Field Experience and Portfolio Assessment (3)

The purpose of this field experience is to complete and finalize the professional portfolio with examples of work from leadership assessment, career development field experience, and coursework as related to each of the standards.

EDD 9000 - Dissertation Project (3)

Dissertation/Capstone Project - This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. Students who have not completed their dissertations at the conclusion of EDD 9002 will register for EDD 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

EDD 9001 - Dissertation Project (3)

Dissertation/Capstone Project - This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. Students who have not completed their dissertations at the conclusion of EDD 9002 will register for EDD 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

EDD 9002 - Dissertation Project (3)

Dissertation/Capstone Project - This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. Students who have not completed their dissertations at the conclusion of EDD 9002 will register for EDD 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program.

EDD 9004 - Dissertation Project (0)

Dissertation/Capstone Project - This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. Students who have not completed their

study, planning, implementation, and evaluation begins that will lead to the capstone Dissertation in Practice. This course is taught in conjunction wit

financial decision-making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building/implementation at the school and district level that provides adequate funding in a manner that is equitable to all students and fair to all taxpayers. Candidates will explore alternative methods of funding. This course is taken in conjunction with EDL 7709: Leading and Managing Human Resources.

EDL 7590 - School Leadership: Theory and Practice (3)

This course explores theory and practice related to organizational behavior and development, models, change, shared decision-making and instructional leadership for the roles of teacher, principal, and superintendent. Major topics include the new roles for school leaders, issues related to school reform, community and stakeholder involvement, improvement of teaching and learning, enhancing student achievement, ethics, and innovation. It is one of two initial courses in the EDL program and is taught in conjunction with EDL 7108 Action Research I.

EDL 7703 - Curriculum Theory and Practice (3)

Through a study of curriculum theory that includes the writings of John Dewey, Jerome Bruner and others, and planning stru

leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation

EDL 8133 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8134 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8135 - Laboratory of Practice: Superintendents/District Leaders (1)

Each student must complete 360 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 9100 - Dissertation in Practice I (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9200 - Dissertation in Practice II (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9300 - Dissertation in Practice III (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and presented in the third year. It is the capstone of the program, and it demonstrates the student's ability as a scholar-practitioner to identify and research a problem of practice, to determine a resolution that will be designed and implemented, then evaluated and publicly presented to the classroom, school or district community. The classroom, school or district is the student's client throughout this process. The capstone presentation is the product developed for the client.

EDL 9400 - Dissertation in Practice Presentation (3)

The Dissertation in Practice (DIP) will culminate with a public presentation by the student of the results of the Problem of Practice (POP). In most cases, the POP will be reported on based on the findings in Year 3 and take place in the candidate's respective setting.

EDT- Educational Technology

EDT 6005 - Applications in Educational Technology (3)

Selecting and using information and communication technologies to facilitate learning and creative expression are the main foci. Topics include content, instruction, pedagogy and

motivation, the design of interactive learning environments, collaboration, and creativity.
Using audio/ video software, productivity tools, and knowledge construction tools to design and develop digital media, candidates will design interactive instruction that engages and promotes innovative thinking, problem solving, critical thinking and creativity in various learning environments. Participating with global professional learning communities is a required component. Discussions forum topic focus upon promoting interactivity, collaboration, creativity and innovative thought.
Prerequisite: MED 6102 E-folio.

EDT 6010 - Instructional Applications of Technology (3)

The design, development, and evaluation of digital learning experiences for the purpose of facilitating digital-age learning and conducting assessment for learning are the main foci.
Using online software applications and digital media production tools, candidates will design and develop authentic learning experiences and interactive instruction that promote innovative thinking, creativity, and self-assessment. Topics include instructional design, y ,w003 Tw 0.28iveriences and 12Tpe an,

GMD- Game Design and Development

GMD 6000 - Game Literacy (3)

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

GMD 6020 - Game Design and Analysis (3)

Game Design and Analysis provides the core skills necessary to design and implement game mechanics, game play structures, reward/achievement and currency systems, campaign design, and incorporate the "Fun" elements. The design portion of the course revolves around the analysis of paper based created games through play testing. Those games are then related to the design of an actual screen-based game. Trends and patterns of games, historical models of games, an d play testing approaches will also be utilized throughout the course. During the analysis phase, students will discuss and explore debugging approaches and play testing techniques for finding areas of improvement, user issues, error handling, and use cases. Takeaways from this course will be a game design process that could be used to enhance classroom engagement, improve comprehension of topics, and better students' educational performance. The skills learned could also be applied to the consumer market, employee training, and entertainment. This course provides a good foundation for educators looking to use STEM in the classroom.
Prerequisite: Graduate status.

GMD 6030 - Game Audience Analysis (3)

This course is based on analyzing player feedback and developing objectives that align with user expectations. Whether it is lower health insurance rates, improved test scores, or escapism, knowing and understanding your player ensures that you can give them the experience they crave. Understanding the player’s motivation and sense of "fun" will drive decisions when designing games. Creating games that focus on the player and their journey through your designed experience will be explored through examples of good design, as well as by testing student-created projects. This course provides a good foundation for educators looking to use STEM in the classroom.
Prerequisite: Graduate status.

HCA- Health Care Administration

Gne Audience An otivan, ashlotT2 13rs lo3rsh C [(o.1 1 >>D 8 0 Tf divan, ashl)-11 1 Tf -0. Tf1 1 >>a-0. T

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

HCA 7740 - Legal Aspects in Health Care (3)

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

HCA 7745 - Marketing in the Health Care Sector (3)

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

HCA 7900 - Special Topics in Health Care Administration (3)

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

HEL- Higher Education Leadership

HEL 8000 - Professional Seminar in Higher Education (3)

Course provides an overview of the field of higher education, an introduction to doctoral study, and career development planning. A primary focus of the course will be on creating individualized career paths and creating plans for Leadership Field Experience.

HEL 8001 - Advanced Academic Research & Writing (3)

Strong skills in research and writing are critical for leaders in higher education. The course will focus on strengthening writing skills in a variety of academic and professional contexts. Students will also learn to interpret, critique, and analyze published research.

HEL 8100 - History of American Higher Education (3)

A survey of the foundations of higher education and the development of American higher education. Attention will be given to major events and policies that have impacted higher education in the United States. Students will gain an understanding of and appreciation for the ways in which past events have contributed to the current issues in American higher education.

HEL 8101 - Equity & Inclusion in Higher Education (3)

This course explores issues in higher education related to equity and inclusion, including access to higher education, multiculturalism on college campuses, equity in admissions; equity in faculty hiring and promotion; issues related to races, gender, sexuality, ability, economic status, and more. Students will learn to understand and critique multiple perspectives; develop multicultural self-awareness; and understand the impact of leadership on advancing equity and inclusion on college campuses.

HEL 8103 - Seminar: Current Issues in Higher Education (3)

Explores current issues in higher education through in-depth analysis, case study, and scholarly readings. Topics vary by term.

HEL 8102 - Ethical Decision Making in Higher Education (3)

Students will explore philosophical foundations of ethics and develop frameworks for approaching ethical decision-making in a variety of higher education contexts. Students will complete readings and conduct analyses of current ethical challenges in higher education.

HEL 8200 - Methods of Applied Research & Design (3)

In this introductory course in research methods students will review qualitative, quantitative, and mixed-methods approaches. Students will learn to design research questions, explore approaches to methodology, understand research frameworks, and hypothesis formation and testing.

Prerequisite: Grade of B or higher in.

HEL 8104 - Seminar: Leadership in Higher Education (3)

Explores current issues in higher education leadership through in- depth analysis, case study, and scholarly readings. Provides an emphasis on current challenges in higher education leadership.

HEL 8201 - Problem Centered Research 1 (3)

This course will prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. Students will explore the nuances of various inquiry methods, especially those most useful in action research settings. The catalyst of these examinations will be each student's proposed problem, with this course focusing on refining inquiry questions and exploring ways of addressing the problem that will lead to their capstone doctoral learning experience.

Prerequisite: Grade of B or higher in.

HEL 8202 - Problem Centered Research 2 (3)

This course is the second of two courses designed to prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. The course will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Students will continue to develop their proposal/design framework and will receive on-going assistance in developing their research proposals.

Prerequisite: Grade of B or higher in.

HEL 8501-8505 - Guided Study (3)

With the close supervision of a subject-matter expert, students develop an individualized plan of study on a topic within higher education for each course within the Guided Study sequence (HEL 8501, 8502, 8503, 8504, and 8505). Each of the courses earns three doctoral credits. Students and subject matter experts develop learning outcomes, identify readings and resources, and plan field-based learning activities. Students may choose to utilize this sequence to develop an area of specialization within the field of higher education. Students may instead utilize this sequence to gain a broad base of knowledge across functional areas.

HEL 9000 - Applied Inquiry Seminar 1 (3)

This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues.

Prerequisite: Prior to enrolling in HEL 9000, students must have successfully completed all coursework and maintained a 3.0 grade point average.

HEL 9001 - Applied Inquiry Seminar 2 (3)

This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues. With approval from the program chair, students may take HEL 9000 and HEL 9001 simultaneously.

several Research Methodologies to complete their selected project. The chosen research methodology can be used for new development, quality improvement, information gathering, internships, or (for Web Design students) an electronic portfolio development.
Prerequisite: A concentration specific 8100 course and, at least, three (3) courses in the student's concentration.

LDR- Leadership

LDR 7000 - Experiential Learning: Leadership Issues (3)

This course is experiential in nature and focuses on leadership and group process. Students will acquire and apply knowledge and skills in an immediate and relevant setting. Topics include: examining core values in the leadership process, group problem solving, leadership styles, decision-making, power and influence, conflict management, ethical dilemmas, and community building.

LDR 7100 - Managing Innovation and Change (3)

This course approaches managing the innovation process through five levels of analysis: individual, team, organizational, industry, and societal. At each level of analysis, particular attention is given to the conditions under which innovation processes succeed and fail. The following areas will be reviewed: literature on the innovative process, the contribution of individuals, cross functionality, geographic dispersion, technical communication, intra- and inter-organizational networks, organizational characteristics, organizational learning and market changes. Students will be exposed to a variety of perspectives on innovation and will think about the conditions under which innovation may be supported.

MAC- Accounting

MAC 7100 - Financial Accounting Theory, Policy, and Research (3)

This course examines the conceptual, theoretical, and practical aspects of financial accounting. Students will focus on the theoretical foundations of financial reporting and the factors that affect accounting standard setting and decision making. Recent and current literature is studied to enhance analytic skills in accounting. Using case studies, the student will learn how to recognize important issues, ask critical questions, and research answers in the authoritative accounting literature.
Prerequisite: BAC 201 and BAC 202.

MAC 7200 - Advanced Managerial Accounting (3)

This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Special emphasis is given to the application of strategic cost management principles to practical situations. The course uses cases to help students contextualize cost accounting topics and to understand the impact of cost accounting information on firm planning and decision-making.
Prerequisite: BAC 201 and BAC 202.

MAC 7300 - Issues in Auditing and Assurance Services (3)

This is an advanced course in auditing. The course content will consist of generally accepted auditing standards, professional requirements (both from the AICPA and PCAOB), and the effects of the Sarbanes-Oxley Act Spubjct aatitrs i

arerequisite: BAC 201 and BAC 202.

MAC 7500 - Federal Taxation, Policy, and Research (3)

Taxes affect business entities and the individuals who own them-proprietors, partners, and shareholders. Emphasis is placed on income tax theory and applications to problems frequently encountered by individuals and businesses. Topics in this course include tax planning, compliance, and research methodology.
Prerequisite: BAC 201 and BAC 202.

MAC 7600 - International Accounting and Taxation (3)

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

MAJ- Administration of Justice

MAJ 6600 - Criminological Theory (3)

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

MAJ 6601 - Typologies of Crime (3)

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

MAJ 6602 - Criminal Justice Ethics (3)

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

MAJ 6603 - Managing Diversity (3)

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

MAJ 6604 - Technology for Modern Policing (3)

The topics in this course are geared toward the modern police executive who must be conversant in the application and operation of the variety of systems that are used in contemporary police work. Subject matter will include the Internet, National Crime Information Center, project management, crime mapping, major case applications, interfacing networks, computerized

MAJ 6612 - Drugs and Society (3)

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

MAJ 6613 - Mental Health and the Law (3)

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

the subsystems of the criminal justice system and the national social and political agendas. Questions concern how the current issues of social control impact on the passage, enforcement, and review of laws by the courts. Theories of the origin and function of law are challenged

coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.
Crosslisted as: MHS 7000.

MAJ 7001 - Terrorism (3)

240-3 (3))]TJ 0 Tc 0 Tw 6.1851 0 0 6.1851 [(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 in this course w3)

assisted instruction and collaboration to leverage each student's learning style and interests for deeper learning. Candidates will engage in processes for using assessment data to measure how that learning impacts practice in the classroom.
The practicum component of the course will require the candidate to complete 24 clock hours in a classroom setting in the content area in which the candidate is preparing to teach. In that setting, the candidate will engage in classroom activities, including work with individual and small groups of students, and teaching a lesson.
Prerequisite: MAS 7601, MAS 7602, MAS 7603, MAS 7604, MAS 7651, MAS 7652, MAS 7701 and MAS 7998. Completion of a 30-hour concentration [if seeking licensure and certification] as determined through transcript analysis by a specific Wilmington University advisor, and all required course work. .

MAS 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe,rity is gicClsoe81S1aund attj (advisaalys

requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students.
Prerequisite: MED 6102, MAS 7996 and MAS 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring.

MAS 8801 - Student Teaching/Internship (9)

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Secondary Education; 7-12. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to boitiens.t sTS .orgto adtivite ra PPATadtourn. SSubces sullsompletion of the rPPA-6.6 (sT-6.7 ( )]TJ 0.027 Tw 0 -1.133 Td (Fs

capital structure policies, dividend policy, and corporate control.
Prerequisite: MBA 7200.

MBA 7295 - Corporate Taxation (3)

An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property.
Prerequisite: MBA 7200.

MBA 7296 - International Finance (3)

This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and

on your creativity and creative development. Numerous activities and exercises will be utilized to assist you, the driver of innovation, in better understanding your personal areas of strength and growth as it relates to entrepreneurial innovation.

MBA 7592 - Global Enterprise Development (3)

This course will include the development of a global business by using partnerships with international companies and educational institutions. Students will participate in global communities and cross-cultural virtual teams to collaborate and develop an international business.
Prerequisite: MBA 6100, 6400, and 7200.

MBA 7600 - Global Marketing Management (3)

This course develops an understanding of the application of marketing and microeconomic principles and the management of the marketing functions in the international arena. This course will emphasize the need for effective marketing plans developed from a thorough analysis of the global marketplace with particular attention to cultural differences, ethical challenges, geopolitical dynamics, distribution challenges and product adaptation.

MBA 7603 - Market Research and Consumer Behavior (3)

This course examines the objectives and techniques of marketing research and the analysis of consumer behavior as tools for the effective marketing manager. Subjects addressed will include the formulation of research objectives, research design, data collection, qualitativ e and ethnographic studies, survey design and the analysis and interpretation of the data.
Prerequisite: MBA 7600.

MBA 7604 - New Business Ventures (3)

support and improve decision making. This course covers the data management infrastructure that supports data analysis, analytic methods, and visualization as a tool to communicate analytic results. Practical examples and hands-on exercises present an opportunity to apply concepts and techniques used in data analytics. Data visualization tools are used as a means to explore and analyze data and as a means to effectively communicate analytic results. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.
Prerequisite: MBA 6300.

MBA 7715 - Advanced Statistics for Business Analytics (3)

This course explores how to build statistical models and implement regression analysis in real-world problems from business, economics, and marketing research and consumer behavior. Topics that will be covered include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will acquire skills not only in the mechanics of regression analysis (often by means of a statistical software package) but also in selecting appropriate models, interpreting regression results, and diagnosing regression problems. This course will emphasize using Excel for building and implementing linear regression analysis models.
Prerequisite: MBA 6300.

MBA 7720 - Forecasting for Business Analytics (3)

This course explores how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. Topics that will be covered include: regression models, smoothing methods including Moving Average (MA) and Exponential Smoothing, and Autoregressive (AR) models, model enhancements such as second- layer models and ensembles, and various issues encountered in practice. This course will emphasize using Excel for building and implementing forecasting models.
Prerequisite: MBA 6300.

MBA 7725 - Optimization for Business Analytics (3)

This course explores how to develop, implement and use optimization techniques for determining optimal data-driven solutions for a variety of business problems. Topics that will be covered include: introduction to optimization; linear programming; integer linear programming; sensitivity analysis; linear programming models for marketing, manufacturing, ingredient blending, employee scheduling, financial investments, transportation, and resource assignment applications; and networking modeling for shortest path, maximal flow, and minimal spanning tree applications. This course will emphasize using Excel for building and implementing linear programming optimization models.
Prerequisite: MBA 6300.

MBA 7730 - Simulation for Business Analytics (3)

This course explores how to develop, implement and use simulation methods for business decision-making. Students will build simulation models to answer practical questions that are motivated by operational business decisions, such as determining optimal queuing systems, inventory policies, equipment reliability, and project management for an organization. This course will emphasize using Microsoft Excel, as well as Excel add-in as modeling tools.
Prerequisite: MBA 6300.

MBA 7800 - Topics in Finance—Derivatives (3)

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

MBA 7802 - Economic and Financial Analysis of Environmental Issues (3)

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

MBA 7803 - Project Management with Sustainable Green Technologies (3)

This course combines current operations and project management methods with "green" management techniques to help the business operate in a socially responsible way while profiting from

consultation, strength-based approaches, motivational counseling, reality therapy, and the use of expressive and metaphorical techniques with an emphasis on counseling youth in community based or hospital settings. Ethical issues and issues related to cultural and generational diversity will be discussed.

MCC 8020 - Addictions Counseling (3)

This course introduces students to the basic principles of chemical dependency and "process addictions", including the issues associated with gambling and sexual addictions counseling.

MCT- Career and Technical Education

MCT 6400 - Educational Psychology (3)

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they serve. Students will learn the nature and use of measurement tools and evaluation in educational settings. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 400.

MCT 6401 - Career and Technical Education Instructional Technology (3)

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the Internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. This is a dual- listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 401.

MCT 6402 - Career and Technical Education Advanced Curriculum Design (3)

This course focuses on curriculum design for Career and Technical courses. Students will learn how to develop the sequence of teaching activities in Career and Technical courses as well as the content that should be taught to be state-of-the-art for the work-place. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 402.

MCT 6403 - History and Regulations of Career and Technical Education (3)

This course explores the history, philosophy, and regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies). Crosslisted as: EDC 403.

MCT 6404 - Career and Technical Education Guidance Practices (3)

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career-technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 404.

MCT 6405 - Career and Technical Education: Community and Business Relations (3)

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual -listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E -Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 405.

MCT 6406 - Career and Technical Education Assessment and Course Construction (3)

The purpose of this course is to assist career-technical teachers in learning how to develop

MCT 6413 - Methods of Teaching Career and Technical Education II (3)

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MCT 6411 Methods of Teaching Career and Technical Education I and MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 413.

MCT 6420 - Capstone Project for Career and Technical Education (6)

OPTION 1 – Action Research/Problem Solving Project. The candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the field to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). The project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Chair. The presentation will be posted on the course website and in E-Folio (EDC 100 or MCT 6102). Final grade for the course will be either Satisfactory or Unsatisfactory.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 50 day clinical experience, (45 school days and 5 days of Professional Development approved by the Program Chair) co-supervised by a college mentor provided by the Office of Clinical Studies and a school-based mentor provided by the placement school (fully certified teacher, department chair, content area supervisor, or administrator). During this clinical experience, the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes. The candidate will be observed at least six times during Stuol (fully cte willfully cerfwill 0 -1.133 Td [(dchoolc3 Tw 0 -1.lor high /To.)Tj C-6.6 ( )]TJ 0rmatd (thes an)-6. 7 (ved Td inicallopat l
contribute to a development plan for professional growth.

codes of ethics and standards for practice.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6608 - Multicultural Counseling (3)

This course is created for candidates to assist in recognizing and understanding the personal and cultural dynamics that exist in schools today. This course will address the development of a "new counselor" who will form a partnership with teachers, parents and administrators that will introduce and explore strategies and techniques to address the challenges of school populations with diverse personal, cultural, cognitive, emotional and gender differences. This partnership will promote a wholesome school community of shared understanding and common educational goals.
Prerequisite: MEC 6400 and MEC 6402.

MEC 6901 - Classification of Psychopathology (3)

The new DSM -5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.
Prerequisite: MEC 6400 and MEC 6402.

MEC 7202 - Group Counseling (3)

Candidates investigate group dynamics and processes related to counseling theory by participating in group counseling demonstrations. This course is designed for candidates to gain group counseling skills, and self-awareness about one's own qualities, needs, motivations, and values that can either facilitate or interfere with one's effectiveness as a group participant and group leader. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group session at the level for which they are seeking certification or the age group with which they will be involved[LSL(1] . *Note: All clearances (criminal background check, TB and child protective registry) must completed and on file prior to registering for the course.

Prerequisite: Prerequisite: College Level= Graduate and MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7213 - College & Career Readiness K -12 (3)

The purpose of this course is to enable candidates to understand, apply, and formulate programs as they apply to postsecondary planning and career readiness. Candidates will develop an understanding of the role of the school counselor, especially as this relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. This course includes a focus on engaging students in early career awareness, planning, and making informed postsecondary choices crossing the spectrum of K-12 and using the ASCA National Model as a framework. Candidates will learn about the usefulness of data to guide academic planning, and the steps involved for transitioning students from elementary school to middle school to high school, and then to postsecondary training and college. This course also includes topics that relate to postsecondary planning, including NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, ASCA Mindsets & Behaviors Standards, completing FAFSA's, and the college admissions process.
http://nosca.collegeboard.org/eight-components
Prerequisite: Prerequisite: College Level=Graduate, MED 6102.

MEC 7500 - Individual Counseling Skills and Strategies (6)

Individual Counseling Skills and Strategies is a 6 credit semester course that equips a novice

intervention project, it is expected that the candidate will perform individual counseling, group counseling and a professional presentation.

Prerequ

and at least a 3.0 cumulative grade point average.

MEC 8005 - Secondary School Counseling Fall Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.

This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three yea rs' experience in a 7 th -12 th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.

MEC 8007 - Secondary School Counseling Spring Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.

This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a 7th-12th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.

Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of an intervention project based on a needs assessment and school data.

Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.

Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8015 - Mental Health Seminar (3)

Unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle & Meyers, 2004). Most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). Research indicates 20 percent of students are in need of mental health services, yet only one out of five of these students receive the necessary services (Kaffenberger & Seligman, 2007). Furthermore, students of color and those from families with low income are at greater risk for mental health need

Candidates in this course will gain knowledge and understanding of prevalent mental health issues in order to recognize and respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote psychosocial wellness and development for all students. As a result of taking this course, candidates will be able to address barriers and assess ways to maximize success in the k-12 school environment. Candidates will impact communities and their family structure through education, prevention, and crisis and short-term intervention until the k-12 student is connected with available community resources.

Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8017 - School Counselor Leadership Seminar (3)

Many experts contend that leadership is a central role of the school counselor (ASCA, 2012a; Dollarhide & Gibson, 2008). Strong leadership is the foundation for a school counselor to be

Dolt lem3 (need counselor (e)-6.6 ( )]TJ5)-6s II (; Housounselor &[(address barrie3hort)Tj 0 Tw 12.88Sd ao not 276 0 T

(Curry & DeVoss, 2009). Peppered throughout the ASCA School Counselor Competencies document is the concept of leadership (ASCA, 2012b; Shillingford & Lambie, 2010). Experts working on the Transforming School Counseling Initiative (TSCI) contended that effective leadership is the hallmark of a school counselor who works collaboratively with various stakeholders to close the achievement gap while ensuring all students succeed (Shillingford & Lambie, 2010; Steen & Rudd, 2009; Trolley, 2011).

This seminar is designed to facilitate leadership and advocacy development. It explores leadership styles and advocacy models to help counselor candidates understand and prepare for future leadership roles within the context of the K-12 school setting. Candidates will gain critical knowledge of qualities, principles, skills and styles of effective leadership and an understanding of the important role of the school counselor as a systems change agent as it relates to child advocacy and social justice work.

Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average. o (S) 4 3 g a i 1

Prerequisite: MED 6102.

MED 7201 - Fiscal Operations and Resources (3)

This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building/implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity - a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.
Prerequisite: MED 6102.

MED 7404 - Brain -Based Research Instructional Strategies (3)

The course prepares educators to use a variety of instructional strategies and materials that reflect brain-based research and which have been shown to improve student achievement. Candidates will build a repertoire of research-based practices for students with a variety of learning styles and diverse needs.

MED 7503 - School and Community: Building a Shared Vision (3)

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

development and renewal; community relations; management duties; maintaining the physical security of students, faculty, and staff; and school operations. Although the primary focus is on 9-12 schools, key issues relevant to preK-8 schools will also be addressed.
Prerequisite: MED 6102.

MED 7708 - Curriculum Leadership (3)

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.
Prerequisite: MED 6102.

limhoepeopl MED 7709 - Human Resource Administration (3) 0 0 Ûê Ú Ù ÎÎ Ú ¾ Ì Ì Ì

efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Connect, the Accelerated Schools Project, Success for All, the Bay Area Reform Collaborative, DODDS (Department of Defense Dependents Schools) initiatives, and state-sponsored "reculturing" efforts.

MED 7802 - Psychology of the Gifted and Talented Learners (3)

This course is designed to help candidates identify and apply sound educational practices based on psychological principles and theories related to individuals with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to understanding that learner development and individual differences, language, culture, economic status, family background, psychological responses, and/or area of disability can influence the learning of individuals with gifts and talents. Creating culturally respective learning environments to ensure intellectual, social, emotional, and physical development is addressed. Candidates explore talent development learning how to select, use, and interpret data from a variety of formal and informal assessments to provide meaningful and challenging activities that encourage individuals with gifts and talents to explore, develop, or research their areas of interest or talent. Additional topics include learning and motivation, characteristics and incidences of giftedness, a continuum of services, and meaningful learning activities that enhance independence, interdependence, and positive peer-relationships that enable creative, productive careers in society. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7803 - Creative and Critical Thinki ng (4)

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

MED 7804 - Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3)

This course is designed to help candidates identify and use appropriate curricular, instructional, and assessment strategies to meet the needs of gifted and talented learners at both the school and district level. Candidates will explore curriculum models, develop and implement differentiated instructional strategies, and design differentiated assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7805 - Earth Systems Science (3)

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

MED 7806 - Climate Change and Earth Science (3)

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

MED 7807 - Creativity and Critical Thinking (3)

The perspective of this course is that creativity and critical thinking are essential components of any gifted education program. Candidates will explore the nature of creativity, characteristics of highly creative people, and the importance of creativity for individual growth and development as well as its benefits for society. Instructional strategies that promote critical thinking, creative problem-solving, and inquiry-based models are introduced. The course will examine ways to design instruction that incorporates advanced, conceptually challenging, in-depth, distinctive, and/or complex content that is appropriate for individuals with gifts and talents with culturally, linguistically, and economically diverse backgrounds.

Prerequisite: MED 6102.

MED 7808 - Assessment and Evaluation (3)

The course will focus on helping the candidate to develop competence in assessing student work in an educational setting (i.e., diagnostic, placement, formative and summative assessment strategies) and understanding program evaluation. The collection, analysis, and interpretation of data results for making shared-decisions about instruction, learning, and program evaluation will be emphasized. Instructional leadership to promote data driven decisions that impact student success is explored.
Prerequisite: MED 6102 E-folio.

MED 7809 - Instructional Design (3)

Candidates will explore the systematic design of instruction. The focus of the course is on the design, production, formative evaluation, implementation, and summative evaluation of instruction. Guiding instructional change for student success is addressed.
Prerequisite: MED 6102 E-folio.

MED 7810 - Psychology of Learning (3)

Candidates will focus on the examination of major psychological theories of learning and the relationship between instruction and learning for leadership capacity. Candidates will explore and reflect upon how theories inform and support professional practice, student development, and learning. Ways psychology can be of value in facilitating the teaching-learning process will be considered.
Prerequisite: MED 6102 E-Folio.

MED 7812 - Culture and Lear ning Environments (3)

Candidates will inquire about the impact learning environments and a culture of learning have

and learnin(man)-anmdecisupon stude foIneadership y. Cp caandidate ( )]TJo0 Tw 0 -1.127 Td (instruction. program evaludi or2 Ey-6[(prog

course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required.
Prerequisite: MED 6102.

MED 8906 - Administrative Internship 6 Credits (6)

This course requires a minimum of 360 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 "critical incidents" that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required. Prerequisite(s): MED 6102
Prerequisite: MED 6102.

MEE- Elementary Studies

MEE 7204 - Teacher Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle/secondary level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.
Prerequisite: MED 6102 and MEE 7604.

MEE 7601 - Education of Diverse Populations and Exceptional Children (3)

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community.
Prerequisite: MED 6102 and MEE 7604.

MEE 7603 - Instructional Strategies in Elementary Education (3)

Instructional Strategies (Kindergarten through Grade Six) is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become

learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.1 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules.
Prerequisite: MED 6102.

MEE 7607 - Health and Physical Education (3)

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet, and nutrition will be discussed. This course includes health services, health education, and healthy school environments
Prerequisite: MED 6102 and MEE 7604.

MEE 7631 - Child Growth and Development (3)

This course is a survey and examination of development from the prenatal period through adolescence with emphasis on the characteristics of children who are in kindergarten through grade six. Social, cognitive, and physical development are included. Appropriate interventions for students with developmental gaps are a focus. The role of the family in child development and safety for young children are included. Students are required to prepare a case study of a child in grades K-6.
Prerequisite: MED 6102 and MEE 7604.

MEE 7632 - Language and Literacy (3)

The relationship of language to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, assessment of language, and metacognition are emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instructional implications.
Prerequisite: MED 6102 and MEE 7604.

MEE 7633 - Integrated Methods to Teaching Elementary Language Arts/Reading (3)

This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604, MEE 7603 and MEE 7632.

MEE 7634 - Integrated Methods for Teaching Elementary Social Studies (3)

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MEE 6102, MEE 7604 and MEE 7603 and a minimum of three credit hours in social science with a "C" or better.

MEE 7636 - Fine Arts & Literature for Children and Adolescents (2)

Students examine literature for its own sake and its relationship to art, music, drama, and dance. Knowledge of literature and fine arts and how to incorporate them effectively in an integrated curriculum are the major focus. Students are required to prepare a lesson plan that demonstrates the use of fine arts as a cognitive or affective remedial technique. Students are also required to read and study a minimum of 40 books appropriate for children and adolescents. Another focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction.

Prerequisite: MED 6102 and MEE 7604.

MEE 7637 - Integrated Methods for Teaching Elementary Mathematics (3)

Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604, and MEE 7603 and a minimum of three credit hours in math with a "C" or better.

MEE 7638 - Integrated Methods for Teaching Elementary Science (3)

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604 and MEE 7603 and a minimum of three credit hours in science with a "C" or better.

MEE 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal

and designate Wilmington University as a score recipient. Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.
Prerequisite: MED 6102, MEE 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. . Corequisite: MEE 8805.

MEE 7998 - Practicum III (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students.
Prerequisite: MED 6102, MEE 7996 and MEE 7997. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring.

MEE 8801 - Student Teaching/Internship (9)

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Elementary Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings, grades K-6. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. Delaware's minimum passing score for the PPAT is 38 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Chair approval is required for course registration.

MEE 8804 - Applied Assessment for Improving Student Learning (3)

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in school and classroom settings and will learn how to use such research for solving problems in those settings.

of knowledge and skills which were acquired in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.

MHC- Mental Health Counseling

MHC 6401 - Theories of Counseling (3)

Classic and contemporary theoretical approaches to counseling are examined in th is course including major personality theories, counseling theories and learning theories. Clinical applications incorporating the influence of cultural diversity are also emphasized as well as the formation of a personal theory of counseling.

MHC 6402 - Human Development (3)

This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theories of individual and family development and transitions across the life span are considered with an emphasis on the nature and needs of persons at various developmental stages and cultures and the impact of these stages on mental health.

MHC 6501 - Tools, Techniques, and Strategies of Counseling I (3)

This course teaches introspective skills in order to develop a therapeutic relationship, maintain ethical boundaries, interview and counsel, and to cultivate self-awareness within the field of clinical mental health counseling. The course emphasizes the centrality for students to be nonjudgmental, reflective, and authentic towards one's internal perceptions of self, others, values, beliefs, and environment in order to fully engage in the helping profession. Specific learned skills are basic listening, self-awareness, stress management, self-care, mindfulness, empathy, and other practices that promote positive counseling outcomes.
Prerequisite: MHC 6402 and MHC 6505.

MHC 6502 - Tools, Techniques, and Strategies of Counseling (3)

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

MHC 6505 - Ethics and Practices of Clinical Mental Health Counseling (3)

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

MHC 6901 - Diagnosis and Treatment of Psychopathology (3)

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

MHC 7202 - Group Counseling (3)

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

MHC 7203 - Counseling for Career Development (3)

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

MHC 7501 - Family Counseling (3)

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

MHC 7605 - Counseling Diverse Populations (3)

This course explores the social, psychological, cultural, economic, and environmental influences that affect various client populations. Counseling tools to meet the special needs of women, men, racial and ethnic minorities, the disabled, and other diverse groups are examined.

MHC 7805 - Appraisal Techniques (3)

This course is a survey of psychological tests and instruments used in clinical mental health counseling settings. Principles of statistics and measurement, administration, scoring, interpretation, and use of various appraisal instruments are covered. Specific skill training in conducting clinical counseling intake interviews is addressed. Cultural biases that occur in the assessment and testing of clients is also discussed.
Prerequisite: MHC 6401, MHC 6505.

MHC 7806 - Methods of Research and Program Evaluation (3)

This course covers the principles and practice of counseling research and program evaluation. Qualitative, quantitative, and single-case design research methods are covered. Statistical methods used in conducting research and program evaluation are presented in addition to models of needs assessment and program evaluation. The use of research to inform evidence-based practice and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies are discussed.

MHC 7905 - Practicum (4)

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

MHC 8011 - Advanced Seminar: Counseling Children & Adolescents (2)

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

MHC 8012 - Advanced Seminar: Evidence Based Family Treatment (2)

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

MHC 8020 -

that are in constant states of flux and change.

MHR 7830 - Finance and Accounting for Managers (3)

This course provides a summary of essential accounting and financial concepts as they impact upon the use of resources in an organization. The focus is on accounting reports, financial statements, ratio analysis, budgets, forecasting, and profit and cost relationships. MHR 7830 meets the MBA undergraduate finance pre-requisite but cannot be used as an MBA elective.

MHS- Homeland Security

MHS 7000 - Contemporary Issues in Homeland Security (3)

Students will gain an understanding of the concept of Homeland Security and its relevance in today's society. The macro and micro definition of Homeland Security will be thoroughly discussed. An in-depth review of the events which placed Homeland Security as a top priority of the U. S. Government will be made. Students will be given an overview of the statutory authority given to officials in the various government entities who have responsibility for Homeland Security. This overview will include a review and discussion of the Homeland Security Act of 2002 and the U. S. Patriot Act. Review and discussion of the structures of federal, state and local entities responsible for Homeland Security and the means in which they are coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.
Crosslisted as: MAJ 7000.

MHS 7001 - Sociology of Terrorism (3)

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

MHS 7002 - Legal Aspects and Policy of Homeland Security (3)

This course presents the overarching legal framework for counter-terrorism, particularly as it relates to global issues. The course will address constitutional, statutory, and regulatory issues relating to counter-terrorism law enforcement activities, including both authorizations and limitations.
Crosslisted as: MAJ 7002.

MHS 7003 - Risk Assessment and Management (3)

Students will be exposed to the study of risk assessment and management in the context of Homeland Security. Topics will include threat assessment, analysis and management of critical infrastructure, resources and locations by both law enforcement and private industry. The course will include national threat assessment, analysis and management while emphasizing practical local and regional issues as well as hands-on planning utilizing case studies.
Crosslisted as: MAJ 7003.

MHS 7004 - Crisis Leadership (3)

The focus of this course is the study of the crisis phenomenon as it affects law enforcement and private industry. Topics include hostage/barricade incidents, workplace violence, school violence, product tampering, and major case issues. Emphasis is placed on the decision-making process. Protocols for dealing with several types of incidents and the behavioral issues of perpetrators will be discussed. Topics will also include crisis management theory, planning responses to crisis, formation of crisis management response teams, and dealing with the aftermath of crisis situations.
Crosslisted as: MAJ 6606.

MHS 7005 - Border and Transportation Security (3)

This course will examine Homeland Security as it applies to border protection and security of critical infrastructures. Students will examine the prevention of and response to terrorist

MPA- PublicAdministration

MPA 6460 - American Planning and Politics (3)

of writing. Candidates will complete activities to prepare them to assess student writing and design differentiated lessons to support growth and development in acquiring writing skills. Candidates will examine research and trends related to state and national standards in writing. The course includes opportunities for design and implementation of writing lessons including reflection and evaluation of lesson effectiveness. Candidates will also spend time investigating appropriate strategies and routines to support students who struggle in reading and writing. Attention and time will be spent recognizing and understanding the forms of diversity present in writing development and their importance in learning to write. This course is required by Delaware State Department of Education for candidates who are pursuing a Reading Specialist certificate rather than a degree. Pre-reqs: MRD 7801, MRD 7802

Prerequisite: College Level=Graduate and Non-degree or Graduate Certificate status.

MRD 7815 - Application of Strategies for Teaching Content Area Reading (5)

Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills and fluency/reading rate in content areas. Reading strategies for before, during, and after, as well as students' self-monitoring techniques will be examined and applied as they relate to content areas. Additionally, this course requires 20 hours in school-based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas. At least half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a professional development program to their classmates or in a school based setting if possible.
Prerequisite: MRD 7801, MRD 7802, MRD 7804.

MRD 7901 - Diagnosis/ Assessment of Reading Difficulties for Non- Reading/Literacy Majors (3)

The nature of reading problems and the methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, and educational factors, which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process.
Students will complete performance tasks and assignments aligned to the appropriate grade level/subject area for their content certification.

Corequisite: MAS, MEE, MSE candidates need to be enrolled in Practicum I, Practicum II, OR Practicum III.

MRD 7903 - Diagnosis and Correction of Reading Difficulties (6)

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, test administration, drawing diagnostic conclusions based upon data, background information and observation. Toward that end, the nature of reading problems and methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and interpretation of physiological, psychological, sociological, and educational factors which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Appropriate assessment

minimum passing grade.

Prerequisite: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804.

MRD 7920 - Practicum in Reading (6)

This practicum is a six hour course and is designed to prepare candidates for reading specialist and reading coach/mentor responsibilities. Candidates will complete activities to prepare them to professionally journey beyond the classroom. The course includes further application/design of assessment programs and correction strategies for K-12 students, self - evaluation of the candidate's teaching of reading effectiveness, observation and peer conferencing of other Language Arts teachers, and interviews of school based and district level reading personnel. The student needs to define roles and responsibilities, research and prepare a reading curriculum for the candidate's school, research and write parent involvement strategies for K-12 students, prepare multi-ethnic and multicultural school based programs, write a state/organizational grant and explore/discuss simulations of activities/problems encountered serving as a reading specialist/resource person. The student will also mentor pre-service teachers. This course cannot be taken with other courses.
This course is required by Delaware State Department of Education for candidates who are pursuing a Reading Specialist certificate rather than a degree.
Prerequisite: MED 7705, MRD 7801, MRD 7802, MRD 7803, MRD 7804, (MRD 7805 and MRD 7921) OR MRD 7815, MRD 7903 (or MRD 7901 and MRD 7902)with a minimum grade of B (3.0).

MRD 7921 - Practicum in Content Area Reading (3)

This practicum requires class time as well as a minimum of 20 to 30 hours in school based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas of math, s cience, 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.
Inrategie.28 0 Td breading coach/mentor responsibilities, cd.

MSE 7402 - Applied Behavior Analysis (3)

Understanding, interpretation, and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior, while creating a learning environment that fosters active engagement for students with exceptional learning needs. This learning environment will encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy through the use of direct motivational and instructional strategies. The skills necessary to effectively manage the behavior of the children entrusted to their care, while providing guidance and direction to other individuals will also be addressed.

based on learning styles and strengths.

MSE 7604 - Technology for Instruction (3)

This course prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.1 tools (e.g., content management systems, social networks, e-portfolios), digital video, assistive technology, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules. Specific emphasis is placed on designing learning experiences for students with disabilities.

MSE 7605 - Differentiation of Instruction for Young Children (3)

Teachers who practice differentiated instruction plan, teach, and arrange the classroom environment to accommodate each child's unique needs and interests. This course will focus on developing and implementing differentiated and appropriate strategies for young children based on several elements, including content, process, products, and learning environments. The course will include teaching strategies in all subject areas designed to meet a variety of needs and to enhance student learning. Candidates with learn how to engage all students more effectively and set different expectations for task completion based on personalized

n i (mpleme)-or mting de 0 Tw (-)Tj 0.17ls play to supportn 0.1842 gu-1.133 Tasr tw

University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. Delaware's minimum passing score for the PPAT is 38 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MSE 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements the the PPAT, which will help the candidate be prepared to meet data collection and analysis expectations that will be encountered during student teaching. This course must be taken concurrently with Practicum II.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into TaskStream. A completed Student Teaching Fieldwork application in TaskStream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. At the time of application, candidates must have submitted passing scores and subset scores for Praxis II Examination. It is the responsibility of candidates to make sure that complete test score reports are provided to the College of Education. All test score requirements for Delaware certification can be viewed at ETS. All candidates enrolling into Student Teaching must register and successfully pass the PPAT (Praxis Performance Assessment for Teachers). Timely registration (deadline) and payment of PPAT is the responsibility of the candidate and occurs online through the ets.org website. Attendance at the Student Teaching Orientation is mandatory.

MSN- Nursing

MSN 6500 - Leadership Roles in Advanced Nursing Practice (First course) (3)

As an introduction to graduate studies, this course seeks to re-orient the student to learning in an academic setting, communicating in the area of information literacy and knowledge building. Shared experiences and exercises will broaden students' understanding of leadership as it applies to various advanced practice roles. A variety of theoretical frameworks, including role theory, are analyzed as a basis for engaging in personal and professional development. Students are encouraged to broaden perspectives and worldview through interaction with, and appreciation of others. This course is for MSN Leadership students regardless of enrollment date (either prior to or after Fall I 2016).

MSN 6502 - Contemporary Concepts in Advanced Practice Roles (3)

The course provides the opportunity for graduate nursing students to explore the philosophical and theoretical foundations in advanced levels of nursing practice. Current trends will be explored including information literacy, technology, quality, and safety. Socialization to the role of advanced level of nursing practice will be introduced. This course is for MSN Leadership students regardless of enrollment date (either prior to or after Fall I 2016).

MSN 6603 - Advanced Physiology/Pathophysiology (3)

This course focuses on advanced concepts of normal physiology of major body systems and

MSN 6612 - Nurse Executive Seminar I (Must be taken before II) (3)

This course will focus the leadership executive concentration student on organizational change in healthcare. The course will focus on basic concepts and theories in administrative leadership for the preparation of the nurse executive role. Roles and functions of the nurse executive will be explored. Organizational structure related to philosophy, goals, mission, and vision as well as accrediting agencies will be discussed. This course is for MSN students who are starting their program beginning Fall I 2016 and going forward.

Prerequisite: MSN 6500.

MSN 6613 - Nurse Executive Seminar II (3)

This course will build upon the principles in the Nurse Executive Seminar I. The course will explore the nurse executive role as it relates to organizational culture in business, diversity leadership, interdisciplinary practice and relationship building at the executive level, strategic planning, quality and safety, and managerial decisionn

guidance in all of the areas. Students are expected to complete 120 clinical hours in t he semester.
Prerequisite: MSN 6603, 7701, 7702.

MSN 8111 - Adult/Gerontology Practicum I (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours during the semester.
Prerequisite: MSN 6603, 7709, 7702.

MSN 8203 - Certificate Family Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8103.

MSN 8204 - Certificate Adult/Gerontology Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance, but the student can function autonomously. Students are expected to complete 167 clinical hours in the semester to equal 334 hours.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7709, MSN 8104.

MSN 8213 - Family Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8110.

MSN 8214 - Adult/Gerontology Practicum II (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7709, MSN 8111.

MSN 8223 - Family Practicum III (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 8213.

MSN 8224 - Adult/Gerontology Practicum III (3)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to

Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705, MSN 7707, MSN 7708, MSN 7709, MSN 8111, MSN 8214, MSN 8224, MSN 8331.

MSN 8348 - Psychopharmacology for the Advanced Practice Nurse Across the Lifespan (3)

This course explores advanced concepts of the neuro-pathophysiology of mental illness, and pharmacokinetics and pharmacodynamics of drugs used in the psychopharmacologic treatment and clinical management of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of the neurobiology of mental illnesses, and the application of psychopharmacology to clinical problems. Genomics will also be addressed with regards to psychological conditions. Indications for use of psychotropic medications, side effects, compliance issues, and interactions will be discussed. Emphasis is placed on the understanding of psychotropic drug effects for each disorders studied and the relationship to advanced nursing practice interventions. The course will also address the role of the PMHNP in compliance with regulations and standards that define scope of practice and prescriptive authority for practitioners prescribing psychiatric medications.
Prerequisite: FNP board certification and acceptance into the PMHNP program.

MSN 8349 - Therapeutic Modalities and Psychiatric Conditions Across the Lifespan (3)

Building on the diagnostic skills mastered in the student's previous Advanced Health Assessment, this course focuses on the epidemiology of selected psychological disorders and the tools needed to obtain an accurate assessment and differential diagnosis of common clinical variations in health patterns in adults and children with mental illness. Emphasis is placed on the use of assessment techniques essential to the management of disorders across the lifespan. The course will focuses on strategies to integrate and promote physical and behavioral health.Therapeutic modalities related to group and individual psychotherapy such as Cognitive Behavioral Therapy, Exposure and Dialectical Therapy, as well as brain stimulation treatments such as ECT will be reviewed with indications for use in monotherapy or as an adjunct to pharmacotherapy. This course will also address the role of the PMHNP related to health promotion, leadership, ethical and legal decision making, health policy and advocacy, quality improvement and safety, and inter professional practice, including scope of practice issues.
Prerequisite: FNP board certification, acceptance into the PMHNP program, and MSN 8348.

MSN 8350 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan I (3)

This course presents common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, and MSN 8349.

MSN 8351 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan II (3)

This course expands on common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, and MSN 8350.

MSN 8352 - Psychiatric Mental Health Management of Serious Conditions in Vulnerable Populations Across the Lifespan: Family/Group (3)

This course focuses on selected theory and interventions for individuals and groups that are utilized by the PMHNP in planning, implementing, and evaluating care within the appropriate system for adults and children with psychiatric disorders. Theories of various treatment modalities, therapeutic communication and evidence based standards of care; along with use of clinical practice guidelines are also emphasized. This course will also focus on serious mental conditions, the psychosocial impact on populations at risk and applicable treatment modalities family/group.

Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, MSN 8350, and MSN 8351.

MSN 8353 - Certificate Psychiatric Mental Health Practicum I (3)

This is the first of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This first internship focuses on individual and/or group therapy. Special focus is on patient individual and group therapy and education as an intervention to improve outcomes. The students engage in beginning implementation of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.

Prerequisite: MSN 8348 and MSN 8349.

MSN 8354 - Certificate Psychiatric Mental Health Pr acticum II (3)

This is the second of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This second internship focuses on management of individual and/or group therapy and education as an intervention to improve outcomes. The students show progression of management of common to more complex conditions within the scope of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.

Prerequisite: MSN 8353.

MSN 8355 - Certificate Psychiatric Mental Health Practicum III (3)

This is the third of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This third internship continues to focus on the management of individuals with common, complex and severe mental illness as appropriate to the APN role and the clinical setting. The focus is on education as an intervention to improve outcomes. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.

Prerequisite: MSN 8354.

MSN 8400 - Capstone (3)

These courses form the culminating experience for students pursuing the Education and Executive Practice tracks in the Nursing Leadership concentration. The student may complete a thesis, project, or practicum. The thesis involves a quantitative or qualitative study with a focus in clinical practice, education, or administration. A project may be undertaken to identify and solve a problem. The practicum is an intensive mentored experience in either nursing education or executive practice. Students are assigned an individual faculty member who will provide guidance throughout the process. This course is for MSN students that started the program prior to Fall I 2016.

MSN 8500 - Capstone (3)

These courses form the culminating experience for students pursuing the Education and Executive Practice tracks in the Nursing Leadership concentration. The student may complete a thesis, project, or practicum. The thesis involves a quantitative or qualitative study with a focus in clinical practice, education, or administration. A project may be undertaken to identify and solve a problem. The practicum is an intensive mentored experience in either nursing education or executive practice. Students are assigned an individual faculty member who will provide guidance throughout the process. This course is for MSN students that started the program prior to Fall I 2016.

Prerequisite: MSN 8400.

MSN 8501 - Independent Studies (1)

Students register for this course when they have finished taking MSN 8400 and MSN 8500, yet are not finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.

NPM- Nonprofit Management

NPM 6400 - Leadership and People (3)

This course examines leadership issues peculiar to people in organizations. The questions of appropriate responsibility and reasonable obedience are explored. Dimensions of motivating and motivation are discussed. Organizational culture and its implications for leadership are

growth that serves both their own and organizational development needs.

OLI 7105 - Technology and Organizational Learning (3)

Technology can be a catalyst for organizational learning and development. This course focuses on the use of appropriate technologies for integrating learning, knowledge management, and organizational development. Case studies are used to explore how technology can be used foster curiosity, collaboration and learning at all levels of the organization. Students examine and experiment with how mobile devices, social media, various information technologies and web-based tools can be used be used to support workplace learning.

OLI 7106 - Assessment and Evaluation Methods (3)

Assessment and evaluation are integral components of organizational efforts to continually improve performance, develop talent capabilities and generate innovation. The course provides students with the basic research tools necessary to design, execute, analyze, and report assessment and evaluation results needed to guide organizational decision-making and action.
Prerequisite: Grade of B or better in OLI 7101 .

OLI 7201 - Problem Centered Research in Organizational Learning (3)

In this course, students identify a problem of interest related to organizational learning and use that problem as a catalyst for learning more about the research process including the development and refinement of research questions and the selection appropriate research methods for collecting and analyzing the data that will generate answers to the posed research questions. Students will learn to recognize the limitations of various research design and methods. Students will develop the research framework for a possible applied dissertation research project.
Prerequisite: Grade of B or better in OLI 7101 and OLI 7106.

OLI 7202 - Problem Centered Research in Organizational Learning- II (3)

This course is the second of two courses designed to prepare students to conduct research that will yield results useful to advancing organizational learning, improved organizational performance and innovation. Students will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Students will continue to develop the research framework started in Problem Centered Research I and will receive on-going assistance in developing the proposal for their applied dissertation research project.
Prerequisite: Grade of B or better in OLI 7101, OLI 7106 and OLI 7201.

OLI 7301 - Leading Organizational Improvement and Innovation (3)

In order for any change or innovation to take flight it must create value for others, it must be something that is wanted or needed by individuals or organizations. This course requires students to bring both critical and creative thinking to bear in sensing and responding to changes in the environment that create opportunities for improvement and/or innovation. The success of any system/process improvement or innova tion is determined by its adoption and sustained use, so the factors that influence and hinder the change/innovation adoption process are also explored. Phenomena such as open innovation and crowd sourcing will be explored, as well as other keys to innovation in a networked world.

OLI 7302 - Leadership Communication (3)

Leadership is a communicative art. Whether it be exciting others about a vision for the organization’s future, exhorting the troops to action, telling a story to better connect with others, listening with an open heart and mind, persuading a resistant public, or relating with a group of diverse stakeholders, leadership requires excellent communication skills. This course engages students in an array of learning activities designed to enhance and fine-tune the communication skills of those who wish to lead artfully with integrityTw 9 uswpthy [(tufmower.CID 14 >>BDC ol1ra-eer.CIaRdpOLI 720

OLI 7405 - Motivating Employee Engagement in Workplace Lea rning and Professional Development (3)

Employees must be motivated and engaged in their own professional development both for themselves and the organization. Engaged employees drive improved organizational performance and can be the source of innovation that will helps create the organization's future. In this course students will grapple with how to foster engagement in workplace learning as a means of increasing employee satisfaction, as well as team and organizational productivity. Special attention will be paid to strategies for engaging employees in creating the future of the organization through innovation. The research on employee engagement in professional growth and development will be explored as the foundation for students developing their own strategies for motivating interest and engagement in learning and innovation opportunities provided by the organization.

OLI 7500 - Special Topics Courses

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7501 - Special Topics Courses

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7502 - Special Topics Courses

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7503 - Special Topics Courses

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7504 - Special Topics Courses

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available times slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7600 - Guided Study Courses

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7601 - Guided Study Courses

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7602 - Guided Study Courses

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7603 - Guided Study Courses

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7604 - Guided Study Courses

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 8001 - Internal and External Organizational Consulting (3)

Human resource and learning professionals are often viewed as providing consulting services to the "business" units in their organization. Many of these professionals also see themselves developing their own consulting businesses as the next step in their career. This course focuses on the role of the consultant as well as the key steps necessary in developing effective client-consultant relationships. Issues that all consultants face whether working from an internal or external position are also addressed—issues such as speaking truth to power, resistance, time pressures and timing, accountab ility and authenticity are explored in the context of case studies. During this course students establish relationships with their field mentor and a possible host organization for their consulting project.

OLI 8002 - Consulting Project Execution and Repor ting (3)

This course covers the execution and reporting of students' individual or collective consulting experience. Although this course is listed in the third year, work on this project flows out (OLI--8001). With program chair approval and field mentor guidance, students are required to contract with a host organization for the execution of specific work and project reporting. Consulting projects will vary with host organization needs and student expertise. Completion is required by Spring Block II of third year.
Prerequisite: Grade of B or better in 8001. Consulting contract completed no later than Spring Block II of second year.

OLI 9000 - Applied Research Dissertation Project I (3)

Building on coursework completed in the research core, students work on their applied research project with advisement from a faculty member to complete a proposal that is approved by the student's advisor and at least one other committee member. A third committee member may be included if deemed desirable by the student's advisor. Obtaining committee approval of proposed research and successful completion of HSRC paper is a desired outcome for OLI 9000. Once approved the student can execute the project.
Prerequisite: Grade of B or better in OLI 7202 and completion of all coursework with a B- or higher. Must have a cumulative GPA of 3.0 or higher. .

OLI 9001 - Applied Research Dissertation Project II (3)

This is the second course in the applied research sequence and a continuation OLI 9000. The

expected outcome for this course is the completion of the research project with an oral presentation and a written document suitable for publication as a doctoral dissertation.
Prerequisite: Satisfactory completion of OLI 9000.

OLI 9004 - Applied Research Dissertation Project Sustaining (0)

Students who do not complete their applied research project when enrolled in OLI 9001 will be permitted to enroll in 9004 on a continuing basis for a maximum of six blocks in order to receive academic advisement. Failure to complete the Applied Research Project within the six block timeframe will result in dismissal from the program.
Prerequisite: Satisfactory completion of OLI 9001.

PSC Prevention Science

PSC 7000 - Introduction to Prevention Science

This course provides an interdisciplinary overview to prevention theory, research, and practice. A common core of concepts, methods, and terminology is presented. Although topics vary, examples of issues covered in past courses include health risks such as malnutrition, school failure, delinquency, child abuse and neglect, and family and community-based interventions designed to counteract risk factors and promote healthy development. This course would be the prerequisite for all other courses

PSC 7101 - Human Development and Prevention Science

Interdisciplinary study of theories and research on human development across the lifespan with a focus on prevention science, risk, and resilience.

PSC 7102 - Families and Prevention Science

Introduction to current theory and research about micro and macro forces related to family relationships and development through the life course with a focus on prevention science, risk, and resilience.
Corequisite: PSC 7000.

PSC 7103 - Community Well -Being and Prevention Science

This course is designed to promote an understanding of the factors associated with healthy communities. It provides a comprehensive overview of the relevant skills and theories including: ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology), critical social theory, social justice, and social determinants of wellbeing.
Prerequisite: PSC 7000.

PSC 7104 - Designing and Adapting Preventive Interventions

Analysis and development of program delivery systems, curricula and evaluation models. Innovative effective prevention and intervention programs from theoretical, applied, and outcome evaluation perspectives.
Prerequisite: PSC 7000.

PSC 7201 - Applied Research Methods and Skills 1: Qualitative

Introduction to process of qualitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Engages the student with a range of current qualitative data collection, display and analysis methods, and overviews basic quantitative methods for use in mixed mode studies. Highlights the strengths, limitations and conditions of quality for specific data collection and analysis methods in the context of particular research methodologies. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7202 - Applied Research Methods and Skills 2: Quantitative

Introduction to process of quantitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7203 -

real-world problems.

SEC 6070 - Penetration Testing (3)

This class builds upon ethical security practices by performing prescribed techniques while increasing the student's knowledge, skills, and abilities. Topics covered include ethics, standards, methodologies, tools/techniques, and legal ramifications. Summative report development and presentations of findings will be included.

SEC 6080 - Industrial Control Systems (ICS) Security (3)

Industrial Control Systems are the heart of America's vital power, water, and manufacturing facilities. The security of these systems are often linked with generic operating systems like Microsoft Windows and are often connected to the Internet and should be under greater scrutiny. Students will research how ICS functions, the critical infrastructure that they support as well as steps that can be taken to improve the overall security of ICS systems.

SEC 6082 - SCADA Architecture (3)

This course provides students with an understanding of the SCADA environment and architecture from a security perspective. The security emphasis includes strategies for patching, upgrading, backup, recovery, and business continuity issues. The course also provides students with the knowledge needed to identify SCADA components and how those components function as a system.

SEC 6084 - SCADA Risk Management and Auditing (3)

This course teaches students the necessity of performing risk management and auditing on SCADA systems and environments. It helps students develop risk management and auditing frameworks, as well as the core skills necessary to audit a SCADA system/environment and to manage risks.

SEC 6086 - SCADA Security Awareness and Standards (3)

SCADA Security Awareness and Standards is a course designed to teach students to assess, develop, and deliver a SCADA security awareness program within an organization. The course also provides students with information regarding various industrial standards related to SCADA systems and environments.

SEC 6090 - Topics in Information Assurance (3)

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

SEC 8100 - Information Assurance Integration/Capstone Course (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: Prerequisite(s): IST 7000, IST 7020, IST 7040, IST 7060, IST 7100 and at least three courses within the Information Assurance concentration.

SOC- Case Management for Human Services

socioeconomic status. When looking to build and strengthen communities, those working in the helping professions must first look around to see what systemic inequalities and injustices are occurring in the community and society as a whole. By examining inequality in these categories helping professionals can look further into changing policies, laws, and social climate on an individual and systemic level as well as influencing the health, well-being, and functioning of individuals and groups in society.

SOC 6601 - Case Management Interventions and Strategies (3)

Professionals working in community service fields are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes understanding client vulnerabilities and societal attitudes, interviewing and assessment skills as well as having connections to other agencies in the community that can help the client reach their goals. This course will give students the information they need to perform these tasks including; understanding vulnerable client population, interviewing skills, performing intake assessments and bio psychosocial assessments, documentation and note taking,

pursue English language education? How is English being studied around the world? Students will learn about language policy, implementation, consequences of choices, and topics currently under debate. Students will complete a project that will require in-depth analysis of a particular country's context for English language instruction and learning. Students will complete a structured external assignment as part of the course requirements.

TEL 8100 - Capstone: Teaching English (3)

The culminating capstone for the MS TESOL program will allow students to demonstrate their knowledge of the key theories and strategies of TESOL that they have studied throughout the program. Students will complete assignments throughout the course leading to a final paper with a literature review, an in-depth project proposal, and a reflection. Through the course and its assignments, students will demonstrate their capability in TESOL research, theory, practice, and reflection. Students may complete a field experience and a structured external assignment for the course.
Prerequisite: Program Chair Approval.

DIRECTORY

Board of Trustees

Officers

Chairman
The Honorable Joseph J. Farnan, Jr.
Farnan, LLP
Attorneys At Law
Wilmington, DE

Vice Chairman and Treasurer
Thomas S. Shaw
Executive Vice President and COO (Retired)
Pepco Holdings, Inc.
Wilmington, DE

Vice Chairman
David F. Marvin
Chairman
Marvin and Palmer Associates, Inc.
Wilmington, DE

Vice Chairman and Secretary
Thomas E. Leipold
Director (Retired)
E.I. duPont de Nemours and Company
St. Petersburg, FL

Members

Robert C. Cole, Jr.
President and CEO (Retired)
Blue Cross Blue Shield of DE
Wilmington, DE
Irénée du Pont, Jr.
Director (Retired)
E.I. duPont de Nemours
and Company
Wilmington, DE
Alan D. Ellingsworth
Director of Security
A. I. duPont Hospital for Children
Wilmington, DE
Michael J. Farnan
Farnan, LLP
Attorneys At Law
Wilmington, DE
Larry D. Gehrke
President
Bellevue Realty Corporation
Wilmington, DE
G. Dean MacEwen, M.D.
Senior Orthopedic Surgeon
Omega Medical Consultant
Omega Medical Center

Newark, DE

College of Social and Behavioral Sciences
B.A., University of Nebraska - Lincoln
M.S., University of Nebraska - Lincoln
Ph.D., University of Delaware
Mary Stephanie Berridge
Associate Professor
College of Social and Behavioral Sciences
B.S., Rider University
M.B.A, Monmouth University
Ed.D., George Washington University
Adrienne M. Bey
Associate Professor
College of Social and Behavioral Sciences
B.A., University of Delaware
M.S.W., Delaware State University
Ph.D., University of Delaware
Johanna S. M. Bishop
Associate Professor
Director, Behavioral Science Program
College of Social and Behavioral Sciences
A.A., Grand Rapids Community College
B.A., Central Michigan University
M.S., Wilmington College
M.Ed., Wilmington University
Ed.D., The George Washington University
92 7.rey.

Director, Advanced Programs
College of Education
B.A., University of South Florida
M.A., University of South Florida
Ed.D., Nova Southeastern University
Jenine E. Buchanan
Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., University of Delaware
Ed.D., Widener University
Anthony L. Buffone
Assistant Professor
College of Education
B.A., Temple University
M.Ed., Temple University
Ed.D., The George Washington University
Lem Burnham
Associate Professor
College of Social and Behavioral Sciences
B.A., US International University
M.S., Bemidji State University
Ph.D., Temple University
Anthony Carcillo
Assistant Professor
Director, Graduate Program/Chair, IT Project Management
College of Technology
B.A., Immaculata College
M.A., Immaculata College
D.B.A., Wilmington University
Candice M. Carter
Assistant Professor
College of Technology
B.A., University of North Carolina Greensboro
M.S., Utica College
M.S., Kansas State University
Piyen Chang
Associate Professor
College of Business
M.S., University of Nebraska
M.S., Virginia Tech
Ph.D., Texas Tech University
Janice K. Colvin
Assistant Professor
College of Arts and Sciences
A.A., Prince George's Community College
B.S., University of Maryland
M.A., American University
Ed.D., Wilmington University
Katherine B. Cottle
Assistant Professor
College of Arts and Sciences
B.A., University of Delaware
M.A., Howard University
Joseph L. Crossen
Assistant Professor
College of Education
B.A., Gannon University
M.Ed., Edinboro State University
Ed.D., State University of New York at Buffalo
John L. Cunningham
Assistant Professor

Assistant Vice President
Administrative and Legal Affairs
A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College
Michael Curry
Assistant Professor
College of Education
B.A., University of Delaware
M.Ed., Wilmington University
Ed.D., Wilmington University
Michael S. Czarkowski
Professor
Director, Academic Assessment and Program Review
Academic Affairs
A.A., Middlesex Community College
B.S., Wesley College
M.B.A, Wilmington College
Ed.D., Temple University
Amy L. Danley
Associate Professor
College of Business
B.S., Wilmington University
M.B.A, Wilmington University
Ed.D., Wilmington University
Timothy C. Day
Assistant Professor
College of Technology
B.S., Towson University
M.F.A., Temple University
Kara L. DiCecco
Assistant Professor
College of Health Professions
A4

College of Health Professions
B.S.N., The New Jersey City University
M.S.N., Wilmington University
Ed.D., Wilmington University
Gary Lee Fields, Jr.
Assistant Professor
College of Business
B.S., Merchant Marine Academy
M.S., Wilmington University
D.B.A., Wilmington University
Joanne F. Fletcher
Assistant Professor
College of Health Professions
A.S., Wesley College
M.S.N., Wesley College
Ed.D., Wilmington University
Lynda K. Fuller
Associate Professor
Director, Undergraduate Studies and Special Project Manager
College of Business
B.A., Wilmington College
M.S., Widener University
Ed.D., Argosy University
Rebecca Mattern Ghabour
Associate Professor
College of Social and Behavioral Sciences
B.A., Elon University
Ph.D., University of Delaware
Todd Grande
Associate Professor
College of Social and Behavioral Sciences
B.S., Excelsior College
M.S., Wilmington University
Ph.D., Regent University
Stacey Graves
Assistant Professor
College of Health Professions
B.S.N., Widener University
M.S.N., University of Delaware
D.N.P., Wilmington University
John C. Gray
Professor
Dean, College of Education
B.S., West Virginia University
M.Ed., University of Delaware
Ed.D., Columbia University
Susan L. Gregg
Associate Professor
College of Technology
B.A., Brigham Young University
M.Ed., Wilmington College
Edward L. Guthrie
Associate Professor
Dean, College of Social & Behavioral Sciences
A.A., Delaware Technical and Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University
Victoria B. Haddad
Assistant Professor
College of Technology
B.S., Thomas Edison State College

M.A., East Carolina University
Ph.D., Northcentral University
Angela J. Herman
Assistant Professor
College of Health Professions
B.S.N., University of Delaware
M.S.N., University of Delaware
D.N.P., Wilmington University
Thelma M. Hinds
Associate Professor
College of Education
B.A., University of Delaware
M.Ed., Armstrong State College
Ed.D., Baylor University
Mark J. Hufe
Associate Professor
Director, Cyber Security Education
College of Technology
B.S., Hofstra University
M.S., Stevens Institute of Technology
Ed.D., Wilmington University
Lori S. Irelan
Assistant Professor
College of Health Professions
B.S.N., East Carolina University
M.S.N., Wilmington University
D.N.P., Widener University
Tasha D. Jackson
Assistant Professor
College of Technology
B.S., Wilmington University
M.S., Wilmington University
Jason L. James, Jr.
Assistant Professor
College of Business
B.S., University of Delaware

B.S.N., Efon ., Wi.S., Wilmington University

College of Social and Behavioral Sciences
A.A., Weber State University
B.S., Weber State University
M.P.A., University of Utah
Ph.D., Florida State University
Kathy S. Kennedy-Ratajack
Assistant Professor
Dean, College of Business
B.S., Wilmington University
M.B.A., Wilmington University
D.B.A., Wilmington University
Bonnie Kirkpatrick
Assistant Professor
Assistant Vice President and Dean, Student Services
B.S., University of Delaware
M.S., Wilmington College
Ed.D., Wilmington University
Than Lam
Assistant Professor
College of Technology
B.E., SUNY Maritime College
M.E., Penn State
M.B.A., Penn State
D.B.A., University of Phoenix
Doris G. Lauckner
Associate Professor
College of Social and Behavioral Sciences
B.A., Seton Hall University
M.A., Seton Hall University
Ph.D., Seton Hall University
Kathryn F. Leach
Assistant Professor
College of Health Professions
B.S., Marymount University
M.S., The Catholic University of America
Niecy M. LeBright
Assistant Professor
College of Arts and Sciences
B.S., Wilmington College
M.S., Wilmington College
Stephanie L. LoBiondo
Associate Professor
College of Education
B.S., Saint Joseph's University
M.S., Saint Joseph's University
Ed.D., Wilmington University
Joseph Massare
Associate Professor
College of Education
M.A., Villanova University
M.A., Washington Theological Union
Ed.D., Wilmington College
James M. McCloskey
Associate Professor
Director, Library
B.A., University of Delaware
M.L.S., University of Maryland
M.S., Shenandoah University
Donna L. Mitchell
Assistant Professor
College of Education
B.A., Indiana University of Pennsylvania

M.A., Indiana University of Pennsylvania
Lynn W. Moore
Assistant Professor
College of Arts and Sciences
A.A., University of Delaware
B.A., Salisbury University
M.A., Salisbury University
Kenneth Paul Morlino
Associate Professor
College of Business
B.S., Middle Tennessee State University
M.B.A, Middle Tennessee State University
D.B.A., Wilmington University
Milton Muldrow
Assistant Professor
College of Arts and Sciences
B.S., Saint Francis University
M.S., University of Missouri
Ph.D. George Mason University
Lucia R. Nemeth
Assistant Professor
College of Arts and Science
B.A., Haverford College
M.B.A., Wilmington College
Ed.D., Wilmington College
Ruth Trexler Norman
Professor
College of Business
B.S., University of Delaware
M.B.A, University of Delaware
Ph.D., University of Delaware
Amy L. O'Dell
Associate Professor
College of Social and Behavioral Sciences
A.A.S., Austin Community College
B.S., Wilmington College
J.D., Widener School of Law
Doreen Palucci
Assistant Professor
College of Technology
B.S.Ed., West Chester University
M.Ed., Wilmington University
Ed.D., Wilmington University
Melody D. Randle
Assistant Professor
College of Health Professions
B.S.N., Rutgers University
M.S.N., Widener University
D.N.P., University of Medicine and Dentistry of New Jersey
Sallie A. Reissman
Assistant Professor
Assistant Vice President and Dean, College of Online and Experiential Learning
B.S., Wilmington College
M.Ed., Wilmington College
Ed.D., University of Delaware
Michelle C. Reyes
Assistant Professor
Library
B.A., Widener University
M.S., Drexel University
Clinton D. Robertson
Professor

Assistant Dean, College of Business
B.S., U.S. Merchant Marine Academy
M.B.A, Wilmington College
Ed.D., Wilmington College
Barbara H. Sartell
Professor
College of Health Professions

Sharon R. Yoder
Associate Professor
College of Arts and Sciences
B.S., Ohio State University
M.S., University of Evansville
Ed.D., Temple University

Professor Emeritus

The faculty listed below have obtained the status of Professor Emeritus.
The rank of Professor Emeritus is assigned to individuals who have achieved the academic rank

B.A., Trenton State College
M.S., Central Michigan University
Marc E. Anderson
B.S., The Johns Hopkins University
M.A.S., The Johns Hopkins University

Ginger F.V. Angstadt
B.A., Delaware State University
M.F.A., Catholic University of America
Ph.D., Texas Tech University
Eric I. Arnoth
B.S., West Chester University of Pennsylvania
M.A. University of Delaware
Stella A. Auchterlonie
B.A., Wilmington College
M.S.W., Delaware State University
Sandra L. Bennet
B.S., West Chester University
M.Ed., West Chester University
Jennifer L. Bennett
A.S., Delaware Technical & Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University
Holly J. Briel
B.S., University of Delaware
M.I., University of Delaware
Ed.D., University of Delaware

Nia A. M. Brown
B.A., Pennsylvania State University
J.D., Temple University
Lauren Pearce Brueckner
B.A., James Madison University
M.S., Wilmington University
Andrea M. Bukay
B.A., Philadelphia College of Art
M.S., Wilmington University
Jacqueline Burgos-Cousin
B.S., State University of New York College at Buffalo
M.S., Wilmington University
Ed.D., Wilmington University

Richard H. Burton
B.S., University of Delaware
M.B.A, Drexel University
R. Wayne Carmean
B.S., University of Delaware
M.Ed., University of Delaware
Ed.D., Nova University
Raymond J. Carr
B.S., Kutztown University
M.B.A, Widener University
M.S., West Chester University

M.B.A, Widener University
Anthony J. DiGiacomo
B.A., University of Delaware
M.A., University of Delaware
Ed.D., Wilmington College
Suzanne E. Donovan
B.A.,Moravian College
M.Ed., Chestnut Hill College
Ed.D., Wilmington University
Dean R. Dungan
B.G.I., Aero Training Academy
C.F.I.I., Aero Training Academy
A.G. I., Flight Safety International
B.S., Wilmington University Delaware
C.F.I.I., Aero Training Aca5emy A.G. I., FlilCollege
A.G. I., FlilCollege A.G. I., FlilCollege
M.A., University of demy Technology inT2 gh/TTEduc4.1 (R(ITESM))Tj ( )Tj EMC /P <</MCID 2ternational7 <</MCIB >>BD(A.G. I., FlilColle
M.A., University of 5emy
B.A.,Moravian Colleg27 0 -1.247 Td (B.A., University DTj Ed C. Fantined Jr.BDC 0 -1.22 Td (M.A., University of 8Delaware)Tj ( )Tj EMC /P
M.A., University of35emy
M.A., University of37emy
M.A., University of4demy
Suzanne E. Donovan Suzanne E. Donovan
B.A., University Scott -1.Geor247 Td 0 -1.22 Td (M.A., University of43emy)Tj ( )Tj EMC /P << /P <</MCID 4 >>BD0Maryland (Suzanne E. D
B.A.,Moravian Colleg4Tj ( )Tj EMC /P7 <</MCI Td Neum nnFlilCollege
M.A., University of5demy
B.A.,Moravian Collegeternational
B.A.,Moravian Collegeversity
M.A., University of54emy
B.A.,Moravian Colleg55ernational

M.S., Wilmington College
William G. Gowdy
A.S., Delta College
B.S., Central Michigan University
M.Ed., Wilmington College
Lois E. Grande
B.A., San Diego State University
M.A., Arizona State University
Ph.D., Arizona State University
Dawn L. Green
B.S., Temple University
M.S., Drexel University

C. Robert Haddock
B.S., University of Delaware
M.B.A, Widener University
Sherri J. Hageman
B.S., Wilmington University
M.S., Wilmington University

Gina M. Harrison
B.S., Saint Joseph's University
M.Ed., Wilmington College
Ed.D., Wilmington University
Amy M. Herb
B.S., Wilmington University
M.S., Wilmington University
Elliot P. Hertzenberg
B.S., Hofstra University
M.S., Adelphi University
Ph.D., University of Illinois
Maria F. Hess
M.S., Wilmington University
Ed.D., Wilmington University
Alton H. Hillis, Sr.
B.A., Saint Edward's University
M.B.A, Wilmington College
Dianna L. Hiott
A.A., Wilmington College
B.S., Wilmington College
M.Ed., Wilmington College
Kenneth L. Hudock
B.S., Clarion University of Pennsylvania
M.Ed., Salisbury State University
Nora A. Hufe
B.A., Adelphi University
M.Ed., Wilmington University
Lisa Hunt
A.A.S., Delaware Technical and Community College
B.A., Wilmington University
M.Ed., University of Delaware
Amelia H. Hutchison
B.A., Montclair State University
M.Ed., Wilmington College
Anthony J. Jacob
B.A., Assumption College
M.S., Wilmington University

M.S., Wilmington University
Angus N. MacLennan
B.A., The American University
M.A., The American University
Karen E. MacMurray
B.S., Indiana University
M.B.A, Wilmington College
John W. Marinucci
B.S., Delaware State University
M.B.A, Wilmington College
Ed.D., Wilmington College
Varina Marshall
B.S., Wilmington College
M.S., Wilmington College
D.B.A., Argosy University
Sarah M. Marvian
B.A., University of Delaware
M.A., West Chester University
Ph.D., Temple University

M.C., University of Delware
Angel R. Partie
B.S. Wilmington University
M.F.A., Full Sail University
Jeff S. Peck
A.A., Brevard Community College
B.A., Rollins College
J.D., Widener School of Law
Beverly D. Peterson
B.S., St. Joseph's University
M.S.M., Wilmington University
Gail Piazza
B.F.A., University of Delaware
Ciro C. Poppiti
B.A., Princeton University
J.D., Widener University
William H. Post
B.A., University of Delaware
M.Ed., Salisbury State University
Karen Quinn
B.A., Rowan University
M.S., Wilmington College
Frederick C. Raetsch
B.A., Western Michigan College
M.A., Appalachian State
Ph.D., University of Georgia
Dana Rahmel
B.S., Rutgers University
M.S.Ed., University of Pennsylvania
Ryan H. Rainey
B.A., Pepperdine University
J.D., Loyola Law School
Joan M. Renner
B.S.N., Wilmington College
M.S.N., Wilmington College
Rebecca A. Richmond
B.A., University of North Florida
Psy.D., Argosy University

Thomas J. Riley
B.A., University of Delaware
M.S., University of South Carolina
M.B.A, Salisbury University
Linda A. Rinaldi

Kelly M. Rouke
B.A., University of Delaware
M.A., Washington College
Rachael S. Rudinoff
B.A., University of Alabama
M.S., Bank Street College of Education
M.A., University of Delaware
Douglas J. Salter
B.S., Wilmington College
M.S., Wilmington College
Candace L. Sandal
B.S.N., University of Delaware
M.S.N., University of Delaware
M.B.A., Wilmington College
D.N.P., Case Western University
Mary An K. Scarbrough
M. Ed., University of Delaware

Mark W. Seifert
B.S., University of Delaware
M.S., Wilmington College
Deval H. Shah
B.E., Stevens Institute of Technology
M.Eng., Stevens Institute of Technology
Michael T. Sheffield
B.S., Rutgers University
M.B.A, Wilmington College
Marilyn R. Siebold
B.A., University of Delaware
M.S., Wilmington University
David A. Silverman
B.A., St. John's University
M.B.A., St. John's University
D.B.A., Wilmington University
Elizabeth H. Simonsen
B.S.N., University of Delaware
M.S., Old Dominion University
Ph.D., La Jolla University

Charles J. Simpson
B.S., University of Delaware
M.S., Villanova University
Anand K. Singh
A.A., Delaware Technical and Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University
Elizabeth A. Slater
B.A., University of Delaware
M.Ed., Wilmington College
Karen E. Spring
B.A., University of Delaware
M.S.W., Bryn Mawr College
Shawn F. Stevens
B.S., Mercy College
M.S., West Chester University
Ed.D., Wilmington University

Sherri L. Strobel
B.A., Elizabethtown College
M.Ed., Wilmington University

John S. Szczechowski
B.A., Pennsylvania Military College
M.S., Temple University
Ed.D., NOVA
Joel H. Tau
B.A., Brooklyn College
Billie E. Travalini
A.S., Widener University
B.A., University of Delaware
M.A., Temple University
Robert K. Urian
B.A., University of Delaware
M.S., Widener University
Ed.D., George Washington University
James H. VanSciver
B.A., Pennsylvania Military College
M.A., University of Delaware
Ed.D., University of Maryland, College Park
James A. Villarreal
B.A., San Beda College
M.Ed., Temple University
Laurel E. Wagenheim
B.A., Kean College of New Jersey
M.B.A., Fairleigh Dickinson University
Scott J. Walton
B.A., Washington College
M.B.A., Loyola University

Monica Washington
B.A., Temple University
J.D., Villanova University
Sharon T. Weaver
B.A., Catholic University of America
M.Ed., University of Delaware

Nancy Carol Willis
B.S., University of Delaware
M.B.A., Wilmington College
David F. Wooley
A.A., Wilmington College
B.B.A., Wilmington College
M.B.A, Wilmington College
Gary D. Wray
B.A., Morris Harvey College
M.A., University of Delaware
Ed.D., University of Delaware
Christy A. Vanderwende Wright
B.S., University of Delaware
M.S., Wilmington University
Kevin B. Wright

A.S., Northern Virginia Community College
B.S., Wilmington College
M.Ed., Wilmington College
Betty A. Wyatt-Dix
B.S., Delaware State University
M.Ed., Wilmington University
Ed.d., Wilmington University

John A. Yeomans
B.A., University of Delaware
M.S., Wilmington College
Mary Beth Youse
B.A., Shippensburg University
M.Ed., Wilmington University
Allan R. Zaback
B.A., High Point College
M.S.W., Temple University
Ed.D., Wilmington University

Content Section

Administration

Executive Team/Administrative Cabinet

President

Assistant Vice President	P. Donald Hagermann, M.H.R.M.
Assistant Vice President/Chief Human Resources Officer	Nicole L. Romano, Ed.D.

Academic Deans

Index