



WILMINGTON COLLEGE

Graduate Catalog

2004–2005



# WELCOME TO WILMINGTON COLLEGE

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Wilmington College is a private, non-sectarian college which offers both undergraduate and graduate degree programs in a wide range of instructional areas. The College began with a charter class of 194 students in 1968 and has grown to serve a student body of approximately 9,000 students of diverse backgrounds.

The program of day, evening, and weekend classes serves traditional high school graduates as well as non-traditional adult students in need of flexible scheduling. Classes are primarily offered in 15-week, 7-week, and weekend modular formats.

Wilmington College's main campus is located near the city of Wilmington and historic New Castle, Delaware. The campus is easily accessible by air, rail, and bus. Our central location in the northeast corridor of the United States provides students convenient access to the major cities of New York, Philadelphia, and Washington D.C. Recreational areas such as beaches and ski resorts are within easy driving distance.

Additional sites include the Wilson Graduate Center; Dover Air Force Base; North Dover; the William A. Carter Partnership Center in Georgetown, Delaware; and the College Information Center in Rehoboth Beach, Delaware.

Wilmington College generally serves commuter students and does not provide student housing facilities. However, the College welcomes all qualified students and assists those needing living accommodations by providing a listing of nearby rental opportunities.

## The College Mission

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

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

## A Message from the President

Throughout our lives we are confronted with choices. Some of those choices are easy to make and of little consequence one way or another. Some, however, are quite difficult and the consequences are enormous. Choosing a college is one of those choices. Whether you are a recent high school graduate, a working adult beginning or returning to college, or a professional seeking an advanced degree, Wilmington College has a place for you. Our student body is comprised of individuals from widely diverse backgrounds who bring varied interests and goals with them in pursuit of a dream.

We are committed to academic excellence in our classrooms; relevant programs in our curriculum; and caring, personal attention to our students. One of our great strengths is the enthusiastic, personal involvement of our trustees, administrators, faculty, staff, and alumni in creating a college community. We believe that the opportunity for higher education should be available to all who seek it, and we will continue to meet the ongoing challenges that higher education presents in the years ahead.



Dr. Audrey K. Doberstein  
President

## Accreditation

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

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104-2680  
(215) 662-5606

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

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

## Nondiscrimination Policy

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

Wilmington College actively supports the rights of students with disabilities to have equal access to education. Wilmington College makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Office of the Vice President of Student Affairs as soon as possible and prior to registration. Early notification prevents delay in initiation of services and ensures the student access to educational activities.

Students with disabilities that affect learning, including but not limited to Learning Disabilities (LD) and Attention Deficit Disorder (ADD), are required to provide the office with recent documentation from diagnostic testing. The Office of the Vice President of Student Affairs, after consulting with the student, will prepare an accommodation plan that will authorize services for the student and inform the appropriate offices on campus.

## College Sites

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

**College Information Center** (302) 227-6295  
41 Rehoboth Avenue FAX: (302) 227-6507  
Rehoboth Beach, DE 19971-2119

**Dover Air Force Base** (302) 674-8726  
436 MSS/DPE FAX: (302) 674-5034  
639 Evreux Street  
Room 215  
Dover AFB, DE 19902-6639

**Georgetown** (302) 856-5780  
William A. Carter Partnership Center FAX: (302) 856-5787  
Seashore Highway, P.O. Box 660  
Georgetown, DE 19947

**New Castle** (302) 328-9407  
Office of Admissions FAX: (302) 328-5902  
320 DuPont Highway  
New Castle, DE 19720-6491

**North Dover** (302) 734-2594  
3282 N. DuPont Highway FAX: (302) 734-2618  
Dover, DE 19901

**Wilson Graduate Center** (302) 655-5400  
31 Read's Way FAX: (302) 655-7360  
New Castle, DE 19720

For additional information about Wilmington College, please visit our world-wide-web site at **[www.wilmcoll.edu](http://www.wilmcoll.edu)**.

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# THE GRADUATE ADMISSIONS PROCESS

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The primary components in Wilmington College's graduate programs are admission, candidacy, and graduation. The admissions process includes document collection and the completion of the criteria necessary for approval to pursue a specific graduate-level degree. Candidacy requires the successful completion of both the admissions process and four courses (13 for doctoral program) as evidenced by an acceptable grade point average. Graduation follows satisfactory completion of all required course work and related projects associated with a specific academic program.

Wilmington College 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.

To begin the graduate admissions process, the applicant should call or write the site of attendance. Applicants seeking entry to the Doctor of Education program, the Master of Science in Nursing program, the Master of Science in Administration of Justice program, the Master of Science in Community Counseling program with concentrations in either Community Counseling or Student Affairs/College Counseling, or any Master of Education program should contact the Office of Graduate Admissions (302-328-9407).

## Program Admission

Admission requirements for specific programs (MBA, MS, MED, MSCC, MSN, and Ed.D.) are located in the individual program sections of this catalog.

## Degree Candidacy

Candidacy review occurs at the following times:

- End of the fourth graduate course or at the completion of 12 credit hours for all master's degree programs.
- End of the thirteenth course or at the completion of 39 credit hours for the doctoral program.

Graduate students are considered in good academic standing if their grade point average is 3.0 or above at the time of candidacy review. If all criteria are met, candidacy will be granted. Students not in good academic standing at the time of candidacy review may be placed on probation or dismissed from the College.

Individual programs may have additional candidacy requirements. Please refer to the student handbook of the specific program.



# FINANCIAL AID FOR GRADUATE STUDENTS

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

## Federally Funded Support

### The Federal Stafford Loans

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

### Determination for Financial Aid

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

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

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

### Application Procedures for Financial Aid

1. Wilmington College accepts a needs analysis determined through the federal aid application. The web address is: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). You may also obtain student aid applications and/or forms from the Office of Financial Aid at Wilmington College.
2. Complete all forms according to instructions and return them to the appropriate addresses listed in the instructions.
3. The Master Promissory Note (MPN) goes to the Office of Financial Aid at Wilmington College along with the "Request for Funds" form. The MPN is then forwarded to the lending institution. The applicant will be notified by the lending institution (bank, credit union, savings and loan association, etc.) concerning the loan approval.
4. The applicant receives an award letter from the College listing the types and amount of aid that will be available to him/her.
5. The applicant must be fully admitted and maintain a minimum of six credits per semester.

### Renewal of Award Process

Students must reapply for financial aid each year using the steps outlined previously.

### Student Refund and Withdrawal Policy

Wilmington College refund and withdrawal policies are published in the Wilmington College Guide to Financial Assistance which is available to all Wilmington College applicants and enrolled students. Please contact the Wilmington College Office of Admissions and Financial Aid for copies of the guide.

### College Policies Regarding Substance Abuse

Wilmington College policies regarding substance abuse are detailed in the Wilmington College Student Handbook, which is distributed to all students, and on the Wilmington College home page address at <http://www.wilmcoll.edu>.

### Wilmington College Guide to Financial Assistance

This guide is a comprehensive booklet which lists policies, procedures, and regulatory requirements; it is available to all students. Satisfactory academic progress requirements for maintenance of financial aid eligibility are outlined in the guide. Please contact the Office of Admissions or the Financial Aid Office for a copy of this publication.



## STUDENT SERVICES AND ACTIVITIES

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### College Library

The Wilmington College Library serves all students regardless of program site. Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the library holds a collection of over 196,000 volumes and subscribes to over 450 periodicals in print with access to over 10,000 titles electronically. The library features state-of-the-art technologies, including online catalog, e-books, electronic databases, and the Internet, which allow students and faculty from all sites to access and retrieve information resources in a variety of formats. The library maintains a toll-free telephone reference service to assist users from all program locations. Students living out-of-state or in Kent or Sussex counties in Delaware may use a books-by-mail service with prepaid two-way postage provided on materials sent directly to the home residence. In addition, two academic libraries in Delaware are providers of information and services to Wilmington College students: Delaware State University, Dover, and Delaware Technical and Community College, Owens Campus, Georgetown.

Information about the library can be found on the Wilmington College web site at: [www.wilmcoll.edu/library](http://www.wilmcoll.edu/library).



### Facilities for the Handicapped

Most of the College's facilities are wheelchair accessible. For further information, please contact the Office of Student Affairs.

### Office of Student Affairs

Under the direction of the Vice President of Student Affairs, the Office of Student Affairs is responsible for planning, coordinating, developing, and implementing all student activities. Student activities at Wilmington College enhance the educational process.

The Student Government Association and other organizations sponsor cultural and social affairs throughout the year. The College sponsors additional extracurricular events and group activities. Any member of the student body may request any type of activity through the Student Government Association.

### The Alumni Association

The Wilmington College Alumni Association was founded with the first graduating class of 150 students in 1972 to strengthen and promote the growth of the College.

The Alumni Association recruits students to the institution and communicates students' accomplishments to the community-at-large. The Association is involved in coordinating special events and fund-raising activities.

An alumni representative is elected to the College's Board of Trustees and participates in College governance. The Association is comprised of undergraduate and graduate alumni.

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

### Guest Speakers

Wilmington College and participating campus organizations sponsor guest speakers on a wide range of subjects. The College is eager to have a variety of points of view expressed and to have the best available representatives of each point of view. The College does not allow itself to be used as an arena for extremist political activism, which may result in disruption of peaceful procedures or the destruction of property. Policy pertaining to guest speakers and entertainment can be obtained from the Office of Student Affairs.

# ACADEMIC INFORMATION

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

## Graduation Competencies

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

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

## Graduation

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree requirements as outlined in the College 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 file the Registration for Graduation form with the Office of the Registrar on or before the date established in the academic calendar. Payment of the graduation fee required for all degree candidates is due upon submission of the Registration for Graduation form.

Students who register to graduate beyond the date announced in the academic calendar are required to pay a late fee in addition to the graduation fee.

## Full-time Graduate Students

Except as noted below, 9 credit hours per semester constitute a full-time graduate course load. For international graduate students, Master of Science in Nursing students, and Doctor of Education students, 18 credit hours over a one-year period constitute full-time status. A course load in excess of 14 credit hours per semester requires the approval of the Division Chair or Program Coordinator. Students who are denied approval to take a course load in excess of 14 credits per semester may appeal in writing to the Vice President for Academic Affairs.

## Course Numbering System

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

### Undergraduate Courses

000-099	Non-credit courses
101-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses

### Graduate Courses

5100-5600	Non-credit prerequisite courses
6100-8999	Master's level courses
7100-9100	Doctoral (Ed.D) courses

## Grading System

Wilmington College utilizes a plus/minus grading system in assessing student achievement. Table 1 specifies grades that are used at the graduate level and the corresponding quality points awarded for each credit hour in which students are enrolled.

## Grade Point Average (GPA)

A student's grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of credit hours attempted, excluding courses in which the grade of "S" is recorded. For transfer students, credits earned include transfer credits; however, the cumulative grade point average is computed only on courses attempted at Wilmington College.

Grades recorded with parentheses indicate prerequisite, post-graduate, and non-credit courses. These credit hours and the corresponding quality points are excluded in the GPA calculation.

**Table 1.** Grading System

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Quality Points</b>	<b>Explanation</b>
<b>A</b>	<b>95-100</b>	<b>4.00</b>	<b>Excellent.</b> The student has demonstrated a quality of work and accomplishment far beyond the normal requirements and shows originality of thought and mastery of material.
<b>A-</b>	<b>92-94</b>	<b>3.67</b>	
<b>B+</b>	<b>89-91</b>	<b>3.33</b>	<b>Good.</b> The student's achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.
<b>B</b>	<b>86-88</b>	<b>3.00</b>	
<b>B-</b>	<b>83-85</b>	<b>2.67</b>	
<b>C+</b>	<b>80-82</b>	<b>2.33</b>	<b>Lowest Passing Grade.</b> The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction.
<b>C</b>	<b>77-79</b>	<b>2.00</b>	
<b>C-</b>	<b>74-76</b>	<b>1.67</b>	
<b>F</b>	<b>Less than 74</b>	<b>0.00</b>	<b>Failure.</b>
<b>FA</b>		<b>0.00</b>	<b>Failure Due to Absence.</b> Student has excessive unexcused absences and did not withdraw.
<b>S</b>		<b>0.00</b>	<b>Satisfactory.</b> The student has met expected standards of scholarship. This grade signifies acceptable performance of the course objectives.
<b>U</b>		<b>0.00</b>	<b>Unsatisfactory.</b> The student has not met the minimum course requirements.
<b>I</b>		<b>0.00</b>	<b>Incomplete.</b> Extension granted to complete course work. Failure to complete course work within 60 days of the ending of the course results in a final grade of "F," unless an extension is granted.
<b>IP</b>		<b>0.00</b>	<b>Course in Progress.</b> This grade is specific to Practicums, Internships, and Senior Seminars.
<b>AU</b>		<b>0.00</b>	<b>Audit.</b> Does not yield credit.
<b>W</b>		<b>0.00</b>	<b>Withdraw.</b> No academic penalty.
<b>NG</b>		<b>0.00</b>	<b>No Grade.</b> A grade was not recorded by the instructor.
<b>NA</b>		<b>0.00</b>	<b>Never Attended.</b> Student failed to withdraw from course.

The grades of “F” and “FA” are used in computing the grade point average. Courses with grades of “F” and “FA” are counted in attempted credit hours and receive zero quality points.

### **“I” Grade for Incomplete Work**

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

### **Registration**

Students can register for classes during official registration periods as announced by the College in the academic calendar. The College publishes dates for advanced registration, open registration, late registration, drop/add, and withdrawal each semester in the registration booklet, as well as in the annual academic calendar. Copies are available at the Office of the Registrar, any site offices, or on our website, [www.wilmcoll.edu](http://www.wilmcoll.edu). Students should become familiar with academic calendar dates and deadlines for proper academic planning.

### **Dropping/Adding Courses**

Course drop/add instructions and dates are listed in registration booklets, 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. To drop or add a course after initial registration, students should go directly to the Registrar’s Office or home site office during the scheduled drop/add period. Students can also fax or mail in a drop/add form to the Registrar’s Office or home site office. Students who choose to fax/mail in a drop/add form are responsible for calling the appropriate office to verify receipt of the request. Students receiving financial aid should consult with the Financial Aid Office to determine potential consequences of any changes in course credit load.

### **Course Withdrawal**

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the College academic calendar, registration booklets, and on our website. Course withdrawals are completed at the Office of the Registrar, a student’s home site office, or by mail or fax using an official withdrawal form. Students who chose to fax/mail in a drop/add form are responsible for calling the appropriate office to verify receipt of the request. Withdrawing from a course does

not release a student from financial responsibility or obligation for the course. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. A grade of “W” is recorded on the student’s record for official withdrawals. Failure to withdraw before the withdrawal deadline results in a grade of “FA.”

However, Wilmington College has employer/medically-based withdrawals on both a per course basis and an entire semester basis. Students are required to complete the withdrawal form and submit it as stated previously. Additionally, a brief letter explaining the employer/medical conditions that warrant a withdrawal and supporting documents from an employer or doctor should be submitted to the Student Billing Office for appropriate consideration.

### **Modular Drop/Add and Modular Withdrawal**

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

### **Repeating a Course**

Whenever a course is repeated, the new grade is recorded on the transcript. For the purpose of grade point average (GPA) computation, the new grade will be used so that only one grade is calculated into the cumulative GPA. All grades will remain on the transcript. A successfully completed course can be applied to graduation requirements only once.

### **Transfer Credit Policy**

Up to six credit hours of graduate study 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 College and a catalog course description from that institution. Transferred course work must be relevant to the major area of study. 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 or home site office at least two months prior to registration. Failure to attend to this can result in duplication of courses previously completed at those institutions. Credit will not be granted for course duplication.

### **Competency-Based Evaluations**

The College offers selected graduate students the opportunity to obtain academic credit for learning that has taken place outside the classroom. Wilmington College awards graduate credit through competency-based evaluation of post-baccalaureate experiences

at the discretion of the academic division. Competency-based evaluation involves presenting evidence of non-classroom learning experience for academic credit consideration.

### **Challenge by Examination**

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

### **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 manager. 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).

### **Attendance/Absences**

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

### **Appeal of Grade or Course Grievance Procedure**

A student who seeks appeal of a problem in a course or with a final grade should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should speak with the appropriate Program Coordinator. If not resolved with the Program Coordinator, the student should submit the appeal, in writing, to the Division Chair. Student appeals must be received no later than 60 days from the end of the block or semester in which the course was scheduled in order for appeal to be considered.

### **Request for Hearing**

If there is question about the decision of the Division Chair, a student can register the grievance in writing to the Assistant Vice President for Academic Affairs to determine whether or not a legitimate grievance still exists. Should a legitimate grievance exist,

the Vice President will convene the Academic Review Committee and forward a copy of the student's request to the committee. If the Assistant Vice President finds that a legitimate grievance does not exist, the student will be so informed within ten days. The decision of the Academic Review Committee will be final.

### **Probation and Academic Standing**

A graduate student is expected to make satisfactory academic progress toward a degree. Failure to achieve this process may result in academic probation and even suspension from the College, as determined by the Academic Review Committee.

The following leads to academic probation:

1. A cumulative GPA of less than 3.0
2. An "F" grade in a credit course

The Academic Review Committee will meet after each block (7 weeks) to review academic records. For a first occurrence, a student with a cumulative GPA below 3.0 will be placed on academic probation. A second occurrence of unsatisfactory academic progress may result in continued probation, academic suspension, or permanent suspension from the institution.

A graduate student placed on probation will be called in for advisement by the appropriate Program Coordinator. While on probation, a student may enroll in no more than one course per block. A suspended student may be reinstated on probationary status by presenting a written appeal to the Academic Review Committee chairperson.

### **Dual Degree Policy**

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

### **Veterans' Benefits**

The Graduate Program is approved for retraining of veterans. In order to establish eligibility, inquiring veterans must register with the Veterans' Affairs Coordinator at each Wilmington College site. Students attending courses at the Wilmington Graduate Center may obtain information by contacting the Financial Aid

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

### **International Students**

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

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

### **Change of Policy**

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

### **Release of Student Information**

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

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

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

*Right to consent to disclosure:* The College may disclose the following directory information unless the student or parent of a dependent student makes a written request to withhold information: name, address (only for official requests for group lists for legitimate agencies such as the US Air Force), major field of study, dates of attendance, grade level, enrollment status, GPA, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, awards, 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 College 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 (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 College 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 20202-4605

*Annual Notification to Students:* Wilmington College is required to notify students annually of their rights regarding privacy. An ongoing message is inserted in each registration booklet, directing students to a web address. <http://www.wilmcoll.edu/studentlife/privacy.html>.

## Academic Awards

### Graduate Behavioral Science

The Graduate Behavioral Science Award is given to the graduating student in the Behavioral Science Division who has a distinguished academic record, has exemplified the highest standards of graduate-level scholarship, and has demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

### Master of Business Administration

The Master of Business Administration Award is given to a graduating student in the MBA program. The student must have a distinguished academic record, as evidenced by cumulative grade point average, and must have made significant contributions to his/her field of expertise, academically or in the work center.

### Master of Science (Business)

The Master of Science Award is given to the graduating Master of Science 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 MS program.

### Master of Education

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

### Master of Science in Information Systems Technologies

The Graduate Information Systems Technologies Award is given to the graduating student in the Information Technology and Advanced Communications Division who has a distinguished academic record, has exemplified the highest standards of graduate-level scholarship, and has demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

### Master of Science in Nursing

The Master of Science in Nursing Award is given to the graduating MSN student who has a distinguished academic record and who exemplifies the spirit of professional nursing.

### Doctor of Education

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



# COMMUNITY COUNSELING / STUDENT AFFAIRS AND COLLEGE COUNSELING

## MASTER OF SCIENCE



### Admission

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

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

3. Responses to the two required MSCC/MSA thought questions. These questions are to be typed. Each response must not exceed two and one half pages.
4. Two recommendations attesting to the applicant’s aptitude for graduate-level study, openness to self-reflection, and personal and professional self-development. Graduate recommendation forms that are included in the MSCC/MSA application packet must be completed. A letter of recommendation alone is not acceptable. The reference individual must complete the appropriate form.
5. A current resume.
6. The MSCC program has a two-stage evaluation process. The first stage consists of an in-depth evaluation by the MSCC/MSA faculty admission committee of the application materials. Candidates who have met the standards on all of the application packet materials will be invited for on-campus interviews (group and individual) with MSCC faculty and asked to submit a short writing sample.

Candidates for admission who have not met the standards in terms of all required written materials will be denied admission to the program. Only candidates who have satisfactorily met the first stage of evaluation will be invited for on-campus interviews. Decisions regarding final acceptance are made by the MSCC/MSA faculty admissions committee. As this is a selective enrollment program, all steps of the admissions process and notification of formal acceptance must be completed before program entry. The MSCC/MSA admissions process adheres to the standards required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). **The MSCC concentration is accredited by CACREP.** MSCC students may be eligible for membership in the Chi Sigma Iota Honor Society.

### Program Purpose

The Master of Science degree with concentrations in Community Counseling or Student Affairs and College Counseling is designed to prepare students to be practicing counselors in either the mental health setting or in higher education. The Master of Science program emphasizes counseling skills, field experience ( practicum [100 hours] and internship [600 hours] ), and the role of helping relationships. Students are prepared to sit for the National Counseling Exam (NCE) upon completion of the program. Also, upon completion of the program and two years of post-master’s supervised experience under a licensed professional, individuals may apply for state licensure to become a Licensed Professional Counselor (LPC).



Those individuals who have an interest to work in a higher education setting are encouraged to pursue the concentration in Student Affairs and College Counseling.

### **Community Counseling Program Competencies**

#### **Communication Skills**

1. Demonstrate advanced oral and written communication skills.

#### **Technological Skills**

1. Demonstrate a familiarity with the use of technology in the delivery of counseling services.

#### **Knowledge**

1. Demonstrate knowledge of research, theory, and application of lifespan human development with an emphasis on diversity.
2. Demonstrate an understanding of the characteristics of normal and abnormal behavior in the context of application to diagnosis and treatment planning.
3. Demonstrate an understanding of the history, philosophy, theory, and professional activities of the counseling profession.
4. Demonstrate knowledge of theories, skills, and techniques related to individual, group, family, and career counseling in a multicultural society.
5. Demonstrate an understanding of testing, measurement, research tools, and technology as applied to counseling.

#### **Personal and Professional Identity**

1. Demonstrate an understanding and application of the ethical and legal principles of the profession of counseling.
2. Demonstrate professional and personal growth consistent with the standards of the counseling profession.

The specific program components (Community Counseling or Student Affairs and College Counseling) will require students to complete the core course curriculum and the specialized courses listed below.

#### **Core Course Curriculum (27 credits)**

These courses are required for both concentrations.

MCC 6401	Theories of Counseling
MCC 6402	Human Development
MCC 6502	Tools & Techniques of Individual Counseling
MCC 6505	Principles & Practices of Counseling
MCC 7202	Group Counseling
MCC 7203	Counseling for Career Development
MCC 7605	Counseling Diverse Populations
MCC 7805	Appraisal Techniques
MCC 7806	Research & Evaluation

#### **Community Counseling Concentration (21 credits)**

MCC 6901	Classification of Psychopathology
MCC 7501	Family Counseling
MCC 7905	Practicum (Community Site)
MCC 8000-03	Internship (Community Site) (12 credits)

#### **Student Affairs and**

#### **College Counseling Concentration (21 credits)**

(NOTE: This concentration is only available at the New Castle site.)

MSA 7701	Administration in Student Affairs
MSA 7702	Student Development in a College Setting
MCC 7905	Practicum (Student Affairs Site)
MCC 8000-03	Internship (Student Affairs Site) (12 credits)

The total credits required for the Master of Science degree in Community Counseling or Student Affairs and College Counseling concentration is 48 credits. The practicum and internship field experiences are supervised by highly experienced professionals in conjunction with the MSCC/MSA faculty.

#### **Qualifications for the Master of Science Degree**

To qualify for the Master of Science degree, a student must complete the prescribed 48 credit hours (including practicum and internship) with a 3.0 grade point average (GPA). All course work, practicum, and internship should 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.

The MSCC and MSA concentrations require a comprehensive examination as part of the graduation requirements. Students are expected to demonstrate competencies in the eight core areas required by CACREP and NBCC.

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:
  - Effectiveness in close interpersonal relationships.
  - Ability to establish facilitative relationships with many different kinds of people.
  - Flexibility and openness to feedback and learning.
  - Self-awareness, openness to self-examination, and commitment to personal growth.
  - Appropriate attitudes.
3. Ethical Behavior - Each student is expected to demonstrate awareness of and concern for the ethical standards of mental health and all other disciplines within the counseling field.

# ADMINISTRATION OF JUSTICE

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## CRIMINAL JUSTICE FOR THE 21<sup>ST</sup> CENTURY MASTER OF SCIENCE



### Admission

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

1. A graduate application for admission and a non-refundable application processing fee (\$25.00).
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor’s degree. Send official transcript(s) directly to the Wilmington College Graduate Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
3. Completed recommendation forms (2).
4. A current resume.
5. A statement of career goals.
6. A writing assessment will be administered during the personal interview. Students who do not meet the College standard will be expected to complete ENG 365, *Academic Writing*.

The Administration of Justice program has a two-stage evaluation process for admission. The first stage consists of an evaluation of the above information. Successful applicants will then be invited to the New Castle campus for a personal interview. All students must attend a mandatory program Orientation Day before they are fully matriculated into the program.

### Program Purpose

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

### Program Design

The Master of Science in Administration of Justice is designed to meet the educational needs of emerging managers and scholars who will be challenged by the many complex issues in criminal

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

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

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

### **Administration of Justice 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 life-long 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 in residence. 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 which may include up to three courses from the Distance Tutorial format. Students who do not declare a specialization will take a total of seven electives from any of the courses offered in the Master of Science in Administration of Justice program.

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 coordinator. *Quantitative Applications in Criminal Justice* (MAJ 6632) is a prerequisite to *Thesis Supervision* (MAJ 6900).

### **Course Requirements**

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

**Core Courses:**

All students must satisfactorily complete the following core courses:

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

**Electives:**

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

## Leadership and Administration Concentration

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

**Core Courses:**

Five courses as listed above

**Area Specialization Courses**

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

## Criminal Behavior Concentration

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

**Core Courses:**

Five courses as listed above

**Area Specialization Courses**

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

**Electives:**

Select any three electives.

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

\* Available in Distance Tutorial format

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

**Distance Tutorial**

After successful completion of the core courses, students will have the option of taking courses in the Distance Tutorial format. This off-campus format is intended for the student who demonstrates the ability to be self-directed, self-disciplined, and self-motivated. The student must also demonstrate the ability to work alone on significant projects. The student will work individually on a one-to-one basis with a committed faculty mentor who will guide the student through the course material to meet mutually established goals within the framework of a structured course. Tutorial assignments differ from the conventional course assignments in that tutorials are designed specifically for individuals rather than for groups. Contacts with faculty will rely heavily upon the use of technological tools.

**Qualifications for Degree**

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

# MASTER OF BUSINESS ADMINISTRATION

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## Admission

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly from the identified college or university to the Wilmington College Graduate Admissions Office.
3. Two letters of recommendation, one from the applicant's work supervisor or equivalent. (Also, see section on candidacy.)
4. A record of work experience; a minimum of three years of work experience (five years for the weekend MBA program) is preferred.
5. International students only: the results of the Test of English as Foreign Language (TOEFL).
6. Successful completion of a personal interview. Writing and math assessments will be administered during the personal interview. Students who do not meet the College standard will be expected to complete designated courses prior to admission.

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

Exceptional candidates without an undergraduate degree may be considered for acceptance into the Master of Business Administration or the Master of Science in Management programs on an individual basis. Decisions will be based upon current level of responsibility, length of time spent in management positions, academic experiences, and future potential. Interested individuals should make an appointment with the appropriate graduate Program Coordinator.

## Program Purpose

Implicit in the Master of Business Administration (MBA) curriculum design is the belief that a carefully integrated selection of courses will introduce students to the knowledge and professional capabilities necessary for the execution of complex managerial duties. The central purpose of the Wilmington College MBA program is to develop managers who understand decision-making methodology and its applications. The MBA program provides an educational experience which allows students the opportunity to develop creative thinking and problem solving skills. The

Wilmington College MBA program is specifically directed to individuals who 1) expect an advancing career in middle or upper management, 2) are already embarked on an advancing career, and 3) would find it beneficial to study with faculty members who have extensive experience and professional knowledge.

### **Program Competencies**

1. Demonstrate the ability to apply the principles of accounting and financial management to efficiently operate and control the business enterprise.
2. Use the methods of quantitative analysis to design and efficiently operate today's technically involved business systems.
3. Apply macro and micro economic theory and econometric modeling to the strategic management, decision making processes, and policy formulation of the organization.
4. Demonstrate the ability to design and execute a strategic marketing plan that supports the organization's long range goals and objectives.
5. Demonstrate an understanding of management and organizational theory and the principles of organized labor as they apply to the efficient and effective operation of the organization.
6. Demonstrate the ability to design, formulate, and present a long range strategic plan for the organization.

### **Program Design**

The philosophy of the Wilmington College MBA program is so closely aligned with its instructional format that scheduling becomes an important part of the curriculum. The program is organized through a series of coordinated seven-week modules and is scheduled to accommodate the needs of people who maintain full-time employment while pursuing the degree. The program design permits students to complete the requirements for the MBA at their own pace. Classes at the Graduate Center are scheduled on weeknights and Saturdays. Classes at Georgetown and Dover are scheduled on weeknights.

Students who need the prerequisite undergraduate background in business may enroll in specially designed courses or appropriate undergraduate courses which carry no credit toward the MBA degree. With the approval of their advisor, students may have a prerequisite course waived through prior related course work or by registering for and successfully passing a challenge by examination.

### **MBA Program Requirements**

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

### **MBA Prerequisites**

For students who lack sufficient undergraduate background or business experience, the following are the program prerequisites. Prerequisites may be waived through challenge by examination or at the discretion of the Program Coordinator. Students who do not have proficiency with word processing, spreadsheet applications, and data processing technology may be required to take an undergraduate course in personal computer applications.

MHR 7830	Finance and Accounting for Managers
MAT 110	Math Essentials or an undergraduate course in college algebra
ECO 105	Fundamentals of Economics

### **MBA Course Requirements**

The ten core courses listed below are required for program completion. Two additional courses are to be selected from the elective offerings.

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Methods in Management
MBA 6400	Economic and Financial Environment of Business
MGT 6501	Organizational Management
MBA 7200	Financial Management
MBA 7301	Operations Management
MBA 7410	Managerial Economics for Decision Making
MGT 7501	Labor Relations and Collective Bargaining Procedures
MBA 7600	Marketing Management
MBA 8800	Strategic Planning

### **MBA Electives**

Two elective courses may be taken from any of the electives offered in the graduate business programs. Students should consult with their academic advisor when selecting MBA electives.

## **MBA with a Concentration in Health Care Administration**

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

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

## **MBA with a Concentration in Transportation and Business Logistics**

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

MBA 6100	Managerial Accounting
MBA 6300	Quantitative Methods in Management
MBA 6400	Economic and Financial Environment of Business
MBA 7200	Financial Management
MGT 6501	Organizational Management
MGT 7501	Labor Relations and Collective Bargaining Procedures
MGT 6601	Seminar in Supply Chain Management

MGT 6667	Logistics Management
MGT 6668	Transportation Management
MGT 7600	International Inter-modal Transportation
MGT 7601	Logistics and Transportation Simulation
Elective	One elective course may be taken from any electives offered in graduate business.

## **MBA with a Concentration in Finance**

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

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

### **Concentration in Finance (select any five courses):**

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

Students who wish to receive a Certificate of Advanced Study in Finance must complete any five of the six Finance courses listed above, in addition to any prerequisites. Please contact the MBA Program Coordinator for details.

## MBA with a Concentration in Management Information Systems

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

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

### Concentration in MIS:

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

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

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

### Qualifications for Degree

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

## Weekend MBA Program in Executive Management

### Admission

Applicants must possess an undergraduate degree from an accredited institution, have about five years of experience in management positions, and have their organization's support in pursuing the program. In addition to a completed application form, they must provide official undergraduate transcripts, two letters of recommendation (including one from their work supervisor), and a three-to-five page essay describing why they wish to pursue the program, their goals, and how they plan to achieve them. They must also successfully complete an interview with the Admissions Committee. During the interview, writing and mathematics assessments may be administered. Students who do not meet the College standard will be expected to complete designated undergraduate courses prior to admission.

### Program Purpose

The eighteen-month Weekend MBA (WMBA) program introduces students to the knowledge and professional capabilities necessary for the execution of complex managerial duties. The purpose of the program is to develop managers and executives who understand decision making methodology and its applications. It provides students the opportunity to develop creative thinking and problem solving skills. The program is specifically directed to individuals who (1) expect an advancing career in upper management, (2) are already embarked on an advancing career, and (3) would find it beneficial to study with faculty members who have extensive experience and professional knowledge.

### Program Design

The WMBA program is designed for experienced managers (typically with five years of corporate experience) who wish to further develop their executive managerial skills. It provides opportunities for students to strengthen their functional skills, understand the business environment, and learn how to make decisions that enhance the value of their stakeholders' investment.

Students join a cohort and learn with their peer group for the duration of the program. The cohort structure enables a highly integrated program. A modular format is used (see below) to address topics in the context of a business rather than in the isolated course "pockets" that the traditional approach requires. The program emphasizes the formulation of business strategy, using industry analysis and the development of a strategic plan as the connecting thread from start to finish. Other connective tissue includes: innovation, creativity, emotional intelligence, ethics, technology, business processes, and global knowledge. In this way, the development of the individual functional areas



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

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

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

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

### **Course Requirements**

The weekend program has a fundamentally different structure from our traditional MBA program. It is organized into four modules, each of approximately a semester's duration. Each module comprises three courses. That is, the student receives three grades during one module. Module composition and course titles are listed below. The modules are designed to help students understand the complex integration of the various organizational functions of economics, finance, marketing, operations, and management. Students who lack sufficient undergraduate background or business experience will be required to complete the following prerequisite courses prior to starting the Weekend MBA program. Prerequisites may be waived through challenge by examination or at the discretion of the Program Coordinator. Students not proficient in the use of a computer and MS Office Suite may be required to obtain additional training.

#### **Prerequisites**

ENG 365	Academic Writing or demonstrated writing ability
MHR 7830	Finance and Accounting for Managers
MAT 110	Math Essentials or an undergraduate course in college algebra
ECO 105	Fundamentals of Economics

### **Course Requirements and Program Sequence**

#### *Module 1 - Foundations of Business*

Before students can begin to address the functional areas of a business, an understanding of the language of business must be developed. Course designations are:

MBA 6011	Introduction to Graduate Business Study and Research
MBA 6012	The Language of Money: Economics, Accounting, and Finance
MBA 6013	Organization for Business I

#### *Module 2 - Business Functions*

This module addresses the functions that are accomplished in all organizations. These include: marketing, production/operations, finance, human resource management, information systems, and general management. Students will develop an understanding of what these functions entail and their interdependence. Course designations are:

MBA 6021	Organization for Business II
MBA 6022	Power, Politics, and Negotiation
MBA 6023	Organizational Performance and Control I

#### *Module 3 - Marketing and Quantitative Analysis*

This module explores the theory of marketing and marketing research. It then delves into quantitative analysis in production/operations and finance, bringing in the needed mathematics in context. As these concepts are expanded, their implications on the other functions are discussed. For example, the consequences of a sales forecast and marketing plan on production/operations and the interplay with finance are related to show the necessity for coordination of the organization as a whole. Course designations are:

MBA 6031	Marketing with Quantitative Applications
MBA 6032	Management with Quantitative Applications
MBA 6033	Organizational Performance and Control II

#### *Module 4- General Management and Corporate Strategy*

Module 4 puts it all together. A strategic plan is developed and the subsidiary plans for marketing, finance, and operations are integrated with it. Performance evaluation and quality are stressed. Course designations are:

MBA 6041	Analysis of the Business Environment
MBA 6042	Management Auditing
MBA 6043	Creating the Future

# MANAGEMENT

## MASTER OF SCIENCE



### Admission

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor’s degree. Send official transcript(s) directly from the identified college or university to the Wilmington College Graduate Admissions Office.
3. Two letters of recommendation. (Also, see section on candidacy.)
4. A record of work experience; a minimum of three years of work experience is preferred.
5. A writing assessment will be administered. Students who do not meet the College standard will be expected to complete ENG 365, *Academic Writing*.
6. International students only: the results of the Test of English as Foreign Language (TOEFL).

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

Exceptional candidates without an undergraduate degree may be considered for acceptance into the Master of Business Administration or the Master of Science in Management programs on an individual basis. Decisions will be based upon current level of responsibility, length of time spent in management positions, academic experiences, and future potential. Interested individuals should make an appointment with the appropriate graduate Program Coordinator.

### Program Purpose

The purpose of the Management program is to develop and refine the management skills required in both the public and private sectors in a holistic framework. The management skills of planning, budgeting, organizing, leading, and controlling are developed in four specific areas: Health Care Administration, Human Resource Management, Public Administration, and Transportation and Business Logistics.

## Program Competencies

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

## Program Design

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

## Program Requirements

The Master of Science program with a specialization in Management is a 36-credit hour program. Students must complete a 15-credit hour program core and 12-15 credit hours from one of four concentrations in either Health Care Administration, Human Resource Management, Public Administration, or Transportation and Business Logistics. The remaining credits are met by completing elective courses.

The Program Coordinator must approve the independent study project.

## Course Requirements

### Core Courses

These five core courses are required for program completion:

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

### Health Care Administration Concentration:

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

### Human Resource Management Concentration:

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

### Public Administration Concentration:

MPA 6501	Seminar in Public Administration
MPA 7202	Public Budgeting Systems
MPA 7502	Analysis of Public Policy
Select from one of the following courses:	
MPA 6503	Administrative Law
MPA 7201	State and Local Financial Management

### Transportation and Business Logistics Concentration:

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

### Electives

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

### Qualifications for Degree

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

# ORGANIZATIONAL LEADERSHIP

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## MASTER OF SCIENCE

### Admission

Applicants must possess an undergraduate degree from an accredited institution, have about five years of experience in management or leadership positions, and have their organization's support in pursuing the program. In addition to a completed application form (which should be sent directly to the Office of Graduate Admissions), they must provide official undergraduate transcripts, two letters of recommendation (including one from their work supervisor), and a three-to-five page essay describing why they wish to pursue the program, their goals, and how they plan to achieve them. They must also successfully complete an interview with the Admissions Committee. During the interview, a writing assessment will be administered. Students who do not meet the College standard will be expected to complete ENG 365, *Academic Writing*, prior to admission.

### Program Purpose

The eighteen-month MSOL program focuses on developing creative and innovative leaders for contemporary organizations, professions, and communities. It considers the fundamentals of leadership and how leaders create strategic advantage through shared vision and organizational change. Leadership focuses on developing a vision, communicating it, and inspiring others to follow. Leaders must integrate ethics, self-knowledge, cultural sensitivity, and team dynamics, so the program emphasizes developing an understanding of self as well as of the organization. The MSOL program is designed to transform a high-potential participant into a confident, reflective leader who can promote organizational effectiveness.

### Program Competencies

1. Grow in understanding one's values, mission, goals, and objectives.
2. Develop demonstrable skills for effective, reflective, and ethical leadership.
3. Develop an understanding of contemporary leadership models and theories.
4. Develop an understanding of economic and financial methods used within organizations and their application to budgeting, financial, and investment decisions.
5. Develop a capability to think strategically in the planning and execution of marketing, events, and human resource strategies within organizations.
6. Develop a capability to analyze organizations and effect change.

### Program Design

The MSOL program is designed for experienced managers and leaders (typically with five years of leadership experience) who wish to further develop their leadership skills. It provides opportunities for students to analyze their own leadership styles, reflect on personal values and ethics, and understand how their values align with those of their organizations. By understanding their leadership styles at the beginning and end of the program, students can better understand how to bring about change - in themselves as well as in organizations.

### New Castle Weekend Program

This program features "one stop shopping." Students receive laptop computers with the latest software. Books and syllabi are delivered to them. Meals and refreshments are provided during class and other learning events to minimize disruption of the learning process. Students participate in orientation at the start of the program, go on a retreat to examine personal values and learn team building, and attend special lectures and seminars where they can learn from experts in the field.

Classes meet on Friday evenings (6:30 p.m. - 9:30 p.m.) and on Saturdays (9:00 a.m. - 2:30 p.m.) over a five-week block. The unique weekend format is ideal for students who (1) travel during the week on business, (2) have child-care issues, (3) commute long distances to work, (4) cannot leave work in time to attend an evening class on week nights, and (5) prefer a cohort model and/or weekend classes. Students join a cohort and learn with their peer group for the duration of the program (arrangements may be made for special needs and circumstances).

### Georgetown Weeknight Program

Classes are held from 5:30 p.m. to 10:30 p.m. one night a week over a seven-week block. Books and syllabi are delivered to students. Students participate in orientation at the start of the program, go on a retreat to examine personal values and learn team building, and attend special lectures and seminars where they can learn from experts in the field. Students join a cohort and learn with their peer group for the duration of the program (arrangements may be made for special needs and circumstances).

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

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

### **Course Requirements and Program Sequence**

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

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

## **Economics for Educators Certificate Program**

### **Purpose**

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

### **Program of Study**

The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview of business and economics, while the second course offers hands-on application of the concepts. Central to this second course is a team-based computer business simulation. In the third course, additional topics will be introduced (quality, “lean production,” ethics, law, etc.) together with a more formal presentation of macroeconomics. The final two courses, developed by the Division of Education, provide the “delivery vehicle” enabling the educators to bring these experiences to life within the classroom with a focus on the Delaware Content Standards for social studies. During the program, students will visit a variety of business enterprises throughout the state. These field experiences will join the practical to the theoretical and provide a forum for additional, informed discussion.

### **Certificate Courses**

MBE 5000	Introduction to the Free Enterprise System
MBE 5001	Applied Business Concepts for Educators
MBE 5002	Business in America: Understanding and Application
MBE 5003	Strategies for Effective Teaching of Economics/ Business
MBE 5004	Methods of Teaching Business and Economics



## MASTER OF SCIENCE

### Admission

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

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

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

### Program Purpose

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

## Program Competencies

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

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

## Program Design

The Graduate Program in Information Systems Technologies is designed using “*MSIS 2000 -- Model Curriculum and Guidelines for Graduate Degree Programs in Information Systems*” as published jointly by the Association for Computing Machinery and the Association for Information Systems. Students who successfully complete the graduate degree program in *Information Systems Technologies* will possess a working command of current informational practices that can be immediately applied in business, educational, and governmental organizations regardless of size. Degree recipients will be capable of managing complex projects from inception to completion, including professional services engagements as well as the acquisition and management of informational infrastructure. The managerial nature of this program is closely aligned with the business curriculum at Wilmington College, 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 field. Graduates will have the following skills, knowledge, and values:

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

## MS-IST Program Requirements

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

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

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

A minimum foundation of essential prerequisite knowledge is needed to prepare students for the remainder of the curriculum. Many students will enter the master’s program with some or all of this knowledge. This material is indeed found in Wilmington College’s undergraduate degree programs. In addition, informed Academic Advisement may elect to allow a student to substitute professional experience for certain foundation courses. Similar to the MBA common body of knowledge, graduate foundation courses – when offered – cover more material at a broader conceptual level than comparable undergraduate courses.

### ***Information Systems Foundations***

Students entering the MS-IST program need the content of the following courses (or their equivalent) to be able to undertake the MS-IST core described below. The required IS foundations include the content found in Wilmington College's Information Resource Management Program, or any other degree offering modeled after the "IS'97 Model Curriculum Guidelines" (11).

IRM 100	Fundamentals of IS
IRM 300	Information Technology Hardware and Software
IRM 310	Programming, Data and Object Structures

### ***Business Foundations***

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

BAC 101	Financial Accounting
BMK 305	Marketing
HRM 310	Organizational Behavior (or BBM 301)

A graduate with an MS in IST needs to know a number of business-related topics if he/she is to function well in an IS job, particularly if that job involves managing in a private or a public organization. Students can sometimes satisfy the business foundation courses by taking equivalent courses in departments other than business. For example, psychology or sociology programs oftentimes cover organizational behavior. Furthermore, foundation courses can be taken at a senior undergraduate level. Three business courses are a minimal set of knowledge for MS-IST graduates. The program is conceived as being a two-cultures program, including both the IS and business cultures. Given that IS graduates will work in firms and will interact with business-educated people, they will need to be able to communicate with many people who have a business background. Since many of these people are not likely to know the IS field, it becomes the responsibility of IS people to become culturally bilingual in computing and business. The ability to understand financial accounting, particularly costs, and the ability to understand how companies are organized and how people behave in organizations are required of all IS people. In addition, an alternate business prerequisite course (other than marketing) can be tailored by the student and Academic Advising to an area compatible with the career track chosen by the student.

### ***MS-IST Core Course Requirements***

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

IST 7000	Data Management
IST 7020	Analysis, Modeling and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy
IST 8101	Internship/Field Experience (Associated with Concentrations/Career Tracks; see below)

### ***Integration Capstone Component***

The process of "integration" constitutes the capstone emphasis of the MS-IST program. After students complete the core, they need to synthesize what they have learned. Furthermore, system integration is a pervasive aspect of IS practice. Integration can be viewed from three perspectives: a) Integrating the Enterprise; b) Integrating the IS Function; and c) Integrating IS Technologies. The capstone course IST8100 is required for program completion:

IST 8100	Integrating the Enterprise, IS Function, and IS Technologies
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### ***Concentrations/Career Track***

A concentration/career track consists of five or more related electives that prepare a student for a specialization. Tracks are, by definition and implementation, multidisciplinary, often involving courses in a division other than Information Technology and Advanced Communications. For example, the Training Skills specialization in an academic track may be taken in the Division of Education and in the Business Division. (Please note: The role of Wilmington College's Academic Advisement section is important to the completion of Concentrations/Career Tracks).

### ***Management and Management Information Systems Concentration/Career Track:***

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

MBA 7390	Management Information Systems
MGT 7591	Leadership and Communication
MGT 6501	Organizational Management
MSM 7400	Analysis of Decision Making
MSM 7710	Organizational Research
MGT 7504	Ethical Issues in Management
MBA 7594	Creativity in Management
MGT 7900	Topics in Management



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

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

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

### ***Internet/Web Design Concentration/Career Track:***

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

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

### ***Information Resource Management Concentration/Career Track:***

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

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

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

### **The Complete MS-IST Curriculum**

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

Such students would take:

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

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

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

### **Qualifications for Degree**

To qualify for the Master of Science degree in Information Systems Technologies, a student must successfully complete a minimum of 36 credit hours (12 courses), including an internship intended to enhance a student's occupational interest through the correlation of theory and practice. Students must maintain a minimum cumulative grade point average of 3.0.

# INNOVATION AND LEADERSHIP

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## DOCTOR OF EDUCATION

### Admission

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from an accredited college or university verifying completion of a master’s degree. Send official transcript(s) directly to Wilmington College Graduate Admissions Office from the identified college or university.
3. Three statements of recommendation.
4. Written statement of professional and academic interest and intent.
5. Resumé
6. International students only: the results of the Test of English as a Foreign Language (TOEFL).

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

### Purpose

The doctoral program facilitates the professional development of teachers, specialists, administrators, corporate trainers, and other personnel committed to the concept that those responsible for the nation’s educational agenda must be innovative instructional leaders. The program prepares students to translate research into effective systems of instruction, supervision, and administration. It features a core of studies, a practicum component, and an applied research dissertation. This program of studies meets the needs of public, private, and post-secondary educators, as well as corporate trainers and other professionals.

The program format allows for completion of course work in three to four years, even though students attend classes only once a week. Courses are taught by both full-time and adjunct faculty who are experts in their fields, providing an insight into innovative, leading-edge theories and practices.

### Program Competencies

Program graduates are expected to meet the following program competencies through attainment of the competencies detailed in specific course objectives:

1. Demonstrate greater consciousness of themselves as proactive educators, aspiring innovators, and potential leaders.
2. Demonstrate innovation and leadership in the areas of curriculum/instruction and supervision/administration.
3. Recognize needs and develop strategies to engender change and address identified problems in education.
4. Identify, apportion, and utilize human and material resources that may effectively meet educational needs.
5. Demonstrate knowledge and skills relating to the legal, social, economic, technological, and policy-making aspects of educational enterprises.
6. Demonstrate an ability to function as effective consumers and practitioners of educational research.
7. Display an awareness of and sensitivity to cultural diversity in educational settings.
8. Demonstrate skill in gathering, storing, retrieving, analyzing, interpreting, and disseminating pertinent data and information.

### Program Design

The Doctor of Education program is designed to combine theory, practice, and inquiry to enhance students’ innovation and leadership skills. The program has three major features. One is a core program of 42 credit hours emphasizing Curriculum/Instruction, Supervision/Administration, and Research.

A second feature consists of a practicum totaling three credit hours. The practicum may relate to Curriculum/Instruction or to Supervision/Administration. The practicum provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems.

The third feature of the program is a comprehensive applied research dissertation that serves as a culminating activity for all previously completed courses and the practicum. Students must be raised to candidacy before beginning the research component of the program. This doctoral dissertation totals 12 credit hours. The research should demonstrate the student’s design and analysis skills, as well as the student’s ability to write for a professional audience.

## Program Requirements

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

- Phase I: Admission (completing the application procedures)
- Phase II: Course Completion (completing 42 credit hours)
- Phase III: Practicum Completion (completing 3 credit hours)
- Phase IV: Degree Candidacy (completing degree candidacy review)
- Phase V: Dissertation Completion (completing the applied research dissertation and related oral presentation—12 credit hours)

Courses (including the practicum and the dissertation) are developed as follows:

<b>Curriculum/Instruction</b>	<b>(12 credits)</b>
<b>Supervision/Administration</b>	<b>(18 credits)</b>
<b>Research</b>	<b>(27 credits)</b>



## Course Sequence

Yr	Block	Course	Title
1	Fall I	EDD 7106	Disciplined Inquiry I
	Fall II	EDD 7107	Disciplined Inquiry II
	Spring I	EDD 7101	Preparing School Environments for Culturally Diverse Learners
	Spring II	EDD 7100	Curriculum Development and Elements of Instruction
	Summer I	EDD 7105	Educational Law
	Summer II	EDD 7102	Incorporating Technology into Instruction
2	Fall I	EDD 7202	Dynamics of Change
	Fall II	EDD 7402	Research Design & Data Analysis I
	Spring I	EDD 7403	Research Design & Data Analysis II
	Spring II	EDD 7300	Examining Educational Policy
	Summer I	EDD 7301	Finance and Structure of Educational Systems
	Summer II	EDD 8100	Practicum
3	Fall I	EDD 7302	Management Information Systems
	Fall II	EDD 7200	Developmental Supervision
	Spring I	EDD 7201	Managing Human & Material Resources
	Spring II	EDD 9000	Applied Research Dissertation
	Summer I	EDD 9001	Applied Research Dissertation
	Summer II	EDD 9002	Applied Research Dissertation
4	Fall I	EDD 9003	Applied Research Dissertation

\* Students in Cohorts 10 through 12 will follow the Course Sequence that is listed in the 2003-2004 Graduate Catalog.

## Research Projects

Under the supervision of an advisor, the student will develop a practicum project (3 credits).

The applied research dissertation will be supervised by a committee mutually agreed upon between the student and his or her advisor (12 credits).

## Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating applied research dissertation is required. Course work should be completed within a three-year period. 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.

# SCHOOL LEADERSHIP

## MASTER OF EDUCATION

### Admission

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

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

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

### Program Purpose

The Master of Education in School Leadership addresses research, theory, and practice related to effective schools, teaching and learning, educational reform, and the appropriate uses of technology. Translating theory into practice is a primary emphasis. The program consists of eleven 3-credit courses and a 3-credit capstone project, the Supervised Administrative Practicum, for a total of 36 credits.

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

### Program Competencies

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

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
5. Act with integrity, fairness, and in an ethical manner;
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context; and
7. Demonstrate standards-based knowledge, skills, and dispositions in a supervised, administrative practicum and related practicum portfolio.

### Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge, skills, and dispositions described in School Leadership program competencies and college-wide graduation competencies. Rubrics-based evaluations of fieldwork, projects, assignments, research papers, and final grades for courses represent the first level of assessment. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies and are clearly stated on each course syllabus. Other assessment strategies include individual progress and advising conferences, observations of candidate performance in authentic settings, and a capstone portfolio completed as part of the field-based, supervised, administrative practicum.

### Program Design

Students are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 36 credit hours is required for program completion. The program is normally completed in two years, although accelerated options are possible by combining weekend and weekday classes. A culminating three-credit hour capstone project is required. The capstone project can be started at any time following the student’s attendance at a project or program orientation workshop (work-

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

### Course Requirements

- MED 6490 Education, Ethics, and the Law
- MED 7201 Fiscal Operations and Resources
- MED 7503 School and Community: Building a Shared Vision
- MED 7590 School Leadership: Theory and Practice
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal
- MED 7702 Classroom and School Culture: Creating Environments for Learning
- MED 7705 Measurement, Accountability, and Student Learning

Select one of the following:

- MED 7706 The Principalship, preK-8
- MED 7707 The Principalship, 9-12
- MED 7708 Curriculum Leadership
- MED 7710 Technology and the School Environment
- MED 7799 Seminar in Supervision and Curriculum Improvement
- MED 8900 Supervised Administrative Practicum

### Qualification for Degree

To qualify for the Master of Education in School Leadership degree, a student must successfully complete a minimum of 36 credit hours, including the capstone Supervised Administrative Practicum, with a GPA of at least 3.0. The program must be completed within five years.

### Delaware Administrative Certification Courses\*

Wilmington College offers graduate-level course work designed to satisfy academic requirements for Delaware administrative certificates. However, students taking courses to satisfy certification requirements are personally responsible for verifying with the Delaware Department of Education (or the appropriate licensure/certification authority in another state) that such course work is applicable and acceptable. Students are also solely responsible for meeting all state-mandated testing requirements for teachers and administrators (PRAXIS I, PRAXIS II, SLLA, etc.), for fulfilling state-mandated degree and/or teaching experience requirements, and for applying for credentials.

The Delaware certification requirements described below took effect on August 11, 2003. Any changes in state regulations for administrative certificates could cause Wilmington College to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington College reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

### Wilmington College courses approved for Delaware Certification Administrative -- Elementary School Principal/Assistant Principal (also valid for Middle School Principal/Assistant Principal); or Secondary School Principal/Assistant Principal

- MED 6490 Education, Ethics, and the Law
- MED 7201 Fiscal Operations and Resources
- MED 7503 School and Community: Building a Shared Vision
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal

Select one of the following:

- MED 7706 The Principalship, preK-8  
(for the Elementary or Middle School Principal/Assistant Principal certificate)
- MED 7707 The Principalship, 9-12  
(for the Secondary School Principal/Assistant Principal certificate)
- MED 7708 Curriculum Leadership

And, if not taken at the undergraduate level, a course in Child, Adolescent, or Human Development.

Delaware experience requirements for a School Principal or Assistant Principal certificate specify the following: "A minimum of 3 years of teaching experience at the level to be initially assigned as a school principal or assistant principal, except at the Middle Level, where teaching experience may be at any preK-12 level, or as a principal or assistant principal of a school for exceptional students, where the teaching experience must have been with one or more of the categories of exceptional children served by the school. Teaching experience means meeting students on a regularly scheduled basis, planning and delivering instruction, developing or preparing instructional materials, and evaluating student performance in any preK-12 setting."

### Delaware Certification Administrative -- School Leader I

Delaware specifies the following for certification as a director, supervisor, administrative assistant, coordinator, and/or manager in an instructional area: "A master's degree in Educational Leadership from a regionally-accredited college; OR a master's degree in education from a regionally-accredited college and a current and valid central office administrative certificate from another state; OR a master's degree in ANY field from a regionally-accredited college and a minimum of 24 semester hours of graduate level course work, completed either as part of a master's degree or in addition to it, in Administration, to include at least one course in each of the following areas -- Curriculum Development, Supervision/Evaluation of Staff, Human Relations, School Law, and one course in the area to be supervised. Additional semester hours may include courses in Curriculum, Instruction, and/or

methods. Three years of teaching experience at the preK-12 level are required. For Directors, Supervisors, Administrative Assistants, Coordinators, and Managers of programs for Exceptional Students, teaching experience must be with Exceptional Children.”

**Wilmington College courses approved for Delaware Certification Administrative -- School Leader II, School District Superintendent/Assistant Superintendent**

- MED 6490 Education, Ethics, and the Law
- MOL 7400 Organizational Development and Change
- MED 7201 Fiscal Operations and Resources
- MED 7503 School and Community: Building a Shared Vision
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal
- MED 7708 Curriculum Leadership
- MED 7709 Personnel Administration

And, if not taken at the undergraduate level, a course in Child, Adolescent, or Human Development.

The Delaware School Leader II Certificate requires a master’s degree or a doctorate. The experience requirement specifies a minimum of five years of teaching experience at the preK-12 level; or a minimum of five years of full-time preK-12 leadership experience; or any combination of these types of experiences which totals a minimum of five years. The required experience may be acquired at either the building or district level.

\*Note: A master’s degree from a regionally-accredited college is required in order to be eligible for any Delaware administrative certificate.

**Course of Study: Building a High-Performance School Culture**

- MED 7503 School and Community: Building a Shared Vision
- MED 7702 Classroom and School Culture: Creating Environments for Learning
- MED 7705 Measurement, Accountability, and Student Learning
- MED 7708 Curriculum Leadership
- MED 7710 Technology and the School Environment

**Course of Study: School Management and Operations**

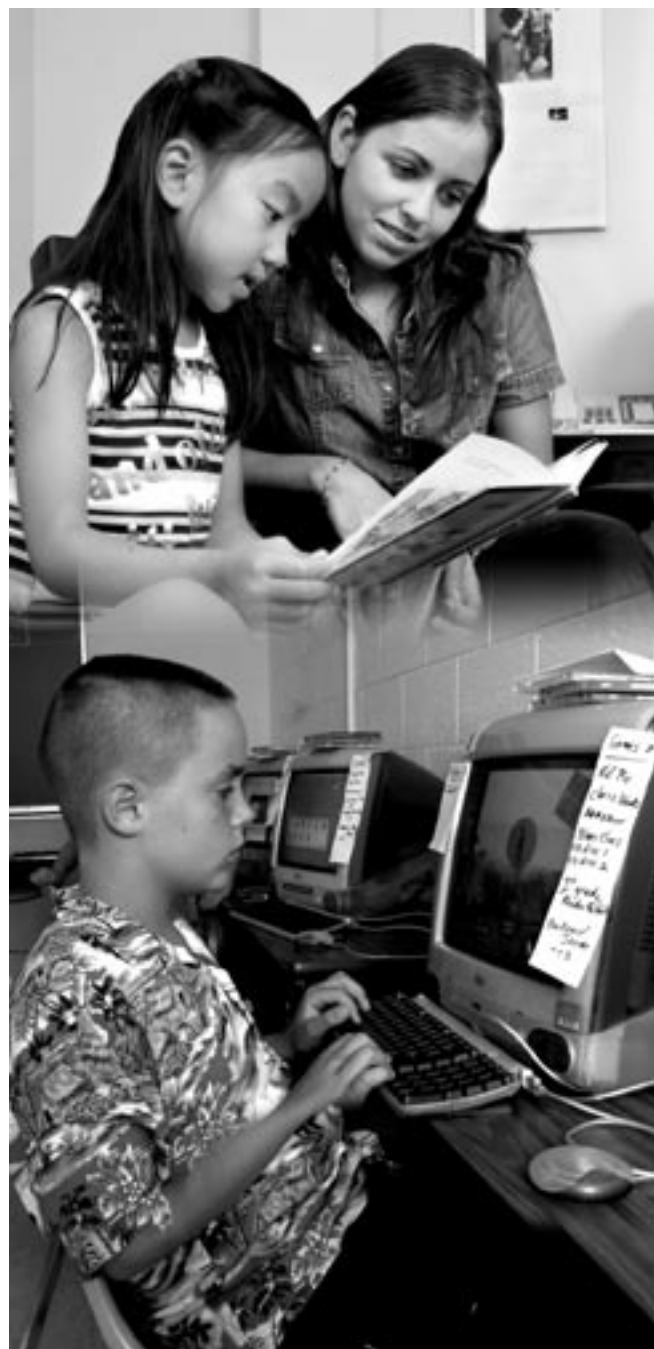
- MED 6490 Education, Ethics, and the Law
- MED 7201 Fiscal Operations and Resources
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal

Select one of the following:

- MED 7706 The Principalship, preK-8
- MED 7707 The Principalship, 9-12

Select one of the following:

- MED 7503 School and Community: Building a Shared Vision
- MED 7709 Personnel Administration



# INSTRUCTION: TEACHING AND LEARNING

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## MASTER OF EDUCATION

### Admission

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

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

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

### Program Purpose

The Master of Education in Instruction: Teaching and Learning focuses on issues of teaching and learning from the perspective of the practicing classroom teacher. Candidates are provided with the knowledge, skills, and experiences needed to enhance student learning and to increase their effectiveness as teachers and instructional leaders. The program addresses research, theory, and best practices related to: removing barriers to student achievement, learning environment and school culture, educational reform, and the appropriate uses of technology. Translating theory into practice is a primary emphasis. The program consists of eleven 3-credit courses and a 3-credit practitioner research project, the Integrated, Independent Study Project, for a total of 36 credits.

### Program Competencies

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

1. Explain the role of effective interpersonal and relational skills in enhancing teaching and learning, community involvement, school leadership and improvement, and decision making, and apply those skills in authentic settings.
2. Develop effective plans for developing and communicating a shared vision of teaching and learning within an organization and the community it serves.
3. Explain and apply the components of an effective teacher appraisal and improvement model using relevant theories, practices, and developments in the evaluation and supervision of classroom instruction and staff.
4. Construct a plan for organizing and managing a classroom to maximize student engagement time in lesson-related activities using selected relevant theories and techniques.
5. Explain and demonstrate multiple strategies for measuring student learning and making data-driven instructional decisions.
6. Identify and explain legal and ethical issues that affect the teaching/learning environment.
7. Develop a written plan for curriculum development and implementation in a content area and instructional level (P-12) of choice.
8. Demonstrate the knowledge and skills required to select and effectively use instructional and administrative technology applications in the school.
9. Develop an instructional leadership plan that addresses a critical issue in a P-12 school based upon selected theories and principles.
10. Identify barriers to student achievement and implement instructional strategies that will improve learning for a diverse student population.
11. Develop and apply classroom strategies for ensuring fair and equitable treatment of all students and demonstrate familiarity with several models for minimizing behavior problems in the classroom.
12. Develop and implement a self-directed research project addressing a major teaching/learning issue in the school environment.

## Outcomes Assessment

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

## Program Design

Students are expected to satisfactorily complete all requirements associated with the Instruction: Teaching and Learning program. A total of 36 credit hours is required for program completion. The program is normally completed in two years, although accelerated options are possible by combining weekend and weekday classes. A culminating three-credit hour practitioner project is required. The research project requires prior, written approval from a Program Advisor or the Program Coordinator.

## Course Requirements

MED 6490	Education, Ethics, and the Law
MED 7503	School and Community: Building a Shared Vision
MED 7590	School Leadership: Theory and Practice
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 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 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership
MED 7710	Technology and the School Environment
MED 7799	Seminar in Supervision and Curriculum Improvement
MED 8800	Integrative, Independent Study Project

## Qualification for Degree

To qualify for the Master of Education in Instruction: Teaching and Learning degree, a student must successfully complete a minimum of 36 credit hours, including the capstone project, with a GPA of at least 3.0. The program must be completed within five years.

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

Delaware requires "a master's degree in Educational Leadership from a regionally-accredited college; OR a master's degree in education from a regionally-accredited college and a current and valid central office administrative certificate from another state; OR a master's degree in ANY field from a regionally-accredited college and a minimum of 24 semester hours of graduate level course work, completed either as part of a master's degree or in addition to it, in Administration, to include at least one course in each of the following areas -- Curriculum Development, Supervision/Evaluation of Staff, Human Relations, School Law, and one course in the area to be supervised. Additional semester hours may include courses in Curriculum, Instruction, and/or methods. Three years of teaching experience at the preK-12 level are required. For Directors, Supervisors, Administrative Assistants, Coordinators, and Managers of programs for Exceptional Students, teaching experience must be with Exceptional Children."

## Course of Study: Supervision and Curriculum Development

MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7705	Measurement, Accountability, and Student Learning
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7708	Curriculum Leadership
MED 7799	Seminar in Supervision and Curriculum Improvement

## Course of Study: Enhancing the Learning Environment

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 7705	Measurement, Accountability, and Student Learning
MED 7710	Technology and the School Environment



# INSTRUCTION: GIFTED AND TALENTED

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## MASTER OF EDUCATION

### Admission

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

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

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

### Program Purpose

The Master of Education program in Instruction: Gifted and Talented focuses on issues of teaching and learning from the perspective of the practicing classroom teacher. Candidates are provided with the knowledge, skills, and experiences needed to enhance student learning, and to increase their effectiveness as teachers and instructional leaders. The program addresses research, theory, and best practices related to: removing barriers to student achievement, learning environment and school culture, educational reform, and the appropriate uses of technology. Translating theory into practice is a primary emphasis. The program consists of eleven 3-credit courses and a 3-credit practitioner research project, the Integrated, Independent Study Project, for a total of 36 credits.

### Program Competencies

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

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

### Outcomes Assessment

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

## **Program Design**

Students are expected to satisfactorily complete all requirements associated with the Instruction: Gifted and Talented program. The program consists of 11 courses totaling 36 credit hours. The program is normally completed in two years, although accelerated options are possible by combining weekend and week-day classes. A culminating three-credit hour practitioner research project is required. The research project requires prior, written approval from a Program Advisor or the Program Coordinator.

## **Course Requirements**

### **Leadership Courses**

- MED 6490 Education, Ethics, and the Law
- MED 7503 School and Community: Building a Shared Vision
- MED 7701 Supervisory Leadership: Staff Selection, Appraisal, and Renewal
- MED 7702 Classroom and School Culture: Creating Environments for Learning
- MED 7705 Measurement, Accountability, and Student Learning
- MED 7710 Technology and the School Environment

### **Course of Study in Gifted and Talented Education**

- MSE 7400 The Gifted and Talented Child\*
- MED 7802 Psychology of Gifted and Talented Learners (4 credits)\*
- MED 7803 Creative and Critical Thinking (4 credits)\*
- MED 7804 Curriculum Design and Instructional Strategies for Gifted and Talented Learners (4 credits)\*

### **Capstone Course**

- MED 8800 Integrated, Independent Research Project

### **Qualification for Degree**

To qualify for the Master of Education in Instruction: Gifted and Talented degree, a student must successfully complete a minimum of 36 credit hours, including the capstone project, with a GPA of at least 3.0. The program must be completed within five years.

## **Delaware Certification**

### **Teacher of Gifted and Talented Students**

Courses marked with an asterisk (\*) are those required by the Delaware Department of Education for certification as Teacher of Gifted and Talented Students. The certificate is issued by the Delaware Department of Education to applicants who hold a valid Delaware initial, continuing, or advanced license; or a limited standard, standard, or professional status certificate issued by the Delaware Department of Education prior to August 31, 2003; three years of teaching experience at any pK-12 level; and a bachelor's degree from a regionally accredited college/university. (See Regulation 1563, DE Professional Standards Board.) These courses also constitute a Course of Study in Gifted and Talented Education.

### **Delaware Certification Administrative – School Leader I**

Delaware specifies the following for certification as a director, supervisor, administrative assistant, coordinator, and/or manager in an instructional area: "...a master's degree in ANY field from a regionally accredited college and a minimum of 24 semester hours of graduate level course work, completed either as part of the master's degree or in addition to it, in Administration, to include at least one course in each of the following areas -- Curriculum Development, Supervision/Evaluation of Staff, Human Relations, School Law, and one course in the area to be supervised. Additional semester hours may include courses in Curriculum, Instruction, and/or methods. Three years of teaching experience at the preK-12 level are required. For Directors, Supervisors, Administrative Assistants, Coordinators, and Managers of programs for Exceptional Students, teaching experience must be with Exceptional Children."

# ELEMENTARY & SECONDARY SCHOOL COUNSELING

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## MASTER OF EDUCATION

### Admission

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

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

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

### Program Purpose

The Elementary and Secondary School Counseling program addresses the needs of diverse school populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of the philosophy, ethics, and theories necessary for a professional counselor. The program enables participants to acquire the skills and attitudes needed to become school counselors in a developmental and multicultural setting.

### Outcomes Assessment

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

### Program Competencies

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.
2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.
3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.
4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.
5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.
6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.
7. Acquire an understanding of family and marital systems, as well as the consultation process, needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.
8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.
9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

### Program Design

The Elementary and Secondary School Counseling program is designed to meet the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC), which should facilitate reciprocity for certification with other member states. The program’s course work reflects elementary and secondary school counseling certification requirements in the State of Delaware and the National Standards for School Counseling Programs. The program adheres to a conceptual framework that prepares students to implement a developmental, comprehensive counseling program.

The two primary program components are the course sequence (totaling 30 credit hours) and the competency demonstration (6 or 12 credit hours). The competency demonstration consists of a supervised practicum of six credit hours for students with at least three years of appropriate educational experience. For students with no experience in a school setting, 12 credit hours are required in the form of a supervised 1000-hour internship, as required for state certification. All students must complete the prerequisites prior to beginning the practicum or internship experience.

### **Program Requirements**

Students are expected to complete all requirements associated with the Master of Education degree. A total of 36 credit hours is required for students with at least three years of appropriate educational experience who complete the 6-credit supervised practicum. A total of 42 credit hours is required for students who must complete the 12-credit supervised internship. Before applying for the Supervised Counseling Practicum/Internship, students are required to provide a copy of their state teaching certification or passing scores on all sections of PRAXIS I:PPST and meet with their site education advisor and program coordinator.

### **Course Requirements**

Students must complete ten courses and either a supervised practicum or supervised internship from the list below:

- MEC 6401 Theories of Counseling (Prerequisite to MEC 6502 and MEC 6503)
- MEC 6402 Human Behavior and Child Development
- MEC 6501 Principles and Practices of the Guidance Program
- MEC 6502 Tools and Techniques of Individual Counseling: Part I (Prerequisite to MEC 6503)
- MEC 6503 Tools and Techniques of Individual Counseling: Part II
- MEC 7202 Group Counseling
- MEC 7203 Career Development and Information Services
- MEC 7501 Family Counseling
- MEC 7502 The Counselor as Consultant
- MEC 7701 Testing, Measurements, and Research in School Counseling
- MEC 7781 Supervised Practicum: Elementary
- MEC 7782 Supervised Practicum: Secondary
- MEC 8000 Supervised Internship: I Elementary
- MEC 8001 Supervised Internship: II Elementary
- MEC 8002 Supervised Internship: I Secondary
- MEC 8003 Supervised Internship: II Secondary

### **Prerequisites for all Supervised Practica/Internships**

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

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

### **Qualifications for Degree**

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

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



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

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

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

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

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

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

## **Admission**

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

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

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

## **Program Purpose**

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

## **Program Competencies**

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

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.
2. Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning.

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

## **Outcomes Assessment**

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

## Program Design

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

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

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

## Program Requirements

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

Student teaching applications are available in the Office of Clinical Studies in the Division of Education. Students must meet the deadlines for application for clinical experiences. Students must apply to the Office of Clinical Studies for a student teaching placement for the fall semester by April 1 or for the spring semester by October 15. Applications to the Office of Clinical Studies do not take the place of registration. Registration and payment for practicum and student teaching are still necessary.

The Professional Standards Board and the Department of Education are now in the process of approving final regulations necessary for implementation of HB 260, and when complete, the Division of Education at Wilmington College will amend requirements to meet the specific demands of HB 260. One example of a final decision is the elimination of the limited standard certificate as of June 30, 2003.

## Course Requirements

### Primary Education: Kindergarten – Grade 4

MEE 7631	Child Growth and Development*
MEE 7603	Strategies for Effective Teaching
MEE 7632	Language and Literacy*
MEE 7633	Methods of Teaching Reading/Writing
MEE 7634	Methods of Teaching Social Studies K-4
MEE 7635	Professional Issues, Parenting, and Families*
MEE 7601	Education of Exceptional Children
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7604	Multimedia Education
MEE 7637	Methods of Teaching Mathematics K-4
MEE 7638	Methods of Teaching Science K-4
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching

\* Courses required for "bridge" certification from Middle Level 5-8. In addition, MEE 7639 Integrated Methods for Primary Level Education K-4 is required.

### Middle-Level Education: Grade 5–8

MEE 7651	Adolescent Growth and Development**
MEE 7603	Strategies for Effective Teaching
MEE 7652	Reading in Content Areas**
MEE 7653	Methods of Teaching Reading/Writing 5-8
MEE 7654	Methods of Teaching Social Studies 5-8
MEE 7655	Advising, Mentoring, and Counseling**
MEE 7601	Education of Exceptional Children
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7604	Multimedia Education
MEE 7657	Methods of Teaching Mathematics 5-8
MEE 7658	Methods of Teaching Science 5-8
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching

\*\* Courses required for "bridge" certification from Primary Level K-4. In addition, MEE 7659 Integrated Methods for Middle Level Education 5-8 is required.

## Qualifications for Degree

To qualify for the Master of Education degree, a student must complete the course work and clinical experiences with at least a "B" average (a cumulative grade point average of 3.0). A portfolio and journal are required for the clinical experience. The portfolio must demonstrate mastery of program competencies.

# READING

## MASTER OF EDUCATION

### Admission

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

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

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

### Program Purpose

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

### Program Competencies

1. Demonstrate knowledge of theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.

Wilmington College’s pass rate submitted on the HEA Title II report for the years 1999–2004 is 100% on the PPST Reading, CBT Reading, PPST Writing, CBT Writing, PPST Mathematics, and CBT Mathematics. The HEA Title II full report is available on the web site: [www.wilmcoll.edu](http://www.wilmcoll.edu).

2. Create learning environments to successfully implement a variety of strategies and techniques to teach word identification, phonemic awareness, letter-sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies.
3. Provide literacy services to K-12 students in developmental, compensatory, or special education programs.
4. Provide instructional guidance to paraprofessionals and teachers in the use of reading materials and technology.
5. Assess student performance and progress and communicate assessment results using formal and informal assessment instruments.
6. Communicate information about reading to various groups and communities.
7. Develop literacy curricula.
8. Participate in research of literacy.
9. Collaborate with and mentor literacy practitioners.
10. Engage in and plan professional development.

### Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. The summative assessment consists of a student-compiled portfolio for five designated course assignments to be evaluated by the reading faculty at the end of the student’s program. Other assessment measures include the observation of application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers and life-long learning activities.

### Program Design

The Master of Education in Reading program was designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), National Association of State Directors of Teacher Education and Certification (NASDTEC), National Council for Accreditation of Teacher Education (NCATE), and International Reading Association (IRA). Students who complete the program are eligible for a State of Delaware Certificate as a Reading Specialist.

When compared to other current graduate programs in reading, two unique features are evident. First, the reading practicum is six (6) credits and must be completed over the length of a full semester. This practicum is in addition to two other courses in diagnosis and remediation which many institutions view as a practicum experience. The second, and most unique, requirement



is a practicum in content area reading. Many programs have the content area reading course but not a follow-up practicum in content area reading.

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

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

- 15 credits for a Certificate of Advanced Study (cluster of graduate study in reading)
- 24 credits required for a State of Delaware license as a Reading Specialist (total of 30 graduate credits required by State of Delaware, but 6 may be in any area)
- 36 credits required for the master's and guaranteed Reading Specialist license through completion of the approved program
- Add 12 credits beyond the master's to qualify for a State of Delaware license as a Supervisor of Reading (experience also required)

### Program Requirements

A current teaching certificate is required for admission to this program.

Completion of the degree includes successful completion of core courses, clinical courses, and a research course. Fifteen (15) semester credits of core courses in language, literacy, content area reading, fine arts and literature, and educational measurement are required. The required clinical sequence includes eighteen (18) semester credits with a minimum of 500 clock hours of practice. All of the core courses require some collaboration and practice in schools. The research seminar is three (3) semester hours and includes analyses of research and conducting research.

The clinical component requires students to arrange for time to be spent in elementary and secondary schools. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. In addition, time must be arranged to work with other teachers at the elementary and secondary levels, specialists, parents, and community organizations. Experience serving as a resource person to other professionals in middle and secondary schools is required.

A research project is required. This research project may be qualitative or quantitative and designed for a classroom, school, or on a district level.

### Qualifications for a Degree

To qualify for a Master of Education in Reading, a student must complete all courses: core, clinical, and research for a total of 36 semester credits. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed in five years.

### Course Requirements

Master of Education in Reading and State Certification as a Reading Specialist (36 credits)

#### Core Courses

MRD 7801	Language Development
MRD 7802	Process and Acquisition of Literacy
MRD 7803	Strategies and Materials for Teaching Reading and Writing
MRD 7804	Literature and Non-Fiction Books/ Materials for Children and Adolescents
MED 7705	Measurement, Accountability, and Student Learning

#### Clinical Courses

MRD 7805	Strategies and Techniques for Teaching Reading in the Content Areas
MRD 7901	Reading Diagnosis and Correction of Reading Difficulties I
MRD 7902	Reading Diagnosis and Correction of Reading Difficulties II
MRD 7920	Practicum in Reading (6 credits)
MRD 7921	Practicum in Content Area Reading

#### Research Course

MRD 7950	Seminar in Reading Research
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#### Certificate of Advanced Study (15 credits)

MRD 7801	Language Development
MRD 7805	Strategies and Techniques for Teaching Reading in the Content Areas
MRD 7901	Reading Diagnosis and Correction of Reading Difficulties I
MRD 7902	Reading Diagnosis and Correction of Reading Difficulties II
MRD 7950	Seminar in Reading Research

#### State Certification as Reading Coordinator/Supervisor

Complete the Master of Education in Reading curriculum and add 12 credit hours

MED 7701	Supervisory Leadership: Staff Selection, Appraisal and Renewal
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- MED 7708 Curriculum Leadership
- MED 6490 Education, Ethics, and the Law
- MED 7503 School and Community: Building a Shared Vision

### **State of Maryland Requirements**

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

### **Maryland Competencies for Elementary Teachers**

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

### **Wilmington College Courses**

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

### **Maryland Competencies for Secondary Teachers**

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

### **Wilmington College Courses**

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

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

### **Certificate of Advanced Study in Reading**

Program Competencies:

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



# LITERACY

## MASTER OF EDUCATION

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### Admission

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

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

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

### Program Purpose

The Master of Education degree in Literacy offers classroom teachers an opportunity to increase knowledge, skills, and techniques in all aspects of reading and writing instruction. The course content is focused at the classroom level to better enable teachers to meet diverse literacy needs of students at the elementary, middle/secondary school level. The program addresses the most current theories and practices for developing strategies and techniques for teaching reading and writing, effective schools research, and educational reform and technology. Course content includes literacy theories, research results, current strategies and techniques and materials, but always focuses on the centrality of teaching and learning. Core education courses include educational law and ethics, curriculum, supervision, and measurement and assessment. The combination of core and reading courses is based on the premise that there is a constant need for teachers who understand that there is a need for teachers who understand the variables which affect their environments and who possess the professional skills necessary to contribute to the development, implementation, and evaluation of programs and procedures to effect increased learning, demonstration of desired outcomes, and provide leadership within school environments.

### Program Competencies

1. Demonstrate knowledge of theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.
2. Create learning environments to successfully implement a variety of strategies, techniques, and materials to teach word identification, phonemic awareness, letter sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, and study strategies.
3. Provide literacy services to K-12 students in developmental, compensatory, or special education programs.
4. Assess student performance and progress using formal and informal assessment instruments, and communicate results.
5. Communicate information about reading to various groups and communities.
6. Develop literacy curricula.
7. Participate in research of literacy.
8. Engage in and plan professional development.
9. Explain and apply classroom, district, or state-wide data used in the assessment of student performance.

### Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. The summative assessment consists of a student-compiled portfolio for five designated course assignments to be evaluated by the reading faculty at the end of the student’s program. Other assessment measures include the observation of application of knowledge in practical settings and alumni surveys that query such items as preparation levels for careers and life-long learning activities.

### Program Design

The Master of Education in Literacy program is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), National Association of State Directors of Teacher Education and Certification (NASDTEC), National Council for Accreditation of Teacher Education (NCATE), and International Reading Association (IRA). Students are expected to complete all requirements associated with the Master of Education in Literacy program. A total of 36 credits is required for completion.

## Course Requirements

### Core Education Courses

MED 6490	Education, Ethics, and the Law
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership

### Reading Courses

MRD 7802	Process and Acquisition of Literacy
MRD 7803	Strategies and Materials for Teaching Reading and Writing
MRD 7804	Literature and Non-Fiction Books/ Materials for Children and Adolescents
MRD 7805	Strategies and Techniques for Teaching Reading in the Content Areas

### Clinical Courses

MRD 7801	Language Development
MRD 7901	Reading Diagnosis and Correction of Reading Difficulties I
MRD 7902	Reading Diagnosis and Correction of Reading Difficulties II

### Research Course

MRD 7590	Seminar in Reading Research
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### Qualifications for a Degree

To qualify for the Master of Education in Literacy degree, the student must successfully complete a minimum of 36 credit hours with a GPA of at least 3.0 and a portfolio. The program must be completed within five years.

### State Certification

The Master of Education in Literacy program does not lead to Delaware state certification as a reading teacher since no such certification presently exists. The Literacy program does meet the requirements in Maryland for certification as Reading Teacher.

## ELEMENTARY SPECIAL EDUCATION

### MASTER OF EDUCATION

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#### Admission

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

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

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

#### Program Purpose

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

#### Career Goals

Courses that include specific content addressing elementary special education, humanistic and behavioral studies, emerging technologies, interactions with other professionals and parents, legislation, policy, procedures, and research are included. A supervised clinical experience is required for students seeking certification (Option A); a core of electives is to be selected by students seeking an instructional focus (Option B); and administrative courses are mandated for those students enrolled in the administrative option (Option C).

## **Program Competencies**

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

### **All options**

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

### **Option A (Certification)**

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

### **Option B (Instruction)**

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

### **Option C (Administration)**

13. Demonstrate a curriculum plan based on theory and practice that includes leadership, management, classroom organization, and school support services for special education programs.

## **Outcomes Assessment**

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

## **Program Design**

The Professional Standards Board and the Department of Education are now in the process of approving final regulations necessary for implementation of HB 260, and when complete, the Division of Education at Wilmington College will amend requirements to meet the specific demands of HB 260. One example of a final decision is the elimination of the limited standard certificate as of June 30, 2003.

The Elementary Special Education master's program is designed to serve students with a variety of educational needs. Options follow:

- Students who wish to obtain a master's degree and a standard teaching certificate for elementary special education grades 1-8 (Option A)
- Students who wish to obtain a master's degree with an instructional focus (Option B) [will not lead to certification]
- Students who wish to obtain a master's degree with an administrative focus (Option C) [will not lead to certification]

The program is designed for individuals who have completed at least a bachelor's degree and already hold a Delaware teaching certificate, as well as students who have at least a bachelor's degree in a field other than education and wish to become a certified teacher in Elementary Special Education.

Students who are seeking certification only, and not a master's degree, should contact the Professional Standards and Certification Office, Delaware Department of Education, for an official analysis of requirements for a standard teaching certificate in Elementary Special Education. These required courses can also be obtained at Wilmington College on a non-degree candidate status.

## Program Requirements

To obtain a Master of Education degree in the Elementary Special Education program, students must complete five courses as program prerequisites. Some courses require course prerequisites and some require the successful completion of the PRAXIS I: PPST as a prerequisite. Students who have completed a bachelor's degree with a major in education or a Master of Education degree with a concentration in Elementary Studies at Wilmington College will have completed all program prerequisites. Students with education degrees from other institutions must have their transcripts evaluated to assure that program prerequisites have been met. To fulfill the requirements of this program, students must complete all course requirements as specified, depending on the option which is chosen.

Students choosing to pursue Option A must apply to the Office of Clinical Studies for a student teaching placement for the fall semester by March 1 or for the spring semester by October 1. Applications are available in the Office of Clinical Studies in the Division of Education but do not take the place of registration. Registration and payment for student teaching are still necessary. In addition to the requirement of a cumulative GPA of 3.0, passing scores on the PRAXIS I:PPST or a current, standard Delaware teaching certificate are required prior to receiving a student teaching placement.

## Program Prerequisites

Each option requires five program prerequisite courses, namely:

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

## Course Requirements

Each option requires the same eight core courses:

MSE 7401	Methods/Curriculum in Elementary Special Education
MSE 7402	Applied Behavior Analysis
MSE 7403	Diagnosis/Assessment/IEP Development
MSE 7404	Assistive Technology (MH, SED, LD)
MSE 8102	Legislation and Implementation of Policy & Procedure
MSE 8103	Supervision and Evaluation of Special Education Programs
MRD 7801	Language Development
MRD 7901	Diagnosis and Correction of Reading Difficulties I

Also, each option has specific courses which must be acquired in addition to the eight core courses listed above. By option, these requirements follow:

## Option A - Certification Program

MEE 7655	Advising, Mentoring, and Counseling
MSE 8101	Severe Disabilities
MSE 8802	Student Teaching in Special Education (6 credits)

## Option B - Instructional Program

Electives (choose four): (Courses applied as prerequisites may not serve as electives)

MEC 6501	Principles and Practices of the Guidance Program
MEC 7203	Career Development and Information Services
MED 7703	Teacher Expectations and Effects on Student Behavior
MED 7704	Instructional Strategies for Diverse Learners
MEE 7602	The School in a Multicultural Society
MEE 7631	Child Growth and Development
MEE 7651	Adolescent Growth and Development
MEE 7635	Professional Issues, Parenting, and Families
MEE 7655	Advising, Mentoring, and Counseling
MSE 8101	Severe Disabilities
MSE 7400	The Gifted and Talented Child

## Option C - Administrative Program

MED 6490	Education, Ethics, and the Law
MED 7201	Fiscal Operations and Resources
MED 7708	Curriculum Leadership
MED 7502	Human Relations
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal

Choose one of the following:

MED 7706	The Principalship: preK-8
MED 7707	The Principalship: 9-12

## Qualifications for Degree

To qualify for a Master of Education in Elementary Special Education degree, a student must complete all necessary course work and student teaching (Option A) with at least a "B" average. A portfolio that demonstrates program competencies is also required for graduation from this master's program. A review committee member evaluates the portfolio. The program must be completed in five years.

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

# APPLIED TECHNOLOGY IN EDUCATION

## MASTER OF EDUCATION



### Admission

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

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

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

### Program Purpose

The Master of Education: Applied Technology in Education program is designed for classroom teachers and other educators who want to become more knowledgeable and skillful in instructional and management-related uses of information and communication technology (ICT). The program emphasizes using ICT to change and improve the culture of teaching and learning, especially in terms of learning environments and teacher/learner roles.

The program addresses research, theory, emerging trends and technologies, and best practices involving education-related ICT. The 33-credit degree program consists of 15 credit hours of technology courses and 18 credit hours of school leadership/teaching and learning courses. All technology courses are offered in a “hybrid” format that combines on-campus work in college computer labs with web-based activities using Blackboard™. Technical courses must be taken in numerical sequence, beginning with EDT 6000 and ending with EDT 6040. Course sequences begin in September and January.

## Program Competencies

The Master of Education: Applied Technology in Education program is intended to:

1. Facilitate an understanding of school leadership and instruction that improves schools, school districts, and the teaching/learning process;
2. Provide an environment that fosters creative thinking and problem solving skills pertaining to school improvement;
3. Provide a balanced theoretical and practical curriculum in a) leadership, b) management, c) legal issues, d) classroom organization, and e) school support services;
4. Examine issues related to the dynamics of school change;
5. Provide teachers a basic foundation in the use of computers and technology, including: operations and concepts, personal use of technology, and the application of technology to instruction;
6. Prepare teachers in educational computing and technology literacy, including: social, ethical, and human issues; productivity tools; research; problem solving; and product development;
7. Provide professional preparation through instruction in teaching methodologies and hardware/software selection, installation, and maintenance; and
8. Prepare teachers in application of telecommunications and networking methods and equipment.

## Outcomes Assessment

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

## Program Design

The use of ICT in schools continues to increase, as do the numbers of students, administrators, and staff who are routinely exposed to computers and associated devices. ICT in the classroom is a prominent subject on many local, state, and national agendas. For some teachers, ICT is a specific content area responsibility, and most teachers use some forms of ICT every day in their classrooms. The increased presence of ICT in

the schools has created educational opportunities and challenges unknown just a few years ago. Consequently, several critical needs have emerged:

1. A need for teachers to develop and maintain high levels of ICT-competence, including an awareness of emerging trends and technical innovations;
2. A need for teachers to know how to use ICT to help improve communication, improve student learning, solve problems, and make data-driven decisions;
3. A need for teachers to know how to integrate ICT into all curricular areas; and
4. A need for teachers to understand ICT's influence on the learning environment and on teacher/student roles.

The Master of Education: Applied Technology in Education program addresses the above needs by fostering an application-level of practical expertise at an intermediate level of experience. The technology courses included in the program are based upon the National Standards for Technology in Teacher Preparation issued by the International Society for Technology in Education.

## Course Requirements

### Core Courses

MED 6490	Education, Ethics, and the Law
MED 7503	School and Community: Building a Shared Vision
MED 7701	Supervisory Leadership: Staff Selection, Appraisal, and Renewal
MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership

### Technical Courses

EDT 6000	Computer Basics for Teachers
EDT 6010	Instructional Applications of Technology
EDT 6020	Emerging Trends in Educational Technology
EDT 6030	Electronic Delivery Systems
EDT 6040	Special Topics in Educational Computing

## Qualifications for Degree

Students are expected to complete all requirements associated with the program. The program consists of 11 courses totaling 33 credit hours. The program is normally completed in two years, although accelerated options are possible by combining weekend and weekday classes. The program must be completed within five years.



## Certificate

Completion of this degree does not qualify the recipient for a license or certification in the State of Delaware, since there is no relevant license or certificate currently offered by the State of Delaware. The degree satisfies most course requirements for the Delaware School Leader I certificate (see INSTRUCTION degree section). By taking two additional school leadership courses (MED 7201 and MED 7706 or MED 7707), candidates will satisfy course requirements for the Delaware Principal/Assistant Principal Certificate. However, candidates completing the five technical courses listed above (the Applied Technology in Education Course of Study) with a GPA of 3.0 or higher earn a Wilmington College Certificate of Advanced Study in Applied Technology in Education.

### **Program Competencies: Certificate of Advanced Study in Applied Technology in Education**

The Certificate of Advanced Study in Applied Educational Technology is designed to:

1. Provide teachers a basic foundation in the use of computers and technology, including operations and concepts, personal use of technology, and the applications of technology to instruction;
2. Prepare teachers in educational computing and technology literacy, including: social, ethical, and human issues; productivity tools; research; problem solving; and product development;
3. Provide professional preparation through instruction in teaching methodologies and hardware/software selection, installation, and maintenance; and
4. Prepare teachers in the application of telecommunications and networking methods and equipment.

## CAREER AND TECHNICAL

### MASTER OF EDUCATION

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#### **Admission**

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

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

#### **Program Purpose**

The purpose of the Master of Education in Career and Technical Education program is to address the needs of practicing vocational teachers. The program will provide professional development and certification opportunities for career and technical education teachers (currently T & I) or teachers who are working in vocational programs in regular comprehensive middle schools and high schools and wish to pursue graduate work either for professional development or for a master's degree. A student must also satisfactorily document at least six (6) years of full-time work experience/training in his/her particular career area to be considered for Delaware T & I certification. Courses in the program will provide vocational teachers with the necessary skills to be successful in the classroom. Students will learn methods to successfully communicate the content and skills of their subject area as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

#### **Program Competencies**

It is intended that students enrolled in the Master of Education in Career and Technical Education program will achieve the following competencies:

1. Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

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

### **PRAXIS I: PPST Requirements**

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

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

## **Curriculum**

### **Basic Instruction**

#### **Option A - Certification Program**

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

\* Courses required for Delaware T & I certification

#### **Option B - Instructional Program**

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

#### **Option C - Administrative Program**

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

### **Clinical Component**

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

### **Qualifications for Degree**

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

### **Certificate Courses**

MBE	5000	Introduction to the Free Enterprise System
MBE	5001	Applied Business Concepts for Educators
MBE	5002	Business in America: Understanding and Application
MBE	5003	Strategies for Effective Teaching of Economics/ Business
MBE	5004	Methods of Teaching Business and Economics

## **Economics for Educators Certificate Program**

### **Purpose**

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

### **Program of Study**

The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview of business and economics, while the second course offers hands-on application of the concepts. Central to this second course is a team-based computer business simulation. In the third course, additional topics will be introduced (quality, “lean production,” ethics, law, etc.) together with a more formal presentation of macroeconomics. The final two courses, developed by the Division of Education, provide the “delivery vehicle” enabling the educators to bring these experiences to life within the classroom with a focus on the Delaware Content Standards for social studies. During the program, students will visit a variety of business enterprises throughout the state. These field experiences will join the practical to the theoretical and provide a forum for additional, informed discussion.

# NURSING LEADERSHIP/NURSE PRACTITIONER

## MASTER OF SCIENCE IN NURSING

### Admission

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

1. A completed Wilmington College graduate application form and the non-refundable application fee of \$25.
2. A copy of current registered nurse licensure.
3. Official transcripts reflecting the following:
  - a. Graduation from a nationally accredited baccalaureate program in nursing.
  - b. Completion of an undergraduate statistics course, at the junior level, with a grade of “C” or higher.
  - c. Completion of an undergraduate health assessment course, with a grade of “C” or better, or an equivalent continuing education course.
4. Two written recommendations, using the form included with the application. Both should be professional recommendations, with at least one from an individual with knowledge of the applicant’s clinical experience.
5. A written statement of career goals and explanation of reasons for applying to the program.
6. A professional resume.
7. To be considered for unconditional acceptance in the Nurse Practitioner concentration the applicant must have a completed interview (including written component) before initial enrollment.
8. A personal interview and writing assessment are required for the Leadership concentration to coordinate the applicant’s enrollment.

All of the documents indicated above should be sent directly to Wilmington College, Office of Graduate Admissions.

### Program Purpose

The Master of Science in Nursing (MSN) program is designed to prepare professional nurses for roles in advanced practice. The curriculum emphasizes the relationships among advanced nursing practice, theory, and scholarly inquiry. Nurses educated at the graduate level demonstrate competency in the roles of advanced caregiver, leader, teacher, and 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.

### Accreditation

The BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The BSN program first earned accreditation in 1988. The MSN program earned initial accreditation in 1996. Both programs conducted site visits in 2001 and earned accreditation for eight years from the NLNAC.

#### NLNAC

61 Broadway - 33rd Floor  
New York City, NY 10006  
Phone: 212-363-5555

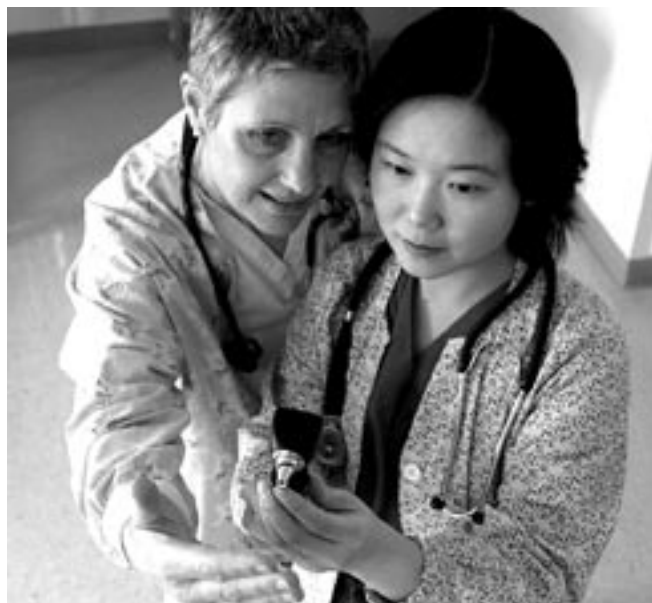
The BSN and MSN programs also hold accreditation from the Commission on Collegiate Nursing Education (CCNE). Both programs conducted site visits in 2001 and earned accreditation for ten years from the CCNE.

Commission on Collegiate Nursing Education  
One DuPont Circle, NW, Suite 530  
Washington, DC 20036-1120  
202-887-8476

### Goals

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

1. to function effectively in advanced nursing practice,
2. to pursue a course of lifelong learning, and
3. to consider doctoral studies.



### Program Competencies

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

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

### Prerequisite Course Requirements

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

MAT 308 Fundamentals of Statistics

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

MAT 308 Fundamentals of Statistics

MSN 5100 Statistics for Nurses

### Core Requirements

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

MSN 6501 Advancement of Nursing Science

MSN 6606 Research in Nursing Practice

MSN 6650 Critical Analysis of Systems of Care

MSN 7740 Health Care Policy

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

### Program Design

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

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

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

### Executive Practice

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

### Nurse Educator

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

### Legal Nurse Consultant

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

## Course Requirements

### Core Courses (12 credits)

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

### Leadership Courses (15 credits)

Select one of the following:

MSN 6641	Philosophical Perspectives of Nursing Leadership
MSN 6645	Bioethics in Nursing Practice (for LNC emphasis)
MSN 7750	Teaching and Learning in Nursing
MSN 6691	Critical Inquiry
MSN 8400	Capstone*
MSN 8500	Capstone*

\* Student selects a practicum, project, or thesis.

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

### Executive Emphasis

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

MBA 7593	Total Quality Management
MGT 6501	Organizational Management
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
HCA 7745	Marketing in the Health Care Sector
MHR 7800	Seminar in Human Resource Management

(other choices may be approved by advisor)

### Educator Emphasis

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

MSN 7751	Client-Focused Teaching
MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MED 7705	Educational Measurement
MED 7710	Technology: Instructional and Administrative Applications

(other choices may be approved by advisor)

### Legal Nurse Consultant Emphasis

Students in this emphasis are required to take:

MSN 6645	Bioethics in Nursing Practice
MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7330	Entrepreneurship for Nurses
MSN 8600	LNC Capstone
MSN 8700	LNC Capstone

## Dual Degree MSN with MSM/HCA or MBA/HCA (Health Care Concentrations)

Students may wish to earn both the Master of Science in Nursing (MSN) and either the Master of Science in Management or the Master of Business Administration with the Health Care Administration concentration.

Admission, progression, and graduation requirements are essentially the same as the MSN program.

### MSN Courses

A total of 21 credits are required for the MSN portion of the dual degree. Students must seek advisement from both the Graduate Nursing and Graduate Business programs.

MSN 6501	Advancement of Nursing Science
MSN 6641	Philosophical Perspectives of Nursing Leadership
MSN 7750	Teaching and Learning in Nursing
MSN 7740	Health Care Policy

Choose ONE of the following:

MSN 6606	Research in Nursing Practice (MBA/HCA)
MSN 6691	Critical Inquiry (MSM/HCA)

### Capstone

The six-credit capstone is earned by completing a project, practicum, or thesis.

MSN 8400	3 credits
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MSN 8500	3 credits
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Please refer to the Graduate Nursing Division MSN Leadership Handbook for further information regarding the Capstone.

## Nurse Practitioner Concentrations

### Program Design

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

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

Several courses contain laboratory and/or clinical experiences in conjunction with the classroom experience. Selected courses have an associated fee. In order to participate in clinical experiences, students will need to show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. Professional liability insurance coverage is also required; the program directs students through the appropriate process at the time of enrollment.

### Family Nurse Practitioner Concentration

This program can be completed in 28 months. Students attending part-time can complete the program in three years. 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 600 clinical hours. Courses are not listed in the order of completion.

#### Family Nurse Practitioner Course Requirements

##### Core Courses (12 credits)

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

##### Related Courses (6 credits)

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

##### Primary Care Courses (30 credits)

MSN 7701	Child Development and Assessment
MSN 7702	Advanced Adult Health Assessment
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8110	Practicum I—Family
MSN 8213	Practicum II—Family
MSN 8223	Practicum III—Family
MSN 8330	Practicum IV—Family
MSN 8343	Practicum V—Family

### Adult Nurse Practitioner Concentration

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

#### Adult Nurse Practitioner Course Requirements

##### Core Courses (12 credits)

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

##### Related Courses (6 credits)

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

##### Primary Care Courses (24 credits)

MSN 7702	Advanced Adult Health Assessment
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8111	Practicum I – Adult
MSN 8214	Practicum II – Adult
MSN 8224	Practicum III – Adult
MSN 8331	Practicum IV – Adult
MSN 8344	Practicum V – Adult

## Gerontology Nurse Practitioner Concentration

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

### Core Courses (12 credits)

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

### Related Courses (6 credits)

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

### Primary Care Courses (24 credits)

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

**Total Credits: 42**

**Total Clinical Hours: 600**

## Women's Health Nurse Practitioner Concentration

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

#### Program Design

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

Health, will be awarded upon satisfactory completion of the PPFA Nurse Practitioner program and the required course work for the graduate nursing program.

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

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

#### Admission Requirements

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

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

## Course Requirements

### Wilmington College Course Requirements

MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 7740	Health Care Policy
MSN 6650	Critical Analysis of Systems of Care
MSN 7000	Independent Study (1 credit)
Select one elective from any MSN courses.	

**Total Credits: 16**

### PPFA Nurse Practitioner Course Requirements

26 credits are awarded upon completion of didactic and clinical course work at the Planned Parenthood Federation of America.



## Post-MSN Certificate Options

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

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

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

### Certificate Program Competencies

Through completion of the selected certification program, graduates will:

#### Nurse Practitioner

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

#### Educator

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

#### Executive Role

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

#### Legal Nurse Consultant

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

## Post-MSN Certificate Options Course of Study

### Non-Nurse Practitioners:

#### Adult Nurse Practitioner

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

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

\* may be accepted as transfer credits

#### Family Nurse Practitioner

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

MSN 6603	Advanced Pathophysiology*
MSN 7701	Child Development and Assessment

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

\* may be accepted as transfer credits

### **Gerontology Nurse Practitioner**

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

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

\* may be accepted as transfer credits

### **Nurse Practitioners:**

#### **Adult Nurse Practitioner – seeking Family Nurse Practitioner (18 credits)**

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 8100	Certification Family Practicum I
MSN 8200	Certification Family Practicum II
MSN 8300	Certification Family Practicum III

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

#### **Adult Nurse Practitioner – seeking Gerontology Nurse Practitioner (15 credits)**

MSN 7709	Geriatric Assessment and Health Promotion
MSN 7708	Primary Care IV: Acute and Chronic Care of Geriatrics
MSN 8102	Certification Gerontology Practicum I
MSN 8202	Certification Gerontology Practicum II
MSN 8302	Certification Gerontology Practicum III

#### **Pediatric Nurse Practitioner – seeking Family Nurse Practitioner (18 credits)**

MSN 7702	Advanced Adult Health Assessment
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 7707	Primary Care III: Gender Health Issues
MSN 8100	Certification Family Practicum I
MSN 8200	Certification Family Practicum II
MSN 8300	Certification Family Practicum III

#### **Women's Health Nurse Practitioner – seeking Family Nurse Practitioner (18 credits)**

MSN 7701	Child Development and Assessment
MSN 7704	Primary Care I: Acute and Chronic Care of Children
MSN 7705	Primary Care II: Acute and Chronic Care of Adults
MSN 8100	Certification Family Practicum I
MSN 8200	Certification Family Practicum II
MSN 8300	Certification Family Practicum III

### **Nursing Educator**

MSN 7750	Teaching and Learning in Nursing
MSN 7751	Client-Focused Teaching
MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MSN 7705	Educational Measurement
MED 7710	Technology and the School Environment
Other Education or Counseling electives approved by advisor	

### **Executive Practice**

MSN 7740	Health Care Policy
MSN 6650	Critical Analysis of Systems of Care
Students choose four (4) courses from the following Graduate Business offerings:	
HCA 7745	Marketing in the Health Care Sector
HCA 7720	Health Policy and Economics
HCA 7730	Health Insurance and Reimbursement
MGT 6501	Organizational Management
MBA 7593	Total Quality Management
Other Graduate Business courses approved by advisor	

### **Legal Nurse Consultant**

MSN 6645	Bioethics in Nursing Practice
MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7330	Entrepreneurship for Nurses
MSN 8600	LNC Capstone
MSN 8700	LNC Capstone

## COURSE DESCRIPTIONS

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### **DSN 6010**

**3 credits**

#### **Streaming Media**

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

### **DSN 6030**

**3 credits**

#### **Advanced Multimedia and Animation**

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

### **DSN 6050**

**3 credits**

#### **Markup Languages Advanced Authoring**

The World Wide Web has become the focus of much of our working (and playing) lives. In a very short time span, the web has revolutionized the way we access information for education, business, and entertainment. It has created industries where there were none before. Being able to develop and display information for the web has become a necessary job skill and a business necessity. Unlike any other previous medium, the ability to “write” HTML for the Internet permits the workaday individual/entrepreneur to potentially connect with millions of other people as potential customers or members of an affinity group. Correspondingly, this course will focus on the Intermediate level of Hypertext Markup Language (HTML) and will include an overview of XML.

### **DSN 6060**

**3 credits**

#### **Database/Web Design Integration**

This course focuses on the design and development of database-driven websites, which are the basic foundations of all E-commerce sites. The software development tools used throughout the course will concentrate on those most commonly in use throughout the industry, viz. Macromedia’s Dreamweaver Ultradev and Coldfusion Server Platform, along with some exposure to Microsoft Visual Studio Interdev and SQL Server Platform.

### **DSN 6080**

**3 credits**

#### **Internet Development/Design for Competitive Advantage**

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”.

### **DSN 6090**

**3 credits**

#### **Topics in Internet/Web Design**

This course is an intensive study of selected contemporary topics in Internet and Web Design. Emphasis is placed on research in areas pertinent Design 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 current topic. Prerequisites: At least two of the DSN 6000-series courses.

### **EDD 7100**

**3 credits**

#### **Curriculum Development and Elements of Instruction**

This course is designed to provide a framework for understanding the current research in the core elements of curriculum development and instruction. Students examine curriculum development models that focus on planning, interdisciplinary concepts,

implementation, and assessment, and their relationship to the application of state standards. Students consider the integration of curriculum planning and the elements of instruction with emphasis on teaching and learning styles research, the theory of multiple intelligences, cooperative learning, and the recognition of the individual needs of diverse student populations. Students also apply a research approach to curriculum and instruction learning theory.

**EDD 7101** **3 credits**  
**Preparing School Environments for Culturally Diverse Learners**

This course examines research pertaining to cultural diversity and its application to human development, group instruction, school administration, and educational policy. Cultural differences and similarities are explored so that significant understandings may be reached and innovative leadership strategies may be formed in relation to preparing persons from diverse environments to live and work creatively in a pluralistic society. Students are expected to work individually and cooperatively to review literature and practices and develop projects that impact multicultural education.

**EDD 7102** **3 credits**  
**Incorporating Technology Into Instruction**

This course is designed as an introduction to the components of information technologies, specifically computer technology. It will focus on both lecture and 'hands on' experiences to familiarize students with the terminology, the hardware and software components, and the instructional applications of information technologies. Word processing, database management, and electronic spreadsheets will be discussed. This course will also focus on issues related to incorporating technology into instruction. Students will be introduced to techniques for planning, implementing, and evaluating information technology in the curriculum.

**EDD 7105** **3 credits**  
**Educational Law**

This course is designed to create an awareness of legal issues likely to confront an educator. The course will distinguish between statutory, regulatory, constitutional law, and common law. An overview of administrative and judicial issues will include student rights, employee rights, constitutional due process for employees, administrative and judicial proceedings, school governance, school finance, and desegregation.

**EDD 7106** **3 credits**

**Disciplined Inquiry I**

The primary focus of this introductory two-course sequence (EDD 7106 and EDD 7107) is to help students develop skills to enable them to become reflective practitioners, critical thinkers, and informed consumers of educational research literature, thereby becoming more competent practitioners. Reflective practice (the ability to examine one's professional activities in a more detached light) and critical thinking (the ability to think about the ideas of others in ways that seek to discover the assumptions underlying others' work and to assess that work with respect to its benefits and limitations) are the foundation for applied work in education and other social science-based fields of study. In addition to coursework designed to enhance these skills, the basics of both quantitative and qualitative methods will be examined. Students will begin to identify a problem related to their work (which will be used in both EDD 7106 and EDD 7107) and will develop a set of questions deriving from the problem. The goal is to begin the process of understanding and planning "disciplined inquiry" in the social sciences and in education. Emphasis will be on the relationship between questions and methods of inquiry, and the notion that the design of inquiry and the methods selected to answer problems in the social setting are critical first steps to the exercise of transformative leadership in organizations.

**EDD 7107** **3 credits**

**Disciplined Inquiry II**

The main focus of the second of this two-course sequence (EDD 7106 and EDD 7107) is to offer students more tools that will be useful in becoming critical consumers of educational research literature and competent applied problem-centered practitioners. Continuing to use the problem and questions developed in EDD 7106, students will continue to develop a specific set of methods of inquiry that may be applied to the problem each has identified. Deeper understanding of specific forms of qualitative and quantitative research methods, and opportunities to critically examine the relative efficacy of each will be offered to students. Specifically, studies will be analyzed and critiqued to ensure students understand the strengths and weaknesses of each methodology. Prerequisite: EDD 7106

**EDD 7200** **3 credits**

**Developmental Supervision**

This course addresses a concept of supervision designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while reflecting the importance of sensitivity to individual needs. Developmental supervision, as used in this course, refers to the function that improves instruction through direct assistance, curriculum development, professional growth, and action research. Developmental

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

**EDD 7201** **3 credits**  
**Managing Human and Material Resources**

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

**EDD 7202** **3 credits**  
**Dynamics of Change**

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

**EDD 7300** **3 credits**  
**Examining Educational Policy**

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

**EDD 7301** **3 credits**  
**Finance and Structure of Educational Systems**

The course will begin with an overview of state, federal, and local funding of education and how these revenues are allocated to expenditures among various educational support systems including personnel, operations, transportation, and district services. Following this review, in-depth explorations will be undertaken in the areas of budgeting, staffing, referenda and local taxation,

construction, purchasing, and site-based decision making. Students will explore these topics as a class, in small groups, and individually, paying particular attention to political dynamics that the values of equity, choice, and efficiency exert upon school financial decisions.

**EDD 7302** **3 credits**  
**Management Information Systems**

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

**EDD 7402** **3 credits**  
**Research Design and Data Analysis I**

This is the first of a two-course sequence (EDD 7402 and EDD 7403) which prepares students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. Both quantitative and qualitative methods will be addressed. Students will study in depth a variety of descriptive and inferential statistical procedures, particularly the use of common statistical procedures and the interpretation of results rather than solely on the theoretical basis for the procedures. Likewise, students will explore the nuances of various qualitative methods, especially those most useful in action research settings. The catalyst of these examinations will be each student’s proposed dissertation research topic or problem, with this course focusing on refining research questions and exploring possible methodological issues impacting on their particular studies.

<p><b>EDD 7403</b> <b>3 credits</b></p> <p><b>Research Design and Data Analysis II</b></p> <p>This course is the second of a two-part sequence (EDD 7402 and EDD 7403) designed to assist students in developing the research framework and proposal for their dissertation research. The course will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Among the topics covered are: the relationship between the research problem and the questions posed to explore the problem, making the methodological argument (arguing the efficacy of the methods chosen to examine the problem vis-à-vis the research questions), refining the inclusion criteria for a literature review and writing a relevant literature review, and data analysis techniques associated with different research methods. Students will receive a proposal/design framework and on-going assistance in developing their research proposals. Prerequisite: EDD 7402</p>	<p><b>EDT 6000</b> <b>3 credits</b></p> <p><b>Computer Basics for Teachers</b></p> <p>This course is designed as an introduction to the uses of microcomputers and related technology in the classroom. Major areas of interest covered by the course include: hardware fundamentals, navigating the desktop, basic hardware troubleshooting and diagnosis, basic microcomputer differences (manufacturer and operating systems), and rudimentary microcomputer applications. The course will focus upon: computer/technology fundamentals and concepts; the personal and professional uses of technology; and the societal, ethical, and human issues associated with technology in popular use within the classroom.</p>
<p><b>EDD 8100</b> <b>3 credits</b></p> <p><b>Practicum</b></p> <p>This course provides an opportunity for students to apply what they have learned in the curriculum/instruction, supervision/administration, and research strands. Students work closely with a practicum advisor to refine a proposal and implement the practicum. Students implement the practicum over a designated period of time, evaluate the impact of the intervention, and submit a completed document to the Ed.D. faculty for evaluation and grading.</p>	<p><b>EDT 6010</b> <b>3 credits</b></p> <p><b>Instructional Applications of Technology</b></p> <p>Building upon EDT 6000, this course concentrates on integrating the microcomputer into the classroom, with particular emphasis on productivity tools and the curriculum. Internet applications, statewide network applications, access to electronic data bases, multimedia, and instructional techniques will be the major areas of emphasis. The course will focus on: the application of technology in instruction; strategies for hardware/software selection, installation, and maintenance; and the use of technology-based tools to support instruction. Prerequisite: EDT 6000</p>
<p><b>EDD 9000-03</b> <b>12 credits</b></p> <p><b>Applied Research Dissertation</b></p> <p>The student works closely with a dissertation advisor to develop a proposal that seeks to improve education in a genuine setting. The scope of the project draws on the student's total program experiences. Once the proposal has been approved, the student implements the applied research dissertation over a 32-week period, evaluates the impact of the project, shares the results with colleagues, submits a written document to a doctoral committee, and orally defends the project before that same committee. Prerequisite: EDD 8100</p>	<p><b>EDT 6020</b> <b>3 credits</b></p> <p><b>Emerging Trends in Educational Technology</b></p> <p>This class builds on the skills and understandings that a student should possess after completion of EDT 6000 and EDT 6010. The course focuses on planning, delivering, and assessing concepts and skills relevant to responsible (legal and ethical) computing and technological literacy across an appropriate grade-level curriculum. The course will look at the historical development of educational technology and will amplify two topics introduced in prior courses: the societal, ethical, and legal issues surrounding the use of technology in education, and the integration of technology into the classroom. Prerequisite: EDT 6010</p>
<p><b>EDD 9004</b> <b>0 credits</b></p> <p><b>Continuing Applied Research Dissertation</b></p> <p>These are continuing dissertation units for students who have not completed their dissertation but have completed EDD 9000, EDD 9001, EDD 9002, and EDD 9003. Students are required to complete the 9000-03 series before registering for these units. Prerequisite: EDD 9000-03</p>	<p><b>EDT 6030</b> <b>3 credits</b></p> <p><b>Electronic Delivery Systems</b></p> <p>This course focuses on the principles, theory, and applications of modern telecommunications services and equipment for the classroom, and on the current network topologies in use or enabled by typical educational infrastructures. The course includes: e-mail usage and fundamentals, network-enabled applications, the World Wide Web, and special-purpose network-centric hardware. To those ends, successful students will capably use telecommunications and information access resources in support of instruction.</p>

<p><b>EDT 6040</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Special Topics in Educational Computing</b></p> <p>This is the capstone course in the program on applying technology in education. With assistance and coordination provided by the instructor, each student will complete two projects (one group and one individual). Topics such as the following examples could be addressed: integrated instructional management systems; student accounting systems; administrative uses of technology; marketing educational opportunities and experiences; information resource management; teaching or training others in the use of technology; technology planning, including the operational, tactical, and strategic processes; and private-sector uses of technology. Prerequisites: EDT 6020 and 6030</p>	<p><b>HCA 7745</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Marketing in the Health Care Sector</b></p> <p>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.</p>
<p><b>HCA 7700</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Seminar in Health Care Administration</b></p> <p>This course is a survey of the health service delivery system with an emphasis on the evolving nature of the health-care system. Issues related to multi hospital systems integration, physician hospital organizations, and alternative delivery systems for the aged are explored.</p>	<p><b>HCA 7900</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Special Topics in Health Care Administration</b></p> <p>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.</p>
<p><b>HCA 7720</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Health Policy and Economics</b></p> <p>This course explores the relationship between the general economic environment and the health care system. A macroeconomic framework is used to examine issues related to the demand and supply for health services, reimbursement rates, and cost controls within the health sector.</p>	<p><b>HCA 8800</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Strategic Management of Health Organizations</b></p> <p>This is the capstone course that integrates theory in business administration and health care administration using a strategic management framework. Case studies emphasize the evaluation of strategic alternatives and strategy formulation within the health care industry.</p>
<p><b>HCA 7730</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Health Insurance and Reimbursement</b></p> <p>This course focuses on existing and emerging insurance products in the health care system and the impact of these products upon provider arrangements. Risk sharing and contracting issues in managed care organizations, preferred provider networks, and integrated delivery systems are assessed.</p>	<p><b>IRM 6020</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Ethical Issues in Information Technology</b></p> <p>As there are unique contemporary ethical issues that would not have existed if computer technology had not been invented, this course covers the concepts, principles, issues, and techniques for professionally managing modern corporate informational activities in a socially and ethically responsible manner. The emergence of the Internet and the digital revolution present new threats and opportunities for business in the 21st century; the course explores issues regarding professional ethics and responsibility in the design, implementation and application of computer and information systems. Prerequisites: Information Systems Foundations, Business Foundations.</p>
<p><b>HCA 7740</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Legal Aspects in Health Care</b></p> <p>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.</p>	<p><b>IRM 6030</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Human Factors in Information Systems</b></p> <p>Human Factors in Information Systems involves studies of the interaction among people, computers, and their work environment. The impact of these technologies on human-computer interaction, information presentations, human-computer communications, and human performance will be examined. The course will examine important human factor design guidelines that contribute to the development of high quality information</p>

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

**IRM 6040** **3 credits**

**E-Business Architectures**

Philosophies and practices are explored to recognize new business opportunities and to support continuously changing business processes, including adaptable application architectures, e-architectures, and net-centric approaches to business. 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; the variability of supplier capability and competence; and the apparent lack of a single end-to-end solution. The ability to leverage Internet technology to enhance customer, supplier and partner relationships is no longer optional -- indeed, e-Business is now simply "business". Prerequisites: Information Systems Foundations, Business Foundations.

**IRM 6050** **3 credits**

**Advanced Relational Data Base Systems**

The course begins with a study of database structures, based on conceptual files and the relationships between them. The course then provides a brief introduction to the theory of relations and the relational approach, followed by a thorough review of the "Structured Query Language", SQL. Students are also introduced to programming with embedded SQL, and to relational database design principles using the relational normal forms. Security issues are explored in depth. Prerequisites: Information Systems Foundations, Business Foundations.

**IRM 6060** **3 credits**

**Expert Systems/Decision Support Systems**

Expert systems are powerful tools that serve as aids to informed decision making. Decision Support Systems are allied technologies that have found wide applicability in a variety of management areas. Integrating expert systems with decision support systems has the potential to enhance communication, negotiation, and collaborative work, and provide a basis for truly didactic applications within the modern enterprise. This course examines possible synergies between the two related technologies. Prerequisites: Information Systems Foundations, Business Foundations.

**IRM 6080** **3 credits**

**Enterprise-wide Competitive Solutions**

ERP – or enterprise resource planning – systems integrate information used by an organization's many different functions and departments into a unified computing system. But often, even the many businesses which use ERP applications don't know what ERP is or how it works. This course demystifies this complex enterprise application, examines the trends in the ERP market, and looks at some of the key software providers. Prerequisites: Information Systems Foundations, Business Foundations.

**IRM 6090** **3 credits**

**Topics in Information Resource Management**

This course is an intensive study of selected contemporary topics in Information Resource Management. 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 current topic. Prerequisites: Information Systems Foundations, Business Foundations.

**IST 5100** **0 credits**

**Fundamentals of Information Systems**

Systems theory, quality, decision making, and the organizational role of information systems are introduced. Information technology, including computing and telecommunications systems are stressed. Concepts of organization, information system, and reengineering are introduced.

**IST 5120** **0 credits**

**Information Technology Hardware and Software**

Principles and application of telecommunication and computer systems hardware and software are presented through lecture, plus installation, configuration, and operations experiences.

**IST 5140** **0 credits**

**Programming, Data and Object Structures**

Object-oriented and procedural software engineering methodologies in data definition and measurement, abstract data type construction and use in developing screen editors, reports and other IS applications using data structures, including indexed files, are all covered.



<b>IST 7000</b> <b>Data Management</b> This course covers the concepts, principles, issues, and techniques for managing corporate data resources. Also covered are techniques for managing the design and development of large database systems, including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. No prerequisite	<b>3 credits</b>	<b>IST 7100</b> <b>IT Policy and Strategy</b> The focus of this course includes: 1) The top management's strategic perspective for aligning competitive strategy, core competencies, and information systems; 2) The development and implementation of policies and plans to achieve organizational goals; 3) Defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees; 4) Approaches to managing the information systems' function in organizations, including examination of the dual challenges of effectively controlling the use of well-established information technologies, while experimenting with selected emerging technologies; and 5) the role of the CIO. Prerequisites: IST 7000, IST 7020, IST 7040; Corequisite: IST 7060
<b>IST 7020</b> <b>Analysis, Modeling, and Design</b> Systems development life cycle, analysis and design techniques, information systems planning and project identification and selection, requirements collection and structuring, process modeling, data modeling, design of interface and data management, system implementation and operation, system maintenance, and change management implications are covered in this course, as are the globalization issues in systems. Students will use current methods and tools such as rapid application development, prototyping, and visual development. No prerequisite	<b>3 credits</b>	<b>IST 8100</b> <b>Integrating the Enterprise, IS Function, and IS Technologies</b> This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies. Prerequisites: the complete IS core
<b>IST 7040</b> <b>Data Communications and Networking</b> This course covers telecommunications fundamentals, including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are also covered. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are reviewed. Other topics explored are: transmission and switching efficiency, regulatory and technical environments, security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing. Prerequisites: IS Foundations courses	<b>3 credits</b>	<b>IST 8101</b> <b>Internship/Field Experience</b> Students in the final year of the program who have completed the bulk of the program requirements will be required to enroll in a three-credit hour supervised internship/field experience. Students must have completed IST 8100 or be simultaneously enrolled in that course before registering for IST 8101.
<b>IST 7060</b> <b>Project and Change Management</b> This course focuses on managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management are also explored. Other areas covered in the course are: managing the changes in organizations resulting from the introduction or revision of information systems, identifying project champions, working with user teams, training, documentation, and the change management role of the IS specialist. Prerequisites and/or corequisites: IST 7000, IST 7020, and IST 7040	<b>3 credits</b>	<b>MAJ 6600</b> <b>Criminological Theory</b> 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.
		<b>MAJ 6601</b> <b>Typologies of Crime</b> 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**

**3 credits**

**Criminal Justice Ethics**

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

**MAJ 6603**

**3 credits**

**Managing Diversity**

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

**MAJ 6604**

**3 credits**

**Technology for Modern Policing**

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

**MAJ 6605**

**3 credits**

**Supervision and Management**

This course focuses on the supervision and management function of the criminal justice agency through an examination of the principles, structures, and processes of supervision and management. An analysis of the current principles and theories of professional

management will be presented in a problem-solving format that will emphasize practice. A focus on the impact of policy decisions on the criminal justice organization will test the decision-making process. Specific operational and staff functions of personnel, planning, organization, budgeting, labor relations, employee assistance, and other identified topics will be presented.

**MAJ 6606**

**3 credits**

**Crisis Management**

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

**MAJ 6607**

**3 credits**

**Workplace Law and Liability**

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

**MAJ 6608**

**3 credits**

**Police Executive Leadership**

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

**MAJ 6609**

**3 credits**

**Violent Crime**

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

<p><b>MAJ 6610</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>White Collar Crime</b></p> <p>This course analyzes the usually nonviolent criminal conduct described as violations of trust. Typologies of white collar crime will be presented as occupational, governmental, corporate, financial, technical, professional, and religious in nature. Measurement and assessments of costs will include the economic and social damage. White collar crime will be presented through a review of the pertinent theories, including the work of Sutherland, Coleman, and Ross. Both the deviant and criminal aspects of these behaviors will be presented. A practical overview will include the prevention, detection, and prosecution of offenders as well as a survey of the law enforcement agencies tasked with specialized investigative responsibilities.</p>	<p><b>MAJ 6614</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Addiction Studies</b></p> <p>This course will review the addictive behaviors that professionals in the criminal justice system encounter on a regular basis. Substance and behavioral addictions will be reviewed in the context of victims and offenders. A variety of treatment protocols will be discussed to equip the criminal justice professional with the background to deal effectively with these criminal issues.</p>
<p><b>MAJ 6611</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Victimology</b></p> <p>This course deals with the many concerns that surround the victims of crime and addresses the issues that tend to “twice victimize” the victim by exploring the ways in which victims are treated by the system that is supposed to help them. Current trends, programs, policies, laws, and theories for dealing with the victims and survivors of crimes are discussed. Specialized responses to victims of violence, as well as the etiology of victimization, will be presented. Historical antecedents, victim compensation, victim impact statements, and public policy will be presented.</p>	<p><b>MAJ 6615</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Therapeutic Strategies for Criminal Justice Offenders</b></p> <p>This course presents an overview of the strategies and various protocols that are used in the rehabilitation and counseling of criminal offenders who are incarcerated or assigned to residential facilities through judicial referrals. Institutional and non-institutional programs will be reviewed.</p>
<p><b>MAJ 6612</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Drugs and Society</b></p> <p>Analysis and definition of drugs of abuse and their affect 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.</p>	<p><b>MAJ 6616</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Judicial Procedures</b></p> <p>This course presents the legal framework for the study of criminal justice. Starting with an overview of the United States Constitution, the student will learn due process, probable cause, and the basic underlying concepts. Issues of search warrants, arrests, interrogation, and the trial process will be discussed. This course is especially useful and highly recommended for those students who have not had previous law courses or those who are not currently working in the criminal justice arena.</p>
<p><b>MAJ 6613</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Mental Health and the Law</b></p> <p>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.</p>	<p><b>MAJ 6619</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Forensic Behavior Analysis</b></p> <p>This course will examine the behaviors that are exhibited by criminals based upon an analysis of critical behavioral markers. Behavior will be reviewed from a variety of perspectives, including criminological, psychological, and physiological. Crime scene analysis will be discussed as a source of profiling criminal behavior, and the use of the polygraph will be explored as an attempt to examine diagnostic tools to predict and explain deviance and criminal behavior.</p>
	<p><b>MAJ 6620</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Criminal Justice System: Policy and Process</b></p> <p>This course presents a comprehensive overview of the criminal justice system in the United States. It will address issues, procedures, policies, and problems characteristically associated with the practicalities of law enforcement, the judiciary, corrections, and juvenile justice. The course will cover the philosophy and politics of policing, sentencing guidelines, contemporary issues in proba-</p>

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

**MAJ 6621** **3 credits**  
**Law and Social Control**

The social control functions of the law will be examined, with a focus upon specific issues of criminal law. The course will evaluate the complex and diverse interests that compete between the subsystems of the criminal justice system and the national social and political agendas. Questions concern how the current issues of social control impact on the passage, enforcement, and review of laws by the courts. Theories of the origin and function of law are challenged through an examination of the assumptions in the relationship between law and order.

**MAJ 6632** **3 credits**  
**Quantitative Applications in Criminal Justice**

This course employs both the methodological and analytical skills necessary for the analysis of issues related to criminal justice research. Students will learn the techniques of management of quantitative data and explore more advanced methods of analysis. The construction and use of questionnaires, testing of hypotheses, and answering of research questions through the use of quantitative data will be presented.

**MAJ 6633** **3 credits**  
**Research Methods in Criminal Justice**

Students will learn the scientific methods used in the study of issues related to crime and criminal justice. Topics will include the relationship among theory, hypotheses, and empirical research. Various methodological designs, including survey research, quasi-experimental research, and qualitative research will be explored. The language and terminology used in the interpretation of data will be presented. Issues that govern the research of crime and criminal justice will be discussed, including ethics and confidentiality.

**MAJ 6701** **3 credits**  
**Special Topic: Ireland Study Abroad**

This course is a multidiscipline travel program to Ireland with a focus on criminal justice systems that is designed to provide the opportunity for students to experience the culture of Ireland and observe the outward manifestations of the unique signs, symbols, and traditions of the country. The focus of the course will be on expanding the student's understanding of the host country through selected pre-travel research, readings, and lectures that will enable the student to critically review the observations on

the trip in comparison to the research material. Site lectures will be conducted by the professor, local contacts, and host country university professors to provide in-depth information on identified issues.

**MAJ 6900** **3 credits**  
**Thesis Supervision**

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

**MAJ 6901** **3 credits**  
**Graduate Practicum**

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

**\*NOTE: MBA 6011-6043 registration is restricted to students enrolled in the Weekend MBA in Executive Management program only.**

**MBA 6011\*** **3 credits**  
**Introduction to Graduate Business Study and Research**

This course introduces the student to the skills and tools necessary for successful graduate study and research in business. Critical reading skills are emphasized. Students are instructed in use of the library and its databases. The student is introduced to quantitative methods, including the use of statistics in research. Qualitative and quantitative approaches to business research are discussed. The student is viewed as a consumer of research rather than as a practitioner.

**MBA 6012\*** **3 credits**  
**The Language of Money: Economics, Accounting, and Finance**

This course integrates three pillars of financial understanding: economics, accounting, and finance. Accounting is examined from the manager's point-of-view, a language of money and opinion that allows comparisons between multifaceted aspects of the firm and society. Systems of cost accounting are discussed. Economics is considered as the environment in

which businesses operate. Finance is the operational language that integrates the other two and permits quantitative analysis of decisions. Concepts of quantitative business simulation are introduced.

**MBA 6013\* 3 credits**

**Organization for Business I**

This course begins by studying the origin and implications of the corporate form, including history, law, ethics, and international ramifications. Business functions are defined. The concepts of systems thinking are introduced in the context of corporate organization. The ideas of process versus product management are considered. Functional, product, project, divisional, and matrix structures are explained, including the concepts of strategic business units. Systems models are introduced.

**MBA 6021\* 3 credits**

**Organization for Business II**

In this course, definitions of the business functions are further elaborated. Organizational behavior and development are discussed, including bureaucracy, formal and informal organizations, groups, individuals, and the concept of organizational culture. The difference between management and leadership is considered. The effects of national and local cultures on organization are deliberated. Simulation is used to consider the interplay and interdependence of the business functions.

**MBA 6022\* 3 credits**

**Power, Politics, and Negotiation**

Power and politics are sometimes considered as America's "last dirty words." This course examines the roles of power and politics and their ubiquity in organizations. The art of negotiation is discussed, including interpersonal, inter-group, and labor negotiations. Laws and regulations applicable to collective bargaining and employee relations generally are considered. Forms of conflict management are introduced, including mediation and arbitration.

**MBA 6023\* 3 credits**

**Organizational Performance and Control I**

This course considers qualitative forms of organizational performance and control. Concepts of motivating and motivation are described. Formal and informal reward and punishment systems are discussed, as are the effects of organizational, local, and national culture. Implementation of performance and control systems through business processes is covered, including the systems implications of some implementations.

**MBA 6031\* 3 credits**

**Marketing with Quantitative Applications**

This course develops the "four Ps" of marketing: product, price, promotion, and place. Qualitative and quantitative methods of market research are discussed. The marketing plan is considered as a strategic document that must be integrated into the corporate strategic plan. Short-term and long-term aspects of marketing planning are covered, including the role of market research in each. Emphasis is placed on the quantitative aspects of marketing.

**MBA 6032\* 3 credits**

**Management with Quantitative Applications**

This course considers the quantitative tools required for managing a modern organization. Advanced financial methods, including cost accounting, present value, and capital investment are presented. Quantitative methods for operations and production are introduced, and elementary tools for quality management are presented. Simulation as an operations and production tool is described.

**MBA 6033\* 3 credits**

**Organizational Performance and Control II**

This course adds quantitative performance and control methods to the qualitative ones considered in the earlier course. Particular emphasis is placed on quality control and financial control. The design, implementation, and operation of appropriate information systems are examined. The course considers the role of business process design on performance and control.

**MBA 6041\* 3 credits**

**Analysis of the Business Environment**

This course examines in-depth evaluation of the business environment. It includes the consideration of global, national, and industrial factors to develop classic Opportunities and Threats scenarios of the SWOT formulation. Vision and mission statements are developed in this context, and the development of the strategic plan is begun.

**MBA 6042\* 3 credits**

**Management Auditing**

This course examines in-depth evaluation of the organization's internal environment. It includes use of the internal audit and tools such as ISO 9000 and Outcomes Assessment to uncover the classic Strengths and Weaknesses of the SWOT formulation. The Resource-Based View, Core Competencies, Porter's Five Forces, and similar tools are also discussed. The role of emergent strategy is considered. The strategic plan is continued.

<p><b>MBA 6043*</b> <b>3 credits</b></p> <p><b>Creating the Future</b></p> <p>This course integrates all those that have gone before to produce the organization's strategic plan. Feasible strategic alternatives are developed. The concept of strategic flow is emphasized, integrating and tracing from vision and mission statements to the chosen alternatives, to the strategic plans of the organization, to the supporting plans of the business functions. The importance of measurement and control in strategic evaluation is included. The strategic plan is completed.</p> <p><b>*NOTE: MBA 6011-6043 registration is restricted to students enrolled in the Weekend MBA in Executive Management program only.</b></p>	<p><b>MBA 7200</b> <b>3 credits</b></p> <p><b>Financial Management</b></p> <p>This course analyzes the synthesis of financial policy into a grand strategy that integrates organizational purpose and goals. The focus of the course is on current thinking regarding valuation of the firm, investment decision processes, financing and dividend policies, asset management, and financial strategies and portfolio theory. Prerequisite: MBA 6100</p>
<p><b>MBA 6100</b> <b>3 credits</b></p> <p><b>Managerial Accounting</b></p> <p>This course emphasizes the use of accounting data in the managerial decision-making process and in planning and controlling business enterprises. Topics include cost-volume-profit analysis, budgeting, variance analysis, capital budgeting, and responsibility accounting. Prerequisite: MHR 7830</p>	<p><b>MBA 7290</b> <b>3 credits</b></p> <p><b>Planning, Budgeting and Control</b></p> <p>Financial control systems used by management are developed in this course, with emphasis on periodic planning. Budgets are developed stressing the measurement, reporting, and interpretation of operating results. Prerequisite: MBA 6100</p>
<p><b>MBA 6300</b> <b>3 credits</b></p> <p><b>Quantitative Methods in Management</b></p> <p>This course studies the theory and application of quantitative methods for managerial research and decision making. Topics include PERT and CPM network analysis/synthesis, linear programming, probability theory, forecasting methods, maximization/optimization/suboptimization approaches, game theory, and advanced statistical and mathematical techniques involving management science and business computer applications. Prerequisite: MAT 110</p>	<p><b>MBA 7291</b> <b>3 credits</b></p> <p><b>Financial Services</b></p> <p>This course provides an in-depth examination of the financial service industry. Specific emphasis is on the evolution of the brokerage, banking, thrift, and insurance industries into financial supermarkets. Financial products, product delivery, regulation, and pending deregulation are examined.</p>
<p><b>MBA 6400</b> <b>3 credits</b></p> <p><b>Economic and Financial Environment of Business</b></p> <p>Interrelationships between financial and other economic sectors are studied. Development of the macroeconomic framework and concepts relating to the determination of output, employment, and price level is reviewed. Prerequisite: ECO 105</p>	<p><b>MBA 7292</b> <b>3 credits</b></p> <p><b>Investments</b></p> <p>This course offers an in-depth study of the various types of investment securities such as common stocks, bonds, warrants, options, and investments company shares. Emphasis is placed on the risk-return characteristics of these securities and their use in various investment strategies. Prerequisite: MBA 7200</p>
<p><b>MBA 6490</b> <b>3 credits</b></p> <p><b>Legal Environment of Management</b></p> <p>This course addresses substantive, administrative, and institutional aspects of law and a basic knowledge of the legal environment in which organizations operate. Topics include legal philosophies, ethical responsibilities, property rights, and government regulation. Judicial decisions that impact on analytical style and contain pragmatic content are reviewed.</p>	<p><b>MBA 7293</b> <b>3 credits</b></p> <p><b>Portfolio Theory</b></p> <p>This course is an introduction to modern capital market theory and portfolio theory, analysis and selection of portfolios, and the management of portfolios and their performance. Alternative portfolio selection strategies (such as hedge funds) are also explored, as are derivatives and other investment alternatives. Prerequisite: MBA 7292</p>
	<p><b>MBA 7294</b> <b>3 credits</b></p> <p><b>Advanced Financial Analysis</b></p> <p>This course examines major policy-making areas in corporate finance and the impact of alternative policies on the value of the firm. Emphasis is placed on strengthening financial decision-making skills. Advanced topics include capital investment policy, financing and capital structure policies, dividend policy, and corporate control. Prerequisites: MBA 6100 and MBA 7200</p>

<b>MBA 7295</b> <b>Corporate Taxation</b> An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property. Prerequisite: MBA 6100	<b>3 credits</b>	<b>MBA 7410</b> <b>Managerial Economics for Decision Making</b> In this course, microeconomic theory is applied to analysis of the business firm. Principles from economics and business are developed and integrated, with emphasis on management decision-making and policy formulation. Prerequisites: MBA 6300, MBA 6400	<b>3 credits</b>
<b>MBA 7296</b> <b>International Finance</b> This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective. Cases are used to supplement problems. Prerequisite: MBA 7200	<b>3 credits</b>	<b>MBA 7592</b> <b>International Business Management</b> This course is an in-depth analysis of the nature of international business and the range of strategic decisions facing a firm. Research findings are reviewed which delineate options and the variables influencing decision outcomes. Emphasis is on multinational corporations and comparative management approaches. Prerequisites: MBA 6400, MBA 6500	<b>3 credits</b>
<b>MBA 7301</b> <b>Operations Management</b> This course provides an in-depth examination of factors of production and technology for optimum yields/performance in manufacturing and service organizations. Students will use analytical, quantitative, and qualitative techniques and problem solving approaches for resource allocations, facilities design, facilities location, process design, product/services development, planning, scheduling, distribution, and quality control. Automation, mechanization, computerization, and cybernetic systems are studied. Emphasis is on cases, problems, and current and emerging technology in various industries. Prerequisite: MBA 6300	<b>3 credits</b>	<b>MBA 7593</b> <b>Total Quality Management</b> This course presents an ongoing process that deals with the most fundamental issues facing American businesses today and how they interrelate: leadership, quality of products and services, customer service, productivity, motivation, and ongoing product and service improvement.	<b>3 credits</b>
<b>MBA 7390</b> <b>Management Information Systems</b> This course provides a survey of information technology and management and their role in the world of business, both from managers' and consumers' points of view. The current state of the art in computers, information management, and networking is presented as part of an evolutionary process, with emphasis on probable future changes and their effects. The impact of information and its importance to the managerial functions of planning, organizing, and providing competitive intelligence, as well as competitive advantages, are explored.	<b>3 credits</b>	<b>MBA 7594</b> <b>Creativity in Management</b> Structured in an intensive format, MBA 7594 provides an analysis of the principles and practices of creative problem solving and decision-making for both corporations and public enterprises. The instruction develops insight into levels of creativity, styles of creativity, and creative processes and techniques. Each student participates in discovering ways to be creative and use new thinking processes in their workplace.	<b>3 credits</b>
		<b>MBA 7600</b> <b>Marketing Management</b> This course explores the synthesis of marketing policy into the organization's strategic plans and financial and organizational goals. The strategic marketing process is followed to develop marketing systems and plans updated with current literature.	<b>3 credits</b>
		<b>MBA 7800</b> <b>Current Topics in Business Administration - Finance</b> The primary objective of this course is the exploration of contemporary topics in accounting, finance, or related fields in both theory and practice. Research projects, class discussions, and presentations explore current areas of concern using an interdisciplinary framework. Prerequisites: Completion of at least four MBA Finance courses listed above	<b>3 credits</b>

<b>MBA 8799</b>	<b>3 credits</b>	<b>MBE 5002</b>	<b>3 credits</b>
<b>Thesis</b>		<b>Business in America: Understanding and Application</b>	
Students develop and prepare an independent research project. Prerequisite: Completion of all core requirements and prior approval of the MBA coordinator. Students are assigned a supervisor from the MBA faculty.		Building upon the business concepts introduced in MBE 5000 and MBE 5001, the student will gain a deeper understanding of the relationships required among marketing, production, and finance and explore the additional issues of quality, ethics, human resources, and business law. These additional topics, coupled with a detailed discussion of macroeconomic issues, will provide the student with an understanding of the complex challenges a company faces from the business/economic environment. Business simulation programs will be used to strengthen this understanding and its application. Continued visits to operating businesses will provide a forum to discuss the challenges that are reshaping the American business climate. Prerequisite: MBE 5001	
<b>MBA 8800</b>	<b>3 credits</b>	<b>MBE 5003</b>	<b>3 credits</b>
<b>Strategic Planning</b>		<b>Strategies for Effective Teaching of Economics/Business</b>	
This is a capstone course intended to integrate previous work in finance, accounting, marketing, economics, and management at the corporate policy and strategic decision-making level. Problems addressed relate the organization and its objectives to the environment, with the subsequent development of policy, strategy, and implementation processes. Emphasis is placed on comprehensive case analysis. Prerequisite: Completion of all core requirements		This course will focus on the fundamentals of effective classroom teaching, with an emphasis on specific strategies for meeting the developmental learning needs of a diverse population of students. Multiple strategies will be considered for (1) planning, designing, and delivering lessons that make learning meaningful for students; (2) creating an environment in the classroom conducive to learning; and (3) treating all students equitably in the classroom. The effective teaching skills required by Charlotte Danielson's <i>Framework for Teaching</i> and by the Delaware Professional Teaching Standards will be emphasized in the course. The lesson planning and design component of the course will focus on the Delaware Content Standards for social studies, with a special emphasis on the standard for economics. Requirements include six (6) clock hours of field observation and a related project. Prerequisite: MBE 5002	
<b>MBE 5000</b>	<b>3 credits</b>	<b>MBE 5004</b>	<b>3 credits</b>
<b>Introduction to the Free Enterprise System</b>		<b>Methods of Teaching Business and Economics</b>	
This course provides an introduction to the free enterprise system for K-12 educators. Blending a study of economics, accounting and finance, management, and classic marketing models, the student will develop an understanding of business principles involved in running a successful, for-profit enterprise. Topics include: supply and demand, cost analysis, forms of business organizations, product promotion, pricing, and placement. Visits to area businesses will lend a "real world" experience to classroom theory.		Participants examine the specific learning skills required for the teaching of economics (as related to business and a free market economy) with a focus on the Delaware Content Standards for social studies. Theories of lesson planning, as well as methods of evaluating student progress in social studies/economics, are studied and applied. Requirements include six (6) hours of field experience and development of one lesson and one unit in a chosen area of economics. Prerequisite: MBE 5003	
<b>MBE 5001</b>	<b>3 credits</b>		
<b>Applied Business Concepts for Educators</b>			
This course is a continuation of the exploration of the free enterprise system for K-12 educators. Building upon the basic business experiences from MBE 5000, the student will add selected analytical tools to probe more fully the strengths and weaknesses of various business enterprises. Additional business topics will be introduced throughout the course. These include: financial and break-even analysis, understanding money and capital markets, product research and development, production issues, and team building. Central to developing student understanding will be the use of a team-based, computer simulation, a project that will run throughout the course. Continued visits to area businesses will afford the student the opportunity to more perceptively evaluate those enterprises. Prerequisite: MBE 5000			



<p><b>MCC 6401</b> <b>3 credits</b></p> <p><b>Theories of Counseling</b></p> <p>Classical, theoretical approaches to counseling from both the historical and contemporary perspective are examined. Major personality theories, their relationship to counseling theories, and the formation of a personal counseling theory are studied. Application in both clinical and educational settings is emphasized. This course is a prerequisite course for MCC 6502 Tools and Techniques of Individual Counseling.</p>	<p><b>MCC 7202</b> <b>3 credits</b></p> <p><b>Group Counseling</b></p> <p>This course investigates group dynamics and group process relating to counseling theory. Student participation in group counseling demonstrations and methods of organizing different types of groups are explored. Students consider which group counseling model and type of setting best lend themselves to the counseling process. Related legal and ethical issues are discussed.</p>
<p><b>MCC 6402</b> <b>3 credits</b></p> <p><b>Human Development</b></p> <p>This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theoretical points of view are presented. Appropriate interventions for individuals with social, emotional, and/or cognitive developmental problems are discussed and analyzed.</p>	<p><b>MCC 7203</b> <b>3 credits</b></p> <p><b>Counseling for Career Development</b></p> <p>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.</p>
<p><b>MCC 6502</b> <b>3 credits</b></p> <p><b>Tools &amp; Techniques of Individual Counseling</b></p> <p>This course helps students put counseling theory into practice. The counseling process is discussed in generic terms, regardless of the theoretical base being used. Counseling methods are applied to personal/social development, academic development, decision-making, and crisis intervention. Emphasis is placed on developing skills to counsel clients with special needs. Legal and ethical issues are thoroughly discussed and analyzed. Prerequisite: MCC 6401</p>	<p><b>MCC 7501</b> <b>3 credits</b></p> <p><b>Family Counseling</b></p> <p>This course helps students gain understanding of family and marital systems with emphasis on prominent theoretical modalities and application of relevant techniques to classroom simulations. Students gain experience in dealing with dysfunctional families. The course considers issues such as sexuality, child abuse, substance abuse, sex-equity, and the impact of children with special needs on the family structure.</p>
<p><b>MCC 6505</b> <b>3 credits</b></p> <p><b>Principles &amp; Practices of Community Counseling</b></p> <p>This course helps students gain knowledge and understanding of community counseling issues. The administration and function of community counseling agencies are studied. Emphasis is on the examination of issues confronting various agencies. The course focuses primarily on counselor certification and licensure, funding, records, laws, and ethical standards.</p>	<p><b>MCC 7605</b> <b>3 credits</b></p> <p><b>Counseling Diverse Populations</b></p> <p>This course explores the social, psychological, cultural, economic, and environmental influences that affect various client populations. The special counseling needs of women, men, racial and ethnic minorities, and the disabled are examined.</p>
<p><b>MCC 6901</b> <b>3 credits</b></p> <p><b>Classification of Psychopathology</b></p> <p>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.</p>	<p><b>MCC 7805</b> <b>3 credits</b></p> <p><b>Appraisal Techniques</b></p> <p>This course is a survey of psychological tests and instruments used in schools and agencies providing human services. A review of measurement terms precedes the administration, scoring, interpretation, and use of various appraisal instruments, including standardized intelligence, personality, psychomotor, and stress assessment instruments. Statistics necessary to understand test data are examined as students explain the relationship between test data and research. The use of computer technology in the scoring and interpretation of tests is also presented.</p>

**MCC 7806****3 credits****Research & Evaluation**

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

**MCC 7905****3 credits****Practicum (100 hours)**

Primarily experiential in nature, this course serves as a forum for learning and practicing basic counseling skills and for actual supervised counseling experience in an agency setting or a college setting. Students will be expected to function as a staff member in this field experience. One hundred (100) clock hours are required for the practicum experience. A major focus of the course is personal and professional self-development, emphasizing the maintenance of appropriate professional boundaries. As part of the process of self-examination, the classroom experiences focus on the counselor's processes, rather than those of the client. Finally, the course explores strategies for structuring the counseling intervention strategies, evaluating outcomes, and successfully terminating the counseling relationship. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 100 clock hours. Two thirds (2/3) of the direct client contact is individual counseling and 1/3 should be group counseling.

**MCC 8000-8003****12 credits****Internship (600 hours)**

Internship is the culminating experience of the counseling program. It is expected that the student will assume more professional responsibility during the internship than during the practicum, i. e. all of the responsibilities of a regular staff member. The internship is tutorial in nature, as the student counselor is given the opportunity to learn under the direct supervision of a qualified supervisor in the selected field setting. Training may involve two or more supervisors. Group Supervision Seminar hours count toward the required 600 clock hours.

**MCT 6400****3 credits****Educational Psychology**

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.

**MCT 6401****3 credits****Career and Technical Education Instructional Technology**

This course focuses on technology selection that is specific to a teacher's particular career program. Course topics include word processing, spreadsheets, and desktop publishing, as well as diagnosis and evaluation of students. Students will be responsible for developing and selecting appropriate software for their particular subject area. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6402****3 credits****Career and Technical Education Advanced Curriculum Design**

This course focuses on curriculum design for vocational courses. Students will learn how to develop the sequence of teaching activities in vocational courses as well as the content that should be taught to be state-of-the-art for the workplace. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6403****3 credits****History and Regulations of Career and Technical Education**

This course addresses cultural and social issues associated with vocational education students. It will also address school organization, curriculum, guidance, student activity organizations, and legal issues associated with being a career program teacher. State and federal regulations for vocational funding will be an integral part of this course as well. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6404****3 credits****Career and Technical Education Guidance Practices**

This course will emphasize the impact of career development theory and the relationship of career guidance and development to vocational-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.

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

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6406** **3 credits****Career and Technical Education Assessment and Course Construction**

The purpose of this course is to assist vocational-technical teachers in learning how to develop their courses to meet the workplace needs and satisfy curriculum standards as well as the Delaware content standards. An introduction to student organizations and to key safety practices will also be part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6407** **3 credits****Career and Technical Student Organizations**

This course focuses on the history and importance of vocational and student organizations in the career and technical high schools. It will focus on building student leadership skills, presentation skills, and specific technical skills appropriate to the specific career program. Instruction will also include preparing students for the state and national skills events. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6410** **3 credits****Multicultural Education**

This course addresses the principles and practices for providing instruction in the multicultural classroom. Students will study the role of race and social class in the classroom as well as the impact of cultural learning styles and racial identity on learning. They will learn concepts and strategies for effective decision making, delivery of instruction, classroom management, and culturally responsive assessments. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6411** **3 credits****Methods of Teaching Career and Technical Education I**

This course includes methods and demonstration of proficiency in teaching the particular career program of the teacher. Students are expected to develop materials, lesson plans, units, and structure in their courses. This course also addresses strategies that include helping students to develop problem-solving skills. Safety procedures will also be emphasized as an integral part of this course. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6412** **3 credits****Career and Technical Education Classroom Management**

Effective classroom management techniques are emphasized to maximize student achievement. Concepts in academic learning time and active instruction are stressed. Students will learn strategies for preventing discipline problems, including organizing the classroom effectively, maintaining on-task behavior, interacting positively with students, and developing rules and procedures for a positive learning environment. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6413** **3 credits****Methods of Teaching Career and Technical Education II**

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.

**MCT 6414** **3 credits****Student Testing and Evaluation**

This course will assist career and technical education teachers in learning how to prepare, administer, and score classroom assessments that are aligned with curriculum and instruction. Attention will be given to the design of performance assessments that will align with project-focused learning targets common

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

**MCT 6420** **6 credits**  
**Clinical Component for Career and Technical Education Teachers**

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

**MEC 6401** **3 credits**  
**Theories of Counseling**

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

**MEC 6402** **3 credits**  
**Human Behavior and Child Development**

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

**MEC 6501** **3 credits**  
**Principles and Practices of the Guidance Program**

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

**MEC 6502** **3 credits**

**Tools and Techniques of Individual Counseling: Part I**

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

**MEC 6503** **3 credits**

**Tools and Techniques of Individual Counseling: Part II**

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

**MEC 6600** **3 credits**

**Introduction to Drug/Alcohol Counseling**

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

**MEC 6607** **3 credits**

**Ethical Issues in School Counseling**

This course provides an important overview of the school counseling profession in the United States with an emphasis on the application of ethical and legal processes to current school issues. The course will delve into the basics of ethics, values, and morals against the backdrop of school counseling. In addition, important ethical and legal issues will be analyzed such as: informed consent, confidentiality and privileged communications, records, technology and subpoenas, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice.

<p><b>MEC 7202</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Group Counseling</b></p> <p>Students investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Students will arrange a visit to a school to observe and participate in an actual group counseling session at the level for which they are seeking certification.</p>	<p><b>MEC 7701</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Testing, Measurements, and Research in School Counseling</b></p> <p>This course is designed to prepare future counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Students will explore commonly used assessment instruments that assess learner aptitude, achievement, interest, intelligence, content areas, and traits like self-esteem, values, and modalities to help in the decision making process. Statistics necessary to understand and interpret test data will also be examined. Students will learn how to gather information through research such as use of a questionnaire, survey, and/or follow-up studies. The student will describe the methods for analyzing the data and reporting the results. Use of computers and other kinds of technology in scoring and interpreting tests and other research data will be explored. An individual research project is required.</p>
<p><b>MEC 7203</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Career Development and Information Services</b></p> <p>This course examines methods of providing and disseminating information necessary to make educational, career and personal choices, and provides a lifespan perspective on work/career. The impact of career development theory on the counseling process; the relationship of career guidance and development to college, vocation/technical schools; and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated.</p>	<p><b>MEC 7781</b> <span style="float: right;"><b>6 credits</b></span></p> <p><b>Supervised Elementary Practicum: Elementary</b></p> <p><b>MEC 7782</b> <span style="float: right;"><b>6 credits</b></span></p> <p><b>Supervised Secondary Practicum: Secondary</b></p> <p>This practicum will give graduate students an opportunity to demonstrate their competency as counselors while participating in a clinical experience. Students and the College will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of counseling activities. Their work will be supervised and evaluated by the school counselor and a member of the Wilmington College faculty.</p>
<p><b>MEC 7501</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Family Counseling</b></p> <p>The family structure is explored as students learn how to meet the needs of children at school through family counseling. A knowledge of family dynamics, social and cultural issues, and parenting education are utilized as the class considers issues of sexuality, child abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure. Socioeconomics, ethnic background, and race are addressed in terms of their influence on children in families. Students will research and report on community and agency resources and referral services available for children and their families.</p>	<p>Graduate students who have a minimum of three years' experience in the classroom will spend at least 100 hours under supervision of a certified school counselor as part of a six (6) credit course.</p> <p>Prerequisites: MEC 6401, MEC 6502, MEC 6503, MEC 7202, MEC 7203, and three additional MEC courses (total of 8). Students must meet and receive approval of the site program advisor and program coordinator. They must have passing scores on all sections of the PRAXIS I:PPST or present a valid teaching certificate.</p>
<p><b>MEC 7502</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>The Counselor as Consultant</b></p> <p>This course focuses on the counselor as consultant to other adults in matters concerning a child's behavior, test interpretation, grades, and capacity to function socially and physically. Strategies for consultation with teachers, administrators, and parents are explored in order to help the child develop skills to be successful in school. Students examine distinctions between counseling and consulting, and the need to increase collaborative consulting in schools.</p>	<p><b>MEC 8000-8001</b> <span style="float: right;"><b>6 credits variable</b></span></p> <p><b>Supervised Elementary Internship I &amp; II</b></p> <p><b>MEC 8802-8803</b> <span style="float: right;"><b>6 credits variable</b></span></p> <p><b>Supervised Secondary Internship I &amp; II</b></p> <p>This internship will give graduate students an opportunity to demonstrate their competency as counselors while participating in a clinical experience. Students and the College will mutually arrange a placement with a certified counselor in a school district where they will engage in a variety of counseling activities. Their work will be supervised and evaluated by the school counselor and a member of the Wilmington College faculty.</p>

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

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

### **MED 6490**

**3 credits**

#### **Education, Ethics, and the Law**

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

### **MED 7201**

**3 credits**

#### **Fiscal Operations and Resources**

This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and 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.

### **MED 7503**

**3 credits**

#### **School and Community: Building a Shared Vision**

This course explores two areas of school leadership that are essential for improving student achievement: (a) developing a vision of teaching and learning that is shared by all stakeholders, and (b) school-community relationships. The course examines ways to develop, communicate, implement, and monitor/evaluate a shared vision; and examines the importance of understanding and responding to community needs, valuing diversity, striving for equal educational opportunity and equity, and improving the quality and nature of school/community interactions. Students will assess, reflect on, and improve their own interpersonal skills; explore basic principles of effective communications and public relations; and apply those skills and principles in authentic settings. The course emphasizes the school leader's role in developing and maintaining sensitive, ethical, and open communications with and among all individuals, communities, and constituencies served by the school.

### **MED 7590**

**3 credits**

#### **School Leadership: Theory and Practice**

This course explores theory and practice related to organizational behavior, development, models, and change; decision-making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics.

### **MED 7701**

**3 credits**

#### **Supervisory Leadership: Staff Selection Appraisal, and Renewal**

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

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

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

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

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

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

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

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

This course will prepare school leaders in three areas related to assessment and accountability; (a) understanding and using statistically sound procedures to collect, simplify, and describe data, and making inferences and decisions that can be supported

by a knowledgeable analysis of data and/or relevant research; (b) understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the learning strengths and needs of individuals and sample groups, generating community involvement and support, and developing school-wide school improvement strategies; and (c) gaining the knowledge and skills necessary to assist teachers in developing and using a variety of assessments, rubrics, and instructional strategies that can contribute to improved teaching effectiveness, improved stakeholder communications, and higher-level student learning.

**MED 7706****3 credits****The Principalship, preK-8**

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

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

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

**MED 7708****3 credits****Curriculum Leadership**

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.

**MED 7709****3 credits****Personnel Administration**

This course focuses on personnel practices and skills that enable school administrators and staff to relate effectively to each other. The areas of certification, pension, workers' compensation, interviewing, recruitment, negotiating, and other personnel functions are studied. Course participants are exposed to employment policies and laws related to Equal Employment Opportunity, compensation, and labor relations strategies.

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

This course addresses the six Technology Standards for School Administrators (TSSA) developed by the ISTE (International Society for Technology in Education). Those standards expect school leaders to:

1. Inspire the development of a shared vision of comprehensive integration of technology and foster a school environment and culture conducive to the realization of that vision.
2. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching.
3. Apply technology in ways that enhance professional practice and increase the school leader's personal productivity as well as the productivity of others.
4. Provide direction for the integration of technology tools into productive learning and administrative systems.
5. Use technology to facilitate a comprehensive system of effective assessment and evaluation.

6. Understand the social, legal, and ethical issues related to technology and apply that understanding in practice.

Topics will also include a review of current state programs and long-range plans for school-related technology applications; computer basics; emerging technologies and their applications; productivity tools; using technology to enhance communications and manage information; using technology to change classroom/school learning environments, teacher roles, and traditional power relationships; software review, selection, and licensing; and issues related to equity and open access.

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

This seminar enables aspiring school leaders to explore, research, and collaborate in areas of particular professional and/or scholarly interest related to supervision and curriculum. Topics will include curriculum decision making, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The seminar will examine several different comprehensive school reform projects, including such efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Co-nect, 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****4 credits****Psychology of the Gifted and Talented Learners**

This course prepares educators to be able to identify and apply sound educational practices based on psychological principles and theories unique to learners with gifts and talents. The course content and activities include, but are not exclusive to, knowledge and application of principles and theories relating to human learning and motivation; demonstrated knowledge of definitions, characteristics, and incidences of giftedness by implementing a classroom management plan to ensure intellectual, social, emotional, and physical development; and demonstrated ability to select, use, and interpret data from a variety of psychological and informal assessments for making instructional decisions relating to classroom practice in addition to informing program development and changes. The clinical component of the course includes a field experience that requires skillful participation in a classroom practice and capable reflection about educational decisions.



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

This course prepares educators to substantiate that creative and critical thinking are essential components of any gifted education program. Through a guided sequence of exercises and experiences, educators will examine incidences and characteristics of highly creative people, unique creative abilities, and the nature of the creative process. Educators will share implementation strategies for fostering and developing creative and critical thinking skills, methods for creating nurturing classroom environments, and knowledge of creative contributions for societal benefit. The clinical component of the course includes a field experience that requires skillful participation in a classroom practice and capable reflection about educational decisions.

**MED 7804** **4 credits****Curriculum Design and Instructional Strategies for Gifted and Talented Learners**

This course prepares educators to identify and deliver appropriate curriculum, instruction, and assessment to meet the needs of gifted and talented learners at the school and district level. Through a guided sequence of exercises and experiences, educators will explore curriculum models, develop and implement instructional strategies, and design assessments for gifted and talented programs. Current technology will be employed in researching, presenting, implementing, and writing lesson plans and units. The clinical component of the course includes skillful participation in a classroom practice and capable reflection about educational decisions.

**MED 8800** **3 credits****Integrative, Independent Study Project**

This is the capstone course for the M.Ed. degree in Instruction: Teaching and Learning (MED IN). The course involves planning, conducting, and presenting the findings of an approved practitioner (action) research project in the context of a deliberately instructional and authentic setting. This supervised, independent research project enables students to apply knowledge and skills acquired in prior course work to practical or theoretical questions. MED 8800 orientation sessions are held each semester to explain project parameters and expectations. MED 8800 consultation/collaboration seminars are held regularly throughout the semester.

**MED 8900** **3 credits****Supervised Administrative Practicum**

This course provides opportunities for M.Ed. candidates to engage in leadership-related, authentic, supervised field experiences in approved school settings. The course requires the M.Ed. School Leadership candidate to perform and then reflect on a specific set

of tasks involving real responsibilities of school administrators. The course culminates in the preparation of a professional portfolio that includes task-related documents, artifacts, and reflections. Learning activities are field-based and standards-driven, reflect the Division of Education Conceptual Framework, and are linked to the leadership paradigm advocated by the Interstate School Leaders Licensure Consortium (ISLLC). The course involves collaboration with other M.Ed. candidates and with College faculty through participation in topic-specific seminars scheduled at regular intervals throughout the academic year.

**MEE 6601** **3 credits****Human Development and Learning**

This course is a survey of the development of persons from birth through adolescence with emphasis on characteristics of primary, middle, and secondary students. Both social and cognitive development are included. Appropriate interventions for students with developmental gaps are included. Requirements include a case study with evaluation and recommended course of action.

**MEE 7601** **3 credits****Education of Exceptional Children**

Students will learn about and apply concepts directly relating to the educational needs of exceptional learners presented in the classroom. Assessment instruments used to identify eligibility for specialized instruction and/or related services and the use of evaluation data appropriate to the design and implementation of individualized educational programs (IEPs) will also be studied and applied to the professional and ethical responsibilities required of general education teachers in multi-cultural settings. Interventions for specific disabilities, as generated by evaluation data, will be created. Federal, state, and local legislation, regulations, policies, and procedures will be reviewed and analyzed as appropriate to the delivery of services to students with special needs. The social, emotional, and intellectual characteristics of gifted students will be examined, including an analysis of identification procedures and service delivery models. Pedagogy and resources that support IEP goals and objectives for gifted students will be presented. A research paper reviewing least restrictive environment (LRE) issues will be required, as will classroom observation in a special education resource and/or general education classroom.

<b>MEE 7602</b>	<b>3 credits</b>	<b>MEE 7633</b>	<b>3 credits</b>
<b>The School in a Multicultural Society</b>		<b>Methods of Teaching Reading/Writing</b>	
Students will examine schooling and the local, regional, and national demographics of cultures in American society. Concepts and strategies for infusing cultural understanding into the classroom will be presented, and standards for critiquing textbooks, videos, and library materials for cultural bias will be reviewed and applied. A research paper reviewing current efforts of school districts in this regard is required.		Students study the rationale for an integrated language arts program and thematic units with other subject areas, with a focus on the Delaware Content Standards. Emphasis is on development of age appropriate lesson plans and units that demonstrate a variety of methods and materials for teaching the skills of language arts and reading and the integrated process. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Twelve hours of clinical observation and subsequent analysis of the teaching of language arts/reading are required. Prerequisites: MEE 7632 and passing scores on all sections of PRAXIS I:PPST	
<b>MEE 7603</b>	<b>3 credits</b>	<b>MEE 7634</b>	<b>4 credits</b>
<b>Strategies for Effective Teaching</b>		<b>Methods of Teaching Social Studies in K-4</b>	
Students review research and strategies for maximizing learning time in the classroom. Effective teacher/student interaction, classroom management, and lesson design and delivery are studied. Fundamentals of test theory and test design are included, as well as an overview of the uses and interpretation of standardized tests. Requirements include field observation and a related project.		Students examine the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the Delaware Content Standards for kindergarten through grade four. The geography content stresses human, political, and urban geography. The history content stresses cultural, economic, political, and social development. The study of methods for improving reading skills in social studies is included. Theories of lesson planning, and especially unit planning for young children, as well as methods of evaluating progress in social studies are studied and applied. Requirements include six hours of field experience and development of a unit that incorporates all of the social sciences. Students will be expected to participate in a Junior Achievement teaching activity which includes teaching five lessons. Prerequisites: A minimum of three (3) credit hours in social science and a passing score on all sections of PRAXIS I:PPST	
<b>MEE 7604</b>	<b>3 credits</b>		
<b>Multimedia Education</b>			
Contemporary technology and its applications to individual and group learning are reviewed. Interactive media, the computer, and the video camera are studied as instruments for learning, diagnosis, and evaluation. The student is required to design a project or unit integrating technology in the learning and/or evaluation processes.			
<b>MEE 7631</b>	<b>3 credits</b>		
<b>Child Growth and Development</b>			
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 four. 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 and nutrition for young children are included. Students are required to prepare a case study of a child in grades K-4 that includes an evaluation of the child and recommendations for a course of action.		<b>MEE 7635</b>	<b>3 credits</b>
		<b>Professional Issues, Parenting, and Families</b>	
		This course is an examination and analysis of contemporary programs for young children. Professional ethics and diversity issues are emphasized. Parenting issues, including parent education and involvement in the educational process, are major themes. Family structure and development and their relationship to the schooling of young children are included.	
<b>MEE 7632</b>	<b>3 credits</b>	<b>MEE 7636</b>	<b>3 credits</b>
<b>Language and Literacy</b>		<b>Fine Arts &amp; Literature for Children and Adolescents</b>	
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. Clinical observation and study of young children's language/literacy is required.		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 is 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 sixty books appropriate for children and adolescents. Another focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction.

**MEE 7637**

**4 credits**

**Methods of Teaching Mathematics in K-4**

Students participate in an analysis of methods and materials used in mathematics programs, including the criteria established by NCTM and the Delaware Content Standards for mathematics. Students must demonstrate competency in number systems and theory, real numbers, set theory, measurement, geometry, probability and statistics, algebra, trigonometry, and calculus. Manipulatives, calculators, and computers are studied for both theory and application. Particular emphasis is on the evaluation of math achievement and learning difficulties specific to math. Each student is required to prepare a project that includes designing, delivering, and evaluating math lessons appropriate for young children. Six hours of clinical observation and analysis of the teaching of math are required. Prerequisites: A minimum of three (3) credit hours in math and passing score on all sections of PRAXIS I:PPST

**MEE 7638**

**4 credits**

**Methods of Teaching Science in K-4**

Students participate in an analysis of methods and materials used in contemporary science programs, with a focus on the Delaware Content Standards for science. Emphasis is on process skills, concepts, schema, attitudes, and values of science. The content portion includes life and environment, earth and space, and physical science. Students observe science classes and develop lessons for teaching science. Each student is required to prepare a project that includes designing, delivering, and evaluating science lessons for young children. Six hours of clinical observation and analysis of the teaching of science are required. Prerequisites: A minimum of three (3) credit hours in science and a passing score on all sections of PRAXIS I:PPST

**MEE 7639**

**3 credits**

**Integrated Methods K-4**

This course explores the teaching methods for K-4 classes utilizing language arts as a base. Science, mathematics, social studies, and the arts are seen as part of a holistic approach under the language arts umbrella. The design of the course helps students understand the importance of these various curriculum areas in the K-4 child's overall academic development. Prerequisite: Passing scores on all sections of PRAXIS I:PPST

**MEE 7651**

**3 credits**

**Adolescent Growth and Development**

This course is a survey and examination of development from birth through early adulthood with emphasis on the characteristics of children who are in grades five through eight. Social, cognitive, and physical development are included. The roles of the family, school, and peers for this age group are a focus. Students are required to prepare a case study of a child in grades 5-8 that includes an evaluation of the child and recommendations for a course of action.

**MEE 7652**

**3 credits**

**Reading in Content Areas**

Theories about the reading process and reading to learn are explored. Emphasis is on practical strategies for acquiring knowledge through reading in a variety of subject areas. The relationship of listening, speaking, reading and writing, plus implications for instruction are included. Clinical observation and study of the reading behavior of a fifth through eighth grade reader is required.

**MEE 7653**

**3 credits**

**Methods of Teaching Reading in Grades 5-8**

Students study the interrelationships of reading skills and the reading process with other subject areas, with a focus on the Delaware Content Standards in reading. Emphasis is on development of age appropriate lesson plans and a unit that demonstrates a variety of methods and materials for teaching the skills of reading and the integrated process in grades five through eight. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Six hours of clinical observation and subsequent analysis of the teaching of language arts/reading are required. Prerequisites: MEE 7652 and a passing score on all sections of PRAXIS I:PPST

**MEE 7654**

**4 credits**

**Methods of Teaching Social Studies in 5-8**

Students examine the specific learning skills required for the study of history, geography, economics, citizenship, and social problems, with a focus on the Delaware Content Standards for social studies in grades 5-8. The geography content stresses human, political, and urban geography. The history content stresses cultural, economic, political, and social development. The study of methods for improving reading skills in social studies is included. Theories of lesson planning, and especially unit planning for middle level youngsters, as well as methods of evaluating progress in social studies are studied and applied. Requirements include six hours of field experience and development of a unit that incorporates all of the social sciences. Students will be expected to participate in

a Junior Achievement teaching activity which includes teaching five lessons. Prerequisites: A minimum of three (3) credit hours in social science and a passing score on all sections of PRAXIS I:PPST

#### **MEE 7655**

**3 credits**

##### **Advising, Mentoring, and Counseling**

Students explore counseling techniques and models, as well as mentoring programs consistent with the cultural diversity of teachers and students. The focus is on learning styles, contemporary social problems, diversity of home-school communications, and the varying levels of parental involvement. Attendance and observation at a community-based family service facility are required.

#### **MEE 7657**

**4 credits**

##### **Methods of Teaching Mathematics in 5-8**

Students participate in an analysis of methods and materials used in mathematics programs, including the criteria established by NCTM and the Delaware Content Standards for mathematics. Students must demonstrate competency in number systems and theory, real numbers, set theory, measurement, geometry, probability and statistics, algebra, trigonometry, and calculus. Manipulatives, calculators, and computers are studied for both theory and application. Particular emphasis is on the evaluation of math achievement and learning difficulties specific to math. Each student is required to prepare a project that includes designing, delivering, and evaluating math lessons appropriate for middle level youngsters. Six hours of clinical observation and analysis of the teaching of mathematics are required. Prerequisites: A minimum of three (3) credit hours in math and a passing score on all sections of PRAXIS I:PPST

#### **MEE 7658**

**4 credits**

##### **Methods of Teaching Science in 5-8**

Students participate in an analysis of methods and materials used in contemporary science programs, with a focus on the Delaware Content Standards for science. Emphasis is on process skills, concepts, schema, attitudes, and values of science. The content portion includes life and environment, earth and space, as well as physical science. Students observe science classes and develop lessons for teaching science. Each student is required to prepare a project that includes designing, delivering, and evaluating science lessons appropriate for middle level youngsters. Six hours of clinical observation and analysis of the teaching of science are required. Prerequisites: A minimum of three (3) credit hours in science and a passing score on all sections of PRAXIS I:PPST

#### **MEE 7659**

**3 credits**

##### **Integrated Methods 5-8**

This course explores the teaching methods for grades 5-8 where language arts, science, mathematics, social studies, and the arts are seen as part of a holistic approach. The design of the course helps students understand the importance of these various curriculum areas in the 5-8 student's overall academic development. (Students must pass all sections of PRAXIS I:PPST before admission.)

#### **MEE 7996**

**1 credit**

##### **Practicum I**

This course introduces the beginning teacher preparation student to essential content and pedagogical knowledge related to components of professional practice. Practicum I provides the teacher preparation student with opportunities to observe, describe, interpret, and understand the classroom environment and to reflect on the personal and professional attributes required for success in teaching. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting, 21 hours of supporting seminars, and a professional journal that will be maintained throughout all three practica. MEE 7996 is offered during the fall and spring semesters and Summer I block. Prerequisite: valid T.B. clearance. This course is graded A-F.

#### **MEE 7997**

**1 credit**

##### **Practicum II**

This course helps the teacher preparation student analyze and reflect on the classroom environment in relation to components of professional practice and the Delaware Professional Teaching Standards. The Practicum II student learns to apply the concepts introduced in Practicum I and in MEE program course work. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting, 21 hours of supporting seminars, and the continuation of the professional journal. MEE 7997 is offered during the fall and spring semesters and Summer I block. Prerequisites: MEE 7996 and valid T.B. clearance. This course is graded A-F.

#### **MEE 7998**

**1 credit**

##### **Practicum III**

This course emphasizes synthesis and evaluation but narrows the focus to the area of reading. Practicum III expects the more advanced teacher preparation student to administer a diagnostic reading inventory to one child and then devise and carry out a remediation plan for that child under the close supervision of the Practicum advisor, classroom teacher mentor, and site-based reading teacher or reading specialist. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting, 21 hours of supporting seminars, and the continuation of the professional journal. MEE 7998 is offered during the fall

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

### **MEE 8801**

**9 credits**

#### **Student Teaching**

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

### **MGT 6501**

**3 credits**

#### **Organizational Management**

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

### **MGT 6601**

**3 credits**

#### **Seminar in Supply Chain Management**

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

### **MGT 6667**

**3 credits**

#### **Logistics Management**

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

### **MGT 6668**

**3 credits**

#### **Transportation Management**

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

### **MGT 7501**

**3 credits**

#### **Labor Relations and Collective Bargaining Procedures**

This is an intensive survey course with a focus on a comprehensive study of the development and growth of the labor movement in the United States. The evolution of the legal framework for collective bargaining in the private sector is reviewed, including current laws and administrative procedures. The collective bargaining process and the administration of an agreement are covered, using grievance handling and dispute resolution methods such as arbitration and mediation.

### **MGT 7504**

**3 credits**

#### **Ethical Issues in Management**

This course focuses on current moral issues in business and identifies ethical concepts that provide the foundation for issue resolution. The reasoning process utilized in the application of ethical concepts to business moral dilemmas is examined.

### **MGT 7591**

**3 credits**

#### **Leadership and Communication**

This course is an overview of the standards, procedures, and responsibilities of an organization as it engages in the internal and external dissemination of information. Issues in and procedures for achieving effective communication based on modern research and applications are addressed.

<b>MGT 7600</b> <b>International Inter-modal Transportation</b> This course focuses on international inter-modal transportation operations. International carriers face new challenges in the global market moving commodities, goods, and people. The growing number of international and regional market arrangements and the growing complexity of national laws and demands for Just-in-Time technologies magnify those challenges.	<b>3 credits</b>	<b>MHR 7505</b> <b>Compensation Administration: Issues and Practices</b> This course examines compensation administration issues and practices and their impact on the work environment. Topics discussed include wage and salary administration, incentive plans, employee benefit plans, health care, and employee assistance programs. The ways in which these issues and practices are integrated into unionized and non-unionized environments are explored. An historical framework is also provided to allow the participants to analyze historical trends as future needs.	<b>3 credits</b>
<b>MGT 7601</b> <b>Logistics and Transportation Simulation</b> This course is the capstone for supply chain management students. The knowledge gained in all other supply chain management courses is applied in a simulated situation encompassing the problems faced when competing with another national state seeking to enter into the same market. Prerequisites: MGT 6601, 6667, 6668, and 7600	<b>3 credits</b>	<b>MHR 7506</b> <b>Training and Development</b> The skills, practices, and procedures used by training professionals in conducting needs assessments, developing effective training programs, and presenting training programs are explored. Career development is viewed from the organization's training perspective. The use of position descriptions and training plans provides a practical approach to training and career development.	<b>3 credits</b>
<b>MGT 7667</b> <b>Diversity in the Workplace</b> This course is designed to make the student think about diverse individuals in the workplace and aspects of diversity such as race, religion, sex, and ethnicity. Because each individual brings a special uniqueness to the workplace, an in-depth exploration of this topic is essential.	<b>3 credits</b>	<b>MHR 7508</b> <b>Design and Development of Human Systems</b> This course emphasizes the design and development of human systems and the measurement of outcomes within the context of organizational strategy. It focuses on the theory, assumptions, and implications of human resource policy and procedures and the relationship of robust systems to organizational performance. Strategy; structure; and design and measurement concepts for human systems, including job analysis, selection, performance appraisal, testing, training and development, and compensation and reward systems are emphasized.	<b>3 credits</b>
<b>MGT 7668</b> <b>Public Relations</b> This course focuses on public relations and the deliberate, planned, and sustained effort to establish and maintain mutual understanding between an organization and the general public.	<b>3 credits</b>	<b>MHR 7800</b> <b>Seminar in Human Resource Management</b> This course focuses on the theory and practice of human resource management. Emphasis is on the development of human resource management theory and practical skills needed by HRM practitioners, supervisors and managers. The employee life cycle, including recruiting, hiring, testing, developing, appraising, firing and out placing is emphasized.	<b>3 credits</b>
<b>MGT 7900</b> <b>Topics in Management</b> This course addresses different topics of interest in the management discipline. It is conducted in a seminar or symposium format where each student is an active and involved participant. The course may be used to meet part of the elective requirements for business degree programs.	<b>3 credits</b>	<b>MHR 7830</b> <b>Finance and Accounting for Managers</b> 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.	<b>3 credits</b>
<b>MHR 6503</b> <b>Law, Regulation and The Workplace</b> This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human resource management programs. Common practices in hiring and firing, promotion and discipline, safety, testing, equal employment opportunity and affirmative action program requirements established by public law, and the role of regulatory agencies and their requirements in the workplace are explored.	<b>3 credits</b>		

<b>MHR 7900</b>	<b>3 credits</b>	<b>MOL 6200</b>	<b>3 credits</b>
<b>Special Topics in Human Resource Management</b>		<b>Group Processes and Facilitation Skills</b>	
This course addresses different topics of interest in Human Resource Management. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered. Topics might include organizational learning, women in leadership, adult learning, leadership and culture, re-engineering and organizational re-sizing. The course may be used to meet part of the elective requirements for business degree programs.		This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. The study draws from research within the social sciences and practices within contemporary organizations.	
<b>MMA 6100</b>	<b>3 credits</b>	<b>MOL 6300</b>	<b>3 credits</b>
<b>Pre-Calculus for Certification</b>		<b>Communication for Leaders</b>	
This course provides an integrated review of intermediate algebra, analytic geometry, and basic trigonometry in order to prepare the student for calculus. Appropriate topics in algebra are reviewed. The concept of "function" is stressed. Various classes of functions and their respective graphs and applications will be covered. Specifically, the course will cover linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT 304 or college algebra equivalent		This course encompasses research, theories, and models of communication in organizations. The systemic nature of communication processes within the context of organizational environment, culture, and structure are examined inclusive of maximizing communication effectiveness to overcome barriers and meet contingencies in achieving organizational goals.	
<b>MMA 6200</b>	<b>3 credits</b>	<b>MOL 6400</b>	<b>3 credits</b>
<b>Finite Math for Certification</b>		<b>Leadership and People</b>	
This course provides a survey of selected topics in mathematics with emphasis on problem solving and applications. Core topics include an introduction to logic, set theory, probability, systems of linear equations, and the mathematics of finance. Additional topics may include linear programming and statistics. This course is designed to meet public school certification requirements in mathematics. Prerequisite: MAT 304 or college algebra equivalent		This course examines leadership issues peculiar to people in organizations. The questions of appropriate responsibility and reasonable obedience are explored. Dimensions of motivating and motivation are discussed. Organizational culture and its implications for leadership are studied in detail. Finally, issues in diversity are surveyed.	
<b>MOL 6100</b>	<b>3 credits</b>	<b>MOL 6500</b>	<b>3 credits</b>
<b>Leadership Foundations</b>		<b>Decision Making for Leaders</b>	
This course introduces the graduate organizational leadership program. It discusses various models of leadership applicable to business organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. Through their studies, students will be able to assess, understand, and improve their own approach to leading, as well as their ability to select and evaluate leaders.		This course studies inquiry processes that may be applied within organizations by emphasizing methodologies to determine root cause of problems and appropriate responses. Qualitative and quantitative procedures are explored in conjunction with the use of computer technology.	
		<b>MOL 6600</b>	<b>3 credits</b>
		<b>Legal and Ethical Aspects of Organizations</b>	
		This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, contracts, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways in which they are manifested in organizations as a basis for and stimulant of culture.	

<b>MOL 7100</b> <b>Performance Measurement and Control</b> This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results. An overview of state-of-the-art control tools is included in the learning experience.	<b>3 credits</b>	<b>MOL 8800</b> <b>Crafting the Future</b> This is a capstone course that integrates the knowledge from previous courses into a cogent actionable vision of the future of leadership and change within organizations. Students are expected to relate problems and opportunities to decision making and policy either through comprehensive case analysis or project accomplished by the cohort.
<b>MOL 7200</b> <b>Marketing and Event Management</b> This course examines the theories of consumer behavior and customer service using cases and examples from the private and public sectors, including non-profit organizations. An understanding of marketing a product or service using pricing, positioning, and promotion is emphasized as well as managing events such as conferences, sporting events, or fundraisers.	<b>3 credits</b>	<b>MPA 6501</b> <b>Seminar in Public Administration</b> This course focuses on federal, state, and local administrative practices, principles of organization, policy formulation, and decision making in public organizations. The impact of bureaucracy on state and local government politics is explored. Traditional organizational processes, including leadership styles, communications, policy formulation, power, authority, community and political linkages are examined.
<b>MOL 7300</b> <b>Organizational Reality</b> This course focuses on the role of leaders in organizations as agents of change. A broad base of contemporary and emerging organizational theory is applied to understanding the implementation of policy in organizations. Organizations are examined holistically through the lenses of culture, systems thinking, organizational learning, and power.	<b>3 credits</b>	<b>MPA 6503</b> <b>Administrative Law</b> This course focuses on administrative law with respect to enabling legislation that creates agencies at the federal, state, and local governmental levels, including delegated powers. Emphasis is placed on the evolution of agency influence through examination of court decisions with respect to broadened agency powers.
<b>MOL 7400</b> <b>Organizational Development and Change</b> This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development, and implementation of intervention strategies and analyzing the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized.	<b>3 credits</b>	<b>MPA 7201</b> <b>State and Local Financial Management</b> This course concentrates on state and local government agencies' approaches to gathering revenues and fees and allocating expenditures. The budget cycle of formulation, adoption, and execution is examined. Competing interest group pressure for scarce financial resources is analyzed.
<b>MOL 7500</b> <b>High Performance Teams</b> This course investigates the literature and emphasizes the theory of high performance teams and their contribution to organizational performance. It stresses strategic, readiness, performance, and cultural considerations, including the role of leadership in establishing a high performance, team-based organization. Models and cases are explored to provide a broad view of their application in different organizational settings.	<b>3 credits</b>	<b>MPA 7202</b> <b>Public Budgeting Systems</b> This course is a survey of the current budget practices among all levels of government in the United States. Methods are emphasized, along with the sources and types of information needed in budgetary decision making.
		<b>MPA 7400</b> <b>Public Personnel Administration</b> This course examines the Civil Service system at both the federal and the state level. This system is characterized by scarce resources, and a new method of implementation is explored, including new organizational life, new emphasis on the marketplace model of personnel management, and more emphasis on individual accountability.



<b>MPA 7401</b> <b>Government Contracting and Purchasing</b> This course concentrates on purchasing and procurement methods, regulations, statutes, and controls applicable to the federal, state, and local level of government.	<b>3 credits</b>	The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instruction. Clinical observation and study of children's language and literacy levels are required.
<b>MPA 7502</b> <b>Analysis of Public Policy</b> This course concentrates on the interdisciplinary nature of public policy analysis. It evaluates the processes through which policy is created and the dynamics of power and access to the policy process. Measurements of policy success and ways to improve both policy quality and the efficiencies of its implementation are evaluated and explored. Federalism, power and the policy process, bureaucracy (the fourth branch of government), the political economy, theories of policy creation and policy evaluation, civil rights, health and welfare, education, defense, criminal justice, and the environment are some issues to be addressed.	<b>3 credits</b>	<b>MRD 7803</b> <b>Strategies and Materials for Teaching Reading and Writing</b> Students study the rationale for and implementation of integrated language arts and writing programs. Emphasis is on strategies and techniques that develop decoding/word recognition skills and automaticity, oral and silent reading fluency, word study and vocabulary knowledge, reading comprehension skills, methods for self-monitoring, questioning, and reading enjoyment. Students explore materials used to implement balanced literacy programs. Establishing objectives, including critical thinking, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied.
<b>MPA 7900</b> <b>Special Topics in Public Administration</b> This course addresses different topics of interest in Public Administration. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered. Topics might include privatization, deregulation, leadership, and culture in the public sector. The course may be used to meet part of the elective requirements for business degree programs.	<b>3 credits</b>	<b>MRD 7804</b> <b>Literature and Non-Fiction Books/Materials for Children and Adolescents</b> Students examine children's and adolescents' literature for its own sake and its relationship to art, music, drama, and dance. Students will gain experience in identifying a wide array of non-fiction books and how to apply these resources in language arts and related areas. Students will be asked to effectively incorporate literature, non-fiction materials, and fine arts into integrated curricula. Another focus in this course is to explore techniques to select and evaluate instructional and recreational reading materials. Student focus is also on enabling children and adolescents to enjoy literature and non-fiction materials and to acquire positive reading habits as independent readers.
<b>MRD 7801</b> <b>Language Development</b> This course is a detailed study of the relationships of language to reading. Social and cultural language differences and similarities, theories of language acquisition, and the complexity of language are emphasized. Assessment and intervention strategies of language delays/deficiencies are included. Socio-psycholinguistic theories and metacognition are major components of this course.	<b>3 credits</b>	<b>MRD 7805</b> <b>Strategies and Techniques for Teaching Reading in the Content Areas</b> Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills, and fluency/reading rate in content areas. Reading strategies for during reading as well as before reading and after reading strategies, and student self-monitoring techniques will be examined and applied as they relate to science, mathematics, and social studies content.
<b>MRD 7802</b> <b>Process and Acquisition of Literacy</b> The relationship of early language development, growth and development of the brain, processing skills, and early aesthetic and kinesthetic experiences to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, metacognition, critical periods of brain development, cognitive theory, and experiences which contribute to and are indicators of readiness for reading will be emphasized.	<b>3 credits</b>	

**MRD 7901****3 credits****Diagnosis and Correction of Reading Difficulties I**

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 and analysis of reading problems, the interpretation of informal and formal measures of reading performance, and for the development of instructional strategies employed in the remediation process.

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

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, sequence of reading skills, test administration, drawing diagnostic conclusions based upon testing, background information, and observation. Appropriate assessment instruments must be mastered and administered. A formal report of the results of the assessment will be completed and shared with the students' teachers and parents as well as appropriate specialists. A detail plan for the correction of the students' reading difficulties must be completed and implemented. Follow-up assessment and reporting after implementation of the plan is also required. Competencies will be demonstrated via two case studies and assessing and teaching a small group of students. Prerequisites: MEE 7652, MRD 7901

**MRD 7920****6 credits****Practicum in Reading**

This practicum is a semester course and includes further application of assessment and correction strategies with K-12 students for a minimum of 100 clock hours. Another 100 clock hours must be completed and include two components: experience developing and implementing parent involvement strategies for K-12 students experiencing reading difficulties, and experience serving as a reading resource person to other professionals in a public school setting. All work in the practicum will be supervised by faculty from Wilmington College and/or public school professionals. Prerequisites: MED 7705, MEE 7633, MEE 7636, MEE 7652, MRD 7801, MRD 7901, MRD 7902

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

This practicum requires class time as well as a minimum of 100 clock hours of teaching and assessing reading and writing in content areas in a school-based (clinical) setting. At least half of the time must be in grades seven and above. Demonstration lessons must be presented in English, social studies, science, and

math classes. Experience serving as a reading resource person to other professionals in middle and secondary schools is required. Prerequisites: MED 7705, MEE 7633, MEE 7636, MRD 7801, MRD 7901, MRD 7902

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

Students read and analyze research in the area of reading. After critical analysis, students draw conclusions about the body of knowledge in reading as a discipline. Application of research for improved literacy is emphasized. Students will conduct research that utilizes a range of methodologies. Promoting and facilitating teacher and classroom-based research is a major focus. Prerequisites: MEE 7652, MRD 7801, MRD 7901, MRD 7902

**MSA 7701****3 credits****Administration in Student Affairs**

This course provides students with knowledge related to the design, management, and evaluation of student affairs programs. Emphasis is placed on the guidelines, theories, and strategies needed to effectively manage and administer the student affairs of diverse college and university campuses.

**MSA 7702****3 credits****Student Development in a College Setting**

This course provides a review of the diverse body of theory related to the understanding of a student's intellectual, cognitive, social, moral, and identity development during the college years. It examines the changes, complexity, and diversity of today's college campuses.

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

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

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

A framework for understanding current research in the area of curriculum and methods of teaching students with exceptionalities is provided. The course has a particular emphasis on portfolio assessment and learning styles. Students examine curriculum models and teaching techniques. The adaptation of lessons for students with exceptionalities is a major focus.

<p><b>MSE 7402</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Applied Behavior Analysis</b></p> <p>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. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted to their care.</p>	<p><b>MSE 8102</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Legislation and Implementation of Policy and Procedure</b></p> <p>Pertinent legislation at federal and state levels is reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course includes interpretation of psychological and other special reports, preparation of the special education teacher for multidisciplinary team meetings (MDT's) and meetings with parents and other professionals to develop the individualized education program (IEP). Prerequisite: MSE 7403</p>
<p><b>MSE 7403</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Diagnosis/Assessment/IEP Development for Exceptionalities</b></p> <p>Informal and formal assessments used in identifying exceptionalities are analyzed in detail. An emphasis is placed on the selection, administration, and interpretation of test results. The implementation of correction techniques for assessed weaknesses is explored. The formally evaluated strengths and weaknesses are developed into an Individualized Education Plan (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Special emphasis is given to individually administered achievement instruments in relation to intelligence test measures.</p>	<p><b>MSE 8103</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Supervision and Evaluation of Special Education Programs</b></p> <p>Students study the relationship of research in special education to program development, administration, supervision, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures are a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, relationship to other professionals, parent training, public relations, and budget. Prerequisites: MSE 7401, 7402, 7403, 7404, 8101, and 8102</p>
<p><b>MSE 7404</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Assistive Technology (MH, SED, LD)</b></p> <p>This course is designed to help professionals in schools understand assistive technology for students with disabilities. The main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. The meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized. Specific instruction in assistive devices will train the student in this relatively new area of special education.</p>	<p><b>MSE 8802</b> <span style="float: right;"><b>6 credits</b></span></p> <p><b>Student Teaching in Special Education</b></p> <p>Students participate in a supervised clinical experience for a minimum of nine weeks for six credit hours. Each student is assigned both a cooperating teacher from a special education setting in a grade level from one through eight and a supervisor from Wilmington College. Prerequisites: MSE 7401, 7402, 7403; GPA of 3.0; passing scores on PRAXIS I: PPST; and an approved application from the Office of Clinical Studies. Applications must be submitted at least 60 days before the clinical experience.</p>
<p><b>MSE 8101</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Severe Disabilities</b></p> <p>Students learn identification methods and teaching strategies for students with severe and multiple disabilities, including: autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments, and multiple handicaps. The concepts of inclusion and non-categorical educational identification and teaching are emphasized. A clinical component of observation and analysis of severe disabilities is included.</p>	<p><b>MSM 7395</b> <span style="float: right;"><b>3 credits</b></span></p> <p><b>Management Development</b></p> <p>The rapidly changing business of management, including its new paradigms, cultures, challenges, techniques, and opportunities is the focus of this course. The content and future direction of leadership and management, including organizational architecture and the "virtual" enterprise, morale, motivation, productivity, diversity, teamwork, the changing contract between worker and organization, and the effect of changing expectations on reward systems are closely examined.</p>

<p><b>MSM 7400</b> <b>3 credits</b></p> <p><b>Analysis of Decision Making</b></p> <p>A conceptual review of fast-evolving modern techniques and methodologies used for decision making is the focus of this course. Use of these methods by corporations, private institutions and government is growing rapidly. Decision theories and practices covered include the traditional methods of management science and the recent practical applications of decision trees and game theory. The course explores methods application to a wide range of decision making situations, ranging from capital investment decisions to the development of strategies for international diplomacy. Emphasis is on conceptual understanding, rather than mastering a precise set of mathematical tools and techniques.</p>	<p><b>MSN 5100</b> <b>0 credits</b></p> <p><b>Statistics for Nurses</b></p> <p>This self-directed course is intended as a review and reinforcement of basic statistics. Students enrolling in this course will complete a series of computer-assisted instruction modules. Satisfactory scores on the modules will fulfill the statistics requirement for admission into the graduate nursing program.</p>
<p><b>MSM 7700</b> <b>3 credits</b></p> <p><b>Statistical Concepts Applied to Organizational Research and Practice</b></p> <p>This course concentrates on basic statistical concepts that are applicable in the classroom as well as the workplace. The student is viewed as a consumer of research and a decision maker needing a conceptual understanding of statistics to render sound decisions.</p>	<p><b>MSN 6501</b> <b>3 credits</b></p> <p><b>Advancement of Nursing Science</b></p> <p>This course provides the opportunity for graduate nursing students to study the connections between philosophy, concepts, theories, research, and advanced nursing practice. Examination of major philosophies illustrates the influences on nursing and health care. The development of concepts related to health care is examined with beginning experience in concept analysis. Models and theories that direct and guide practice are applied. The importance of research and its link to nursing science is addressed.</p>
<p><b>MSM 7710</b> <b>3 credits</b></p> <p><b>Organizational Research</b></p> <p>This course is an introduction to research design represented in organizational literature. The development of critical reading research skills in order to evaluate the usefulness of results in solving organizational problems and performing original research to respond to a problem stated as a research question are emphasized. The student is viewed as a consumer of research and/or a contractor of research entities or evaluation services, needing to complete an independent integrative research project.</p>	<p><b>MSN 6603</b> <b>3 credits</b></p> <p><b>Advanced Physiology/Pathophysiology</b></p> <p>This course focuses on advanced concepts of normal physiology of major body systems and highlights relationships among systems. Knowledge of normal physiology provides the student with a basis for interpreting health deviations. Variations from normal and pathophysiologic processes are presented.</p>
<p><b>MSM 8800</b> <b>3 credits</b></p> <p><b>Independent Integrative Study Project</b></p> <p>This MSM 8800 Independent Integrative Study Project is the culminating three credit hour course which combines theory and practice and provides for the application of knowledge and skills which were required in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.</p>	<p><b>MSN 6606</b> <b>3 credits</b></p> <p><b>Research in Nursing Practice</b></p> <p>This course explores the interconnectedness of nursing theory, nursing research, and nursing practice. Concepts related to the philosophy of science and generation of knowledge are examined. Both qualitative and quantitative approaches to the research process are encouraged. Clinical projects designed to demonstrate the interrelationship of theory, research, and practice, and which relate to the area of health promotion, are addressed. An action plan is developed to serve as the application phase of the research process. Research utilization and dissemination in advanced practice are discussed. Ways to incorporate clinically-based research are investigated.</p>
	<p><b>MSN 6641</b> <b>3 credits</b></p> <p><b>Philosophical Perspectives of Nursing Leadership</b></p> <p>This course acquaints students with selected philosophies which have influenced health care, nursing, and clinical ethics. Understanding and debating the philosophical bases of health care support the development of one's personal philosophy of nursing leadership. Students explore their values, analyzing how personal and professional values shape professional practice,</p>

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

**MSN 6645 3 credits**

**Bioethics in Nursing Practice**

This course will introduce the student to bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to LNC and nursing practice. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated.

**MSN 6650 3 credits**

**Critical Analysis of Systems of Care**

In this course students examine the historical aspects of current health care systems. Contemporary health care systems are analyzed for economic and ethical impacts on society. Health care systems in the United States and other nations are evaluated for access and quality issues. An assessment of a particular system is conducted to formulate the development of viable solutions.

**MSN 6691 3 credits**

**Critical Inquiry**

This course emphasizes research designs and methods. A variety of research designs that are used in contemporary studies will be explored. Methodological issues will be addressed. Students are introduced to data analysis using a commercial statistics software program. The steps in developing a research proposal are applied. Prerequisite: MSN 6606

**MSN 7000 1-2 credits**

**Independent Study in Nursing**

Students may earn one or two credits through individualized projects with faculty guidance. Projects supplement selected aspects of the program, including research, clinical practice, or theory.

**MSN 7310 3 credits**

**Legal Issues in Nursing Practice**

This course provides an overview of the legal process and an introduction to the legal issues nurses face in their clinical practice. Case examples and case analysis methods discussed in class will provide nurses with information on risk management and patient advocacy strategies that positively impact health care delivery.

**MSN 7320 3 credits**

**Practices in the Realm of Nursing and the Law**

This course will introduce the student to the field of Legal Nurse Consulting as a specialty practice within nursing. Exploration of the roles nurses play in the legal field, introduction of legal concepts applicable to nursing practice, and analysis of medical-legal scenarios will provide the student with exposure to a variety of career options within the practice of Legal Nurse Consulting.

**MSN 7330 3 credits**

**Entrepreneurship for Nurses**

This course will familiarize students with the development of a business plan. Students will learn marketing concepts with relevance to marketing LNC services to attorneys, insurers, and facilities. Skills related to office management and billing will also be addressed. Issues related to professional presentation of self will be highlighted.

**MSN 7701 3 credits**

**Child Development and Assessment**

This course focuses on advanced comprehensive physical, psychosocial, developmental, and cultural assessment of the child within the context of his/her family and community. Determination of the health status of children from infancy to adolescence through evaluation of a variety of data collection techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. The clinical laboratory component enables the student to refine health assessment skills.

**MSN 7702 3 credits**

**Advanced Adult Health Assessment**

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult client. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills will be refined for the determination of the health status of young, middle, and older adults in the clinical laboratory setting. Students will broaden their ability to recognize abnormal findings within the context of the physical examination. Core concepts will be included regarding promotion of health and wellness in the primary care setting. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients in primary care.

**MSN 7703****3 credits****Advanced Pharmacology**

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

**MSN 7704****3 credits****Primary Care I: Acute and Chronic Care of Children**

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

**MSN 7705****3 credits****Primary Care II: Acute and Chronic Care of Adults**

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

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

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological framework will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed.

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

This course focuses on the provision of primary care to the geriatric client and family, aged 64 and above. Assessment, diagnosis, and management of acute episodic and chronic illness conditions are addressed.

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

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the older adult (65+) client. It provides students with the necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills are refined for the determination of the health status of the geriatric client in the clinical laboratory setting. Core concepts are included regarding promotion of health and wellness for the geriatric client in the primary care setting. Emphasis is placed on the physical, developmental, psychosocial, and cultural dimensions of geriatric clients in primary care. Prerequisite: MSN 7702

**MSN 7740****3 credits****Health Care Policy**

This course involves an in-depth study of local, state, national, and international policies affecting the health of populations and the practice of nursing. The nurse's role in the legislative/political process is examined. Issues such as access to health care, insurance reform, malpractice, and institutional policies affecting advanced practice nursing are analyzed.

**MSN 7750****3 credits****Teaching and Learning in Nursing**

The purpose of this course is to introduce the student to various domains of learning which are applied to the classroom and clinical environments, including specific student populations and nursing in-service settings. Approaches to the teaching/learning process that are explored include learning theories, assessment of specific population cohort needs, the designing of teaching plans, and evaluation of the outcomes of learning.

**MSN 7751****3 credits****Client-Focused Teaching**

This course focuses on the teaching role of the nurse's professional practice. Students discuss theories related to client education and how to apply the theories to practice settings. Students explore ways in which factors such as motivation, health beliefs, stage of development, and culture affect the teaching/learning process. A variety of teaching techniques and materials are observed, practiced, and evaluated during a 32-hour practicum with an approved mentor. Students synthesize current client-focused education research into evaluations of current educational material and real-life practice.

<p><b>MSN 7752</b> <b>3 credits</b></p> <p><b>Clinical Teaching and Evaluation</b></p> <p>This course is designed for the nurse whose role includes teaching in the clinical setting. The learners may be nursing students or nursing staff members. The intention of the course is to expose students to the skills and attitudes necessary for effective teaching and subsequent evaluation in the realm of the clinical setting. Concepts such as formative and summative evaluations are addressed as they relate to clinical teaching. Students participate in a 32-hour practicum with an approved mentor. Current clinical teaching research is evaluated for application in the clinical setting.</p>	<p><b>MSN 8501, 8502, 8503</b> <b>1 credit</b></p> <p><b>Independent Studies</b></p> <p>Students register for these courses when they have finished taking MSN 8400 and MSN 8500, yet are NOT finished with the capstone. One course is taken each block until the capstone is complete. This course requires approval from a graduate nursing advisor.</p>
<p><b>MSN 7753</b> <b>3 credits</b></p> <p><b>Curriculum Development</b></p> <p>Students in this course undertake an in-depth study of curriculum development as it relates to teaching in nursing programs or continuing education workshops. Students construct a curriculum, including its philosophical underpinnings, broad goals, learning objectives, teaching methods, and evaluation techniques.</p>	<p><b>MSN 8600-8700</b> <b>3 credits</b></p> <p><b>Capstone</b></p> <p>These courses form the culminating experience for students pursuing the Legal Nurse Consultant emphasis in the Nursing Leadership concentration. Students must complete a practicum, which is structured exactly like the MSN 8400-8500 practicum; there is no choice option for these two courses. Students are assigned an individual faculty member who will provide guidance throughout the process.</p>
<p><b>Practicum Courses</b> <b>3 credits each</b> <b>(for Adult, Family, and Gerontology)</b></p> <p><b>Practicum I</b> <b>Practicum II</b> (see individual concentrations for <b>Practicum III</b> course numbers) <b>Practicum IV</b> <b>Practicum V</b></p>	
<p>MSN students are required to complete a minimum of 600 clinical hours in the program. These 600 hours constitute 15 credits hours. Course numbers vary according to the concentration. All students are expected to complete at least 120 hours each clinical semester in order to enhance learning and progression of clinical skills. A culminating scholarly capstone case study is integrated within the last practicum to complete the clinical experience.</p>	<p><b>MSN 8400-8500</b> <b>3 credits</b></p> <p><b>Capstone</b></p> <p>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.</p>





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