WILMINGTON COLLEGE

Graduate Catalog

2005–2006

WELCOME TO WILMINGTON COLLEGE

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 10,000 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. Introduced in 2005, FUSION programs combine online and face-to-face learning and also recognize prior college-level learning. These programs are designed for students who wish to complete their degree in less time than is possible with traditional courses.

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; 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.

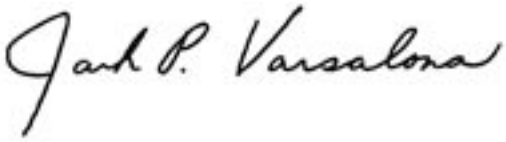
The College provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with 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

Wilmington College is 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.

Our students are provided with the academic tools, practical skills, and "real world" opportunities necessary to advance as leaders in their professions and their communities. We encourage active participation in an education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning. We realize that each student is unique and, as a community, we strive to maximize that unique potential.

We look forward to having you join the Wilmington College family.



Dr. Jack P. Varsalona
President

Accreditation

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

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680
(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 **(302) 734-2594**
3282 N. DuPont Highway **FAX: (302) 734-2618**
Dover, DE 19901

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

Wilson Graduate Center **(302) 295-1117**
31 Read's Way **FAX: (302) 295-1123**
New Castle, DE 19720

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

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THE GRADUATE ADMISSIONS PROCESS

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, any Master of Education program, or the Master of Arts in Teaching program should contact the Office of Graduate Admissions at (302) 295-1117.

Program Admission

Admission requirements for specific programs 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

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 Student Financial Services 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: **http://www.fafsa.ed.gov.** You may also obtain student aid applications and/or forms from the Office of Student Financial Services 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 Student Financial Services 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 or the Student Financial Services Office 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 Student Financial Services Office for a copy of this publication.

STUDENT SERVICES AND ACTIVITIES

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 191,000 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.

There are two library centers available for students at other locations: one at the Dover site and one at the Wilson Graduate Center. The library centers provide Internet access to WebCat, e-books, and electronic databases. Services include reference, interlibrary loan, PowerPoint tutorials, individual instruction, and assistance with using resources. Students at Georgetown and Rehoboth Beach may use the Stephen J. Betze Library at Delaware Technical & Community College Southern Campus. Services include reference, borrowing privileges, individual instruction, and assistance with using resources.

Information about the library can be found on the Wilmington College web site at: **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. An alumni representative is elected to the College's Board of Trustees and participates in College governance. Comprised of undergraduate and graduate alumni, the Association recruits students to the institution and communicates students' accomplishments to the community-at-large. It also is involved in coordinating special events and fund-raising activities.

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

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
100-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses

Graduate Courses

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

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

The grades of "F", "FA" and "NA" are used in computing the grade point average. Courses with grades of "F", "FA" and "NA" 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, **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 Student Financial Services 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 choose 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" or "NA."

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 health care provider should be submitted to the Student Financial Services 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" or "NA."

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript, as well as the previous grade earned. For the purpose of grade point average (GPA) computation, the new grade will be used so that only one grade is calculated into the cumulative GPA. 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.

Prior Learning Assessment
(Competency-Based Evaluations)

The College offers graduate students in selected programs the opportunity to obtain academic credit for learning that has taken place outside the traditional classroom setting. As a result, the College may award graduate credit through Prior Learning Assessment (PLA) of post-baccalaureate experiences at the discretion of the academic division. PLA involves preparing a portfolio which will be reviewed by a qualified faculty member. The portfolio must include evidence relevant to the area in which credit is sought and demonstrate clear achievement and thorough understanding of the subject matter. For more information concerning graduate PLA credit, contact your academic program advisor.

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 Assistant 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 Assistant Vice President or 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 progress 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", "FA" or "NA" 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.

Academic Integrity

Students of Wilmington College are expected to be honest and forthright in their academic pursuits. It is inappropriate conduct to falsify the results of research; include someone else's words, ideas or data as one's own as well as one's own previously submitted work (plagiarism) without proper credit being given. It is also inappropriate to intentionally use or invent information or the falsification of research or other findings (fabrication). When

a student places his or her name on submitted work, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. Additional information may be found in the Wilmington College Student Handbook.

Student Conduct

Wilmington College is a community of individuals who come together to learn, work and grow in character. Students are expected to conduct themselves in a mature and responsible manner that demonstrates commitment to the ideal of honorable behavior for oneself and the community as a whole. Students are also responsible for being familiar with and abiding by the policies and regulations of the College, which are communicated in the College Student Handbook. Copies of the handbook are available in the Office of Student Affairs.

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 Student Financial Services 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
- 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 29292-4605

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.

ADMINISTRATION OF JUSTICE

CRIMINAL JUSTICE FOR THE 21ST 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.

COMMUNITY COUNSELING

MASTER OF SCIENCE

Admission

Please refer to ***"The Graduate Admision Process"*** section for general graduate admission information. Applicants for admission to the Master of Science degree in Community Counseling (MSCC) should request an MSCC admissions application packet from the Wilmington College Graduate Admissions Office. Applicants may apply for regular admission to begin studies in the fall term by submitting a fully completed application that includes all requested supporting documentation. Applicants may apply for early admission to begin studies in the spring term pending availability of space. Early admission applicants who are not selected for spring term admission will be notified and offered the opportunity to be considered for regular admission in the fall term. All applicants must submit the following:

1. A graduate application for admission to Wilmington College and a non-refundable application processing fee ($25.00).
2. Official transcripts sent directly to the Wilmington College Graduate Admissions Office from all accredited colleges, universities, or other degree-granting institutions attended at the undergraduate and graduate levels. Official verification of completion of a bachelor's degree is required prior to matriculation.
3. Typed written responses to the two required MSCC thought questions included in the MSCC admissions application packet following the guidelines specified therein.
4. Two Recommendation Forms for Graduate Admission included in the MSCC admissions application packet completed by individual references who can attest to an applicant's aptitude for graduate-level study, openness to self-reflection, and personal and professional self-development. Letters of recommendation may supplement the forms but are not acceptable in lieu of the forms.
5. A current resume.
6. A signed copy of the MSCC Program Retention statement included in the MSCC admissions application packet.

The MSCC program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the MSCC admissions committee. Applicants who have met the MSCC program standards on all of the admissions application packet materials will then be invited to continue the second stage of the admissions application process by attending on-campus interviews (group and individual) with the admissions committee. Decisions regarding final acceptance are made by the MSCC admissions committee following these interviews. Successful applicants typically have an undergraduate

grade point average (GPA) of 3.0 or better, documented work or volunteer experience in a "helping endeavor", excellent references, very good interpersonal awareness and communication skills, and have articulated a compelling interest in the profession of counseling. The MSCC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and it adheres to the competitive enrollment standards required by CACREP. Before entering the MSCC program, an applicant must complete all steps of the admissions process, receive formal notification of acceptance into the program, submit a signed copy of the MSCC program admissions policies and procedures agreement, and attend a required orientation meeting.

Program Purpose

The Master of Science degree program in Community Counseling (MSCC) is designed to prepare students to be practicing counselors in a variety of community counseling and mental health settings. The MSCC program emphasizes the role of helping relationships and the development of counseling skills throughout the curriculum. Two field experiences (practicum [100 hours] and internship [600 hours]) are required. Students are qualified to sit for the National Counseling Exam (NCE) administered by the National Board of Certified Counselors (NBCC) which awards National Certified Counselor (NCC) status to those students who pass the NCE and successfully complete the MSCC program. Following 3200 hours of post-master's supervised experience by a licensed professional, individuals who have NCC status may apply for state licensure to become a Licensed Professional Counselor of Mental Health (LPCMH) in the state of Delaware.

Community Counseling Program Competencies

Communication Skills

1. Demonstrate advanced oral and written communication skills.

Technological Skills

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

Knowledge

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

Personal and Professional Identity

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

Required Core Course Curriculum (33 credits)

MCC 6401 Theories of Counseling (3 credits)
MCC 6402 Human Development (3 credits)
MCC 6502 Tools & Techniques of Individual Counseling (3 credits)
MCC 6505 Principles & Practices of Community Counseling (3 credits)
MCC 7202 Group Counseling (3 credits)
MCC 7203 Counseling for Career Development (3 credits)
MCC 7605 Counseling Diverse Populations (3 credits)
MCC 7805 Appraisal Techniques (3 credits)
MCC 7806 Research & Evaluation (3 credits)
MCC 6901 Classification of Psychopathology (3 credits)
MCC 7501 Family Counseling (3 credits)

Required Field Experiences (15 credits)

MCC 7905 Practicum (Community Site) (3 credits)
MCC 8000-03 Internship (Community Site) (12 credits)

The practicum and internship field experiences are supervised by experienced professionals at the field sites in conjunction with the MSCC program faculty.

Supplemental Optional Electives

MSA 7701 Administration in Student Affairs (3 credits)
MSA 7702 Student Dev. in a College Setting (3 credits)

The total number of credits required for the Master of Science degree in Community Counseling is **48** in the required courses identified above. However, students may supplement these required courses with additional elective courses from the MSCC program and other graduate programs at Wilmington College. Upon admission to the program, each student is assigned an academic advisor who guides and assists the student with the varied demands of the program, including curricular decisions.

Qualifications for the Master of Science Degree

To qualify for the Master of Science degree, a student must complete the prescribed 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. Students are expected to demonstrate competencies in the eight core areas required by CACREP and the NBCC. The MSCC program requires completion of a comprehensive examination as part of the graduation requirements.

Students are evaluated throughout the program in three major areas:

1. ***Academic Performance:*** Each student is expected to maintain at least a 3.0 GPA. MSCC students with superior academic performance may be eligible for membership in the Chi Sigma Iota Honor Society.

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 the counseling profession as specified in the Code of Ethics of the American Counseling Association.

MASTER OF BUSINESS ADMINISTRATION

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 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. (See Admission to the MBA Program and Advancement to Degree Candidacy, below.)

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. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to business issues.
2. Utilize research methods and findings as they apply to business issues.
3. Demonstrate advanced oral and written communication skills.
4. Apply legal and ethical principles to guide professional behaviors and decision-making in organizations.
5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning by growth in understanding one's values, mission, goals, and objectives.
6. Apply the principles associated with a pluralistic society to increase respect for the multicultural world of today's organizations.
7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in an organization.
8. Demonstrate the ability to access, use, and evaluate information and information technologies in an organizational context.
9. Demonstrate flexible thinking while maintaining a results-oriented outlook.
10. Demonstrate the appropriate use of quantitative analysis and the principles of operations management as they apply to efficiently operating today's complex business organizations.
11. Demonstrate the ability to apply the principles of financial management to operate and control costs and expenditures and ensure the efficient operation and strong fiscal future of the organization.
12. Prepare a strategic plan that will critically examine the organization's internal and external environments and select creative, feasible business alternatives.

Program Design

The philosophy of the Wilmington College MBA program is closely aligned with its instructional format. 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 that 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 12 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.

Admission to the MBA Program and Advancement to Degree Candidacy

Students in the MBA Program are advanced to degree candidacy after completing four courses with a minimum G.P.A. of 3.0, provided they have:

1. Submitted two letters of reference.
2. Submitted an official transcript from their undergraduate institution confirming receipt of their baccalaureate degree.
3. Successfully completed a writing assessment.
4. Completed at least three credits in undergraduate mathematics with a grade of "C" or better at the level of college algebra or higher, or successfully completed the Wilmington College elementary algebra skills analysis examination.
5. Completed a credit or non-credit course in word processing, spreadsheet and presentation software applications or successfully completed the Wilmington College office software proficiency examination.

6. Completed at least three credits in each of the following prerequisites (may be satisfied through challenge by examination) at the undergraduate level with a grade of "C" or better:
    a. Accounting or Finance (MHR 7830, Finance and Accounting for Managers or equivalent)
    b. Economics (ECO105, Fundamentals of Economics or equivalent)
    c. Management (BBM 201, Principles of Management or equivalent)

Students missing any of these items will not be permitted to continue their MBA studies until the deficiency or deficiencies have been eliminated. Students who have completed three courses without fulfilling the requirement for an undergraduate management course must register for and successfully complete MGT 6501 as their fourth course.

* Students without undergraduate management coursework will be required to complete Organizational Management, MGT 6501 within their first four courses.

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.

Major Field Examination

MBA students are required to complete a major field assessment during their capstone course, MBA 8800, Strategic Planning. This examination is a comprehensive assessment of the knowledge and understanding gained in the graduate business administration curriculum. Results of the major field assessment are a factor in determining the student's MBA 8800 course grade.

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
MGT 6501	Organizational Management
MBA 7200	Financial Management
MGT 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
MGT 6501	Organizational Management
MBA 7200	Financial Management
MGT 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.

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. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to management.
2. Demonstrate the use of the scientific method as a framework for solving management, organizational, and societal problems.
3. Demonstrate advanced oral and written communication skills.
4. Apply legal and ethical principles to guide professional behaviors and decision-making.
5. Develop a sense of self-awareness and a commitment to self-directedness, self-discipline, and lifelong learning through an understanding of one's principles and values.
6. Apply the principles associated with a pluralistic society to increase respect for the multicultural world of today's organizations.
7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in organizations.
8. Demonstrate the ability to access, use, and evaluate information and information technologies.
9. Demonstrate flexible thinking while maintaining a results-oriented outlook.
10. Develop an understanding of contemporary management models and theories.

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 Communication
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 6503 Administrative Law
MPA 7202 Public Budgeting Systems
MPA 7502 Analysis of Public Policy

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 application 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

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 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. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them appropriately to defined leadership issues.
2. Utilize research methods and findings as they apply to leadership issues.
3. Demonstrate advanced oral and written communication skills.
4. Apply legal and ethical principles to guide professional behaviors and decision-making in organizations.
5. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning by growth in understanding one's values, mission, goals, and objectives.
6. Apply the principles associated with a pluralistic society to increase respect for the multicultural world of today's organizations.
7. Recognize how personal choices, attitudes, behaviors, and the ability to work in teams affect self and others in an organization.
8. Demonstrate the ability to access, use, and evaluate information and information technologies in an organizational context.
9. Demonstrate flexible thinking while maintaining a results-oriented outlook.
10. Develop an understanding of contemporary leadership models and theories.
11. Develop demonstrable skills for effective, reflective, and ethical leadership.

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." Books and syllabi are delivered to students. They 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.) 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 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 12 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

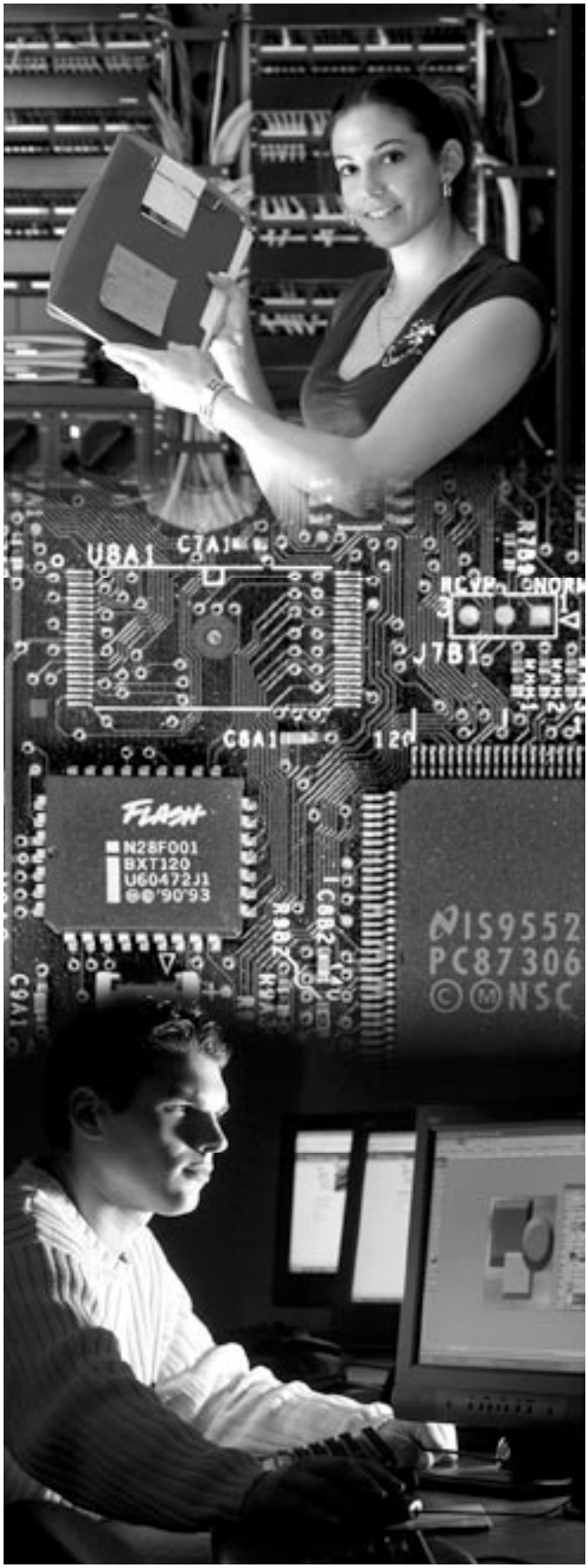
The first three courses, designed by the Division of Business, interrelate the various business concepts necessary to understand a typical for-profit operation. The first course is primarily an overview of business and economics, while the second course offers hands-on application of the concepts. Central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

INFORMATION SYSTEMS TECHNOLOGIES

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 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 information technology (IT) as informational/business assets, and clearly capable of demonstrating uses of management skills in IT 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:

1. Demonstrate a thorough grasp and understanding of informational practices that are grounded in theory and tempered by experience;
2. Demonstrate effective oral and written communications skills;
3. Demonstrate the enduring value of self-learning and team-learning skills associated with the constantly evolving Information Technology industry;
4. Apply appropriate skills and knowledge from accounting, finance, human resources, marketing, and production to workplace events;
5. Synthesize creative solutions recognizing the interdependence of various components in all organizational systems;
6. Demonstrate an understanding of professional and ethical behavior in an Information Technology environment;
7. Demonstrate the ability to apply various models concerning planning, organizing, controlling, and actuating an informational environment within a modern organization;
8. Understand the significance of "design" from an engineering/interactive perspective, in the development and use of informational assets;
9. Demonstrate the ability to effectively research, synthesize, and employ informational resources in practical applications.

Program Design

The Graduate Program in Information Systems Technologies is designed using guidelines as published jointly by the Association for Computing Machinery and the Association for Information Systems. Students who successfully complete the graduate degree program in Information Systems Technologies will possess a working command of current informational practices that can 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 (IS) field. Graduates will have the following skills, knowledge, and values:

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

MS-IST Program Requirements

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

IRM	100	Fundamentals of Information Systems
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 professionals 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 IS graduates. 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	8100	Integrating the Enterprise, IS Function, and IS Technologies - 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 IST 8100 is required for program completion.

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	6020	Human Computer Interaction
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 Information Technology
IRM	6030	Human Factors in Information Systems
IRM	6040	E-Business Architectures
IRM	6050	Advanced Relational Data Base Systems
IRM	6060	Expert Systems/DSS
IRM	6080	Enterprise-wide Competitive Solutions
IRM	6090	Topics in Information Resource Management
IST	8101	Field Experience/Internship (Associated with Concentrations/Career Tracks)

Supervised Field Experience/Internship

Students in the final year of the program who have completed the majority of the program requirements will be required to enroll in a three-credit hour supervised field experience/internship. Students must have completed IST 8100 or be simultaneously enrolled in that course before registering for IST 8101.

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 completed in a minimum of 36 credits by students with considerable preparation.
Such students would take:

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

For students with no advanced preparation, a program of up to 54 credits may be required:

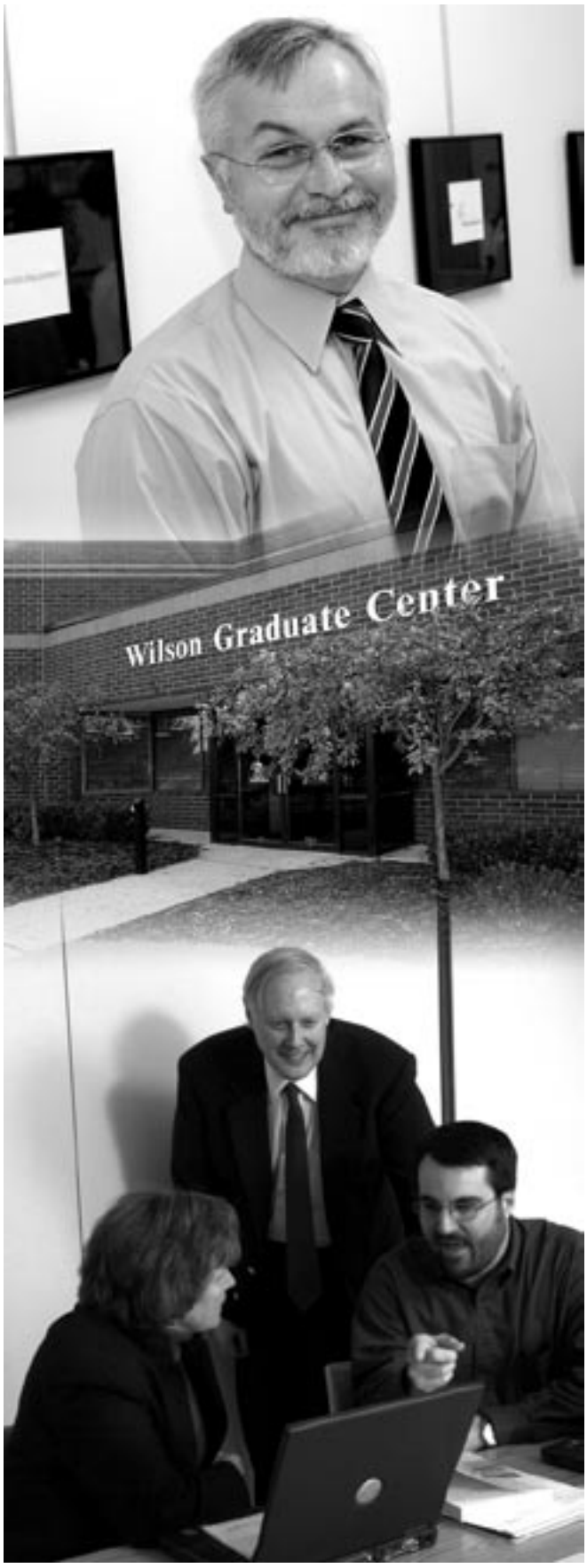
- 9 credits of IS foundations;
- 9 credits of business foundations;
- 15 credits of core courses;
- 3 credits of integration;
- 15 credits of career track;
- 3 credits of Field Experience/Internship.

Qualifications for Degree

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

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP



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, and other personnel committed to the concept that those responsible for the nation's educational agenda must be innovative leaders. The program prepares students to translate research into effective systems of instruction, supervision, and leadership. It features a core of studies and a dissertation. This program of studies meets the needs of public, private, and post-secondary educators.

The program format allows for completion of course work in just over three 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

The Educational Leadership Concentration of the Doctor of Education Program is designed to produce educational leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
7. Providing significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills in Competencies 1-6 through substantial, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.

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 27 credit hours emphasizing Curriculum/ Instruction and Supervision/Administration.

A second feature consists of field components totaling 12 credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the college setting that complement their program coursework. The field component aspect of the program provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems in a school district.

The third feature of the program is a research component consisting of three courses and the dissertation that serves as a culminating activity for all previously completed courses and the field components. Students must be raised to candidacy before beginning the dissertation component of the program. This doctoral dissertation itself totals 9 credit hours.

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 36 credit hours)
Phase III: Field Component Completion (completing 12 credit hours)
Phase IV: Degree Candidacy (completing degree candidacy review)
Phase V: Dissertation Completion (completing the applied research dissertation and related oral presentation—9 credit hours)

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

Coursework	**(36 credits)**
Field Components	**(12 credits)**
Dissertation Project	**(9 credits)**

Course Requirements

Course	Title
EDD 7000	Experiential Learning: Leadership Issues
EDD 7106	Disciplined Inquiry I
EDD 7107	Disciplined Inquiry II
EDD 7101	Pluralistic Communities: Administrative Issues
EDD 8102	Leadership Practicum
EDD 7202	Leadership Dynamics and Data-Driven Decision Making
EDD 7204	The Art of Leadership
EDD 7100	Curriculum Engineering
EDD 7105	Leadership, Equity, and Educational Law
EDD 7300	Policy Sys./Analysis, Eval., and Implementation
EDD 7301	Finance, Resource Devel. and Implementation
EDD 8103	Internship
EDD 7200	Supervisory Behavior
EDD 7201	Managing Human and Material Resources
EDD 7402	Problem-Centered Research I
EDD 8104	Field Experience Assessment
EDD 9000	Dissertation Project
EDD 9001	Dissertation Project
EDD 9002	Dissertation Project
EDD 9003	Dissertation Project Continuation (if needed - 0 credit ½ tuition)

* Students in Cohorts 10 through 14 will follow the Course Requirements listed in the 2004-2005 Graduate Catalog. Students in those cohorts should consult with their advisor regarding changes in semester schedules.

Dissertation Project

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

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating dissertation project is required. Course work and the dissertation should be completed in just over three years. The entire program must be completed within seven years. If the program is not completed within a seven-year period, a petition for reinstatement is necessary. Students may need to re-take the Problem-Centered Research course(s) to be reinstated.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

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 concentration in Organizational Leadership is designed for professional development of specialists, administrators, corporate trainers, higher education faculty and administrators, and other personnel who desire to become innovative leaders. The Organizational Leadership program prepares students to translate research into effective systems of supervision and leadership. It features a core of studies, a field component, and a dissertation project. This program of studies meets the needs of private and post-secondary educators, as well as corporate trainers and other professionals.

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

Program Competencies

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

1. Articulate and model core beliefs of the organization and effectively demonstrate how to take action to achieve the organization's vision, mission, and goals.
2. Promote a positive organizational culture and design comprehensive professional growth plans for staff.
3. Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborate with employees and other learning organization 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.
7. Manage change and effectively develop strategies for implementing change that can transform the culture of the organization.

Program Design

The Doctor of Education in Organizational Leadership 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 course work that includes research courses and the flexibility to take up to 15 hours of electives.

A second feature consists of a field component totaling a minimum of six credit hours. The field components provide students the opportunity to engage in problem-based experiences outside the college setting that complement their program coursework. The field component aspect provides the opportunity for the student to apply the knowledge and theory learned in the core courses to the solution of specific problems.

The third feature of the program is a research experience consisting of at least three research courses and the dissertation that serves as a culminating activity for all previously completed courses and the field components. Students must be raised to candidacy before beginning the dissertation component of the program. This doctoral dissertation totals 9 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 including Electives (completing a minimum of 36 credits hours)

Phase III: Field Component Completion (completing a minimum of 9 credit hours)

Phase IV: Degree Candidacy (completing degree candidacy review)

Phase V: Dissertation Completion (completing the dissertation project and related oral presentation — 9 credit hours)

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

Coursework Including Electives	**(36 to 42credits)**
Field Components	**(6 to 12 credits)**
Dissertation Project	**(9 credits)**
	Total – 57

Course	Title
EDD 7000	Experiential Learning: Leadership Issues
EDD 7106	Disciplined Inquiry I
EDD 7107	Disciplined Inquiry II
EDD 7101	Pluralistic Communities: Administrative Issues
EDD 8102	Leadership Practicum
EDD 7202	Leadership Dynamics and Data-Driven Decision Making
EDD 7204	The Art of Leadership
EDD 7300	Policy Systems/Analysis, Evaluation, and Implementation
EDD 8103	Internship or Approved Elective
EDD 7200	Supervisory Behavior
EDD 7201	Managing Human and Material Resources
EDD 7402	Problem-Centered Research I
EDD 7403	Problem-Centered Research II or EDD 8104 Field Experience Assessment
EDD 9000	Dissertation Project
EDD 9001	Dissertation Project
EDD 9002	Dissertation Project
EDD 9003	Dissertation Project Continuation (if needed – 0 credit ½ tuition)

PLUS ELECTIVES to complete 57-credit graduation requirement

Dissertation Project

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

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 57-credit hour program with a minimum 3.0 grade point index. A culminating dissertation project is required. Course work and the dissertation should be completed within a four-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. Students may need to re-take the Problem-Centered Research course(s) to be reinstated.

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.
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: 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 BlackboardTM. 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 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 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. Results from the Test of English as Foreign Language (TOEFL) for international students.

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
MAS 7601 *Education of Diverse Populations and 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
MAS 7651 Adolescent Growth and Development
MAS 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: Staff Selection, Appraisal, and Renewal
**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)

Qualifications for Degree

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

Economics for Educators Certificate Program

Purpose

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

Program of Study

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

ELEMENTARY & SECONDARY SCHOOL COUNSELING

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. Results from the Test of English as Foreign Language (TOEFL) for International students.

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

Program Purpose

The Master of Education program in School Counseling at Wilmington College 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 counseling theories necessary for a professional counselor. Counselors are trained in individual and group counseling, in parent and professional consultations, and in leadership and student advocacy. The program enables student counselors to acquire knowledge, skills, and the clinical experience needed to become elementary, middle, and secondary counselors in a developmental and multicultural school setting.

Outcomes Assessment

Formative and summative assessment outcomes consist of multiple measures. Grades on assignments and final course grades are the first level of assessment. 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 the clinical course experience. Other assessments include direct observation of skill development and alumni surveys assessing program effectiveness.

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 curriculum for the Master of Education in Elementary and Secondary School Counseling, a 36 or 42 semester credit program, is based on the National and State Model School Counseling Program in three broad areas described by the American School Counseling Association (ASC): academic/developmental, career development, and personal/social development. In addition to the 11 required courses, students with three years as a lead teacher complete a one semester, six credit hour supervised practicum under the direction of a certified counselor and supervision of a Wilmington College faculty member. Students without the three years of required school experience complete two semesters, 12 credit hours of supervised internships totaling 1,000 hours.

Program Requirements

Students are expected to complete all requirements associated with the Master of Education degree with a concentration in School Counseling which includes both traditional course work as well as clinical experiences. Students with a teaching background are required to complete a 6 credit, one semester practicum experience. Students who lack a teaching background are required to complete 2 clinical courses (Internship I and Internship II) which span two semesters. In addition, all students are expected to develop a program portfolio which focuses on program, graduation, and state and national competencies.

Current New Jersey requirements state that one must complete a program which consists of 48 graduate credit hours that are distributed among various areas of a counseling program. Therefore, more course work is required to meet the 48 minimum credit hours. The following courses have been approved by the Office of Licensure and Credentials of New Jersey to meet credits and course content areas: Ethical Issues in Counseling (MEC 6607), Multicultural Counseling (MEC 6608), Drug and Alcohol Counseling (MEC 6600) and Classification of Psychopathology (MCC 6901).

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, 6501, 6502, 6503, 7202, 7203, three additional courses (total of nine) and a meeting with the site education advisor and the program coordinator.

Qualifications for Degree

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

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

ELEMENTARY SPECIAL 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 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. Results from the Test of English as Foreign Language (TOEFL) for international students.

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 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.

Program Requirements

To obtain a Master of Education degree in the Elementary Special Education program, students must complete five courses as program prerequisites. Some of these courses require 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 April 1 or for the spring semester by October 15. 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. Successful results from the appropriate PRAXIS II test are also required before student teaching.

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

MAS	7602	School in a Multicultural Society
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)

MAS	7602	The School in a Multicultural Society
MAS	7651	Adolescent Growth and Development
MEC	6501	Principles and Practices of the Guidance Program
MEC	7203	Career Development and Information Services

MED 7703 Curriculum and Teaching: Research, Theory, and Practice
MED 7704 Education for Equity and Social Justice
MEE 7631 Child Growth and Development
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 7503 School and Community: Building a Shared Vision
MED 7708 Curriculum Leadership
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.

ELEMENTARY STUDIES

MASTER OF EDUCATION

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

As a result of a new federal mandate, HOUSSE (Highly Objective Uniform State Standards of Evaluation), 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. Therefore, beginning with students who start in fall 2005, or later, the appropriate PRAXIS II test will be required.

For those students who 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. Results from the Test of English as Foreign Language (TOEFL) for international students.

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 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 elementary grades K-6 level in the State of Delaware. The curriculum is a nationally recognized alternative route to certification. 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. Wilmington College will accommodate teachers who are already certified with alternative experiences for the clinical semester.

The primary components of the program are the course sequence of 12 courses totaling 33 credit hours and the clinical experiences totaling an additional 15 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. The appropriate PRAXIS II test must be passed prior to student teaching. 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.

Course Requirements

Elementary Education: Kindergarten – Grade 6

MEE	7631	Child Growth and Development
MEE	7603	Strategies for Effective Teaching
MEE	7632	Language and Literacy
MEE	7635	Professional Issues Related to Family, School, and Community
MEE	7601	Education of Diverse Populations/Exceptional Children in the Elementary School Setting
MEE	7607	Health and Physical Education
MEE	7636	Fine Arts & Literature for Children and Adolescents
MEE	7604	Technology for Instruction
MEE	7633	Integrated Methods for Teaching Elementary Reading and Writing
MEE	7634	Integrated Methods for Teaching Elementary Social Studies
MEE	7637	Integrated Methods for Teaching Elementary Mathematics
MEE	7638	Integrated Methods for Teaching Elementary Science
MEE	7996	Practicum I
MEE	7997	Practicum II
MEE	7998	Practicum III
MEE	8800	Applied Assessment and Research in the Classroom*
MEE	8801	Student Teaching

* Must be taken concurrently with Student Teaching

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

INSTRUCTION: GIFTED AND TALENTED

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).
7. Results from the Test of English as Foreign Language (TOEFL) for international students.

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 weekday 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."

INSTRUCTION: TEACHING AND LEARNING

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 transcipt(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

LITERACY

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 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 current valid teaching certificate is required and teaching experience is preferred.
6. Results from the Test of English as Foreign Language (TOEFL) for international students.

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. Participate in research of literacy.
7. 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 7950	Seminar in Reading Research

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.

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. Evidence of successful work experience in education or a closely related field.
6. Results from TEST of English as Foreign Language (TOEFL) for international students.

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.

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.

Program Competencies

1. Demonstrate knowledge of theories of reading development, individual differences, the nature of reading difficulties, and principles of assessment.
2. Create learning environments to successfully implement a variety of strategies and techniques to teach word identification, phonemic awareness, letter-sound correspondence, vocabulary skills, strategies for comprehension and the construction of meaning, 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 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 certificate of advanced study in reading
- 15 or 18 course credits for a cluster of graduate study in reading
- 36 credits required for the master's and guaranteed Reading Specialist certificate through completion of the approved program
- Add 12 credits beyond the master's to qualify for a State of Delaware certificate as a Supervisor of Reading (experience also required)

Program Requirements

A current valid 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, literature and non-fiction materials for children and adolescents, and measurement, accountability and student learning 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

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 Supervisor

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

MED 7701	Supervisory Leadership: Staff Selection, Appraisal and Renewal
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.

SCHOOL LEADERSHIP

MASTER OF EDUCATION

Admission

Please refer to "The Graduate Admission Process" section of the 2005-2006 Graduate Catalog 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. At least two letters of recommendation from educational leaders (school principals, professors, supervisors, board members, superintendents, etc.) attesting to the candidate's potential for school leadership.
4. Evidence of successful work experience in education or a closely related field.
5. Completion of a writing sample.
6. A program planning conference with an Admissions Counselor, Program Advisor, or the Program Coordinator.
7. Results from the Test of English as Foreign Language (TOEFL) for international students.

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 ten 3-credit courses and a 6-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 through course-embedded internship experiences; a supervised, administrative practicum; and completion of a 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, evaluations 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. Field-based internship components are embedded in every course. The program is normally completed in two years, although accelerated options make it possible to complete the program in one year or less by combining regular courses, summer modular courses, weekend courses, and/or hybrid/modular courses.* A culminating six-credit capstone project (practicum) is required. The capstone project can begin only after the student has achieved full candidacy status (minimum of 12 credits completed with at least a 3.0 GPA and all admission requirements satisfied) and has attended a capstone orientation workshop (workshops are held each semester). The capstone project also requires prior, written approval from a site-based mentor and the designation of a college-based mentor.

* Hybrid/Modular courses combine in-class and on-line instruction over 8-week intervals. Contact the Program Advisor or Program Coordinator for more details on accelerated options and formats. Students choosing the hybrid/modular courses must have a basic understanding of word processing skills and the Internet.

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

OR

MED 7707 The Principalship, 9-12

MED 7708	Curriculum Leadership
MED 7710	Technology and the School Environment
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 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)

or

MED 7707 The Principalship, 9-12 (for the Secondary School Principal/ Assistant Principal certificate

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."

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 & Com: Building a Shared Vision
MED 7709 Personnel Administration

SECONDARY TEACHING: GRADES 7-12

MASTER OF ARTS IN TEACHING

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.

As a result of a new federal mandate, HOUSSE (Highly Objective Uniform State Standards of Evaluation), 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. Therefore, beginning with students who start in Fall 2005, or later, the appropriate PRAXIS II test will be required.

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For consideration and admission to the Master of Arts In Secondary Teaching 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. Results from the Test of English as Foreign Language (TOEFL) for international students.

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

Program Purpose

The Master of Arts in Secondary Teaching 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 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 Arts in Teaching Program is designed for individuals with bachelor's and/or master's degrees in major content areas taught in the middle level and high schools in our region. The program provides individuals with the professional preparation necessary for licensure and certification as "Highly-Qualified" teachers in the content area(s) of their previous degrees.

To be eligible for the program, a candidate will have to (1) hold a degree in secondary content area from a regionally-accredited college or university and (2) provide passing scores on the PRAXIS I (or relevant exemption) tests. At entry, previous transcripts of candidates will be carefully reviewed to determine if they had completed the content-area coursework required by NCATE Standards. Any gaps in such coursework will be completed before student teaching. Also prior to student teaching, the candidate will have to pass the appropriate PRAXIS II content area test(s). Additional content area coursework may be necessary for candidates not initially successful in completing the PRAXIS II test(s).

As is the current Master's Degree in Elementary Education (for elementary teachers), the MAT Program is an attractive route into middle level and high school teaching for individuals coming into the field from other professions. In a relatively short period of time (1 1/2 to 2 years), the program will prepare candidates to teach middle level and high school students in the content area(s) of their previous majors. When they complete the program, successful candidates will enter or move forward in the teaching profession (and will be compensated) at the master's degree level. Through the program, candidates will be prepared to face the challenges of teaching in a middle or high school classroom and better able to help students meet the more rigorous content standards required of them today.

Two kinds of candidates will be accommodated through the MAT program. The first will include individuals who are already employed in middle level or high school teaching positions in the content area(s) of their previous majors and who need licensure and certification. The second will be individuals not employed as middle or high school teachers, who are seeking licensure and certification for eventual employment in the teaching profession.

Program Requirements

Students are expected to complete all requirements associated with the Master of Arts in Secondary Teaching degree, including both course work and clinical experiences. The PRAXIS I: PPST must be passed prior to admission to MAS 7801 (Practicum/ Pedagogical Approaches to Teaching in the Middle and High School). PRAXIS II in the appropriate area must be passed prior to taking MAS 8801 (Student Teaching).

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.

Course Requirements

Secondary Requirements

Secondary Teaching: Grade 7-12

MAS 7651 Adolescent Growth and Development (3)
MAS 7603 Strategies for Effective Teaching (3)
MAS 7652 Reading in Content Areas (3)
MAS 7601 Education of Diverse Populations & Exceptional Children in the Middle and High School (3)
MAS 7602 School in a Multicultural Society (3)
MAS 7604 Technology for Instruction (2)
MAS 7701 Classroom Culture and Student Behavior (3)
(Prerequisite: MAS 7603 Strategies for Effective Teaching)
MAS 7996 Practicum I (1)
MAS 7997 Practicum II (1)
MAS 7998 Practicum III (1)
MAS 7801 Practicum/Pedagogical Approaches to Teaching in the Middle and High School (4)
(To be taken the semester prior to MAS 8801, Student Teaching/Internship. Pre-requisites include: MAS 7601, MAS 7602, MAS 7604, MAS 7651, MAS 7652, MAS 7701, MAS 7998 and passing all sections of PRAXIS I: PPST)
MAS 8800 Applied Assessment and Research in the Classroom (3)
(This course must be taken in conjunction with MAS 8801 Student Teaching/Internship)
MAS 8801 Student Teaching/Internship (9)
(Admission to MAS 8801 Student Teaching/Internship requires: successful completion of appropriate PRAXIS II Content Area Test, or completion of a 30-hour concentration, and completion of all required program content courses)

Qualifications for Degree

A portfolio and journals are required for the clinical experience. The portfolio must demonstrate a mastery of program competencies based on the Delaware Professional Teaching Standards and related to the Division of Education Conceptual Framework.

NURSE PRACTITIONER: FAMILY, ADULT/GERONTOLOGY

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 in any classes.***

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
MSN 6691 Critical Inquiry

Nurse Practitioner Concentrations

Program Design

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

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

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

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/Gerontology Nurse Practitioner Concentration

This program requires the student to complete 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.

Adult/Gerontology 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/Gerontology
MSN 8214	Practicum II – Adult/Gerontology
MSN 8224	Practicum III – Adult/Gerontology
MSN 8331	Practicum IV – Adult/Gerontology
MSN 8344	Practicum V – Adult/Gerontology

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 options for nurses holding an earned MSN degree who seek to become a nurse practitioner for the first time or who seek another concentration as a nurse practitioner.

All candidates for any postmaster'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.

Post-MSN Certificate Course of Study

This course of study is for nurses with an earned Master of Science in Nursing, but not as a nurse practitioner.

Adult Nurse Practitioner (24 credits/ 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 (30 credits/ 500 clinical hours)

MSN 6603 Advanced Pathophysiology*
MSN 7701 Child Development and Assessment
MSN 7702 Advanced Adult Health Assessment
MSN 7703 Advanced Pharmacology*
MSN 7704 Primary Care I: Acute and Chronic Care of Children
MSN 7705 Primary Care II: Acute and Chronic Care of Adults
MSN 7707 Primary Care III: Gender Health Issues
MSN 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 (24 credits/500 clinical hrs)

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

This course of study is for nurses with an earned Master of Science in Nursing as a nurse practitioner and require study in another concentration.

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

MSN 7701 Child Development and Assessment
MSN 7704 Primary Care I: Acute and Chronic Care of Children
MSN 7707 Primary Care III: Gender Health Issues*
MSN 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/500 clinical hours)

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/500 clinical hours)

MSN 7702 Advanced Adult Health Assessment
MSN 7705 Primary Care II: Acute and Chronic Care of Adults
MSN 7707 Primary Care III: Gender Health Issues
MSN 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/500 clinical hours)

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

NURSE PRACTITIONER: WOMEN'S HEALTH MSN COMPLETION

MASTER OF SCIENCE IN NURSING

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

Admission Requirements

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.
4. Two written recommendations, using the form included with the application.
5. A written statement of career goals and explanation of reasons for applying to the program.
6. A professional resume.
7. A personal interview and writing assessment are required for the Women's Health Nurse Practitioner MSN completion degree to coordinate the applicant's enrollment.

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

Master of Science in Nursing - 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.

Program Design

An articulation agreement exists between the Philadelphia-based Planned Parenthood Federation of America, Inc. (PPFA) and the Master of Science in Nursing Program at Wilmington College. 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's 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.

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):

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.
- 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.

NURSING LEADERSHIP: EXECUTIVE, EDUCATOR, OR LEGAL NURSE CONSULTANT

MASTER OF SCIENCE IN NURSING

Admission

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

1. A completed Wilmington 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 an undergraduate 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

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

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 program, students must complete all courses, consisting of 36 credit hours, while maintaining a grade point average of 3.0 or better. Students complete course work with an emphasis in executive practice, the educator role, or the legal nurse consultant role. The program is interdisciplinary, with course work through the Divisions of Education and Business in addition to the Division of Nursing. An individualized course of study may be designed to meet career goals. Technology is integrated into the program, and selected nursing courses may be offered in a distance-learning format. Students in all concentrations can spend time in the final capstone courses in a variety of ways, ie. field practice time, small project or research development.

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

Executive

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

Educator

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

Legal Nurse Consultant

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

Course Requirements (Total 36 credits)

Courses are not listed in the order of completion but MSN 6501 is recommended early in the course of study and MSN 6606 is a prerequisite for MSN 6691. Capstone credits are taken near the program's completion.

Core MSN 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

Core Leadership Courses (15 credits)

Students in the executive or educator concentrations may select one of the following:

MSN 6641 Philosophical Perspectives of Nursing Leadership

OR

MSN 6645 Bioethics in Nursing Practice
(**mandatory** for LNC concentration)

MSN 7750 Teaching and Learning in Nursing
MSN 6691 Critical Inquiry
MSN 8400 Capstone*
MSN 8500 Capstone*
MSN 8600 LNC Capstone
MSN 8700 LNC Capstone

*Student selects a field practicum, small project or research study.

Students select 3 courses (9 credits) from the Executive Practice, Education, or Legal Nurse Consulting concentrations.

Executive Concentration (9 credits)

Students 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
(Advisor may approve other choices)

Educator Concentration (9 credits)

Students 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 and the School Environment
(Advisor may approve other choices)

Legal Nurse Consultant Concentration (9 credits)

MSN 7310 Legal Issues in Nursing Practice
MSN 7320 Practices in the Realm of Nursing and the Law
MSN 7330 Entrepreneurship for Nurses

Capstone

The six-credit capstone is earned by completing a field practicum, small project or research study. The student works with faculty from both divisions in a collaborative effort.

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

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

Admission, progression, and graduation requirements are a coordinated effort between the Divisions of Nursing and Business. The dual degree program is 51 credits. Students receive advisement regarding course selection from program advisors. A course selection guide is available from the graduate Nursing Leadership program coordinator.

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 several options for nurses holding an earned MSN degree: Executive, Educator, and Legal Nurse Consultant certificates.

All candidates for the post-master's certificate must make an application to the program as a certificate candidate and must meet the admission requirements for the MSN program. A course of study may be individualized based on the type of MSN held by the candidate.

Certificate Program Competencies

Through completion of the selected certification program, graduates will:

Executive Role

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

Educator Role

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

Legal Nurse Consultant

1. Implement knowledge of the medical and legal system to meet the needs of their clients and society.
2. Negotiate an appropriate role 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.

Course of Study

Executive Role **(15 credits)**

Students in the executive role may select one of the following:

MSN 7750 Teaching and Learning in Nursing

OR

Executive Leadership field practicum

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
(Advisor may approve other choices)

Educator Role **(15 credits)**

MSN 7750 Teaching and Learning in Nursing
Students choose four (4) courses from the following offerings:
Education Leadership field practicum
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
(Advisor may approve other choices)

Legal Nurse Consultant **(15 credits)**

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 7340 LNC Field Practicum

DSN 6010 **3 credits**

Streaming Media

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

DSN 6020 **3 credits**

Human Computer Interaction

Human-Computer Interaction (HCI) involves studies of the interaction among people, computers, and their environment. The impact of HCI regarding human performance effectiveness and efficiency will be examined. The course will also examine important human factor design guidelines that contribute to the development of high quality information 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.

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. Emphasis is placed on the use of software tools and their relationship to compelling web designs. This is a "hands on" course, involving extended amounts of computer lab time. 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.

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 to 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 7000 **3 credits**

Experiential Learning: Leadership Issues

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

EDD 7100 **3 credits**

Curriculum Engineering

The purpose of this course is to examine the roles leaders play in the curriculum design process and in removing barriers to teaching and learning.

EDD 7101 **3 credits**

Pluralistic Communities: Administrative Issues

The purpose of this course is to provide an historical and philosophical overview of policy issues in leadership. Premise: Insights into contemporary learning communities can be obtained by examining their antecedents. Particular emphasis is placed on issues of: 1) Governance - Who influences learning organizations and how? 2) Equity and democracy in learning organizations - How have learning organizations responded to diversity? 3) The individual moral and ethical reasons for becoming a leader - Who should be our leaders?

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. This is a required course for Cohorts 14 and earlier.

EDD 7105 **3 credits**

Leadership, Equity, and Educational Law

This course will focus on ethical and legal issues that arise in educational systems. Its purpose is to provide leaders with the knowledge and skills they need to deal effectively with legal problems, including the ability to practice "preventive law" and to consider creative ways to address problems.

EDD 7106/07 **6 credits**

Disciplined Inquiry I and II

The purpose of this introductory two-course sequence is to further students' understandings of types of data available to leaders and skills needed to read and interpret that data in multiple ways in order to be an effective leader. The course will help students develop skills which will enable them to become reflective practitioners, critical thinkers, and informed consumers of educational research literature.

EDD 7200 **3 credits**

Supervisory Behavior

The purpose of this course is to help students gain the knowledge and skills necessary to promote and sustain an organization's culture that is conducive to teaching and learning.

EDD 7201 **3 credits**

Managing Human and Material Resources

This course examines the following broad topics: personnel administration, negotiations, and contract and facilities management. Recruitment, selection and training of employees, motivation, morale, welfare and benefits, record keeping and its legal aspects are considered. The processes of negotiation, contract language issues, and simulation experiences for both certified and classified employee groups will be covered. Students will also learn how to identify, mobilize, and direct available resources to improve an organization.

EDD 7202 **3 credits**

Leadership Dynamics and Data-Driven Decision Making

This course examines how data can be used in decision-making processes that support the educational visions and missions of learning organizations. Students will learn to identify data that are relevant to educational vision and mission, to analyze the data and use the results to support institutional purposes, and to make recommendations for change.

EDD 7203 **3 credits**

Leading High Performance Learning Organizations

This course examines organizational theory and focuses on the organization as a complex and dynamic structure, emphasizing culture and the change process as it occurs in multiple organizational settings. The process and function of various leadership positions are explored.

EDD 7204 **3 credits**

The Art of Leadership

The purpose of this course is to examine past and current research theory and philosophy relative to leadership development. It explores leadership theory and models to help students understand and prepare for future leadership roles. This course will also explore some of the major paradigms and paradoxes of organizational change and educational reform. Using basic principles of organizational behavior, this course explores how context matters to the sites engaged in change by investigating an organization -- its history, culture, and particular factors that influence how it operates when engaged in systematic reform or improvement efforts.

EDD 7300 **3 credits**

Policy Systems/Analysis, Evaluation, and Implementation

Leaders operate in a complex web of political relationships within organizations, between organizations and their communities, and across levels of government. This course is designed to aid leaders in becoming more effective actors within this web of political relationships. It draws its intellectual base from research and theory in political science and public policy with application through case study and student projects.

EDD 7301 **3 credits**

Finance, Resource Development and Implementation

Finance functions, including development of budgets, purchasing, accounting, insurance, transportation and current problems in handling the business office are examined in this course. Building design, construction, maintenance, life-cycle costing, and finance will also be covered.

EDD 7402-7403 **6 credits**

Problem-Centered Research I and II

These courses will prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. Students will explore the nuances of various inquiry methods, especially those most useful in action research settings. The catalyst of these examinations will be each student's proposed problem, with this course focusing on refining inquiry questions and exploring ways of addressing the problem that will lead to their capstone doctoral learning experience. Students in the Educational Leadership concentration will only take EDD 7402. EDD 7402 is a pre-requisite for EDD 7403 for students in the Organizational Leadership Concentration.

EDD 8100 **3 credits**

Practicum

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. This course is a required course for students in Cohort 13 and earlier.

EDD 8102 **3 credits**

Leadership Practicum

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

EDD 8103 **3 credits**

Internship

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

EDD 8104 **3 credits**

Field Experience Assessment

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

EDD 9000-9003 **9 credits**

Dissertation Project

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

share the results with colleagues. Students who have not completed their dissertations at the conclusion of EDD 9002 will register for EDD 9003 on a continuing basis in order to receive academic advisement and remain in good standing in the program.

EDT 6000 **3 credits**

Computer Basics for Teachers

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.

EDT 6010 **3 credits**

Instructional Applications of Technology

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

EDT 6020 **3 credits**

Emerging Trends in Educational Technology

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

EDT 6030 **3 credits**

Electronic Delivery Systems

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.

EDT 6040 **3 credits**

Special Topics in Educational Computing

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

HCA 7700 **3 credits**

Seminar in Health Care Administration

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.

HCA 7720 **3 credits**

Health Policy and Economics

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.

HCA 7730 **3 credits**

Health Insurance and Reimbursement

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.

HCA 7740 **3 credits**

Legal Aspects in Health Care

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

HCA 7745 **3 credits**

Marketing in the Health Care Sector

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

HCA 7900 **3 credits**

Special Topics in Health Care Administration

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

HCA 8800 **3 credits**

Strategic Management of Health Organizations

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.

IRM 6020 **3 credits**

Ethical Issues in Information Technology

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.

IRM 6030 **3 credits**

Human Factors in Information Systems

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 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 the current topic. ***Prerequisites:*** Information Systems Foundations, Business Foundations.

IST 7000 **3 credits**

Data Management

This course covers the concepts, principles, issues, and techniques for managing corporate data resources. Also covered are techniques for managing the design and development of large database systems, including logical data models, concurrent processing, data distribution, database administration, data warehousing, data cleansing, and data mining. ***No prerequisite***

IST 7020 **3 credits**

Analysis, Modeling, and Design

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***

IST 7040 **3 credits**

Data Communications and Networking

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

IST 7060 **3 credits**

Project and Change Management

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

IST 7100 **3 credits**

IT Policy and Strategy

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

IST 8100 **3 credits**

Integrating the Enterprise,
IS Function, and IS Technologies

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

IST 8101 **3 credits**

Field Experience/ Internship

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.

MAJ 6600 **3 credits**

Criminological Theory

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

MAJ 6601 **3 credits**

Typologies of Crime

Criminal behavior and the various typologies of criminal activity will be studied through applied and theoretical perspectives. Case studies and court cases will be used to highlight the issues that impact on the various types of criminal activity. The course provides an examination of the criminal behavior that has 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.

MAJ 6610 **3 credits**

White Collar Crime

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

MAJ 6611 **3 credits**

Victimology

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

MAJ 6612 **3 credits**

Drugs and Society

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

MAJ 6613 **3 credits**

Mental Health and the Law

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

MAJ 6614 **3 credits**

Addiction Studies

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

MAJ 6615 **3 credits**

Therapeutic Strategies for Criminal Justice Offenders

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

MAJ 6616 **3 credits**

Judicial Procedures

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

MAJ 6619 **3 credits**

Forensic Behavior Analysis

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.

MAJ 6620 **3 credits**

Criminal Justice System: Policy and Process

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 probation 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.

MAS 7601 **3 credits**

Education of Diverse Populations and Exceptional Children in the Middle and High School

Students will learn about and apply concepts directly relating to the educational needs of all 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.

MAS 7602 **3 credits**

School in a Multicultural Society

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.

MAS 7603 **3 credits**

Strategies for Effective Teaching

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.

MAS 7604 **2 credits**

Technology for Instruction

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.

MAS 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 students who are in secondary grades. 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 student in a secondary grade that includes an evaluation of the student and recommendations for a course of action.

MAS 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 secondary student are required.

MAS 7701 **3 credits**

Classroom Culture and Student Behavior

This course is an in-depth study of practical techniques applied by teachers to deal effectively with student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, teacher candidates will learn about reasons for misbehavior and about several discipline models or options that can be applied by teachers when students misbehave. (***Prerequisite:*** MAS 7603 Strategies for Effective Teaching.)

MAS 7801 **4 credits**

Practicum/Pedagogical Approaches to Teaching in the Middle and High School

This course provides the candidate with the pedagogical approaches and methods needed to effectively plan and deliver lessons in middle level and high school classrooms. The course will focus on approaches to planning lessons, strategies for delivering those lessons in the classroom, skills in assessing student learning during the delivery of lessons, and processes for using assessment

data to evaluate student achievement and lesson effectiveness in the classroom. The practicum component of the course will require the candidate to complete 35 clock hours in a classroom setting in the content area in which the candidate is preparing to teach. In that setting, the candidate will observe instruction, work with individual and small groups of students, and will plan and deliver a lesson. ***Prerequisites:*** MAS 7601, 7602, 7603, 7604, 7651, 7652, 7701, and 7998.

MAS 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. ***Prerequisite:*** valid T.B. clearance. This course is graded A-F.

MAS 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 MAT 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. ***Prerequisites:*** MAS 7996 and valid T.B. clearance. This course is graded A-F.

MAS 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 student and then devise and carry out a remediation plan for that student 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. ***Prerequisites:*** MAS 7997; valid T.B. clearance; MAS 7652 Reading in the Content Areas. This course is graded A-F.

MAS 8800 **3 credits**

Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn major, existing assessment models and approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in the skill and classroom settings and will learn how to use such research for solving problems in those settings. (This course must be taken in conjunction with MAS 8801 Student Teaching/Internship.)

MAS 8801 **9 credits**

Student Teaching/Internship

Students participate in a clinical immersion, including 12 weeks of student teaching in a secondary school. 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, PRAXIS II in the appropriate area, GPA of 3.0, MAS 7998, and completion of all courses. Applications must be submitted by October 15 for spring placements or April 1 for fall placements.

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.

MBA 6043* **3 credits**

Creating the Future

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

***NOTE:** MBA 6032-6043 registration is restricted to students enrolled in the Weekend MBA in Executive Management program only.

MBA 6100 **3 credits**

Managerial Accounting

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 or two semesters of undergraduate accounting

MBA 6300 **3 credits**

Quantitative Methods in Management

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 or undergraduate algebra, calculus and statistics.

MBA 6400 **3 credits**

Economic and Financial Environment of Business

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 or one semester of undergraduate economics.

MBA 6490 **3 credits**

Legal Environment of Management

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.

MBA 7200 **3 credits**

Financial Management

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

MBA 7292 **3 credits**

Investments

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 6100 and 7200

MBA 7293 **3 credits**

Portfolio Theory

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

MBA 7294 **3 credits**

Advanced Financial Analysis

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

MBA 7295 **3 credits**

Corporate Taxation

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

MBA 7296 **3 credits**

International Finance

This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective. Cases are used to supplement problems. ***Prerequisite:*** MBA 6100 and 7200

MBA 7301 **3 credits**

Operations Management

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

MBA 7410 **3 credits**

Managerial Economics for Decision Making

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

MBA 7592 **3 credits**

International Business Management

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

MBA 7594 **3 credits**

Creativity in Management

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

MBA 7600 **3 credits**

Marketing Management

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

MBA 7800 **3 credits**

Current Topics in Business Administration - Finance

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

MBA 8799 **3 credits**

Thesis

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

MBA 8800 **3 credits**

Strategic Planning

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

MBE 5000 **3 credits**

Introduction to the Free Enterprise System

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

MBE 5001 **3 credits**

Applied Business Concepts for Educators

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

MBE 5002 **3 credits**

Business in America: Understanding and Application

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

MBE 5003 **3 credits**

Strategies for Effective Teaching of Economics/Business

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 "*Framework for Teaching*" 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

MBE 5004 **3 credits**

Methods of Teaching Business and Economics

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

MCC 6401 **3 credits**

Theories of Counseling

Classical theoretical approaches to counseling from both the historical and contemporary perspective are examined. Major personality theories, their relationship to counseling theories, and the formation of a personal counseling theory are studied. Application in both clinical and educational settings is emphasized. ***Prerequisite:*** None

MCC 6402 **3 credits**

Human Development

This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theoretical points of view are presented. Appropriate interventions for individuals with social, emotional, and/or cognitive developmental problems are discussed and analyzed. ***Prerequisite:*** None

MCC 6502 **3 credits**

Tools & Techniques of Individual Counseling

This course helps students put counseling theory into practice. The counseling process is discussed in generic terms, regardless of the theoretical base being used. Counseling methods are applied to personal/social development, academic development, decision-making, and crisis intervention. Emphasis is placed on developing skills to counsel clients with special needs. Legal and ethical issues are thoroughly discussed and analyzed. ***Prerequisites or Co-requisites:*** MCC 6401, MCC 6505

MCC 6505 **3 credits**

Principles & Practices of Community Counseling

This course helps students gain knowledge and understanding of community counseling issues and the ethical standards of counseling practice. The administration and function of community counseling agencies are studied, with emphasis on the ethical issues confronting various agencies. The course focuses primarily on counselor certification and licensure, funding, records, and the relationship between ethical practice and the law. ***Prerequisite:*** None

MCC 6901 **3 credits**

Classification of Psychopathology

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

MCC 7202 **3 credits**

Group Counseling

This course investigates group dynamics and group process relating to counseling theory. Student participation in group counseling demonstrations and methods of organizing different types of groups are explored. Students consider which group counseling model and type of setting best lend themselves to the counseling process. Related legal and ethical issues are discussed. ***Prerequisites:*** MCC 6401, MCC 6502

MCC 7203 **3 credits**

Counseling for Career Development

This course provides a lifespan perspective on work/career. The impact of career development theory on the counseling process and the relationship of career guidance and development to college, vocational/technical schools, and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated. ***Prerequisite:*** MCC 6401

MCC 7501 **3 credits**

Family Counseling

This course helps students gain understanding of family and marital systems with emphasis on prominent theoretical modalities and application of relevant techniques to classroom simulations. Students gain experience in dealing with dysfunctional families. The course considers issues such as sexuality, child abuse, substance abuse, sex-equity, and the impact of children with special needs on the family structure. ***Prerequisites:*** MCC 6401, MCC 6502

MCC 7605 **3 credits**

Counseling Diverse Populations

This course explores the social, psychological, cultural, economic, and environmental influences that affect various client populations. The special counseling needs of women, men, racial and ethnic minorities, and the disabled are examined. ***Prerequisite:*** MCC 6401

MCC 7805 **3 credits**

Appraisal Techniques

This course is a survey of psychological tests and instruments used in schools and agencies providing human services. A review of measurement terms precedes the administration, scoring, interpretation, and use of various appraisal instruments, including standardized intelligence, personality, psychomotor, and stress assessment instruments. Statistics necessary to understand test data are examined as students explain the relationship between test data and research. The use of computer technology in the scoring and interpretation of tests is also presented. ***Prerequisites:*** MCC 6401, MCC 6505

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. ***Prerequisite:*** None

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 with a minimum of 40 clock hours in direct client contact. Three fourths (3/4) of the direct client contact is in individual counseling and 1/4 is in group counseling. 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. ***Prerequisites:*** MCC 6401, MCC 6502, MCC 6505, MCC 6901, MCC 7202, plus 12 additional credits, "B" average for all previous coursework

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. Six hundred (600) clock hours are required for the practicum experience with a minimum accumulation of 240 clock hours in direct client contact. Students will attend Group Supervision Seminar facilitated by a faculty supervisor. Group Supervision Seminar hours count toward the required 600 clock hours. ***Prerequisites:*** MCC 7905, "B" average for all previous coursework

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 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.

MEC 7202 **3 credits**

Group Counseling

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

MEC 7203 **3 credits**

Career Development and Information Services

This course examines methods of providing and disseminating information necessary to make educational, career and personal choices, and provides a lifespan perspective on work/career. The impact of career development theory on the counseling process; the relationship of career guidance and development to college, 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.

MEC 7501 **3 credits**

Family Counseling

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

MEC 7502 **3 credits**

The Counselor as Consultant

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.

MEC 7701 **3 credits**

Testing, Measurements, and Research in School Counseling

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.

MEC 7781 **6 credits**

Supervised Elementary Practicum: Elementary

MEC 7782 **6 credits**

Supervised Secondary Practicum: Secondary

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.

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-credit course.

Prerequisites: MEC 6401, MEC 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, plus three additional MEC courses. 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.

MEC 8000-8001 **6 credits variable**

Supervised Elementary Internship I & II

MEC 8802-8803 **6 credits variable**

Supervised Secondary Internship I & II

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.

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 6501, MEC 6502, MEC 6503, MEC 7202, MEC 7203, plus three additional MEC courses. An approved application from the program coordinator is also required.

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 or 6 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 7601 **3 credits**

Education of Diverse Populations and Exceptional Children in the Elementary School

Students will learn about and apply concepts directly relating to the educational needs of all 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.

MEE 7603 **3 credits**

Strategies for Effective Teaching

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.

MEE 7604 **3 credits**

(2 credits for students starting fall of 2005)

Technology for Instruction

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.

MEE 7607 **3 credits**

Health and Physical Education

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

MEE 7631 **3 credits**

Child Growth and Development

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 6. 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-6 that includes an evaluation of the child and recommendations for a course of action.

MEE 7632 **3 credits**

Language and Literacy

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.

MEE 7633 **3 credits**

Integrated Methods for Teaching
Elementary Reading and Writing

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

MEE 7634 **4 credits**

(3 credits for students starting in fall 2005)

Integrated Methods for Teaching Elementary Social Studies

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 six. 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:*** MEE 7603, a minimum of three (3) credit hours in social science and a passing score on all sections of PRAXIS I:PPST

MEE 7635 **3 credits**

(2 credits for students starting in fall 2005)

Professional Issues Related to Family,
School and Community

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.

MEE 7636 **3 credits**

(2 credits for students starting in fall 2005)

Fine Arts & Literature for Children and Adolescents

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 60 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**

(3 credits for students starting in fall 2005)

Integrated Methods for Teaching Elementary Mathematics

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:*** MEE 7603, a minimum of nine (9) credit hours in math or three credits and having passed the math challenge test, and passing scores on all sections of PRAXIS I:PPST

MEE 7638 **4 credits**

(3 credits for students starting in fall 2005)

Integrated Methods for Teaching Elementary Science

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:*** MEE 7603, a minimum of three (3) credit hours in science and a passing score on all sections of PRAXIS I:PPST

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. ***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. ***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. ***Prerequisites:*** MEE 7997, valid T.B. clearance; MEE 7632 Language and Literacy and MEE 7633 Methods of Teaching Reading/Writing (may be taken concurrently); This course is graded A-F.

MEE 8800 **3 credits**

Applied Assessment and Research in the Classroom

This course gives the candidate the necessary skills to understand assessment techniques and information, to effectively assess student learning, and to analyze assessment data to evaluate and reflect upon student learning and his/her teaching in the classroom. Candidates will learn major, existing assessment models and approaches used to evaluate learning and will learn how to develop classroom assessments that align with instruction. Candidates will also learn how to use assessment data to make informed decisions about teaching and learning in the classroom. In addition, candidates will develop skills for conducting action research in the school and classroom settings and will learn how to use such research for solving problems in those settings. (This course must be taken in conjunction with MEE 8801 Student Teaching.)

MEE 8801 **9 credits**

Student Teaching

Students participate in a clinical immersion which includes 12 weeks of student teaching In an appropriate setting. 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. Students starting in fall 2005 must also pass the appropriate PRAXIS II exam prior to registering for student teaching.

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 pitfalls 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.

MGT 7600 **3 credits**

International Inter-modal Transportation

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

MGT 7601 **3 credits**

Logistics and Transportation Simulation

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

MGT 7667 **3 credits**

Diversity in the Workplace

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

MGT 7668 **3 credits**

Public Relations

This course focuses on public relations and the deliberate, planned, and sustained effort to establish and maintain mutual understanding between an organization and the general public.

MGT 7900 **3 credits**

Topics in Management

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.

MHR 6503 **3 credits**

Law, Regulation and the Workplace

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

MHR 7505 **3 credits**

Compensation Administration: Issues and Practices

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.

MHR 7506 **3 credits**

Training and Development

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.

MHR 7508 **3 credits**

Design and Development of Human Systems

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.

MHR 7800 **3 credits**

Seminar in Human Resource Management

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.

MHR 7830 **3 credits**

Finance and Accounting for Managers

This course provides a summary of essential accounting and financial concepts as they impact upon the use of resources in an organization. The focus is on accounting reports, financial statements, ratio analysis, budgets, forecasting, and profit and cost relationships.

MHR 7900 **3 credits**

Special Topics in Human Resource Management

This course addresses different topics of interest in Human Resource Management. It is conducted in a seminar or symposium format where each student is an active and involved participant in the selection of topic questions and material to be covered.

Topics might include organizational learning, women in leadership, adult learning, leadership and culture, re-engineering and organizational re-sizing. The course may be used to meet part of the elective requirements for business degree programs.

MLL 7400 **3 credits**

Methods of Teaching

English as a Second Language Grades 6-12

During this course, current and past methodologies for teaching limited English proficient students at the secondary level will be thoroughly introduced and analyzed. Students will determine which strategies are best for their particular teaching situations. As the course progresses, participants will reference the varying methodologies as well as the newly adopted English Language Proficiency Standards and the Delaware Content Standards to make their own instructional plans and units. Emphasis will be placed on incorporating a variety of teaching strategies and standards while stressing both content skills and language skills. Implications of the No Child Left Behind legislation as well as other federal and state laws governing the rights of English Language Learners will also be discussed. Twelve hours of classroom observations are a requirement of this course.

MLL 7401 **3 credits**

Structure of English Language in ELL

This course is designed for educators working with English Language Learners (ELL) in grades K-12. Participants in the course will analyze the syntactical structure of the English language and also its connections to other languages. They will develop an understanding of how ELL students acquire a syntactical understanding of English in the domains of listening, speaking, reading and writing. An emphasis will be placed on the importance of connecting the ELL student's ability to comprehend English language structures in an academic setting with the development of an ELL student's academic language proficiency. This course will also demonstrate practical strategies and techniques that educators can use in their classrooms to improve instruction for ELL students in academic content areas.

MLL 7402 **3 credits**

Second Language Acquisition in ELL

This course will provide an overview of language learning processes and their applicability to second language acquisition. Students will become familiar with current research and theory in second language acquisition and develop an awareness of how theoretical implications apply to classroom instruction. Techniques for instruction will include the study of applied linguistics and how students acquire phonemic understanding, including strategies for teaching and testing reading, pronunciation, and vocabulary of American English. This course will emphasize process, sequence, and actual methods and stratagems teachers can use to design and develop effective lesson plans.

MLL 7403 **3 credits**

Assessment of Second Language Learners

This course will examine the educational measurement strategies, instruments and processes that teachers use to assess student learning and English proficiency for Second Language Learners. The emphasis of the class will be on assessment skills and knowledge that can enhance professional practice and promote student learning. Informal and formal assessments, which are used to determine students' English Proficiency skills, are analyzed in detail. An emphasis is placed on the selection, administration, and interpretation of test results. Accommodation techniques and strategies for second language learners will also be emphasized. Standardized and informal test results are evaluated and analyzed as they relate to student achievement, curriculum development, and instruction improvement.

MLL 7404 **3 credits**

Methods of Teaching Language Arts/English to Second Language Learners Grades K-6

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. Current principles, practices, and approaches for teaching second language reading, writing and speaking to learners from K-6 at varying levels of acquisition and in different educational programs will be examined. 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 the integrated process which will include both content and culture. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Specific instructional strategies for second language learners recommended by experts will be analyzed. Twelve hours of clinical observation and subsequent analysis of the teaching of reading/writing are required.

MMA 6100 **3 credits**

Pre-Calculus for Certification

This course provides an integrated review of intermediate algebra, analytic geometry, and basic trigonometry in order to prepare the student for calculus. Appropriate topics in algebra are reviewed. The concept of "function" is stressed. Various classes of functions and their respective graphs and applications will be covered. Specifically, the course will cover linear, quadratic, polynomial,

rational, exponential, logarithmic, and trigonometric functions. This course is designed to meet public school certification requirements in mathematics. ***Prerequisite:*** MAT 304 or college algebra equivalent

MMA 6200 **3 credits**

Finite Math for Certification

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

MOL 6100 **3 credits**

Leadership Foundations

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

MOL 6200 **3 credits**

Group Processes and Facilitation Skills

This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. The study draws from research within the social sciences and practices within contemporary organizations.

MOL 6300 **3 credits**

Communication for Leaders

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.

MOL 6400 **3 credits**

Leadership and People

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.

MOL 6500 **3 credits**

Decision Making for 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.

MOL 6600 **3 credits**

Legal and Ethical Aspects of Organizations

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.

MOL 7100 **3 credits**

Performance Measurement and Control

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

MOL 7200 **3 credits**

Marketing and Event Management

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

MOL 7300 **3 credits**

Organizational Reality

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

MOL 7400 **3 credits**

Organizational Development and Change

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

MOL 7500 **3 credits**

High Performance Teams

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

MOL 8800 **3 credits**

Crafting the Future

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

MPA 6501 **3 credits**

Seminar in Public Administration

This course focuses on federal, state, and local administrative practices; principles of organization; policy formulation; and 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.

MPA 6503 **3 credits**

Administrative Law

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

MPA 7201 **3 credits**

State and Local Financial Management

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

MPA 7202 **3 credits**

Public Budgeting Systems

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

MPA 7400 **3 credits**

Public Personnel Administration

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

MPA 7401 **3 credits**

Government Contracting and Purchasing

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

MPA 7502 **3 credits**

Analysis of Public Policy

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

MPA 7900 **3 credits**

Special Topics in Public Administration

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

MRD 7801 **3 credits**

Language Development

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

MRD 7802 **3 credits**

Process and Acquisition of Literacy

The relationship of early language development, growth and development of the brain, processing skills, and early aesthetic and kinesthetic experiences to developing literacy (reading and writing) is studied. Social and cultural language differences, language acquisition, metacognition, critical periods of brain development, cognitive theory, and experiences which contribute to and are indicators of readiness for reading will be emphasized. The relationship of early literacy experiences to stages of development of receptive and expressive language is linked to instruction. Clinical observation and study of children's language and literacy levels are required.

MRD 7803 **3 credits**

Strategies and Materials for Teaching Reading and Writing

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.

MRD 7804 **3 credits**

Literature and Non-Fiction Books/Materials for Children and Adolescents

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.

MRD 7805 **3 credits**

Strategies and Techniques for Teaching Reading in the Content Areas

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.

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 redmediation process.

MRD 7902 **3 credits**

Diagnosis and Correction of Reading Difficulties II

Diagnosis and correction of literacy difficulties require 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 detailed 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:*** MRD 7805, 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. Candidates will collect and organize formal and informal assessment results for one classroom, organize the data into instructional groups and develop general plans to ensure language arts growth. Candidates will be asked to develop and implement school/district wide parent involvement plans, school-wide diversity programs and write and submit local or state-funded grants such as MBNA grants. Candidates will self evaluate their instructional and planning strengths and weaknesses based upon video or audio taping of large and small group instruction in their classrooms and observe teachers in the school and collegially reflect upon the observations. The candidate will interview reading teachers, reading specialists/supervisors, principals, and district personnel charged with developing the language arts curriculum. The interviews will be utilized to produce a K-12 district-wide language arts curriculum plan. ***Prerequisites:*** MED 7705, MRD 7801, MRD 7803, MRD 7804, MRD 7805, 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 observing 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. Candidates will prepare and present a one-hour professional development program. ***Prerequisites:*** MED 7705, MRD 7801, MRD 7803, MRD 7804, 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:*** MRD 7801, MRD 7805, 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.
Prerequisite: None

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. ***Prerequisite:*** None

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.

MSE 7402 **3 credits**

Applied Behavior Analysis

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.

MSE 7403 **3 credits**

Diagnosis/Assessment/IEP Development for Exceptionalities

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.

MSE 7404 **3 credits**

Assistive Technology (MH, SED, LD)

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.

MSE 7501 **3 credits**

Introduction to Autism & Severe Disabilities

This course provides an introduction to issues related to the identification and assessment of students with autism or severe disabilities. It also presents identification instruments, assessment systems and their relation to theoretical models about these disabilities, as well as reviews the relationship between assessment and educational planning.

MSE 7502 **3 credits**

Educating Preschoolers with Special Needs

The field of early childhood education is growing and changing. For children who are exceptional, this is a significant time for learning. This class will provide the student with information about preschoolers who have a variety of disabilities with strategies to plan for these children as they are included in the regular classroom. The class will investigate methods of instruction utilizing a theme approach to learning and developmentally appropriate practice. This class will also provide information about the law, inclusion, assessment, theories, individual planning, partnering with parents, and specific learning disabilities.

MSE 8101 **3 credits**

Severe Disabilities

Students learn identification methods and teaching strategies for students with severe and multiple disabilities, including: autism, traumatic brain injury, deafness, blindness, orthopedic and other health impairments, and multiple handicaps. 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.

MSE 8102 **3 credits**

Legislation and Implementation of Policy and Procedure

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

MSE 8103 **3 credits**

Supervision and Evaluation of Special Education Programs

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

MSE 8802 **6 credits**

Student Teaching in Special Education

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.

MSM 7395 **3 credits**

Management Development

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.

MSM 7400 **3 credits**

Analysis of Decision Making

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.

MSM 7700 **3 credits**

Statistical Concepts Applied to Organizational Research and Practice

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.

MSM 7710 **3 credits**

Organizational Research

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.

MSM 8800 **3 credits**

Independent Integrative Study Project

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.

MSN 5100 **0 credits**

Statistics for Nurses

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.

MSN 6501 **3 credits**

Advancement of Nursing Science

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.

MSN 6603 **3 credits**

Advanced Physiology/Pathophysiology

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.

MSN 6606 **3 credits**

Research in Nursing Practice

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.

MSN 6641 **3 credits**

Philosophical Perspectives of Nursing Leadership

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,

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.

MSN 7752 **3 credits**

Clinical Teaching and Evaluation

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

MSN 7753 **3 credits**

Curriculum Development

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.

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

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

MSN students are required to complete a minimum of 600 clinical hours in the program. These 600 hours constitute 15 credit 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.

MSN 8400-8500 **3 credits**

Capstone

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.

MSN 8501-8503 **1 credit**

Independent Studies

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.

MSN 8600-8700 **3 credits**

Capstone

These courses form the culminating experience for students pursuing the Legal Nurse Consultant emphasis in the Nursing Leadership concentration. Students must complete a practicum, which is structured exactly like the MSN 8400-8500 practicum; there is no choice option for these two courses. Students are assigned an individual faculty member who will provide guidance throughout the process.

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Business ..... Robert E. Edelson, Ph.D.
Doctoral Program ..... Joseph M. Deardorff, Ed.D.
Education .... Barbara M. Raetsch, Ed.D.
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Information Technology and Advanced Communications ..... John J. Nold, Ed.D.
Nursing Mary Letitia Gallagher, D.N.Sc.

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