TABLE OF CONTENTS

2024-2025 GRADUATE CATALOG

THE UNIVERSITY MISSION

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

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

WELCOME TO WILMINGTON UNIVERSITY

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

The program of day, evening, weekend, and online classes serves traditional high school graduates as well as non-traditional adult students in need of flexible scheduling. Classes are primarily offered in 15-week, 7-week, weekend modular, hybrid, and online formats. Fusion programs combine online and face-to-face learning. These programs are designed for students who wish to complete their degree in less time than is possible with traditional courses. Hybrid courses meet in both online and face-to-face formats.

Wilmington University's main campus is located near the city of Wilmington in 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, and Brandywine. In New Jersey, Wilmington University offers programs in Burlington County, Gloucester County, Cumberland County, and the Joint Base Education Center for McGuire AFB/Fort Dix/Lakehurst Naval Air Station. In Maryland, select Wilmington University degree programs are available at Cecil College's Elkton location.

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

A Message from the President

Welcome to Wilmington University.

On behalf of our board of trustees, administration, faculty and staff, I am delighted that you have selected Wilmington University to pursue your academic goals. You can choose from more than 150 degree and certificate programs and over 130 online programs.

Distinguished faculty lead our career-oriented curricula. As expert practitioners in the fields they teach, they understand through experience the skills required to succeed. The real-world knowledge they impart benefits students who face real-world challenges.

As an open-access institution, we offer higher education opportunities to diverse adults of all ages. Some want to earn or complete undergraduate, graduate, or doctoral degrees; others choose to upskill and improve their marketability. Our traditional-age students are just beginning their exciting academic careers. As a member of the National Collegiate Athletic Association Division II, we welcome student-athletes worldwide to compete in the Central Atlantic Collegiate Conference.

It is our privilege to provide personal attention and outstanding service by fostering every learner's success. We aspire to instill a passion for lifelong learning and maintain meaningful connections through our Alumni Association. We celebrate our graduates, many of whom are embracing influential and purposeful roles in society.

I hope you will find your time with us rewarding and enlightening. I wish you the best throughout your academic journey.

Sincerely,
Dr. LaVerne T. Harmon
President

Accreditation

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

Middle States Commission on Higher Education
1007 North Orange Street, 4th Floor, MB #166
Wilmington, DE 19801

Accreditation of an institution by the Commission on Higher Education indicates that an institution meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is

substantially doing so, and gives reasonable evidence that it will continue to do so in the future.
Wilmington University programs have been approved for training of eligible veterans and international students.

Nondiscrimination Policy

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

University Sites

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

Brandywine
10 Beaver Valley Road
Wilmington, DE 19803
302.478.2491
FAX:

Camden County College - Camden City Campus
200 N. Broadway
Camden, NJ 08102
856.494.7001

Camden County College - Blackwood Campus
200 College Drive
Blackwood, NJ 08012
856.494.7001

Cumberland County College
3322 College Drive
Vineland, NJ 08360
856.457.3005
FAX: 856.690.0008

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

Dover Air Force Base
436 FSS/FSDE
261 Chad Street, Room 301
Dover AFB, DE 19902-6639
302.674.8726
FAX: 302.674.5034

Georgetown

21225 College Drive
Carter Partnership Center
Georgetown, DE 19947
302.258.0290
FAX: 302.856.5787

Joint Base McGuire-Dix-Lakehurst
Bldg. 3829 School Road
Joint Base MDL, NJ 08641
FCN, RM 302
609.724.3188
FAX: 609.723.4053

Mercer County Community College - West Windsor Campus
1200 Old Trenton Rd
West Windsor Township, NJ 08550
609.245.2383

Mercer County Community College - James Kerney Campus
102 N. Broad St
Trenton, NJ 08608
609.245.2383

New Castle Campus
Office of Admissions
320 N. DuPont Highway
New Castle, DE 19720-6491
302.356.4636
FAX: 302.328.5902

Rowan College at Burlington County
900 College Circle
Student Success Bldg. Rm 108
Mt. Laurel, NJ 08054
856.291.7400
FAX: 856.222.9232

Rowan College at Gloucester County
1400 Tanyard Road
Sewell, NJ 08080
856.494.7000
FAX: 856.468.7023

Salem Community College
460 Hollywood Avenue
Carneys Point, NJ 08069
877.967.5464
FAX: (856) 351.2618

Wilson Graduate Center
31 Read's Way
New Castle, DE 19720
302.655.5400
FAX: 302.295.1123

ACADEMIC INFORMATION

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

Academic Awards

Doctor of Business Administration

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

Doctor of Education

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

Doctor of Nursing Practice

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

Doctor of Social Science - Prevention Science

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

Graduate Behavioral Science

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

Master of Arts

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

Master of Business Administration

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

Master of Education

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

Master of Science in Accounting

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

Master of Science in Information Systems Technologies

This award is given to a graduating student in the College of Technology who has a distinguished academic record, exemplified the

highest standards of graduate-level scholarship, and demonstrated excellence in fulfilling the purpose and meeting the goals of the program.

Master of Science in Management

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

Master of Science in Nursing

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

Degree Requirements

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

Requirements for a Certificate

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

Academic Policies/Procedures

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

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

Appeal of a Final Course Grade
The goal of the grade appeal policy is to establish a clear, fair process by which students can appeal a final course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor.
Appeals are to be based upon one or both of the following factors:

- An error was made in grade computation
- The instructor departed substantially, in determining the grade, from his or her previously articulated, written standards (i.e. course syllabus, rubrics, etc.), without notifying students.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade is to justify the need for a change of the grade assigned.
It is incumbent upon a student to initiate the process within 60 days from the time the final grade is posted in the MyWilmU Portal.
Appeals Procedure
A student with a specific complaint about a course should, when appropriate, have a discussion with the faculty member concerned. If such a conversation would be inappropriate under the circumstances, or the instructor and student cannot resolve the appeal, the student should formally communicate in writing with the program chair who oversees the course.
This communication is to include:

- A statement addressing how the appeal meets one or both of the two criteria necessary for a formal appeal.
- A description of the outcome of the informal discussion process between the student and instructor.
- Any relevant documents the student would like to be reviewed as part of the appeal process.

The Program Chair or designee may request additional materials from the student.
The Program Chair or designee is to discuss this matter with the faculty member and student and will provide the student with written notification of the outcome of this step.
If there is no mutually agreed upon resolution between the student and the Program Chair, and the student wishes to pursue the matter further, he or she is to submit a written appeal to the Academic Dean or designee of the course.
This letter should include the student's specific reason(s) for setting aside the decision of the Program Chair.
The Dean will respond to the student in writing regarding the results of this appeal.

Request for a Hearing/ Final Course Grade or Academic Complaint

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

Attendance

Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.
Please note that some academic colleges have additional attendance requirements beyond those specified in this section. In accordance with veterans' and financial aid regulations, attendance must be taken for all enrolled veterans in each class learning session.

Attendance/Hybrid Courses

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

Online Learning Courses

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

Unexcused Absence - Administratively Dropped

Students who are absent for the first two sessions of a course will be administratively dropped (removed) from the course roster. Being administratively dropped from a course may have unintended consequences on a student's financial aid and/or standing with the University.

Course Numbering System

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

Undergraduate Courses	
000-099	Non-credit courses
100-199	Lower division courses
200-299	Lower division courses
300-399	Upper division courses
400-499	Upper division courses
Graduate Courses	
5100-5600	Non-credit Prerequisite courses
6100-8999	Master's level courses
7100-9100	Doctoral (Ed.D, D.B.A., D.N.P., or PSC courses)

Credit Hour Definition

Credit Hour Definition
Wilmington University adheres to the U. S. Department of Education definition of a credit hour for cumulative contact time per semester.
At Wilmington University, three credit hours will be awarded for 40 hours of structured learning activities with a normal expectation of ***at least*** two hours of outside study for each hour of structured learning. The above definition of the credit hour applies to all courses at all levels (graduate and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery.
The Department of Education recognizes that institutions are innovating with new delivery models and is not making seat time the sole metric of credit hour equivalency. For non-traditional delivery, we permit the following equivalencies:
Internships, Service Learning, and Co-operative Education
Wilmington University awards credit hours for learning acquired outside of the classroom if it is an integral part of a program of study. When work experience receives academic credit, it should both be suitably supervised and of sufficient length to be meaningful. Co-op experiences run for 2 - 4 fourteen week semesters for a total of 300-600 hours and are awarded 6 – 12 credits for the 2 or 4 semesters. Internships run for 1 fourteen week semester for a minimum of 90 hours of internship work in addition to work required for assignments and are awarded 3 credits for the 1 semester. Service Learning projects run for 1 semester for 3 credits for a minimum of 150 hours in addition to additional faculty-assigned work.
Fully Online Courses
Online courses must mirror the learning outcomes and academic standards of the equivalent face-to-face course. Thus, while students may spend no time “in class,” they complete the equivalent amount of work. Federal regulations recognize the special nature of “class time” in the online environment.
Credit hour policy oversight
Each College will oversee adherence to the policy on credit hours in its review and approval of all new courses and in assuring that the expected student learning in the course meets the credit hour standard. The determination of credit hours is made when a new course or a modification to an existing course is proposed. Credit hour review will be a permanent part of the Academic Program Review process, conducted every three years, or re-accreditation by an external body.

Transfer Credit Policy

Graduate programs permit up to 12 transfer credits 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 University 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 must 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.

Additional Transfer Policies
Only courses which are calculated into a student’s cumulative GPA will be considered as possible transfer credits. Even if a student passes a course with a letter grade, if there are 0 quality points awarded, the course will not be considered

For students transferring credits from a Competency-Based Program, Chairs will review the courses to determine equivalency. Courses graded with a “Pass” will be considered for transfer as long as there is an explanation that a “Pass” is equivalent to at least a “C”.

Second Master's Degree

A minimum of 15 additional credit hours above the total credit hour requirement for a primary master’s degree (usually 36 credit hours) must be completed in order to earn a second master’s degree, and all course requirements of the second degree must be met. The 15 additional credit hours required to earn a second master’s degree must be earned at Wilmington University (see the Program Chair for specific course requirements). 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.

Grades/Academic Progress

Full-time Graduate Students

Nine credit hours per semester constitutes a full-time graduate course load. For international graduate students, Master of Science in Nursing students, Doctor of Education, Doctor of Business Administration, and Doctor of Nursing Practice 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 Academic Dean or Program Chair. Students who are denied approval to take a course load in excess of 14 credits per semester may appeal in writing to the Office of Academic Affairs.

Grading System

Wilmington University 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 credit hours attempted, excluding courses in which the grade "S" is recorded. For transfer students, credits earned include transfer credits; however, cumulative grade point average is computed only on courses attempted at Wilmington University.
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. The grades of "F" and "FA" are used in computing the grade point average. Courses with grades of "F" and "FA" are counted in attempted credit hours and receive zero quality points.

"I" Grade for Incomplete Work

An "incomplete" may be granted with prior approval of the course instructor. If granted, the student must complete course work within the time limitation determined by the instructor up to a maximum of 60 days following the end of 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 ends.

Table 1. Graduate 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	
B	86-88	3.00	**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-	83-85	2.67	
C+	80-82	2.33	
C	77-79	2.00	
C-	74-76	1.67	**Lowest Passing Grade.** The student's accomplishment, while passing in most courses, is deficient. Minimum requirements have been met but without distinction.
F	Less than 74	0.00	**Failure.**
FA		0.00	**Failure Due to Absence.** Student did not complete a sufficient amount of work to earn a passing grade.
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.** May be granted with approval of instructor. *If granted,* student must complete course work within time determined (maximum 60 days following end of course). Failure to complete work in determined time will result in a final grade of "F," unless an additional extension is granted.
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.

Pass/Fail Option

Students may gain approval from the Program Chair to enroll in selected courses on a pass/fail basis, provided the course is not a core requirement. This option is limited to two courses, excluding internships. Students will then follow established registration procedures, clearly stating at the time of registration which course is selected as the pass/fail option. Course work is graded "S" (Satisfactory) or "U" (Unsatisfactory).

International Students

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance into an academic program may be found on the following web page: https://www.wilmu.edu/international/index.aspx

Probation, Suspension and Academic Standing

A student is expected to make satisfactory academic progress toward a degree. The University has structured this policy to provide numerous opportunities for student intervention and success. All students are strongly encouraged to utilize the numerous academic support services provided by the University. However, failure to achieve satisfactory academic progress may result in academic probation or suspension, to be determined by the Academic Review Committee.

Academic Probation and Suspension

A cumulative GPA (CGPA) of less than 3.0 leads to academic probation for graduate students:
The Academic Review Committee will meet after each block (every 8 weeks) to review academic records. The Committee may take the following actions for students who have an unsatisfactory cumulative GPA.

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

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

Registration

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

Adding/Dropping Courses

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

Course Withdrawal

Students may withdraw from a course without academic penalty prior to the course withdrawal deadline stated in the Student Guide and on the website. Course withdrawals may be completed online through myWilmU or with an official withdrawal form submitted to the Office of the Registrar or at any Wilmington University location. Students who choose to fax or mail withdrawal forms are responsible for calling the appropriate office to confirm receipt of the request. Withdrawing from a course does not release a student from financial responsibility or obligation for the course. Students may conclude payment arrangements at the time of withdrawal or continue to be billed under the existing payment plan agreement. A grade of “W” is recorded on the student’s record for official withdrawals; this grade has no impact in GPA. Failure to withdrawal before the withdrawal deadline results in a grade of “FA.” An FA will have a negative impact on GPA.

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

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

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

Modular Drop/Add and Modular Withdrawal

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

Repeating a Course

Whenever a course is repeated, the new grade is recorded on the transcript. For the purposes of the GPA computation, the highest grade is calculated into the cumulative grade point average. A course may be repeated up to 3 times for a total of 4 attempts. The university provides numerous resources to support student success. Prior to the third attempt, the student will be contacted by the Program Chair or designee to discuss a plan.

Alternative Methods for Earning Course Credit

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

Challenge by Examination

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

Credit by Portfolio Assessment

Credit may be granted for prior learning competency(s) through the development of a portfolio which presents evidence of college level learning. A student-prepared portfolio will be assessed by faculty with the appropriate content expertise. The portfolio must include a learning narrative and evidence relevant to the area in which credit is sought. The student will demonstrate clear achievement and a thorough understanding of the learning objectives. This may be accomplished by documenting knowledge obtained through work experience (military or civilian), in-service training programs, volunteer activities, workshops, and personal study. Credit by portfolio is assessed based on a satisfactory/unsatisfactory evaluation and will be assigned a grade of "S or U." Exceptions to the grading policy may occur with approval of the Academic Dean of the College. Credit earned by portfolio assessment is recognized as residency credit.

Directed Study

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

Enrollment as an Auditor

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

Extra-Institutional Course Assessment (ECA)

The University recognizes that college-level learning takes place both in and out of the classroom. A process of reviewing corporate training programs and other formal training/courses offered by non-accredited institutions/entities has been implemented to determine if college-level learning is present and to determine what credit, if any, should be awarded for the prior learning.
Graduate level ECA credit often requires independent study, original research, critical analysis, or the professional application of the specialized knowledge within the discipline.

Independent Study

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

Internships

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

Prior Learning Assessment (PLA)

Prior learning, sometimes called "experiential learning" is knowledge obtained outside the typical university setting. The Council for Adult and Experiential Learning (CAEL) defines prior learning as the assessment and award of credit for learning and knowledge students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. Credit may be granted for verifiable learning gained through experience, but not for the experience itself.
A maximum of 6 credits may be earned through the Prior Learning Assessment format and may be used towards residency credits. PLA credits may have implications on student financial aid, as such students are encouraged to coordinate with their student financial aid advisor to avoid any impacts on financial awards or eligibility.
NOTE: Unless otherwise indicated, PLA credit is applied to student transcripts as transfer credit.
Additional information on PLA can be found on the University web site: http://www.wilmu.edu/coel/credit-for-pl.aspx or by contacting your Academic Advisor.

Graduation

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

Graduation Competencies

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

Oral Communication

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

Written Communication

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

Disciplined Inquiry

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

Information Literacy

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

Ethics

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

Additional Program Competencies

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

Graduate Educational Values/Competencies

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

- Lifelong Learning: Commitment to self-directedness, self-discipline and lifelong learning
- Multiculturalism: Sensitivity to diversity and respect for a pluralistic society
- Collaboration: Awareness of self in relationship to others and the benefits of working in teams
- Creativity: Appreciation of creative expression including the arts and humanities
- Citizenship: Commitment to responsible citizenship as a contributing, civil member of society
- Well Being: Commitment to the holistic health of an individual
- Civility: Commitment to a civil, supportive, and collegial campus environment and beyond.

Privacy Policy

Release of Student Information

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

Right to inspect and review student's record:

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

Right to seek amendments to records:

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

Right to consent to disclosure:

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

Exceptions to student rights regarding disclosure:

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

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

Right to file a complaint:

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

Family Policy Compliance Office

US Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Annual Notification to Students

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

STEM/STEAM Programs of Study

Science, technology, engineering, arts, and mathematics (STEAM) expertise is necessary to sustain American competitiveness in the global economy. Technological innovation has been and will continue to be a primary driver of U.S. economic growth. Looking forward, employment in STEAM occupations is expected to outpace those in non-STEAM occupations.

In order to help meet the need for education in STEAM areas, Wilmington University offers the following programs of study:

Graduate Programs

Accelerated MSN NP to DNP
Applied Technology in Education
Business Analytics
Career and Technical Education (9-12)
Computer Science
    Data Science
    Software Engineering
Cybersecurity
Environmental Science
Health Care Administration
Health Sciences
Information Systems Technologies
Information Assurance
Management and Management Information Systems
Technology Project Management
Web Design
Information Technology Project Management

Agile Project Management

Graduate Certificates

Agile Project Management
Applied Technology in Education
Cyber Security: Supervisory Control and Data Acquisition (SCADA)
Management Information Systems
Psychiatric Mental Health Nurse Practitioner
STEM Education
Sustainability
Technology Project Management

Student Code of Conduct

Academic Integrity
To ensure the honesty, fairness and fundamental values of the intellectual environment at Wilmington University, students are expected to pursue learning with integrity, dignity, and responsibility toward others. Students are expected to be attentive to proper methods of documentation and acknowledgement in all academic work. Any situation involving violation of Academic Integrity Policy demeans the violator, degrades the learning process, deflates the meaning of grades, discredits the accomplishments of the past and present students, and undermines the integrity of the degree and the University. Acts of academic dishonesty are serious offenses and are of major concern to the University.
Generative Artificial Intelligence and Academic Integrity
Generative Artificial Intelligence (GAI) is a type of machine learning that creates new content, original content (such as imagery, audio, text) based on existing informational data. The use of GAI for academic work and research has legitimate purposes and can be leveraged as a learning and research tool. Unethical use of GAI, however, reflects on the student, the degree and the university. This includes the misuse of GAI and AI-related tools to generate academic work and/or complete assignments submitted as original work without authorization. Durable skills such as critical thinking, analysis and communication applied in the workplace are crucial for employer and student success. Ethical use of GAI in the classroom and in the workplace can contribute to student learning and enable an effective and economic use of resources by employees. Unethical use of GAI will undermine the foundation of durable skills. Unethical behavior cannot only undermine an individual's integrity, it may also put the employer and employee at risk for copyright, patent and other fraudulent implications. Student success requires the legitimate and ethical use of technology as we move rapidly into a future that will require even more adaption to technological changes.
Although GAI continues to evolve rapidly, the importance of academic integrity principles remains. What also remains, is the University's commitment to supporting students with relevant career-orientated curriculum that considers impact on industry. In light of this, students are urged to review all course policies and expectations provided in the course syllabus and Learning Management System (LMS) site. Academic Colleges and Departments will provide specific policies and expectations and faculty should provide clear communication of these expectations including situations of when GAI is prohibited or permitted. Students should consult faculty for specific clarifications prior to the work being submitted.
Finally, as with all aspects of academic integrity, if the words, content, and ideas were not created by the individual creating the work, a proper quotation or citation of the source should be present.
Types of Violations
Plagiarism
Plagiarism is defined as the submission of information without properly acknowledging the source through complete, accurate, and specific references. Plagiarism applies to the use of published and unpublished sources. Examples of plagiarism include, but are not limited to the following:

- Directly quoting another person's words without the use of quotation marks and/or acknowledgment of the course - should be source
- Paraphrasing, or restating, another person's ideas, opinions, or theories without acknowledging the source
- Using facts, statistics, or other material taken from a source without acknowledging the source
- Submission of the student's own work which has previously been submitted for other assignments (self-plagiarism)
- Unethical submission of work from crowd sharing platforms or sites involving the sharing of previous academic work and materials

Students are urged to consult with individual faculty members, department heads, or recognized handbooks in their discipline if they are in doubt as to whether their work may contain plagiarized material. This should be done before the work is submitted.

Fabrication
Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to the following:

- Citing information not taken from the source indicated
- Inventing data, facts, or sources for an academic assignment
- Listing sources in a bibliography or reference list that were not used in that assignment/project
- Listing hours worked or activities performed during a clinical or service-learning experience that did not occur
- The misuse of generative artificial intelligence to generate a partial or an entire work product/assignment submitted as original work without authorization.

Cheating
Cheating is an act or an attempted act of deception by which the student seeks to misrepresent that he or she has mastered information on an academic exercise. Examples of cheating include, but are not limited to the following:

- Attempting to use unauthorized materials, information, or study aids in an academic exercise
- Copying from another person's work or allowing another person to copy your work
- Collaborating with another person during an examination or graded assignment without permission by the instructor
- Utilizing online paper mills and/or study websites for the purpose of buying, selling, or bartering exams and assignments
- Unauthorized sharing of examination answers with others
- Falsification of data such as constructing data results as if statistics were genuine data
- Misuse of generative AI or AI-related tools to generate academic work and/or complete assignments.

Grade and Test Tampering
Test tampering is obtaining, distributing, or receiving a test or examination without consent of the instructor. It is also a violation of the Academic Integrity policy if a student takes a test for another student.
Tampering with grades in a grade book or assisting with changing any academic record in the university is prohibited.
Violation of the Academic Integrity Policy
Faculty members are given the freedom to discern which level of academic integrity infraction requires formal intervention. For example, students who exhibit minor levels of plagiarism in freshmen courses may benefit more from a personal conference during which the faculty explains the infraction and offers the student an opportunity to redo part or all of an assignment.
First Violation:

1. The faculty member shall confer with the student regarding the violation of the Academic Integrity Policy.
2. In consultation with the specific Program Chair of the college in which the course is offered, the faculty member is to select one or more of the following sanctions:

- Require that the student repeat any work affected by the violation of the Academic Integrity Policy.
- Assign the student a lower grade for the assignment (this is not necessarily a grade of (0) zero).
- Assign the student a failing grade for the course (this is not necessarily a grade of (0) zero).

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

Second Violation:
In the event of a second violation related to academic integrity, the Assistant Vice President for Academic Affairs shall inform the Assistant Vice President of Student Affairs and Dean of Students and submit materials related to any previous offenses. Depending on the nature of the violation, the Assistant Vice President of Student Affairs and Dean of Students may temporarily suspend the student from university activities and convene a meeting of the Student Discipline Committee.
Review of Academic Code Violations: second and subsequent allegation
Upon receiving notice and documentation of a second or subsequent allegation of academic misconduct the Office of Student

Concerns will conduct a review and will determine the final disposition of the case in cooperation with the referring academic body.
The affected student will be notified when the review process will be conducted by the Office of Student Concerns. Students are welcome to attend this review, but their presence is not required.
The decision rendered by the Office of Student Concerns may be appealed following the process outlined in Part IV Policy and Procedures, subsection III Appeals.

Resources for Upholding Academic Integrity

Detection Software

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

University Writing Centers and Tutors

The Student Success Center is designed to provide students with the support and resources necessary to achieve their goals. The Student Success Center is committed to all Wilmington University students' academic success by providing personalized tutoring, mentoring, writing and learning resources, as well as multiple workshops and seminars. In partnership with other University offices, the Student Success Center offers a broad set of programs and services, empowering students to achieve academic excellence.

Other Academic Information

University and Academic Calendar Year

The academic year is divided into three semesters, six accelerated sessions (blocks), and weekend modules.
The academic calendar can be found on the University website located at: www.wilmu.edu/registrar/calendar.aspx

Intellectual Property Policy and Students

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

Web Enhanced Courses

All courses at Wilmington University are web enhanced utilizing a course learning system called Canvas. Students should therefore expect to utilize the Canvas learning system throughout their course of study at Wilmington University which requires having access to a computer and the internet. The use of Canvas creates a virtual learning space for Wilmington University instructors to communicate and collaborate with students and provides a place to post course content, manage activities, and provide feedback to students. Canvas is the University-supported tool for integrating multimedia course content, course communication, student assessments (quizzes, assignments, surveys, portfolios), and student grades. Some courses have synchronous online sessions requiring students to engage via audio and video.

A limited number of open computers are available at university locations. Should this be a particular challenge, please see your academic advisor or site director.

Photo Identification Policy

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

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

Examples of transactions where photo IDs are required:

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

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

Change of Policy

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

FINANCIAL AID

Federally Funded Financial Aid for Graduate Students

Financial aid is available to those who qualify. If educational expenses are greater than the family's ability to pay, as determined by a Congressionally-defined formula, a student is considered to be in need of financial assistance. The primary responsibility for financing a college education rests with students, and federal financial aid is provided to supplement the total family contribution and is awarded on the basis of demonstrated financial need.

Application Procedures for Financial Aid

1. Wilmington University requires all financial applicants to complete the Free Application for Federal Student Aid (FAFSA) each academic year and strongly urges all students to do so online at https://studentaid.ed.gov/sa/fafsa. If not already done, students must request a FSA ID as the first step in completing the FAFSA on-line. When accessing the FAFSA web site, students who do not have a FSA ID are directed to apply for one. The FSA ID allows students to electronically sign the FAFSA, which reduces federal processing time to days instead of weeks. The data required on the FAFSA is based on the federal income tax information from two years prior.
2. Upon receipt of students' FAFSA data, Wilmington University will send an email communication to students indicating what additional requirements are needed to complete processing. Students must be fully admitted into an eligible degree or certificate program and complete all requirements before financial aid awards will be made.
3. Upon completion of all requirements, a determination will be made by Wilmington University as to the applicant's aid eligibility. Students then will receive an Award Notification from the Financial Aid Office directing them to their student portal to view the types and amounts of aid offered to them.
4. Students who are offered and who accept student loans for the first time must complete a Master Promissory Note (MPN). Students who have received or who are currently receiving a student loan at Wilmington University do not have to do this, as the MPN is good for 10 years. First time loan borrowers or borrowers who have completed Exit Counseling after graduating with a prior degree, must complete an online Entrance Counseling session before any federal student loans can be disbursed. Federal Direct Entrance Counseling is an online educational tool for student loan borrowers. Entrance Counseling only has to be completed one time for the duration of the student's degree program enrollment.
5. To be eligible for aid, applicants must be fully admitted into a degree program or approved Certificate program. To receive aid, student must begin attending classes for the semester and must maintain an enrollment of a minimum of five credits per semester in courses in their program of study.
6. The financial aid office advises all students to log on to studentaid.gov and complete the Annual Student Loan Acknowledgment (ASLA) process prior to accepting additional federal student loans.

Determination of Eligibility for Financial Aid

To apply for loans, state grants and scholarships, and institutional scholarships, students must submit the FAFSA. The data from the FAFSA is used to determine the Expected Family Contribution (EFC), which is then used to determine the type and amount of aid for which a student may be eligible. The procedure for completing and submitting the FAFSA is outlined below.

Financial aid applicants must complete an admissions application, submit required admissions documents, and be accepted into an eligible degree or approved Certificate program, as no funds can be awarded until the applicant has been officially accepted to the University. Students may check here: https://www.wilmu.edu/financialaid/eligiblecertificateprograms.aspx for a list of all financial aid eligible Certificate programs.

Financial aid applications are processed throughout the year. The total processing time from submission of the FAFSA to processing by Wilmington University can take from two to six weeks. Therefore, students are encouraged to submit the FAFSA well in advance of the registration period for the term in which they plan to enter. The federal deadline to submit a FAFSA for the 2021-2022 academic year is June 30, 2022. The 2021-2022 FAFSA is required to apply for aid for the Fall 2021, Spring 2022, and Summer 2022 semesters.

Federally-Funded Financial Aid

There are two types of federal financial assistance: grants and self-help.

Federal grants:

- TEACH Grant. The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program will provide additional grant aid to undergraduate and graduate students admitted to specific certification track education degree programs, who are maintaining a 3.25 GPA, and who agree to teach as a highly qualified teacher in a "high need" field. Please note, Doctoral and Education Studies programs are not eligible.

Self-help programs:

- Federal Work-Study Program (FWS).
- Direct Stafford Unsubsidized Loan - This loan is NOT based on need and the student is responsible for paying the interest on the loan from the date of the first disbursement.
- Direct Graduate PLUS Loan - Graduate or professional students are now eligible to borrow under the credit based PLUS Loan program. Students may borrow amounts up to their cost of attendance minus other estimated financial assistance.

Federal financial aid provides assistance with paying for: tuition and fees, books and supplies, transportation costs, modest living expenses, and dependency expenses. This assistance is not meant to provide all living expenses. Rather, the funds are available to assist students to attend college.

Refund and Withdrawal Policy for Students Receiving Federal Financial Aid (Return of Title IV funds policy)

Return of Title IV Funds Policy

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. Note: students do not need to withdraw from all courses during a term or payment period to require a Return of Title IV calculation.
For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.
The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:
Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.
If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.
If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.
The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

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

Repeat Courses

Once a course is passed successfully with a grade of C- or better, federal aid will cover only one additional retake of the course. However, students who fail or withdraw from a course may continue to receive aid for the same course as long as they are otherwise eligible for aid. For example, if a student receives a "C" in MBA 6000, retakes the course and receives an "F", they are no longer eligible to receive federal aid for a retake of that particular course.

Satisfactory Academic Progress for Financial Aid Recipients

Wilmington University's Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients is comprised of two components: a

qualitative and a quantitative component. The qualitative component is measured by the student's GPA, whereas the quantitative component is measured by the successful completion of credits. Both components are described in detail below.
Graduate students must maintain a minimum cumulative GPA of 3.0. GPA review occurs at the end of every semester. Students who do not meet the required minimum will be placed on financial aid warning and must sign a Financial Aid Warning Letter, which indicates students are aware they are not making satisfactory academic progress on cumulative GPA, understand that they are on financial aid warning and understand the consequence of not improving their GPA. Graduate students who do not attain the required 3.0 minimum cumulative GPA by the end of the next term of attendance will immediately become ineligible for financial aid.
In addition to GPA standards, students must maintain a minimum 67% pace of completion. This also includes all withdraws and repeated classes; each one counts once. (Example: ENG 121 is taken and student withdraws, student takes the class again and fails; then the student takes the class and passes, for federal financial aid purposes, this equals attempted 9 credits and passed 3 credits). That is, on a cumulative basis, students must successfully complete 67% of the credits attempted. Successful completion is defined as earning an "A", "B", or "C" in a course.
Pace of completion review occurs at the end of every semester. Students who do not meet the minimum pace of completion are placed on financial aid SAP Warning and are given one semester to improve his/her pace of completion. In addition, the student must sign a SAP Warning Letter, which students acknowledges that they are not making satisfactory academic progress based on pace of completion, understand that they are on SAP warning and understand the consequences of not improving their pace of completion.
In addition to pace of completion standards, students are restricted to the maximum number of credits for which they can receive financial aid. All students are expected to complete degree requirements within 150% of the number of credits required by the program. For example, if a graduate program requires 36 credits, students must complete it within 54 credits (36 x 150% = 54).

Please note, any student's receiving VA education benefits should refer to the section "Veterans Educational Benefits" regarding their specific Satisfactory Academic Progress Policy.

Financial Aid Warning

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

Financial Aid Suspension

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

State of Delaware Support

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

Wilmington University Scholarships

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

VETERANS EDUCATIONAL BENEFITS

Veterans Educational Benefits: Wilmington University makes every effort to assist eligible service members, veterans, and their dependents in their academic pursuits. Veterans Educational Benefits are available for eligible programs at Wilmington University. Application information may be obtained in the Admissions Office or from the Veterans Affairs website at http://www.benefits.va.gov/gibill/. Students are not eligible to collect full Veterans Educational Benefits for course(s) for which they are receiving military tuition assistance. Active-duty military students using military tuition assistance may apply to utilize the "Top Up" program directly through the Department of Veterans Affairs. Students must remain in good academic standing in order to receive Veterans Educational Benefits.

VA education benefits will be terminated for any VA student placed under academic suspension. Benefits may resume when the student returns to satisfactory academic standing. Veteran Students who do not meet the University's Satisfactory Academic Progress (SAP) Policy will have their Veterans benefits terminated until they maintain SAP. The VA does not pay for audited courses or a repeated course to just raise GPA. The VA will pay for a repeated course which is required of the course program.

MAT 095 and ENG 095 courses are not paid for by the VA. Independent Study courses are classified as distance learning courses by the Department of Veterans Affairs. Independent Study courses do not count towards a student's eligibility for full on-ground housing allowance. Students should contact the VA with any questions regarding housing allowance eligibility.

The eFolio system is the College of Education's electronic portfolio system used for documenting and tracking student mastery of program competencies and is not covered by the VA.

Veterans Vocational Rehabilitation Program: Vocational Rehabilitation is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan which includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Vocational Rehabilitation Department of the Department of Veterans Affairs.

Educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

THE GRADUATE ADMISSIONS PROCESS

Wilmington University is a nondiscriminatory institution of higher learning and welcomes men and women of every race, color, creed, and national origin. Admission is granted to students who show promise of academic success. Multiple criteria are considered for admission, and special attention is directed toward one's present motivation and employment status.
The primary components in Wilmington University's graduate programs are admission, file completion and graduation. The admissions process includes document collection and the completion of the criteria necessary for approval to pursue a specific graduate-level degree. File completion requires the successful completion of the admissions process. Graduation occurs after the student has satisfactorily met all financial obligations and completed all required course work and related projects associated with a specific academic program.

Application materials may be obtained from Wilmington University's website, or in person from the Admissions Office or at any of the University locations. The application may also be completed online via the Wilmington University home page at www.wilmu.edu.

Application Procedures

Admission requirements for specific programs are located in the individual program sections of this catalog. General admission requirements for master's-level applicants are as follows:
1. Submit a completed application with the required application fee.
2. Official college transcripts with Bachelor's degree conferral.
3. For new students, a Program Planning Conference is required for select programs.
4. Graduate program specific requirements. Some of our graduate level programs have specific requirements.

Applying for a Certificate:
If you are a new student or someone that has not been enrolled in courses for three consecutive semesters, please submit an application. If you are a current student wishing to pursue a certificate, please contact your Program Chair for next steps.

Transcript Requirements: Some certificates require completion of upper level courses. If this is a requirement for your specific certificate, unofficial transcript submission will be requested by the Admissions department upon submission and processing of your admissions application.

If the certificate option that you are applying for is eligible for financial aid, please submit official transcripts from all previously attended institutions.

Financial Aid Eligibility for Certificates:
Some certificates are eligible for financial aid. Please visit this website for a complete listing of financial aid eligible certificates:

https://www.wilmu.edu/financialaid/eligiblecertificateprograms.aspx

Adding a certificate to the same academic level as the applicant's program: A request may be submitted with an Admissions Specialist.

Adding a certificate to a different academic level as the applicant's program: An application to admission must be submitted. For a listing of certificates, visit the Wilmington University website at: https://www.wilmu.edu/certificates/index.aspx

International Student Admission

Wilmington University welcomes international students who wish to enroll. The requirements and procedures for international student admission to the University and acceptance into an academic program may be found on the following web page: http://www.wilmu.edu/admission/international/index.aspx

Graduate Transfer Students

Up to 12 credit hours of graduate study from a regionally accredited graduate school may be accepted. Students seeking credit for course work completed at other accredited institutions must submit an official transcript sent directly from the institution to

Wilmington University's Admissions Office along with a catalog course description from that institution. Transferred course work must be relevant to the major area of study. Course grades below a "B" will not be considered. Transfer students must have all transcripts from other accredited institutions in the possession of the Admissions Office 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. Exceptions may be made with the approval of the Chair and the Dean.

Veteran Admission

Veterans are required to follow all of the standard admission procedures. In addition, veterans must contact the Student Financial Services Office and file the necessary paperwork to establish qualifications for benefits.

Transcript Policies

Official Transcript Submission Policy:

All students are required to submit official transcripts from all previously attended institutions within the first two semesters of enrollment at Wilmington University. If all official transcripts are not submitted within the first two semesters of enrollment, students will not be able to continue with registration for future terms.
Submit all official transcripts directly to the Office of Admissions:

- Email: admissions@wilmu.edu
- Postal Address:
- Wilmington University

ATTN: Office of Admissions
320 N. DuPont Highway, New Castle, DE 19720

Official Transcript Evaluation

An Official Transcript Evaluation is required if educated outside of the U.S. or a U.S. territory (must be original). The agency must be a member of www.NACES.org (General report for High School, Detailed or Course-By-Course Report with GPA for college or university – Masters students must have an equivalent of a Bachelor's degree in the US; Doctorate students must have the equivalent of a Master's degree in the US). An evaluation is also required for any of the following circumstances:

- A high school diploma that is non-English
- A higher education institution transcript that is non-English
- An institution not recognized by the Department of Education or an approved accrediting body

Transcript Waiver Requests

Wilmington University adheres to policies regarding applicants who wish to waive transcripts from previously attended post-secondary institutions. High school transcripts will not be waived for applicants who transfer less than 15 post-secondary credits. Applicants must submit their request in writing to the Director of Admissions. Requests must include the name of the institution, dates of attendance, and the reason for the request. Transcripts may be waived for three reasons: 1) The institution was not accredited at the time of the student's attendance; 2) The institution is no longer in existence and transcripts are unable to be retrieved; and 3) The student withdrew from courses prior to completing one term, as defined by that institution. Requests are reviewed and investigated by the Director of Admissions and can take up to one month to complete.

Immunization Record Policy

All Wilmington University students must submit a copy of their immunization records to the Admissions office. These records must be on file with the Admissions office prior to the start of your initial term of enrollment at the University. If you are unable to obtain a copy of your immunization records, you may submit a copy of your MMR (Measles, Mumps, Rubella) vaccine.

The Admissions Decision

The final decision is made after all application requirements have been met. The University uses a rolling admission system and applicants are generally notified of their status within two weeks of the receipt of all materials.

Admissions Statuses:

There are three admissions/enrollment statuses for graduate students at Wilmington University: 1) Conditional Acceptance; 2) Full

Acceptance; 3) Admitted. Below is a description of each status.
Conditional Acceptance:
In order for a graduate student to be Conditionally Accepted, he or she must have completed an Application for Graduate Admission and paid the required, non-refundable application fee. Students who are Conditionally Accepted are eligible to enroll in coursework, but are NOT eligible to receive financial aid. The purpose of this status is to enable new students to quickly enroll in coursework while waiting for other required documentation to be received by the Office of Admissions.
Full Acceptance:
A graduate student who is Fully Accepted has completed the following requirements:
1) Application for Graduate Admissions;
2) Application Fee; and
3) Official College Transcripts indicating the successful completion of an undergraduate degree from a regionally accredited institution. Students who are Fully Accepted are eligible to enroll in coursework AND are eligible to receive financial aid.
Admitted:
When ALL required documents have been received by the Office of Admissions, a student's admissions status is File Complete. Required documents vary depending on the type of graduate student and the degree program. For example, an interview/program planning conference is required for most graduate programs. When the interview is documented by the Office of Graduate Admissions, the student's status will be changed to File Complete. Graduate students with this status are eligible to enroll in coursework AND are eligible to receive financial aid. The student's participation in meeting these requirements is essential in the ability to petition to graduate. All documents must be submitted in order for a student's degree to be conferred.

Application Expiration Policy

All applications for admission are valid only for the semester for which you apply. If you would like to change the semester in which you intend to begin classes, an application deferral request can be submitted within the Admissions portal.

Readmission

A student who discontinues study in any program for 12 months or more is required to reapply and pay a new application fee. The student must meet all of the admission and program requirements in effect on the date of readmission. A student will not be able to register until the readmission process is completed.

Re-entry

A Wilmington University graduate who has returned to take course work in a graduate-level degree program is classified as a re-entry student. The student must submit an updated graduate application and application fee which can be completed on the website or by visiting any location.

University Policies Regarding Applicants with Felony Convictions

Wilmington University adheres to policies regarding applicants with felony convictions by requiring applicants to submit a description in writing with the application for admission outlining the type of offense, the circumstances of the offense, and the date and jurisdiction of conviction. The student must complete a background check and submit all requested supporting documentation before the application packet is reviewed by a committee. The process can take 6-8 weeks to complete.
Appeal Process: If a student is denied admission to the university due to a felony conviction, the student may appeal the decision only if a change in status of the final case disposition or new information has been determined.

University Policies Regarding Substance Abuse

Wilmington University policies regarding substance abuse are detailed in the Wilmington University Student Handbook that is distributed to all students and on the Wilmington University web site at www.wilmu.edu.

STUDENT SERVICES

Student Success Center

The Student Success Center (SSC) offers free online tutoring to all Wilmington University students. Face-to-face English/writing/ESL, math/statistics, science, technology, and accounting/finance/economics tutoring is also available to undergraduate students free of charge. In addition, the SSC offers student success seminars as well as other academic support services.

University Library

The Library supports the mission of Wilmington University through its collections, services, facilities and programming. Through a combination of innovative technology and extensive online and print resources, the Library serves students, faculty, and staff regardless of program or location. Each site offers group study rooms, free wireless access, multimedia viewing stations, and a myriad of computers for research and Internet access. A team of professional librarians and dedicated staff are available to assist with research questions, recommend resources, assist with formulation of search strategies, and instruct in the use of electronic and print resources for students at all sites. Students registered in Online Programs or at Dover Air Force Base, Dover, Georgetown, and New Jersey sites may request books-by-mail at no charge from the main campus site in New Castle by completing the online request form or by calling our toll-free phone line at (800) 451-5724.

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 60,000 print volumes as well as more than 130,000 e-books and over 80,000 e-journals. The library features state-of-the-art technologies with resources accessible through the Internet, including online catalog, e-books, and a digital library providing access to reference materials and thousands of full-text journal articles.

Learning Commons, a collaborative service with the WilmU Success Center, is available for students in Dover, Brandywine, and at the Wilson Graduate Center. These spaces provide group study rooms, WiFi connectivity, desktop computers, and laptop lending, facilitating access to the full-range of electronic library resources. Librarians and tutors are also available to support your research and writing needs. Students enrolled at Georgetown may use the Stephen J. Betze Library at Delaware Technical Community College Southern Campus. Students enrolled at our New Jersey sites are welcome to use the libraries located at those sites; please see a librarian for local usage policies. Through ILLiad, materials not owned or licensed by the WilmU Library may be requested. Interlibrary loans (ILL) from academic libraries across the country expand access to your needed research materials. Electronic delivery is available for most ILL materials.

Helping to enhance your learning experience, the Library sponsors displays, exhibits, authors, book talks, and other events. Collaboration between the library and faculty to integrate information literacy into the curriculum helps foster and support development of information practice skills that can lead to a competitive edge in the workplace. Contact a Librarian to schedule an orientation or for assistance with your research.

Information about the library, including policies, online request forms, and Research/Subject Guides can be found on the Wilmington University web site at www.wilmu.edu/library. This homepage serves as a gateway to local, national, and global information resources.

Athletics

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

Office of Student Affairs

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

Athletics

Wilmington University is a member of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate

Conference (CACC). The University fields intercollegiate basketball, baseball, soccer, golf, cross-country, lacrosse and track & field for men; and basketball, bowling, tennis, softball, volleyball, soccer, lacrosse, cheerleading, track & field and cross-country for women. The Director of Athletics is responsible for the sports program.

Office of Student Concerns

The Office of Student Concerns was established to provide assistance to students who need direction, support, and/or correction in relation to a wide range of issues that may confront them while attending the University.

The Office of Student Concerns is a resource for students who are seeking to clarify their understanding of University expectations or better manage interactions with others. The Office of Student Concerns also serves to assist staff and faculty with issues involving student conduct.

Career Services

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

Office of Student Life

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

Disability Services

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

Housing Assistance

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

Student Organizations

Involvement in student organizations adds dimensions to the University experience. Wilmington University students can participate in a wide range of campus organizations and activities, including the Student Government Association, Alpha Delta Chi Criminal Justice Club, Cheerleading, Dover Ambassadors, Education Club, the Green Team, Multicultural Student Association, Esports Club, Game Club, Military/Veteran Student Organization, Muscle Movement at WilmU, Online Student Association, Phi Theta Kappa Alumni Association, Ping Pong Club, Poetry Club, Psychology/Organizational Dynamics Student Association, Spectrum, Sport Management Club, Student Athlete Advisory Committee, Student Legal Association, Student United Way, Team STAC, Checkmates, WilmU Reads Book Club, Society for Human Resource Management, Young Professionals Association and honor societies.

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

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

The Alumni Association

The Wilmington University Alumni Association was founded with the first graduating class of 198 students in 1972 to strengthen and promote the growth of the University. The Association is comprised of undergraduate and graduate alumni interested in recruiting their peers to remain connected to the institution and communicating students' accomplishments to the community-at-large. In order to better connect with our alumni, Chapters have been established in certain geographical locations as well as on behalf of university affinity groups. A Chapter Chair is appointed to lead each group in alumni development and university engagement. They are involved in coordinating special events and collaborating with the Alumni Relations Department for fundraising activities. In spite of its growth to over 61,642, the Alumni Association still upholds its mission to value and care for our alumni as friends and partners.

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

COLLEGE OF BUSINESS

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

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

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

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

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

BUSINESS ADMINISTRATION, DOCTOR OF BUSINESS ADMINISTRATION

Admission

For consideration and admission to the Doctor of Business Administration [DBA] program, applicants must present evidence of the following:

1. A master's degree in business or a related field from a regionally accredited institution, or an appropriately certified foreign institution.
2. A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree.
3. Significant work experience: applicants need to have experience in a management or leadership position, or as an educator in a classroom setting, and have the support of their organization.
4. Students will be asked to verify that they have a level of technological literacy adequate to successfully pursue the DBA.

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

1. A doctoral application for admission accompanied by a non-refundable application fee.
2. Official transcripts from all post-secondary schools attended. The transcripts must be from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's and master's degree. Send official transcripts directly from the identified college or university to the Wilmington University Graduate Admissions office or have official transcripts sent electronically from the institution to gradadmissions@wilmu.edu.
3. A current resume.

4. Three letters of recommendation. At least one letter should be from an employer who is able to discuss your professional skills. If possible, at least one letter should be from a professor who is able to comment on your academic performance and ability to pursue doctoral studies. All letters of recommendation must be from professional sources.
5. Statement of Goals and Objectives. Prepare a two or three page, double-spaced essay covering the following points:

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

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

Program Purpose

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

Accreditation

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

Program Competencies

Students will achieve an advanced level of skills and knowledge in key business functions. Upon graduation the student will be able to demonstrate competencies in:

1. Oral Communication

Demonstrate advanced oral business communication skills by selecting appropriate communication tools and utilizing them in a highly effective, professional manner.

2. Written Communication

Demonstrate a high skill level in academic writing by properly utilizing information literacy and research methods, critically analyzing results, and expressing findings using clear, concise tools and writing styles and proper academic writing formats.

3. Disciplined Inquiry

a. Exercise critical thinking strategies, including scientific reasoning for business problem definition, problem analysis, and evaluation of solutions, and be able to appropriately apply them at high levels in organizational settings.

b. Select appropriate research methods and be able to properly apply them to the economic, behavioral, and social science theories that provide the foundation for strategic research in business administration.

4. Information Literacy

Demonstrate the ability to access, evaluate, and use information and information technologies to enhance the effective utilization and practice of business research.

5. Ethics

Properly evaluate and apply high ethical and legal principles to guide professional behaviors and decision-making in business organizations.

6. Professional

a. Evaluate the theories and tools that are essential to implement change in the business environment and be able to apply them effectively at strategic levels.

b. Formulate an understanding of the issues facing business leaders in a contemporary global environment and develop strategies to effectively address those issues.

Program Design

The DBA degree requires the completion of 48 semester credit hours. The program course work is designed to be completed within a 2½ year time frame. The dissertation or culminating research project will require additional time to complete, typically 1-2 years. The program is organized and 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 DBA at their own pace.

Format

Wilmington University is committed to helping students achieve their educational goals by providing high quality programs, affordable tuition, with a format that fit busy lifestyles. The DBA program is an online format with students meeting via an online platform one night a week.

In order to provide a seamless program for our students, your choice of enrollment will remain the same for the entire program. We will make adjustments for a student on an individual basis.

100% Online

The essence of Wilmington University's DBA program is fostering a highly participative learning community. Peer interaction and support are key elements of the learning and discovery process. Accordingly, all of the online courses will utilize an online platform to facilitate weekly class meetings that will include short lectures, discussions, debates, and student presentations. All online students are expected to participate actively in these virtual class meetings. In addition to the weekly class meetings, various online learning experiences will be used, including peer coaching sessions or small group discussions. Classes run for 7-week blocks.

The typical load will be two classes per semester. Including spring, summer, and fall semesters, an online student taking two courses per semester would complete six classes per year.

New Student Orientation Requirement

Each student will participate in a new student orientation that is held approximately 2-3 weeks prior to the start of your first semester. Attendance is required in order to be eligible to start the program. Prior to the orientation meeting, students are required to watch a series of videos that orient them to details related to Canvas (the online learning platform), library resources and doctoral writing requirements. The videos can be found on the DBA Organization Site in Canvas. The DBA program's administrative assistant will provide access to this site when students are fully accepted and have enrolled in their first courses.

Residency Requirement

Residency is an important event for DBA students. It is held on-campus and one time per cohort. For online students, this is a two-day series of workshops, activities, and individual meetings. Residency occurs at the end of Year 2 as students are beginning their dissertation work. Attendance is required. Travel and accommodations are at the student's expense, while some meals are provided by the DBA program. The goal for Residency is to refine your dissertation research topic area. Following Residency, students are assigned their Dissertation Committee Chairperson.

The Residency in-person format is subject to change and a format change may become necessary based upon campus closure related to inclement weather or public health guidelines (ex: Covid-19 indoor group gathering limits).

DBA Portfolio Project Comprehensive Assessment

At the end of the first year of coursework, the student is required to achieve a passing grade on a formal Comprehensive Examination, which is the DBA Portfolio Project Comprehensive Assessment. This examination consists of the analysis of one key strategic issue for a chosen industry. The selected issue will be examined through the first six core courses – leadership, ethics, business intelligence, innovation, finance, and organizational strategy. The student will present a paper and presentation to a faculty panel. All students must pass this assessment before moving forward in the DBA program.

Advancing to Doctoral Candidacy

At the conclusion of DBA 8000, the student's dissertation committee must approve the student's research proposal for their dissertation research project. Upon completion of this requirement, in addition to the completion of all required courses prior to the 9000 series course, and passage of the Comprehensive Exam, the student will then advance to doctoral candidacy.

Dissertation or Research Project

The DBA dissertation (traditional five chapter or Critical Evaluation and Recommendation Paper) requires a minimum of 3 semester credit hours for completion. A dissertation or research project proposal must be completed, reviewed, and approved by the student's dissertation committee prior to the beginning of data collection in the area of the research topic. Once the dissertation or research project is complete, the student will present the results before the dissertation committee and colleagues.

Qualifications for Degree

To qualify for the DBA degree, a student must satisfactorily complete 48 credit hours, including 5 research foundation courses, 10 program-specific courses, and a dissertation or research project. The student must: (1) maintain a minimum grade point average of at least 3.0; (2) achieve a grade of at least "B" or better in all courses; (3) achieve satisfactory performance on the Comprehensive Examination; (4) obtain approval of the student's research proposal; and (5) successfully complete and defend the dissertation or research project. These requirements must be completed within seven years of matriculation into the program.

Course Requirements

Course sequencing

LDR 7000	Experiential Learning: Leadership Issues
DBA 7600	Ethics in Business and Management
DBA 7510	Business Intelligence
LDR 7100	Managing Innovation and Change
DBA 7400	Advanced Seminar in Managerial Finance and Accounting
DBA 7100	Organizational Strategy and Policy
DBA 7310	Executive Decision-Making
DBA 7800	Global Management Models
DBA 7200	Advanced Organizational Behavior
DBA 7900	Advanced Marketing Seminar
RES 7106	Disciplined Inquiry I
RES 7107	Disciplined Inquiry II
RES 7111	Research Design
RES 7112	Research Analysis
DBA 8000	Seminar on Research in Management
DBA 9000	DBA Research
DBA 9004	DBA Research

DBA 7200 and DBA 7900 are elective courses and may be substituted with select EDD, DSS, or DNP courses with approval from the program Chair. Reach out to the DBA Chair for more information.
Total Credits required for program completion: 54 credits

BUSINESS ADMINISTRATION, MASTER OF BUSINESS ADMINISTRATION

Admission

For consideration and admission to the Master of Business Administration [MBA] program, applicants must satisfactorily submit and/or complete the following:

1. Submit a graduate application for admission accompanied by a non-refundable application fee.
2. Submit the official transcript(s) from an accredited college, university, or other degree granting institution, within two terms of admission, verifying completion of a baccalaureate (bachelor's) degree.
3. Meet with a program Chair or advisor for a Program Planning Conference [PPC] to discuss program expectations and requirements. The official transcript(s) should be on file with Wilmington University prior to the PPC; however, students

may present an unofficial transcript(s) to a program Chair or advisor for the PPC.

All required application and admission documents should be sent to the Wilmington University Graduate Admissions office or email gradadmissions@wilmu.edu.

Applicants whose native language is not English or who have graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.

Program Purpose

The MBA program is designed to prepare students for management and leadership positions in all types of business enterprises including health care organizations, financial institutions, and not-for-profit organizations. The program is designed with an emphasis on executive skills development, quantitative and qualitative analytical techniques, and the knowledge and professional capabilities necessary for the execution of complex managerial duties in today's global business environment. Embedded in the MBA program is an appreciation for the role of business in a pluralistic society and the international community.

Program Competencies

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

1. The student will demonstrate effective professional oral and written communication skills and techniques required of competent and successful business leaders and managers.
2. The student will demonstrate effective information literacy and qualitative and quantitative critical thinking skills as they relate to the development of sound business tactics and strategy.
3. The student will demonstrate current relevant disciplinary knowledge and competencies specific to the fields of finance, strategy, managerial accounting, marketing, and organizational behavior that impact the development of sound business tactics and strategy.
4. The student will demonstrate the importance of ethical decision-making and ethical business practices aligned with the organization's goal and objectives.

Program Design

The philosophy of the Wilmington University MBA program is closely aligned with its instructional format. The program is organized through a series of coordinated accelerated 7-week courses and is scheduled to accommodate the needs of students who maintain full-time employment while pursuing their degree. While some course sequencing is necessary, the program is designed to permit students to complete degree requirements at their own pace.The program is currently offered fully online and at various locations throughout Delaware and New Jersey.

MBA Program Requirements

The MBA program requires the following undergraduate pre-requisites:

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

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

3) Accounting*. Three credits of undergraduate Accounting I with a grade of "C" or better (equivalent to Wilmington University BAC 101). Students may complete MBA 5850, Financial Accounting for MBAs, to meet this requirement. Students who wish to test out of the accounting pre-requisite can submit a passing grade on the CLEP Financial Accounting exam.

4) Finance. Three credits of undergraduate finance with a grade of "C" or better (equivalent to Wilmington University FIN 305). Students may complete MBA 5900, Principles of Finance, or FIN 305 to meet this requirement.

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

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

*See MBA: Accounting for specific undergraduate accounting pre-requisites for the Accounting concentration.

Registration

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

Prior to registering for the second MBA course students should:

1. Submit official transcript(s) from an accredited college, university, or other degree-granting institution verifying completion

of a bachelor's degree. Send official transcript(s) directly from the identified college or university to the Wilmington University Graduate Admissions office or email gradadmissions@wilmu.edu.

2. Meet with a program Chair or advisor for a program planning conference, if not completed earlier. Official transcript(s) should be on file prior to the conference. Students may bring unofficial transcript(s) to this meeting if official transcript(s) are not yet on file.

MBA Concentrations

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

Accounting*
Banking and Financial Services
Business Analytics
Business Communication
Business Technology Management
Finance
Health Care Administration
Homeland Security
Human Resource Management
Management Information Systems
Marketing Management
Nonprofit Management
Organizational Leadership
Sustainability

Each of the above MBA program concentrations require twelve 3-credit graduate courses consisting of the seven course MBA common core and five courses in the declared MBA concentration.
*The MBA with a concentration in Accounting requires a six course, 18-credit hour common core. Advanced Managerial Accounting MAC 7200 is taken within the 18-credit hour Accounting concentration.

The Wilmington University MBA Program

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

The MBA Common Core:

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy

MBA Without a Concentration

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

MBA 7592	Global Enterprise Development
MGT 6400	Global Leadership
MBA 7302	Project Management
	Two Electives

Two electives

Graduate level electives include: any HCA, MBA (except 5850 or 5900), MGT, MHS, MHR, MIS, MOL, MPA, or IST (IST 7000 level courses only).
Graduate-level courses taken to meet program admission pre-requisites are not applied towards the 36 credit-hour requirement for MBA degree completion.

MBA with a Concentration in Accounting

In combination with MBA core coursework, the MBA with a concentration in Accounting includes courses centric to providing students with the relevant theoretical, practical and technological skills necessary for accounting professionals. In addition to the MBA admission and candidacy requirements listed above, the MBA with a concentration in Accounting has the prerequisite completion of 12 credit hours of undergraduate Accounting: Accounting I & II (equivalent to W.U. BAC101 and BAC102) and Intermediate Accounting I & II (equivalent to W.U. BAC201 and BAC202). Students may complete MAC 5000 and MAC 5010 to meet the Accounting I & II requirement and complete MAC 5100 and MAC 5110 to meet the Intermediate Accounting I & II requirement.
To fulfill the requirements for the MBA with a concentration in Accounting, students must complete an 18-credit hour Business Management core and an 18-credit hour concentration in Accounting.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MAC 7100	Financial Accounting Theory, Policy, and Research
MAC 7200	Advanced Managerial Accounting
MAC 7300	Issues in Auditing and Assurance Services
MAC 7400	Fraud Prevention and Forensic Accounting
MAC 7500	Federal Taxation, Policy, and Research
MAC 7600	International Accounting and Taxation

MBA Core 18 credits

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

MBA with a Concentration in Banking and Financial Services

The MBA in Banking and Financial Services is a specialized program designed to equip aspiring professionals with the knowledge and skills necessary to excel in the dynamic world of banking and financial institutions. This concentration leverages both core MBA courses and five new specialized courses tailored specifically to the banking sector.
The program will equip students with a comprehensive understanding of key concepts, tools, and techniques necessary to thrive in today's dynamic banking landscape. This specialized program delves into essential courses related to banking, while also addressing the current and future needs of the financial industry.
Specifically, the program combines a solid foundation in general business management with targeted courses that explore the intricacies of banking, insurance, mortgages, mutual funds, and pension funds. Graduates emerge well-prepared for leadership roles in financial institutions, regulatory bodies, and investment firms.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis

MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MBA 7260	Banking Operations Management
MBA 7262	Fin Markets and Institutions
MBA 7265	Money Banking and Macroeconomy
MBA 7267	Investment Banking
MBA 7270	Bank Auditing and Examinations

MBA Core 21 credits

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

MBA with a Concentration in Business Analytics

In combination with MBA core coursework, the MBA with a concentration in Business Analytics (BA) includes courses centric to utilizing statistical and other analytical tools to leverage data to measure performance, improve business processes, and optimize business decision-making. BA can be applied to an organization as a whole, or to specific projects, processes, or products. BA knowledge and skills are increasingly in demand by potential employers of our graduates.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6300	Quantitative Business Analysis
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MBA 7710	Seminar in Data Analysis
MBA 7715	Predictive Analytics
MBA 7720	Forecasting for Business Analytics
MBA 7725	Optimization for Business Analytics
MBA 7730	Simulation for Business Analytics

MBA Core 21 credits

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

MBA with a Concentration in Business Communication

In combination with MBA core coursework, the MBA with a concentration in Business Communication includes courses centric to the integral role that effective communication plays in every type of organization in today's global business environment. Students are provided with a practical, hands-on approach to a variety of effective and strategic communications options, distribution techniques, and analytical reporting disciplines. This concentration prepares students to identify various types of target audiences and use appropriate technology within relevant formats to craft compelling, results-oriented communications.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics

MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MCM 6100	Multi-Media Communication
MCM 6101	Communication Writing
MCM 6102	Legal and Ethical Issues
MCM 6103	Communication Analytics
MCM 6104	Strategic Communication

MBA Core 21 Credits

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

MBA with a Concentration in Business Technology Management

In combination with MBA core coursework, the MBA with a concentration in Business Technology Management includes courses centric to providing instruction in a growing cross-disciplinary area of business: the intersection of business processes, data analysis, and the technology applications that support these integrated business processes.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MBA 7305	Supply Chain Management
MBA 7320	Business Process Management
MBA 7710	Seminar in Data Analysis
IST 7100	IT Policy and Strategy
SEC 6040	Web and Data Security

MBA Core 21 credits

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

MBA with a Concentration in Finance

In combination with MBA core coursework, the MBA with a concentration in Finance includes courses centric to providing students with opportunities to leverage critical decision-making skills in the area of financial management to meet business strategy.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis

MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy

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

MBA 7292	Investments
MBA 7293	Portfolio Theory
MBA 7294	Advanced Financial Analysis
MBA 7298	Seminar in FinTech

Choose one of the following two courses:

MBA 7295	Corporate Taxation
	OR
MBA 7296	International Finance

MBA 7294: ideally scheduled immediately following MBA 7250.

MBA Core 21 credits

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

MBA with a Concentration in Health Care Administration

In combination with MBA core coursework, the MBA with a concentration in Health Care Administration includes courses centric to the ever-changing environment of health care. Students will demonstrate knowledge of a variety of health care issues including health policy, insurance, demand for services, and legal and ethical issues in today's global environment.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
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

MBA Core 21 credits

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

MBA with a Concentration in Homeland Security

In combination with MBA core coursework, the MBA with a concentration in Homeland Security includes courses centric to issues involving homeland security that have become a priority at all levels of the corporate world. Business professionals need to know the problems involved and be prepared to adapt to the ever-changing landscapes in homeland security in order to maintain a safe and secure work environment.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7004/MAJ 6606	Crisis Leadership

MBA Core 21 credits

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

MBA with a Concentration in Human Resource Management

In combination with MBA core coursework, the MBA with a concentration in Human Resource Management includes courses centric to equipping individuals with the essential competencies necessary to lead and develop the human capital of organizations, which is necessary for business executives now and into the future. This program is ideal for human resource professionals seeking to diversify their portfolio of competencies to advance their career, profession, and organizations.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MHR 6503	Law, Regulation and the Workplace
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management
	MHR Elective

MBA Core 21 credits

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

MBA with a Concentration in Management Information Systems

In combination with MBA core coursework, the MBA with a concentration in MIS includes courses centric to providing students with the knowledge, skills and abilities needed for effective management in today's technological world. Students will be equipped with a working command of current informational practices that can immediately be applied in business, educational, and governmental organizations.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7100	IT Policy and Strategy

MBA Core 21 credits

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

MBA with a Concentration in Marketing Management

In combination with MBA core coursework, the MBA with a concentration in Marketing Management includes courses centric to providing students with critical knowledge surrounding management issues affecting marketing in both the domestic and global environments. Students will also work to formulate business strategies, including addressing sales goals, marketing goals, and customer service needs.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy

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

MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government Marketing
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

Choose one of the following three courses:

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

MBA Core 21 credits

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

MBA with a Concentration in Nonprofit Management

In combination with MBA core coursework, the MBA with a concentration in Nonprofit Management includes courses centric to topics addressing the increasingly important role that nonprofit agencies serve in providing a wide range of client-based services in today's economy. This concentration is designed to provide nonprofit agencies with a source of potential leaders exposed to critical nonprofit business functions including leadership, administrative governance, and fundraising.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
NPM 7300	Seminar in Nonprofit Management
NPM 7310	Nonprofit Management
NPM 7320	Nonprofit Governance
NPM 7330	Nonprofit Sustainability

Choose one of the following two courses:

	One Elective
	OR
MBA 8795	MBA Internship

*Electives: Any MBA (except 5000-level courses), MGT, MOL, or AHS.
MHR 6503 "Law, Regulation, and the Workplace" is a recommended elective.

MBA Core 21 credits

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

MBA with a Concentration in Organizational Leadership

In combination with program core coursework, the MBA with a concentration in Organizational Leadership includes courses centric to providing students with the opportunity to research, assess, and understand key aspects, issues, and dynamics related to innovative leadership practices. This program is designed to address the importance for today's leaders to develop/improve skills and capabilities to both manage and lead organizations in a diverse and multi-cultural environment. Key areas of focus include decision-making strategies, team facilitation, interpersonal relations, as well as change and crisis management.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business

MBA 8800	Business Strategy
MOL 6700	Innovation & Crisis Leadership
MOL 6800	Global Performance Management
MOL 6900	Communication & Teams
MOL 6950	Current Topics in Leadership

Choose one of the following three courses:

MHR 6503	Law, Regulation and the Workplace
MOL 6600	Legal and Ethical Aspects of Organizations
MPA 6503	Administrative Law

MBA Core 21 credits

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

MBA with a Concentration in Sustainability

In combination with MBA core coursework, the MBA with a concentration in Sustainability includes courses centric to providing students with comprehensive exposure to business sustainability principles that are essential in supporting and aligned with organizational strategy and tactics.

Courses

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy
MBA 7302	Project Management
MBA 7805	Strategic Planning for Sustainability
MBA 7810	Principles of Business Sustainability
MBA 7815	Sustainability and Business
	One Elective

Students are recommended to take an MBA course in analytics, marketing, finance (excluding MBA 5900), or leadership for their open elective.

MBA Core 21 credits

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

ACCOUNTING, MASTER OF SCIENCE

Admission

For consideration and admission to the Master of Science [M.S.] in Accounting program, applicants must satisfactorily submit and/or complete the following:

1. Submit a graduate application for admission accompanied by a non-refundable application fee.
2. Submit the official transcript(s) from an accredited college, university, or other degree granting institution, within two terms of admission, verifying completion of a baccalaureate (bachelor's) degree.
3. Meet with a program Chair or advisor for a Program Planning Conference [PPC] to discuss program expectations and requirements. The official transcript(s) should be on file with Wilmington University prior to the PPC; however, students may present an unofficial transcript(s) to a program Chair or advisor for the PPC.

All required application and admission documents should be sent to the Wilmington University Graduate Admissions office or email gradadmissions@wilmu.edu.

Applicants whose native language is not English or who have graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.

Program Purpose

The M.S. in Accounting is designed to meet the growing need for credentialed accountants and financial managers. The program is designed for accounting professionals who want to extend their education and advance their careers, as well as professionals who want to begin a new career in accounting. The M.S. in Accounting provides students with relevant in-depth analytical, technical, and problem-solving skills. It also provides the foundation for students who are interested in the Certified Public Accountant Exam (CPA), Certified Management Accountant Exam (CMA), and the Certified Fraud Examination Exam (CFE).

Program Competencies

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

1. Demonstrate highly-developed communication and collaboration skills needed by effective accounting professionals.
2. Integrate accounting theory and practice in the process of complex problem solving.
3. Evaluate ethical problems and apply professional standards in management decision making.
4. Analyze complex data utilizing appropriate technological and quantitative methods and tools for accounting decision-making.

Program Design

The program incorporates a methodology that provides students with a deep appreciation of the relevant skills and knowledge required for decision-making and problem solving. The program consists of accelerated 7-week courses scheduled to permit students the flexibility to complete the degree requirements at their own pace. The program is currently offered fully online and in person in Delaware.

MS: Accounting Program Requirements

The program consists of ten 3-credit hour courses. The seven core courses (21 credit hours) provide an in-depth exposure to core accounting theory, practice and data analytics that are applicable to a wide range of situations and organizations. Students also select three elective courses to complement the core requirements. The elective courses allow the students to work with their advisor or Program Chair to design individualized programs for their chosen accounting career path. Students must have a cumulative GPA of 3.0 or higher in order to graduate.

The M.S. in Accounting requires the prerequisite completion of 12 credits in undergraduate Accounting and 3 credits in undergraduate Finance. Wilmington University provides graduate course options to satisfy these requirements.

1. Accounting I and II (equivalent to W.U. BAC101 and 102); graduate options: MAC 5000 and MAC 5010.
2. Intermediate Accounting I and II (equivalent to W.U. BAC 201 and 202); graduate options MAC 5100 and MAC 5110.
3. Finance (equivalent to W.U. FIN 305); graduate option MBA 5900.

Prerequisites are a scheduling priority.

Registration

Prior to registering for your second M.S. in Accounting course, students should:

1. Submit official transcript(s) from an accredited college, university, or other degree-granting institution verifying completion of a bachelor's degree. Send official transcript(s) directly from the identified college or university to the Wilmington University Graduate Admissions office or email gradadmissions@wilmu.edu.
2. Meet with a Program Chair or advisor for a program planning conference (PPC) to discuss Program expectations and requirements. An official transcript(s) should be on file prior to the PPC; however, students may present an unofficial

transcript(s) to a Program Chair or advisor, for the PPC if official transcript(s) are not yet on file.

3. M.S. in Accounting students must satisfy all degree and course requirements as outlined in the catalog in effect at the time of initial enrollment at Wilmington University, as well as achieve an overall cumulative grade point average of at least 3.0 in all graduate studies with Wilmington University.

M.S. Accounting Program Course Requirements

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

Courses

MAC 6200	Data Analytics for Accountants
MAC 7100	Financial Accounting Theory, Policy, and Research
MAC 7200	Advanced Managerial Accounting
MAC 7300	Issues in Auditing and Assurance Services
MAC 7400	Fraud Prevention and Forensic Accounting
MAC 7500	Federal Taxation, Policy, and Research
MAC 7600	International Accounting and Taxation

Electives

	One Elective
	One Elective
	One Elective

Electives may be chosen from any MAC or other graduate Business course, including MIS 7000, above the 5000 level, except MBA 6100, MBA 6150, or MGT 7300. Students may also select IST courses from the College of Technology and MAJ courses from the College of Social and Behavioral Sciences. Students should consult with their academic advisor or Program Chair when selecting M.S. Accounting electives.

M.S. Accounting Core 21 credits

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

MANAGEMENT, MASTER OF SCIENCE IN MANAGEMENT

Admission

To be considered for admission to the Master of Science [M.S.] in Management program, applicants must satisfactorily submit and/or complete the following requirements:

1. Submit a graduate application for admission accompanied by a non-refundable application fee.
2. Submit the official transcript(s) from an accredited college, university, or other degree granting institution, within two terms of admission, verifying completion of a baccalaureate (bachelor's) degree.
3. Meet with a program Chair or advisor for a Program Planning Conference [PPC] to discuss program expectations and requirements. The official transcript(s) should be on file with Wilmington University prior to the PPC; however, students may present an unofficial transcript(s) to a program Chair or advisor for the PPC.

All required application and admission documents should be sent to the Wilmington University Graduate Admissions office or email gradadmissions@wilmu.edu.

Applicants whose native language is not English or who have graduated from an institution where English is not the language of instruction should contact International Admissions or go to the University's website for admission requirements.

Program Purpose

The purpose of the M.S. in Management program is to provide the management practitioner with scholastic depth and contemporary management and leadership skills to meet the challenges of today's global organizations. By focusing on the role of the manager at the micro and macro levels, and embracing the manager-as-leader paradigm, the program focuses on the reality and challenging nature of contemporary organizational systems that require change and innovation for organizations to remain competitive in a global environment.

Program Competencies

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

1. The student will improve upon, or develop, communication skills to be highly effective;
2. The student will integrate theory and practice in solving complex problems;
3. The student will demonstrate knowledge of business concepts and functions in an integrated manner, and;
4. The student will improve upon or prescribe ethical decision-making to problems and solutions.

Program Design

The M.S. in Management program incorporates a methodology that provides students with a deep appreciation of the skills and knowledge required for decision-making and problem solving. Streams of emphasis include today's contemporary organization, strategy, global realities of diversity and culture, management for innovation and change, creativity, leadership, technology, the global market, and the management of teams. The program is designed for individuals who are seeking to make a strong contribution to their organization, profession, and global society while advancing and promoting their careers. The program is organized through a series of accelerated 7-week courses that are offered online and at locations in Delaware.

Program Requirements

The M.S. in Management program is based upon students working in a wide range of organizations; students must be adept at understanding the relation of the manager to the organization in order to gain mastery. The program consists of 10 three-credit hour courses, which include five program core courses: MGT 6400 Global Leadership, MGT 7300 Business Finance, MGT 7750 Strategy and Decision-Making, MIS 7000 IT in Business, and MGT 8000 MSM Business Simulation. Courses provide an in-depth exposure to core management areas that are applicable to a wide range of situations and organizations. Throughout the M.S. in Management program, students may have the opportunity to complete elective coursework at the graduate level to complement program core requirements. Unless otherwise indicated these course codes (courses) include: MBA (except 5850/5900/6000), MCM, MGT, MHR, MHS, MOL, MPA, MSP, NPM, HCA, and IST (IST 7000 level courses only). Students should consult with a program Chair or advisor when selecting program electives.

As an alternative to the standard M.S. in Management program, students may select a program with one of the following concentrations:

Health Care Administration
Human Resource Management
Marketing
Organizational Leadership

M.S. in Management students must satisfy all degree and course requirements as outlined in the catalog in effect at the time of initial enrollment at Wilmington University, as well as achieve an overall cumulative grade point average of at least 3.0 in all graduate studies with Wilmington University.

Registration

It is highly recommended that students complete MGT 6400 as their first course in the M.S. in Management program. Prior to registering for a second course in the program students should:

1. Submit the official transcript(s) from an accredited college, university, or other degree-granting institution, verifying completion of a baccalaureate (bachelor's*)* degree.
2. Meet with a program Chair or advisor for a PPC to discuss program expectations and requirements. The official transcript(s) should be on file with Wilmington University prior to the PPC; however, students may present the unofficial transcript(s) to a program Chair or advisor, for the PPC.

Master of Science in Management Program

The M.S. in Management program is based upon the belief that students must understand the importance of management and leadership skills in various types of organizations within a global environment.

Courses

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 8000	MSM Business Simulation
MGT 7395	Management Development
MGT 7504	Ethical Issues in Management
MGT 7507	Strategic Management
MGT 7508	Change Management
MGT 7667	Diversity in the Workplace

M.S. in Management Core 15 credits

Total of core and concentration courses is 10 courses or 30 credits.
As an alternative to the M.S. in Management program shown above, students may select a program with one or more of the concentrations shown below:

M.S. in Management with a Concentration in Health Care Administration

In combination with program core coursework, the M.S. in Management with a concentration in Health Care Administration includes courses centric to the ever-changing environment of health care. Students will demonstrate knowledge of a variety of health care issues including health policy, insurance, demand for services, and legal and ethical issues in today's global environment.

Courses

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 8000	MSM Business Simulation
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

M.S. in Management Core 15 credits

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

M.S. in Management with a Concentration in Human Resource Management

In combination with program core coursework, the M.S. in Management with a concentration in Human Resource Management includes courses centric to equipping individuals with the essential competencies necessary to lead and develop the human capital of organizations, which is necessary for business executives now and into the future. This program is ideal for human resource professionals seeking to diversify their portfolio of competencies to advance their career, profession, and organizations.

Courses

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 8000	MSM Business Simulation
MHR 6503	Law, Regulation and the Workplace
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management
	MHR Elective

M.S. in Management Core 15 credits

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

M.S. in Management with a Concentration in Marketing

In combination with program core coursework, the M.S. in Management with a concentration in Marketing includes courses centric to providing students with critical knowledge surrounding management issues affecting marketing in both the domestic and global environments. Students will also work to formulate business strategies, including addressing sales goals, marketing goals, and customer service needs.

Courses

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 8000	MSM Business Simulation

Choose one of the following three courses:

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

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

MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

M.S. in Management Core 15 credits

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

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

In combination with program core coursework, the M.S. in Management with a concentration in Organizational Leadership includes courses centric to providing students with the opportunity to research, assess, and understand key aspects, issues, and dynamics

related to innovative leadership practices. This program is designed to address the importance for today's leaders to develop/improve skills and capabilities to both manage and lead organizations in a diverse and multi-cultural environment. Key areas of focus include decision-making strategies, team facilitation, interpersonal relations, as well as change and crisis management.

Courses

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 8000	MSM Business Simulation
MOL 6700	Innovation & Crisis Leadership
MOL 6800	Global Performance Management
MOL 6900	Communication & Teams
MOL 6950	Current Topics in Leadership

Choose one of the following three courses:

MHR 6503	Law, Regulation and the Workplace
MOL 6600	Legal and Ethical Aspects of Organizations
MPA 6503	Administrative Law

M.S. in Management Core 15 credits

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

Graduate Certificates

The College of Business offers graduate certificates in Business Communication, Finance, Health Care Administration, Human Resource Management, Management Information Systems, Marketing Management, Nonprofit Management, Organizational Leadership, and Sustainability. Students must have a 3.0 or higher GPA in order to earn a graduate certificate. All students interested in completing a graduate certificate must:

1. Submit a graduate admissions application along with the non-refundable application fee.
2. Submit official transcript(s) documenting completion of an accredited bachelor's degree.

GRADUATE CERTIFICATE IN BUSINESS COMMUNICATION

Students who wish to receive a graduate certificate in Business Communications must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

MCM 6100	Multi-Media Communication
MCM 6101	Communication Writing
MCM 6102	Legal and Ethical Issues

MCM 6103	Communication Analytics
MCM 6104	Strategic Communication

GRADUATE CERTIFICATE IN FINANCE

Students who wish to receive a graduate certificate in Finance must complete any five courses listed below, in addition to any prerequisites for those courses. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit to the Office of the Registrar.

Certificate Requirements

Requirements List

MBA 7250	Financial Analysis
MBA 7292	Investments
MBA 7293	Portfolio Theory
MBA 7298	Seminar in FinTech

*MBA 7250 has the prerequisite FIN 305, MBA 5900, or equivalent.

Choose one of the following three courses:

MBA 7294	Advanced Financial Analysis
MBA 7295	Corporate Taxation
MBA 7296	International Finance

GRADUATE CERTIFICATE IN HEALTH CARE ADMINISTRATION

Students who wish to receive a graduate certificate in Health Care Administration must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN HUMAN RESOURCE

MANAGEMENT

Students who wish to receive a graduate certificate in Human Resource Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

MHR 6503	Law, Regulation and the Workplace
MHR 7600	International HR
MHR 7650	Compensation and Benefits
MHR 7800	Seminar in Human Resource Management
	One Elective

*Students must take an MHR course for the open elective requirement

---

GRADUATE CERTIFICATE IN MANAGEMENT INFORMATION SYSTEMS

Students who wish to receive a graduate certificate in Management Information Systems [MIS] may obtain it from the College of Technology upon completing the five IST courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

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

GRADUATE CERTIFICATE IN MARKETING MANAGEMENT

Students who wish to receive a graduate certificate in Marketing Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Courses

MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government

	Marketing
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics

GRADUATE CERTIFICATE IN NONPROFIT MANAGEMENT

Students who wish to receive a graduate certificate in Nonprofit Management must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

NPM 7300	Seminar in Nonprofit Management
NPM 7310	Nonprofit Management
NPM 7320	Nonprofit Governance
NPM 7330	Nonprofit Sustainability
	One Elective

GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

Students who wish to receive a graduate certificate in Organizational Leadership must complete the six courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

MOL 6100	Leadership Foundations
MOL 6700	Innovation & Crisis Leadership
MOL 6800	Global Performance Management
MOL 6900	Communication & Teams
MOL 6950	Current Topics in Leadership

Choose one of the following three courses:

MHR 6503	Law, Regulation and the Workplace
MOL 6600	Legal and Ethical Aspects of Organizations
MPA 6503	Administrative Law

GRADUATE CERTIFICATE IN SUSTAINABILITY

Students who wish to receive a graduate certificate in Sustainability must complete the five courses listed below. When students are enrolled in their last course for completion of the certificate program, they must complete the Graduate Certificate Program Form and submit it to the Office of the Registrar.

Certificate Requirements

Requirements List

MBA 7302	Project Management
MBA 7805	Strategic Planning for Sustainability
MBA 7810	Principles of Business Sustainability
MBA 7815	Sustainability and Business
	One Elective

The open elective must be an MBA course, excluding 5000-level courses.

COLLEGE OF EDUCATION AND LIBERAL ARTS

About the College of Education and Liberal Arts

The College of Education and Liberal Arts at Wilmington University is a major provider of educators for schools in Delaware and throughout the region.

Programs in the College of Education and Liberal Arts include state-approved and nationally accredited pathways to licensure/certification in elementary and middle school teaching, special education, secondary teaching, career and technical education, school counseling and educational leadership. The College also offers programs of study in a variety of specialized educational areas such as educational technology, instruction, reading, and teaching English to speakers of other languages. Candidates who do not seek or need state credentials can also choose from many programs that do not lead to state licensure or certification.

Vision

We believe that effective professional educators must also be learners—learners who want to share challenging ideas and successful practices with their colleagues. Educators prepared at Wilmington University believe in the importance of hard work and persistence, and in reflecting on and improving the quality of that work. They are committed to collaborating with parents, colleagues, and community stakeholders. They want to create teaching/learning environments that support personal, physical and emotional development; intellectual growth; and high levels of student achievement ... and which also encourage innovation, exploration, creativity and problem-solving. We try to maintain a climate of high expectations, care, and respect for the worth of every individual. We view ourselves as "Professional Partners, Creating Environments for Learning."

Mission

The College of Education and Liberal Arts at Wilmington University prepares educators to work successfully with children from birth through adolescence, and to work closely with all education stakeholders. Our programs prepare candidates to work effectively with students with a wide variety of learning needs and from many different cultural, socioeconomic and linguistic backgrounds. An important goal of our programs is the translation of theory into practice. All programs are standards-driven. All programs emphasize the importance of data-based decision making, practical experiences in classrooms and schools, content knowledge, knowing and understanding learner needs, and the application of research-based best practices.

Conceptual Framework

The College of Education and Liberal Arts Conceptual Framework reflects the vision and mission of the University and articulates the College's philosophy and goals. The Conceptual Framework is the fundamental theoretical architecture upon which all degree programs are based. The framework includes eight specific Program Attributes essential for the preparation of effective educators. These attributes appear on every course syllabus.

The complete Conceptual Framework can be found on the Wilmington University website.

Accreditation

Wilmington University is a private, non-profit institution that is fully accredited by the Middle States Association of Colleges and Schools. The College of Education and Liberal Arts is accredited by CAEP (the Council for the Accreditation of Educator Preparation). In addition, degree programs contributing to eligibility for state licensure and/or certification as educators are state-approved and many are nationally recognized. Consequently, the College of Education and Liberal Arts reserves the right to modify degree requirements to comply with any licensure/certification or regulatory changes mandated by the Delaware Professional Standards Board, the Delaware State Department of Education, or the Delaware General Assembly.

Background Checks

A Criminal Background Check (CBC) is required for all field placements associated with College of Education and Liberal Arts degrees (e.g., practicum, course-related fieldwork, student teaching, internships, residencies, etc.). This includes a background check by the FBI and the Delaware State Police, and clearance through the Delaware Child Protection Registry (DCPR). This process must be completed PRIOR to submitting applications for placements. No applications for clinical placements will be considered until all CBC and DCPR reports have been received.

General Knowledge Admission Requirements for Education Degrees Leading to Licensure and/or Certification

In addition to the General Admission Requirements listed for each degree program offered in the College of Education and Liberal Arts, applicants for admission to programs approved for state licensure and/or certification as an educator must meet Delaware's minimum, state-mandated program-entry standards. Those standards include a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.

Content and Performance Assessment Requirements for Education Degrees Leading to Licensure and/or Certification

Content Area Assessments

All candidates for state-approved educator preparation degrees must meet the content assessment requirements adopted by the Delaware Department of Education.

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

For more information about ETS exams (including how to register), go to: www.ets.org/praxis/. Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports, including all sub-score reports.

Please note that admission to the University and to the College of Education and Liberal Arts (graduate and undergraduate) does not guarantee admission to a state-approved educator preparation program.

Doctoral Degrees

EDUCATIONAL LEADERSHIP

Doctor of Education

Three Pathways of Advanced Scholarship for Engaged Educators

Teacher Leadership

The only program of its kind in the area, the EDL in Teacher Leadership supports and recognizes the role of the advanced practitioner in the classroom. Intentionally designed for aspiring program chairs or instructional leaders, this track aims to guide teachers in becoming artful change agents in their schools, spreading good teaching throughout their schools.

Building Leadership

The EDL Building Leadership track provides a forum for aspiring principals and assistant principals to successfully enrich faculty-administration collaboration within their institutions, as well as work with leaders at the district level to innovate solutions to challenges facing modern American schools.

District Leadership

The EDL in District Leadership track is for visionary leaders whose goal is to inspire and engage across the broad spectrum of K-12 educational environments. Candidates will learn to perform, interpret and communicate evidence-based research to successfully lead and manage on the district level.

Admissions

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee. Incomplete files will not be reviewed.
2. Official transcripts from regionally accredited colleges or universities verifying completion of a bachelor's and master's degree. Send official transcript(s) directly to the Wilmington University Office of Graduate Admissions from the identified college or university. A cumulative grade point average of 3.0 or higher for the most recent two years of post-secondary education is required.* With official transcripts, submit a copy of your Immunization Records.
3. Letters of recommendation: one (1) from an immediate supervisor and one (1) from professional colleagues or academic professors written within the last calendar year.

4. Résumé
5. Written statement of professional and academic interest/intent that is completely original and in your own words and that:

- is clear and concise (not less than 2 pages but no more than 4, 1.5" spacing) and avoids educational jargon;
- includes an explanation of why you are interested in earning a doctoral degree at Wilmington University;
- describes your views on innovation and what part innovation plays in leadership; and
- uses your degree program's standards to assess your strengths and areas for growth, aspirations for the future and how your program will help you meet those goals (link is provided in admissions documents) OR;
- for district leaders
- for building leaders
- for teacher leaders
- describes your applied research and/or scholarly interests.

All of the above documents should be sent directly to the Office of Graduate Admissions.
*NOTE: If the transcript shows a GPA that is less than 3.0 for the two most recent years of post-secondary education, applicants may still be considered for admission on the basis of other factors as determined by the Program Chair and/or Director of Advanced Programs.

Purpose

The Ed.D. in Educational Leadership facilitates the professional development of teachers, specialists, administrators, and other educational leaders committed to the concept that those responsible for the nation's educational agenda must be courageous and innovative problem-solvers. The program prepares scholar-practitioners who can translate research into effective systems of instruction, supervision, and leadership, from the classroom to the boardroom. It features a core of studies plus an extensive, field-based, supervised Laboratory of Practice, within which the Dissertation in Practice is developed. The degree program is suitable for leaders in all education settings (private, parochial, independent, charter, or public).
The program format allows for completion of all degree requirements in three years, even though students attend classes only once a week. Courses are taught in a "hybrid" format that includes both face to face and on-line instruction. Courses are taught by full-time faculty and by expert practitioners.

Program Competencies
The Ed.D. in Educational Leadership is designed to produce educational leaders who have the knowledge and ability to promote the success of all students by:

1. Creating and leading a classroom, school or school system culture where innovation is encouraged and embraced, and where innovative ideas and strategies designed to enhance teaching and learning can be proposed, tested and implemented.
2. Facilitating the development, articulation, implementation, and stewardship of a classroom, school or school system vision of learning supported by all stakeholders.
3. Promoting inclusive, non-discriminatory and positive classroom, school/school system environments; providing an effective instructional program; applying research-based best practices; and designing comprehensive professional growth plans for staff.
4. Managing the organization, operations, and resources in a way that promotes safe, efficient, and effective teaching/learning environments.
5. Collaborating with families and other community members, responding to diverse community interests and needs, advocating for policies and procedures that promote the well-being of students and families, and mobilizing community resources.
6. Acting with integrity, fairness, and in an ethical manner.
7. Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.
8. Using authoritative information and valid/reliable data to guide decision making.

Program Design
The Ed.D. in Educational Leadership is designed to create innovative scholar-practitioners who will choose to focus their studies on

teacher leadership, building leadership, district leadership, or a combination of building and district leadership.
As scholar-practitioners, graduates will spend significant hours in the laboratory of practice, the clinical setting appropriate to their areas of focus. As a starting point in their studies, students will work with faculty, field advisors, and local school leaders to identify an important problem of practice in their classroom, school, or district. While students will have other clinical experiences across the standards, it is the problem of practice that is the centerpiece of the laboratory of practice. It is also the place at which the dissertation in practice originates and comes to completion as a public presentation, at which candidate and instructor innovations will be recognized and celebrated.
Coursework throughout will be in a hybrid format, dividing student time between online and face-to-face instruction. The face-to-face time in the classroom will feature case studies, problems, and simulations that stem from the theory and research presented in the online phase. All classes will be semester-length and candidates will take two courses each semester (Fall, Spring, Summer).
The program will begin with a one-day summer retreat, and each year will end with a one-day leadership seminar, at which candidate and instructor innovations will be recognized and celebrated.

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 (4 credit hours and 240 clinical hours in a classroom, building, or district setting dependent on track selection). Candidates pursuing certification from states other than Delaware may need to complete additional field work hours as required by their states for building and district leadership programs.
Phase IV:	Degree Candidacy (completing degree candidacy review which includes completion of Phases II and III, all field component requirements and candidacy meeting with faculty advisors)
Phase V:	Capstone Project Completion (completing the Capstone Project and the public presentation - 9 credit hours)
Phase VI:	Completion of a nationally normed School or District Leaders Licensure Assessment

Course Requirements

EDD 6102	E-Folio
EDL 7108	Action Research I
EDL 7590	School Leadership: Theory and Practice
	AND
EDL 8115	Laboratory of Practice: Teacher-Leaders
	OR
EDL 8125	Laboratory of Practice: Principals
	OR
EDL 8137	Laboratory of Practice: Superintendents/District Leaders
	AND
EDL 7110	Innovation in Practice
EDL 7111	Leadership for Innovation
EDL 7109	Action Research II
EDL 7113	Leadership and Governance
EDL 7114	Labor Negotiations and Law
EDL 7201	Managing Finance

EDL 7709	Leading and Managing Human Resources
EDL 7703	Curriculum Theory and Practice
EDL 7116	Security and Safety
EDL 7117	Leadership for a Responsive School Environment
EDL 7704	Education for Equity and Social Justice
EDL 9100	Dissertation in Practice I
EDL 9200	Dissertation in Practice II
EDL 9300	Dissertation in Practice III
EDL 9400	Dissertation in Practice Presentation

Four (4) credits of Laboratory of Practice at 60 hours per credit (240 hours) are required for each concentration: Teacher and Building Leadership and district leadership. Candidates who wish to have both building and district licensure must participate in two laboratories of practice, building and district, each at 240 hours, which would be a total of 480 internship hours.
Total credit hours required: 49-53.

Dissertation in Practice

The Dissertation in Practice begins with the student's first coursework and the laboratory of practice. Whether teacher, principal, or superintendent candidate, the student must identify a problem of practice in the workplace, the classroom, school building, or district. The problem should be significant enough to require study and resolution, but not so large that it cannot be dealt with in the three years of the program. In cooperation with faculty, local leadership, and a field advisor, the student will address this problem in the dissertation in practice. Once the problem is understood, the student researches and implements a plan to resolve the problem for the local leadership. Typically, at the end of the third year, the student will make a public presentation of the problem, its resolution, and the results. The format of the capstone project report and presentation will be determined by the nature of the project, with approval by the committee chair.

Qualifications for Degree

To qualify for the Doctor of Education (Ed.D.) degree, a student must complete the prescribed 49-53-credit hour program with a minimum 3.0 cumulative grade point average. Candidates are required to complete 240 teacher, building, or district leader internship hours over a one-year period. A dual building and district internship requires 240 hours for each pathway over a two-year period. A portfolio of activities that aligns with the program standards is required. Note that the Teacher Leadership Track does not lead to additional certification at this time.
Principal and district candidates will have to take and pass the School Leaders Licensure Assessment ETS 6990 (required score: 151) or School Superintendent Assessment ETS 6991(required score: 162).
A culminating capstone project (the Dissertation in Practice) is required. Course work and the capstone project should be completed in three years.
The entire program must be completed within 5 years. If the program is not completed within a five-year period, a petition for reinstatement is necessary. Students will need to formally reapply to the program if they have been inactive (registered for no courses) for one year or more. Students readmitted after an absence of one year or more may need to re-take Action Research I or II or other coursework as determined by the program chair.
At the discretion of the Program Chair, applicants who are ABD from another institution may be eligible to transfer more than 12 credits. In order to be eligible for transfer, grades must be B or higher and must be no older than 7 years.

ORGANIZATIONAL LEADERSHIP, LEARNING AND INNOVATION

Doctor of Education

Admission Requirements

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For admission to the Doctor of Education program, applicants must satisfactorily complete a credential screening and a faculty committee interview, team exercise, and written essay. All applicants must submit the following:

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee. Incomplete files will not be reviewed.
2. Official transcripts from a regionally accredited college or university verifying completion of a bachelor's and master's degree. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university. A cumulative grade point average of 3.0 is required for consideration.
3. Three letters of recommendation must be completed by individuals who can attest to the applicant's aptitude for doctoral-level study, propensity for problem-solving, and demonstrated leadership. One letter must be from an immediate supervisor and two from professional colleagues and/or academic professors. Recommendations are to be requested through your Admissions Portal. Delayed recommendation letters will hinder the admissions process. It is suggested you 1) inform those who are writing for you to highlight the areas mentioned in the first sentence and provide examples and 2) follow-up to ensure your recommendations are received in a timely manner.
4. Résumé that demonstrates 3-5 years leadership/managerial experience in in an organizational context.
5. Written statement of intent that specifies professional and academic interests. Please consider the following prompts thoughtfully and provide a meaningful writing sample for the admissions committee to consider. Responses should be typed, double-spaced, and in APA 7th edition writing standards/format. Both the content of your answers and your ability to write are being evaluated, so proper grammar, punctuation, and spelling are important. Please submit your written statement in either a word document or PDF in your Admissions Portal.

Statement of Purpose (500-word limit)

1. Describe a) your academic and professional experiences/background, b) your career ambitions, and c) your reasons for applying to the OLI program. Specifically, explain how the OLI program suits your educational and career aspirations.
2. Describe the skills, experiences, and values you will bring to your cohort and the OLI learning community at Wilmington University.

Reflection of Learning Goals & Problem of Practice (500-word limit)

1. Describe the organizational issues you want to learn about and intellectual growth areas you hope to develop during the OLI program.
2. Describe a problem evident in your organizational community/scope of practice that you believe can be addressed by relevant research skills and scholarly inquiry.

Given that we do not require standardized test scores as criterion for admissions, the written statement weighs significantly in the initial screening process. Please give careful attention to the quality of the content, writing mechanics, and organization of thought.

All of the above documents should be submitted directly to the Graduate Admissions Office via the online Admissions portal, and you will be contacted directly by COE regarding the faculty committee interview, team exercise, and written essay.

Purpose

Purpose

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

The OLI program is grounded in experiential learning and prepares today's leaders by combining theory, practice, and research centered around real-world problems in today's organizations. The program features a cohort model in which students engage with

one another and faculty in course work, a consulting experience, building a professional portfolio, summer institutes and applied research dissertation in practice. A unique feature of the program is its three concentrations, which provide doctoral students flexibility in creating a doctoral learning experience to meet their unique needs. The three concentrations are: (1) Strategic Leadership, (2) Workplace Learning and Talent Development and (3) the Student Designed Learning Pathway.

The OLI program is offered in both online live and hybrid-online live formats that allow for completion of program requirements in as little as three years. Both formats take advantage of technology to facilitate instruction and collaboration with one required weekly synchronous session for most courses. Each cohort will be assigned a *day* for its weekly synchronous session. The hybrid option combines weekly online video meetings with the opportunity to have up to three face-to-face sessions per semester. The online live option requires at least one synchronous online video meeting per week. Courses are taught by full-time and adjunct faculty members. They are subject-matter experts with extensive experience in applying creative, leading-edge practices to help organizations learn, innovate and be more effective.

Program Competencies

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

1. **Personal Mastery—**Engages in thoughtful reflection, assessment, and on-going personal and professional development.
2. **Leadership--Vision, Mission and Strategic Direction for Organizational Learning and Knowledge Management**—Envisions, initiates, develops, communicates, and implements a shared vision of organizational learning that aligns with the strategic direction of the organization.
3. **Learning Organization Culture, Structures and Processes—**Creates, sustains and changes organizational culture, structures, and processes that support learning, change and innovation.
4. **Talent Engagement, Development and Management**—Fosters learning and growth among organizational members and engages them in high performance behaviors that create value for themselves and the organization.
5. **Organizational Performance Improvement and Innovation**—Generates and supports continual improvement in current organizational performance, while at the same time promoting the innovation that with will enable the organization to flourish in the future.
6. **Stakeholder Communication, Consultation and Collaboration—**Proactively communicates with all organizational stakeholders in a manner that appreciates and values different perspectives and fosters information/ knowledge sharing and collaboration in achieving results that benefit all organizational stakeholders.
7. **Ethics, Citizenship, and Social Responsibility—**Promotes organizational citizenship and social responsibility in an ethical manner that embraces integrity and accountability in all workplace practices.
8. **Assessment, Evaluation, and Research**—Accesses, generates, interprets and manages the data necessary to assess and evaluate the effectiveness of organizational learning, the quality of organizational performance, and the need for innovation to meet changing client/customer needs or challenges in the competitive environment.
9. **Contextual and Organizational Acumen**-Monitors and understands the social, political, economic, legal and technological forces that may impact organizational purpose and results. Uses that information to generate new strategies for learning that support the strategic plans of the organization.

Students are expected to create a leadership portfolio that contains evidence of their competence across all OLI program standards. Evidence may consist of leadership development plans and reflections, relevant papers from coursework, consulting project contracts and reports, conference presentations, published articles, dissertation research, and outside activities that demonstrate competence on one or more program standards.

Program Design

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

The coursework component includes core courses and three concentrations. The core includes 27 credit hours spread across 9 courses and is designed to lay a strong theoretical and research foundation. The concentrations include: (1) Strategic Leadership; (2) Workplace Learning and Talent Development; and (3) a Student Designed Learning Pathway. The Strategic Leadership concentration is for experienced organizational leaders seeking to enhance the strategic value of learning in improving organizational performance and creating an organization's future through innovation. The Workplace Learning and Talent Development concentration will appeal to students more interested in the details of designing, providing, and evaluating workplace learning opportunities for organizational employees. The Student Designed Learning Pathway is for students who have clearly identified learning goals and are willing to take an active role in designing their own learning experience. This custom pathway requires a combination of five, three-credit courses. These courses may be selected from either of the existing Organizational Leadership, Learning, and Innovation (OLI) concentrations (Strategic Leadership or Workplace Learning and Talent Development) within their offered timeframe, or from Special Topics and/or Guided-Study courses. Students may have the opportunity to take up to two courses from another Wilmington University doctoral program with approval from both the OLI Chair and that program's Chair. Currently, courses from the DNP program are not available, but you may check with the OLI Chair. Please note that access to doctoral courses outside of the OLI

program is not guaranteed and will be contingent on certain factors including, but not limited to, approval from the other Wilmington University doctoral program's Chair, timing, seat availability and course prerequisites. Other conditions and specifics can be found in the Concentration Plan Form, which students will receive from the OLI Chair. All pathways must be approved by the OLI Chair before registering for coursework.

The second program component is the consulting project consisting of two courses for six credit hours and an engagement with an organization. This real-world experience links coursework to a mentor guided project that can be individual or collaborative but must address a practice-based issue related to learning, culture, change, leadership, or innovation. Students are expected to create a consulting firm identity, initiate a consulting project, contract with the cooperating organization, and complete this project with the guidance of an advisor. The consulting experience results in a written and oral report presented to the cooperating organization. The consulting project report is included in students' portfolios along with a detailed reflection on this learning experience.

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

The creation of a Professional Portfolio and participation in the weekend Summer Institutes are the final components of the program. In addition to leadership development plans and reflections for each of the three program years, students are expected to demonstrate how their leadership experiences, coursework, consulting experience, and applied research project demonstrate proficiency in the program standards. Portfolios are presented for feedback purposes in Years 1 and 2, with a final graded presentation in Year 3. Weekend Summer Institutes take place each year to provide opportunities for hybrid and online live learners across active cohorts to engage with one another, OLI faculty, and guest speakers. The focus of the institute varies with cohort year and will include learning activities, collaboration, and research project guidance appropriate for each program year.

Program Requirements

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

Phase I:	Admission (completion of the application process)
Phase II:	Course Completion including Concentrations (completing a minimum of 42 credits hours with a B or better average)
Phase III:	Consulting Field Experience (approved project for a minimum of 6 credit hours)
Phase IV:	Degree Candidacy (completion of Phases II & III, final portfolio presentation and candidacy meeting with faculty advisors)
Phase V:	Dissertation in Practice (Written and Oral Presentation – 6 credit hours)
Phase VI:	**Summer Institutes** Year 1 - Orientation Year 2 - Decisions about course work for second half of program Year 3 - Celebration—Consulting Project & Dissertation Reporting

Core Courses (15 credits)

EDD 6102	E-Folio
OLI 7100	Personal Mastery and Communities of Practice
OLI 7102	Organizational Learning Theory, Culture and Practice
OLI 7103	Teams, Teaming and Knowledge Management
OLI 7104	Talent Development and Workplace Learning
OLI 7105	Technology and Organizational Learning

Research Core Courses (12 credits)

OLI 7101	Disciplined Inquiry and Writing
OLI 7106	Assessment and Evaluation Methods
OLI 7201	Problem Centered Research in Organizational Learning- I

OLI 7202	Problem Centered Research in Organizational Learning-II

Strategic Leadership Concentration (15 Credits)

OLI 7301	Leading Organizational Improvement and Innovation
OLI 7302	Leadership Communication
OLI 7303	The Strategic Role of Employee Engagement & Workplace Satisfaction
OLI 7304	Business Acumen and Strategic Leadership of Learning, Improvement and Innovation
OLI 7305	Ethics, Organizational Citizenship and Social Responsibility

Workplace Learning & Talent Development Concentration (15 Credits)

OLI 7401	Universal Design for Learning
OLI 7402	Facilitating Adult Learning
OLI 7403	Workforce Trends and Leading Talent Development
OLI 7404	Addressing Diversity in Workplace Learning
OLI 7405	Motivating Employee Engagement in Workplace Learning and Professional Development

Student Designed Learning Pathway Concentration (15 Credits)

This custom concentration requires a combination of five, three credit courses selected.. These courses can be selected from either of the existing OLI concentrations (Strategic Leadership or OLI Workplace Learning and Talent Development) within their offered timeframe, or from Special Topics and/or Guided-Study courses. In addition, students may have the opportunity to take up to two courses from another selected Wilmington University doctoral program with approval from both the OLI Chair and that program's Chair. . At this time, courses from the DNP program are not available but do check with the OLI Chair. Please note that access to doctoral courses outside of the OLI program is not guaranteed and will be contingent on certain factors including, but not limited to, approval from the other Wilmington University doctoral program's Chair, timing, seat availability and course prerequisites. Other conditions and specifics can be found in the Concentration Plan Form, which students will receive from the OLI Chair. All pathways must be approved by the OLI Chair before registering for coursework.

OLI Strategic Leadership Concentration

Course Requirements

OLI 7301	Leading Organizational Improvement and Innovation
OLI 7302	Leadership Communication
OLI 7303	The Strategic Role of Employee Engagement & Workplace Satisfaction
OLI 7304	Business Acumen and Strategic Leadership of Learning, Improvement and Innovation
OLI 7305	Ethics, Organizational Citizenship and Social Responsibility
	OR

OLI Workplace Learning and Development Concentration

Course Requirements

OLI 7401	Universal Design for Learning

OLI 7402	Facilitating Adult Learning
OLI 7403	Workforce Trends and Leading Talent Development
OLI 7404	Addressing Diversity in Workplace Learning
OLI 7405	Motivating Employee Engagement in Workplace Learning and Professional Development
	OR

Special Topics Courses-Titles will vary with Special Topic of Course

Course Requirements

OLI 7500	Special Topics Course
OLI 7501	Special Topics Course
OLI 7502	Special Topics Course
OLI 7503	Special Topics Course
OLI 7504	Special Topics Course
	OR

Guided Study Courses -Titles will vary with Special Topic of Course

Course Requirements

OLI 7600	Guided Study Course
OLI 7601	Guided Study Course
OLI 7602	Guided Study Course
OLI 7603	Guided Study Course
OLI 7604	Guided Study Course
	OR

Acceptable Coursework from Other Doctoral Programs

Course Requirements

The HEL, EDL, DBA or PSC courses that students can take are as follows:

HEL 8000	Professional Seminar in Higher Education
HEL 8100	History of American Higher Education
HEL 8101	Equity & Inclusion in Higher Education
HEL 8102	Ethical Decision Making in Higher Education
	OR
EDL 7110	Innovation in Practice
EDL 7111	Leadership for Innovation
EDL 7113	Leadership and Governance
EDL 7114	Labor Negotiations and Law
EDL 7116	Security and Safety
EDL 7117	Leadership for a Responsive School Environment

EDL 7201	Managing Finance
EDL 7703	Curriculum Theory and Practice
EDL 7704	Education for Equity and Social Justice
EDL 7709	Leading and Managing Human Resources
	OR
DBA 7100	Organizational Strategy and Policy
DBA 7200	Advanced Organizational Behavior
DBA 7310	Executive Decision-Making
DBA 7400	Advanced Seminar in Managerial Finance and Accounting
DBA 7510	Business Intelligence
DBA 7600	Ethics in Business and Management
DBA 7800	Global Management Models
DBA 7900	Advanced Marketing Seminar
LDR 7100	Managing Innovation and Change
	OR
PSC 7000	Introduction to Prevention Science
PSC 7001	Graduate Level Prevention Science Content
PSC 7101	Human Development and Prevention Science
PSC 7102	Families and Prevention Science
PSC 7103	Community Well-Being and Prevention Science
PSC 7104	Designing and Adapting Preventive Interventions

Field Experience Consulting Project (6 credits)

OLI 8001	Internal and External Organizational Consulting
OLI 8002	Consulting Project Execution and Reporting

Dissertation in Practice (6 credits)

Dissertation in Practice Project

The Dissertation In Practice (DIP) is supervised by a committee mutually agreed upon by the student and their DIP Advisor (6 credits). Students should follow the DIP Manual which includes an outline of the program's four-chapter format. All DIPs are expected to be "applied" research which focuses on addressing an organizational related "problem of practice" which leadership agrees must be addressed through the development, implementation and/or assessment of a "solution". All dissertations in practice will go through a multi-step approval process which includes the Program Chair, Approval Committee, DIP Advisor and HSRC prior to any research being conducted. In some cases, additional University approvals may be needed.

OLI 9000	Applied Research Dissertation Project I
OLI 9001	Applied Research Dissertation Project II

OLI 9004: Dissertation Research Sustaining (if needed – 0 credits, ½ tuition). Must maintain continuous enrollment in OLI 9004 until Dissertation research is completed.

Dissertation In Practice Project

The Dissertation In Practice (DIP) is supervised by a committee mutually agreed upon by the student and their DIP Advisor (6 credits). Students should follow the DIP Manual which includes an outline of the program's four-chapter format. All DIPs are expected to be "applied" research which focus on addressing an organizational related "problem of practice" which leadership agrees must be addressed through the development, implementation and/or assessment of a "solution". All dissertations in practice will go through a multi-step approval process which includes the Program Chair, Approval Committee, DIP Advisor and HSRC prior to any research being conducted. In some cases, additional University approval may be needed.

Qualifications for Degree

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

HIGHER EDUCATION LEADERSHIP

Doctor of Education

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For admission to the Doctor of Education program, applicants must satisfactorily complete an application materials review, a credential screening, a personal interview, a group exercise, and a writing sample. All applicants must also submit the following:

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from a regionally accredited college or university verifying completion of a bachelor's and master's degree (3.0 GPA or higher is required). Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified college or university.
3. Three letters of recommendation; please see the specific requirements.
4. Written statement of purpose and a reflection of learning goals and problem of practice; please see the specific requirements.
5. Résumé or Vitae.
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

Wilmington University's Higher Education Leadership program is designed for practitioners who are currently employed in higher education and who aspire to lead not only at their institutions, but more broadly in the field of higher education. Our degree program focuses on practical application, problem-solving, and leading change in higher education.

Our students learn to apply their leadership skills to advance the field of higher education. At the same time, they value and understand the history and current state of higher education. They understand, can respond to, and influence the larger political, social, economic, legal, and cultural contexts of higher education.

We are committed to developing higher education leaders who:

- commit to and promote lifelong learning.
- empower others.
- advocate for continuous improvement.
- value reflection and feedback.
- act with integrity, fairness, and sound ethics.

Program Competencies

Students in the Ed.D in Higher Education Leadership will also demonstrate the following ACPA/NASPA competencies:

- Advising and Supporting
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Leadership
- Organizational and Human Resource
- Personal and Ethical Foundations
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Values, Philosophy, and History

Program Design

The Doctor of Education program in Higher Education Leadership reflects the College of Education and Liberal Arts's Conceptual Framework as well as Wilmington University's institutional values, especially those related to innovation and career-focused practical applications.

The program is designed to combine knowledge, theory, practice, and applied inquiry with the overall goal of enhancing students' effectiveness as innovative leaders in higher education environments.

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

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

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

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

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

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

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

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

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

that area. Students will work with the Faculty Mentor to identify and measure personalized learning outcomes.

The Guided Study experience allows students to identify what they already know, what they'd like to learn, how they'd like to learn it, and what evidence they can provide to show the amount and quality of learning that took place. Each Guided Study course includes opportunities for students to create their own approaches to demonstrating course competencies.

Throughout the program, students continuously develop a leadership portfolio, which highlights their experiences, their growth in knowledge and skills, and how their new knowledge and skills will affect their current and future behavior as higher education leaders.

Upon completion of each course, students add projects and artifacts to the portfolio.

Similarly, students include projects and artifacts from their Guided Study experiences in their portfolios. This provides a comprehensive collection of the student's application of concepts learned through coursework, guided study, and research-based inquiry. At the end of each year, students present their progress through their portfolio and professional development plan to a panel of faculty.

Format

The program is offered online in an enhanced asynchronous format. Content is delivered fully online; however, students are required to attend one hour of synchronous discussion per week. At least two times will be offered weekly; students may attend the time that works best for them each week

Students will enroll in 6 credits per term in the fall, spring, and summer terms and thus complete 18 credits per year.

Guided Study

Candidates will utilize the 15 credits (5 courses) of Guided Study to create their own specializations within Higher Education Leadership. All Guided Study plans must be approved by the Program Chair.

Portfolio

As students progress through the program, they maintain a portfolio of artifacts that demonstrate their mastery of program and University competencies. Portfolios are submitted and evaluated annually.

Candidacy

Students are raised to candidacy (i.e., eligible for Applied Inquiry project enrollment) when they have: passed each course with a B or higher, maintained a minimum GPA of 3.0, and have received a satisfactory rating on their portfolio.

Transfer Credit

Up to 12 credits of doctoral-level work may be applied to the doctoral program. Doctoral coursework must be no older than five years and must be directly matched with courses in the Ed.D in Higher Education Leadership. To be eligible for transfer, grades must be B or higher.

Time Away from the Program

The program requires continuous enrollment. Students must apply for Leave of Absence for any term they are not enrolled. More than one year away will require reapplication and readmission to the program.

While the program can be completed in three years, it must be completed within five years from the date of first enrollment. If the program is not completed within a five-year period, students will be required to reapply and may need to repeat some or all courses and fulfill the requirements for that catalog year.

Program Requirements - 51 Total Credits Minimum

All courses require a B or higher. Grades of B- or lower must be repeated.

PROFESSIONAL CORE (21 Credits)

HEL 8000	Professional Seminar in Higher Education
HEL 8001	Advanced Academic Research & Writing
HEL 8002	Leadership Strategies for Innovation & Change
HEL 8100	History of American Higher Education

HEL 8101	Equity & Inclusion in Higher Education
HEL 8102	Ethical Decision Making in Higher Education
HEL 8103	Seminar: Current Issues in Higher Education

GUIDED STUDY (15* Credits)

HEL 8501	Guided Study

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

RESEARCH CORE (15-18* Credits)

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

* Continuing inquiry only if needed.

Applied Inquiry Project

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

Qualifications for Degree

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

Master's Degrees (Licensure Programs)

SECONDARY TEACHING: GRADES 6-12

Master of Arts in Secondary Teaching

This degree program is nationally recognized and fully accredited by CAEP (Council for Accreditation of Educator Preparation).

The Master of Arts in Secondary Teaching is a Delaware Licensure/Certification Program with Admission Restrictions, as well as Content Knowledge, Performance Assessment and Exit Requirements.

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 and/or teaching experience requirements, and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

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

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

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with a Graduate Program Advisor, the Program Chair or the Assistant Chair.

After completing all of the above, register for MED 6102 (E-Folio) and MAS 7604 (Technology for Instruction). MED 6102 and MAS 7604 are prerequisites for all other courses in the program.

Program Advising

All candidates entering and completing the Master of Arts in Secondary Teaching (6-12) are required to meet with an academic advisor two times through the course of the program.

Advising Appointment 1 – Program Planning Conference – This meeting will happen after application to the program but before registration for coursework. Meeting topics will include:

- Initial course selection
- Program course sequencing including the importance of taking practicum I MAS 7996 in the first semester of coursework
- Content coursework required for desired area of certification which includes a review of previous college transcripts and a list of content courses the candidate will need to complete before registration for MAS 7998 – Practicum III
- An understanding of Praxis requirements for initial licensure

Advising Appointment 2 – The Program Progress Review is required when a candidate registers for Practicum III. A candidate will not be permitted to enroll in Practicum III until this meeting has been conducted and documented. This meeting will review:

- Completion of content coursework requirements for area of concentration

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all applicants for a Delaware Initial Teaching License must meet the content and performance assessment requirements described in DE Administrative Code.

Content Assessment

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

The assessments and minimum test score requirements established by the Delaware Department of Education for this degree program are dependent on the candidate's area of concentration.

Prior to placement for student teaching/internship in secondary education, candidates must meet the **qualifying score** on the ETS PRAXIS II content knowledge exam for licensure/certification as a secondary teacher (grades 6-12).

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.

NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) in order to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related score expectations.

Program Changes

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

Program Purpose

The Master of Arts in Secondary Teaching degree program prepares teachers to meet the academic and social needs of students in grades 6-12. 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

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

Learner Development

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

Learning Differences

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

Learning Environments

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

Content Knowledge

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

Application of Content

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

Assessment

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

Planning for Instruction

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

Instructional Strategies

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

Professional Learning and Ethical Practice

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

Leadership and Collaboration

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

Outcomes Assessment

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

Program Design

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

To be eligible for the program, a teacher candidate must hold a degree with a major in a secondary content area from a regionally-accredited college or university. At entry, transcripts of prior coursework will be carefully reviewed to determine if content area coursework has been completed that satisfies national standards. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

The MAT program is an attractive route into high school teaching for individuals coming into the field from other professions. In a relatively short period of time, the program will prepare teacher candidates to teach students at the middle and high school level using the teacher candidate's previously acquired content major. When they complete the program, successful teacher candidates will enter or move forward in the teaching profession (and will be compensated) at the master's degree level. Through the program, teacher candidates will be prepared to face the challenges of teaching in a middle or high school classroom and will be better able to help students meet the rigorous achievement standards now expected in secondary schools.

Dual Certification

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

Contact a Program Advisor or Program Chair for specific details.

Program Requirements

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

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

Fieldwork Requirements

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

Practicum Courses (Practicum I, II, III)

Each of these three courses requires 60 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree as low as possible and still meet state certification requirements. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than $2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists. Candidates are not permitted to seek or arrange their own placements. The 60 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms.

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

Practicum III, all required Praxis exams must have been attempted and candidates must have completed the second program advising meeting .

Capstone Clinical Experience (Student Teaching/Teaching Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday, placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Chair for more information**.
Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester (September) by February 1 or for the Spring semester (January) by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in SL&L (Student Learning and Licensure). Applications do **NOT** take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of application, a new and sealed Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required. For Practicum I and Student Teaching Internship (clearances submitted for Practicum I hold firm for all three Practica: I, II, and III).
Placement and registration requirements include the following: Passing and/or Qualifying scores (see above) on the relevant Praxis II Content Knowledge test, a 3.0 grade point average, completion of all teacher preparation and content coursework, and a completed application in SL&L (Student Learning and Licensure) and all required clearance items. All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists and are based on school and district needs and the availability of school-based mentors who are rated as highly qualified.
NOTE: Registration for MAS 8801, Student Teaching/Internship, requires a 3.00 grade point average, successful completion of all other coursework, passing scores on all required Praxis exams, and an approved application from the Office of Clinical Studies.

Course Requirements

Secondary Teaching: Grade 6-12

MED 6102	E-Folio
MAS 7204	Teacher Leadership and Collaboration
MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society
MAS 7603	Instructional Strategies in Secondary Education
MAS 7604	Technology for Instruction
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MAS 7701	Classroom Culture and Student Behavior
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MAS 7996	Practicum I
MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8801	Student Teaching/Internship
MAS 8805	Performance Assessment

MAS 7701: Prerequisite MAS 7603 Strategies for Effective Teaching
MAS 8805: co-requisite with MAS 7997
NOTE: Registration for MAS 8801, Student Teaching/Internship requires a 3.00 grade point average, and an approved application from the Office of Clinical Studies.
NOTE: Teacher candidates needing to complete course work in their content major must provide an official transcript of courses taken to satisfy the content major as indicated by information on the Student Contact Record Form maintained by the University prior to registering for MAS 8801.
Qualifications for Degree

To qualify for the Master of Arts in Secondary Teaching degree (total of 43 credits), a candidate must complete the course work and clinical experiences with at least a "B" average (a cumulative grade point average of 3.0). An electronic portfolio—E-Folio—is required. The portfolio must demonstrate a mastery of graduation and program competencies based on the Delaware Professional Teaching Standards and related to the College of Education and Liberal Arts Conceptual Framework. The program must be completed within five years.

Qualifications for Degree

To qualify for the Master of Arts in Secondary Teaching degree (total of 43 credits), a candidate must complete the course work and clinical experiences with at least a "B" average (a cumulative grade point average of 3.0). An electronic portfolio—E-Folio—is required. The portfolio must demonstrate a mastery of graduation and program competencies based on the Delaware Professional Teaching Standards and related to the College of Education and Liberal Arts Conceptual Framework. The program must be completed within five years.

CAREER AND TECHNICAL EDUCATION

Master of Education

This degree program is approved by the Delaware Department of Education.

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

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

Admission to the Master of Education Career and Technical Education degree program requires the following:

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

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

3. Schedule a program planning conference with the Program Coordinator.

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

Performance Assessment Requirements

Performance **Assessment**

This degree program contributes to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the performance assessment requirement set by Delaware's Professional Standards Board.

The performance assessment may not be scored by any employees of the Educator Preparation Program. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. The assessment used by Wilmington University to satisfy this

requirement is the Praxis Performance Assessment for Teachers (PPAT).
This assessment will be completed during the Capstone Course for those candidates who participate in student teaching. Candidates who perform the Action/Research option are not required to complete the PPAT for purposes of the degree program.
Candidates must check with their program chair to obtain current and accurate information related to the assessment and minimum scores that are required.

Program Purpose

The purpose of the Master of Education in Career and Technical Education program is to provide opportunities for individuals to pursue professional development, Delaware certification*, and/or a master's degree. Courses in the program will provide Career and Technical teachers with the necessary skills to be successful in the classroom.
*Note: The Delaware Department of Education certificate is now: Skilled and Technical Sciences Teacher.

Program Competencies

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

Qualifications for Degree

All candidates entering the program must register for MED 6102 during the first Block they wish to take courses. Candidates must successfully complete all courses in one of the two options (A or B). Once selected, deviation from the chosen Option must be approved by the Program Coordinator.
Candidates have two Capstone Project (MCT 6420) options. Candidates who are not currently certified to teach or are not employed in a teaching position MAY complete a student teaching Clinical Component. This will be coordinated through the Office of Clinical Studies.
Candidates may also elect to complete a Capstone Project (MCT 6420) consisting of a project-based assignment.
Candidates for the Master of Education Degree in Career and Technical Education must successfully complete a minimum of 36 graduate-level credits, including the six-credit clinical component (MCT 6420), with a GPA of 3.00 or better. The College of Education and Liberal Arts sets the grade of "C" as the lowest grade that is acceptable in any required teacher preparation course. Courses with a grade of "C-" or lower must be repeated.
The program must be completed within five years. The College of Education and Liberal Arts at Wilmington University reserves the right to modify requirements to comply with any licensure/certification changes mandated by the Delaware State Department of Education.

Course Requirements

Option A - Certification Program

MED 6102	E-Folio
MAS 7601	Education of Diverse Populations and Exceptional Children
MCT 6400/EDC 400	Educational Psychology
MCT 6401/EDC 401	Career and Technical Education Instructional Technology
MCT 6406/EDC 406	Career and Technical Education Assessment and Course Construction
MCT 6407/EDC 407	Career and Technical Student Organizations
MCT 6410/EDC 410	Multicultural Education
MCT 6411/EDC 411	Methods of Teaching Career and Technical Education I

MCT 6412/EDC 412	Career and Technical Education Classroom Management
MCT 6413/EDC 413	Methods of Teaching Career and Technical Education II
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 1 elective from Option B below (3 credits)

Certain courses in Option A may be required for Delaware C and T (Skilled and Technical Sciences) certification. Each candidate should verify through the Department of Education, which courses are required for certification. A teacher who has already earned undergraduate credits for any of the required certification courses should select alternative courses from option B to complete the master's degree.
MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore, the Capstone Project consists of a Directed Study Action/Research Project.

Option B - Instructional Program

MED 6102	E-Folio
MAS 7603	Instructional Strategies in Secondary Education
MAS 7701	Classroom Culture and Student Behavior
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MCT 6402/EDC 402	Career and Technical Education Advanced Curriculum Design
MCT 6403/EDC 403	History and Regulations of Career and Technical Education
MCT 6404/EDC 404	Career and Technical Education Guidance Practices
MCT 6405/EDC 405	Career and Technical Education: Community and Business Relations
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 2 electives from Option A courses (6 credits)

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

ELEMENTARY STUDIES

Master of Education

This program is nationally recognized; and fully accredited by CAEP (Council for the Accreditation of Educator Preparation).
THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

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

Admission to the Master of Education Elementary Studies degree program requires the following:

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

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

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

After completing all of the above, register for MED 6102 (E-Folio) and MEE 7604 (Instructional Technology for Educators). MED 6102 is a prerequisite for all other courses in the program.

Content and Performance Assessment Requirements

Praxis Testing Requirements

Prior to placement for student teaching/ internship in elementary education, candidates must either pass all four content assessments or pass three of the four, meet the qualifying score on one of the subtests and apply for Multiple Measures.
Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.
ETS assessments listed below are required for Elementary Education/ Studies majors:

Test	Score
#5205 Teaching Reading - Elementary	
#7813 Mathematics Subtest	143
#7814 Science Subtest	144
#7815 Social Studies Subtest	153

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) in order to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related score expectations.

Program Changes

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

Program Purpose

The Elementary Studies program prepares teachers to meet the learning and developmental needs of students. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to

use technology in all aspects of their profession; must make important decisions about how and what to teach in the face of an overwhelming knowledge explosion; and must reach out effectively to parents and the community.

Program Competencies

Program competencies for this degree are identical to those currently in effect for the M.Ed. in Elementary Studies (K-6), with the exception of those competencies associated with student teaching. Program competencies and attributes are derived from the College of Education and Liberal Arts Conceptual Framework, the CAEP 2018 K-6 Teacher Preparation Standards and the InTASC standards (Interstate New Teacher Assessment and Support Consortium).

Learner Development

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

Learning Differences

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

Learning Environments

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

Content Knowledge

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

Application of Content

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

Assessment

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

Planning for Instruction

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

Instructional Strategies

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

Professional Learning and Ethical Practice

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

Leadership and Collaboration

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

Program Design

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

Outcomes Assessment

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

Additional Certification

Candidates are encouraged to consider completion of coursework in other certification areas as an enhancement to their initial

teaching license and certification. For example, completion of specific pedagogical coursework in Special Education, passing all required Praxis II exams, and completing Student Teaching/Teaching Internship in a K-6 inclusion setting would contribute to eligibility for dual certification. Contact a Program Advisor, or the Program Chair for details.

Program Requirements

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

Candidates are expected to complete all requirements associated with the Master of Education in Elementary Studies degree, including all course work and fieldwork/clinical experiences. The College of Education and Liberal Arts sets a required minimum grade of "C-" for all education core courses as well as for all courses needed to satisfy the content major. However, an overall GPA of 3.0 is required for program completion.

Fieldwork Requirements

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

Practicum Courses (Practicum I, II, III)

Each of these three courses requires 60 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree as low as possible and still meet state certification requirements. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than $2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists. Candidates **are not** permitted to seek their own placements. The 60 hours of field experience required for each practicum will usually take place in the county where the candidate resides, although this may vary depending on availability of practicum placement classrooms.

To be considered for placement in a K-6 school setting, teacher candidates must complete the Practicum Fieldwork application in SL&L by the deadlines of February 1 for placement in Fall (September) and August 1 for placement in Spring (January). At the time of application, a Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. To be eligible for registration into Practicum III, all required Praxis exams must have been attempted.

Capstone Clinical Experience (Student Teaching/Internship)

The capstone clinical experience is a full-time, full-day, Monday through Friday, placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Chair for more information.**

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester (September) by February 1 or for the Spring semester (January) by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in SL&L. Applications do **NOT** take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of application, a new Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required. For Practicum I and Student Teaching Internship. Clearances submitted for Practicum I hold firm for all three Practica: I, II, and III unless otherwise specified by a particular school or district.

Placement and registration requirements include the following: Passing and/or Qualifying scores (see above) on the relevant PRAXIS II exam, a 3.0 grade point average, completion of all teacher preparation and content coursework, and a completed application in SL&L and all required clearance items. All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists and are based on school and district needs and the availability of school-based mentors who are rated as highly qualified and effective. Candidates **are not** permitted to seek their own placements.

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

Course Requirements

Elementary Studies: Kindergarten – Grade 6

MED 6102	E-Folio
MED 6000	Elementary Mathematics for Teachers
MEE 7204	Teacher Leadership and Collaboration
MEE 7601	Education of Diverse Populations and Exceptional Children
MEE 7603	Instructional Strategies in Elementary Education
MEE 7604	Technology for Instruction
MEE 7607	Health and Physical Education
MEE 7631	Child Growth and Development
MEE 7632	Language and Literacy
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7634	Integrated Methods for Teaching Elementary Social Studies
MEE 7636	Fine Arts & Literature for Children and Adolescents
MEE 7637	Integrated Methods for Teaching Elementary Mathematics
MEE 7638	Integrated Methods for Teaching Elementary Science
MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8805	Performance Assessment
MEE 8801	Student Teaching/Internship

Education Elective Courses (12 credits)

12 credits of elective courses **are required** in place of Practicum and Student Teaching as approved by the Program Chair or Graduate Advisor. Students should meet with the Program Chair for approval on selection of the 12 elective courses prior to registering for courses.

MEE 8805: Co- requisite with MEE 7997

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

Qualifications for Degree

To qualify for the Master of Education in Elementary Studies degree (total of 53 credits), a candidate must complete the course work and clinical experiences, including successfully passing the Performance Assessment for Teachers, with at least a "B" average (a cumulative grade point average of 3.0). An electronic portfolio—E-Folio—is required. The portfolio located in Watermark will demonstrate mastery of program competencies based on the Delaware Professional Teaching Standards, Wilmington University Graduation Competencies, and satisfactory attainment of the goals described in the College of Education Conceptual Framework.

Qualifications for Degree

To qualify for the Master of Education in Elementary Studies degree (total of 53 credits), a candidate must complete the course work and clinical experiences, including successfully passing the Performance Assessment for Teachers, with at least a "B" average (a cumulative grade point average of 3.0). An electronic portfolio—E-Folio—is required. The portfolio located in Watermark will demonstrate mastery of program competencies based on the Delaware Professional Teaching Standards, Wilmington University Graduation Competencies, and satisfactory attainment of the goals described in the College of Education Conceptual Framework.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING

Master of Education

This program is approved by the State of Delaware, and accredited by the Council for the Accreditation of Educator Preparation (CAEP). It contributes to eligibility for Delaware certification as a school counselor. Program competencies are based on the School Counselor Competencies established by the American School Counselor Association (ASCA).

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and for applying for credentials. This program has also been reviewed and approved for operation and licensure/certification in the state of New Jersey. **Students seeking licensure in New Jersey are required to complete an additional six credits for a total of 57 credits per New Jersey Department of Education regulations.** Wilmington University has not made determinations for licensure in states outside of Delaware and New Jersey. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

Admission

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

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

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

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

3. Schedule and participate in a program planning conference with program academic advisor.

4. Register for MED 6102 (E-folio) a prerequisite for all other courses in the program

Content and Performance Assessment Requirements

Program Purpose

The Master of Education in Elementary and Secondary School Counseling program prepares school counselor candidates to address the academic, career, and social/emotional, developmental needs of all students in the K-12 school setting. This graduate program is aligned with the philosophy and vision of the American School Counselor Association (ASCA) National Model, the ASCA Standards for School Counselor Preparation Programs, the ASCA School Counselor Competencies, and the ASCA Ethical Standards for School Counselors. These standards emphasize training in the implementation of a comprehensive school counseling program promoting leadership, advocacy, collaboration, and systemic change to enhance student achievement and success.

Content and Performance Assessment Requirements

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

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

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

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in Elementary and Secondary School Counseling is either ETS Praxis II exam #5421, Professional School Counselor with a minimum acceptable score of 156, or ETS Praxis II exam #5422, School Counselor, with a minimum acceptable score of 159.

Passing the Praxis II: School Counselor test is a graduation requirement for all students in the Masters in Elementary and Secondary School Counseling certification program even if the student's respective state does not require the test.

Please note that state-mandated licensure/certification exams and/or minimum score requirements are subject to change by the Delaware Department of Education or the New Jersey Department of Education. Any changes mandated by either Departments of Education will be implemented as required by state regulation.

Outcomes Assessment

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

Counselor Dispositions and Skills

Counselor dispositions and skills are assessed throughout the program to ensure candidates are prepared to effectively work with children and youth in the school setting. MEC instructors assess candidates based on five specific areas: academic performance, intrapersonal factors, interpersonal relationships, and professional behavior. This comprehensive evaluation process enables candidates to receive mentoring and coaching to foster growth necessary for success as a school counselor. See full description and details of the disposition and skills evaluation process in the MEC Program Handbook.

Program Competencies

Program competencies, the ASCA Professional Standards and Competencies and the ASCA Standards for School Counselor Preparation Programs (ASCA, 2019), are implemented and assessed throughout the program. Both sets of ASCA standards and competencies outline the mindsets, behaviors, and skills school counselors need to meet the demands of the school counseling profession. The MEC program implements and assesses ASCA mindsets and behaviors to ensure aspiring school counselors are equipped in establishing, maintaining, and enhancing school counseling programs that address academic achievement, career planning, and social/emotional well-being. The standards and competencies can be accessed in their entirety through the ASCA website.

Program Design

The certification track of the Master of Education in Elementary and Secondary School Counseling (MEC) was designed to prepare school counselor candidates to meet the eligibility requirements for school counselor certification in the State of Delaware. The curriculum for the program is designed on a three-tiered system focusing on various competencies and skills. Level 1 courses provide content knowledge which establish the foundation for counseling skill development in Level 2 courses. Levels 1 and 2 provide the necessary competencies and skills to move to the capstone course and clinical experience at Level 3. Candidates seeking Delaware state certification in school counseling are required to complete 600 hours of supervised fieldwork and 100 hours of practicum work during clinical cohort meetings to satisfy Delaware certification requirements. See the program manual for specific clinical requirements.*The school counselor certification process, application process, and state's licensure requirements are the responsibility of the counselor candidate and are between the applicant and the Delaware Department of Education. Counselor candidates seeking certification in another state must contact their state department of education for application procedures and eligibility. This is the responsibility of the counselor candidate.*

Program Requirements

Program Requirements

Completion of the MEC degree includes successful completion of the courses within Levels 1 and 2, the Capstone course, Praxis II (test code 5421 or 5422), two internships, and two seminars. Level 1 courses must be completed prior to Level 2; Level 2 courses must be completed prior to Level 3 and within Level 3, the Capstone course must be completed prior to the internships. Twenty-one (21) semester credits in counseling theories, human behavior, college and career readiness, school counseling ethics, measurement and accountability, consultation, and working with special needs populations are required in Level 1. The minimum passing grade of a C or higher is expected for each Level 1 course; however, a candidate must maintain a cumulative GPA of 3.0 or higher to gain access to Level 2 courses. Twelve (12) semester credits in individual counseling, family counseling, and group counseling strategies and techniques are required in Level 2. The minimum passing grade of a B or higher is expected for all Level 2 courses. A Capstone course worth six (6) credits is required before candidates move into the clinical portion of the program. Passing the Praxis II: Professional School Counselor (test code 5421) or Praxis II: School Counselor (test code 5422) is required prior to the completion of the first

internship. **Passing the Praxis II: School Counselor test is a graduation requirement for all students in the Masters in Elementary and Secondary School Counseling certification program even if the student's respective state does not require the test.**
Twelve (12) semester credits of internships and seminars are required to fulfill the clinical portion of the program. The minimum passing grade of a B or higher is required for the Capstone course and all Level 3 clinical courses. All degree-seeking candidates in the MEC program are required to demonstrate graduation and program competencies by engaging in a prescribed variety of related counseling activities.

Course Requirements

Candidates must complete 11 academic courses (13 courses for New Jersey students seeking NJ certification) below in appropriate sequence to meet prerequisite requirements as well as required supervised certification internships and seminars:

Level 1 Coursework

MED 6102	E-Folio
MEC 6400	Introduction to School Counseling & Theories
MEC 6402	Human Behavior and Child Development
MEC 6607	Ethical Issues in School Counseling
MEC 7213	College & Career Readiness K-12
MEC 7502	The Counselor as Consultant
MEC 7503	Special Education Law and the School Counselor's Role
MEC 7701	Testing, Measurements, and Research in School Counseling

Level 2 Coursework

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

Level 3 Coursework and Clinical Experiences

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

Fall Internship

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

Spring Internship

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

NJ Licensure/Certification Courses

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete all 51 credit hours (57 for New Jersey students seeking NJ state certification), maintain a GPA of at least 3.0, and submit a passing score on the PRAXIS II: *Professional School Counselor* #5421 or PRAXIS II: *School Counselor* #5422. **Passing the Praxis II: School Counselor test is a graduation requirement for all students in the school counselor certification program even if the student's respective state does not require the test.** Praxis scores should be submitted to Wilmington University via ETS. The program must be completed within five years.

The College of Education and Liberal Arts at Wilmington University reserves the right to change requirements to comply with any licensure/certification or program-approval regulations issued by the Professional Standards Board and/or the Delaware or New Jersey State Department of Education and/or the Delaware or New Jersey Legislature.

MEC 6901	Classification of Psychopathology
MEC 7806	Research Methods, Statistics, and Accountability in School Counseling

Qualifications for Degree

To qualify for the Master of Education degree, a student must successfully complete all 51 credit hours, maintain a GPA of at least 3.0, and submit a passing score on the PRAXIS II: *Professional School Counselor* #5421 or PRAXIS II: *School Counselor* #5422. Praxis scores should be submitted to Wilmington University via ETS. The program must be completed within five years.

***Students seeking licensure in New Jersey must complete six additional credits for a total of 57 credits per New Jersey Department of Education regulations.**

READING

Master of Education

This program is approved by the State of Delaware, is nationally recognized and accredited by the Council for the Accreditation of Educator Preparation (CAEP) and meets the International Literacy Association (ILA) standards at the Reading Specialist level.

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

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

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

1. A current, valid United States teaching license/certificate.
2. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
3. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally-accredited institution. With official transcripts, submit a copy of your Immunization Records.

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

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

Program Purpose

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

Program Competencies

The program competencies are the ILA (International Literacy Association) Standards, summarized below, and can be accessed in their entirety through the ILA's website.
The program develops reading experts who have demonstrated mastery in:

STANDARD 1: FOUNDATIONAL KNOWLEDGE

Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

STANDARD 2: CURRICULUM AND INSTRUCTION

Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.

STANDARD 3: ASSESSMENT AND EVALUATION

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4: DIVERSITY AND EQUITY

Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES

Candidates complete supervised, integrated, extended practica/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practica include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.

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 Knowledge of Reading Test (KRT) must be taken online during either MRD 7920, Practicum in Reading, or MRD 7970, Practice in Reading Research. 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, preparation for passage of PRAXIS II, and life-long learning activities. PRAXIS II (5302 Reading Specialist) must be taken and passed (score of 165) prior to receiving a grade in MRD 7970. It is a graduation requirement.

Program Design

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

(6) credits and must be completed over the length of a full semester. This practicum is in addition to another course in diagnosis and remediation which many institutions view as a practicum experience. A second difference is in the presentation of diagnosis, assessment and correction as one six-credit course. This allows candidates to see the complete process with the same individual. Most institutions offer two separate three-credit courses. The third, and most unique requirement, is the inclusion of field experience in content area classrooms in a combined study of strategies and application of those strategies. Many programs have a content area reading course, but not one that requires field experience in content area classrooms. Finally, candidates must participate in local, state and/or national professional organizations.

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

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

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

34 credits are required for the master's degree. Subsequently, candidates may apply for the Reading Specialist certificate through the Department of Education. Documentation of a passing PRAXIS II score (165) is required.

An exit interview with the Program Chair or an advisor is required.

Program Requirements

A current valid United States 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. Twelve (12) credits of core courses in language, literacy, content area reading, literature and non-fiction materials for children and adolescents are required. The required clinical sequence includes twenty-two (22) semester credits with a minimum of 250 clock hours of practice. All of the core courses require some collaboration and practice in schools. The research course is five (5) semester hours and includes analyses of research and conducting research. Most MRD courses require interaction with children and/or teachers and paraprofessionals at multiple grade levels.

The clinical component requires candidates to arrange for time to be spent in elementary and secondary schools, so that they can become familiar with classrooms and the learning environment K-12. In addition, time must be arranged to work with other teachers at the elementary and secondary levels, specialists, parents, and community organizations. Experience serving as a resource person to other professionals in middle and secondary schools is required. Case studies of individuals and groups, analyses of classrooms of students, instructional planning and delivery for individuals, groups, and classrooms are all requirements. Participation in the reading clinic is required as part of the diagnosis and assessment course (MRD 7903). A course grade no lower than "B" must be achieved in this course. A final component requires candidates to attend school board meetings and be affiliated with either a local, state or national professional reading organization.

A research project is required. This research project may be qualitative or quantitative and designed for a classroom, school, or a district level. The final two courses, MRD 7920 and MRD 7970, may not be taken concurrently without prior approval from Program Chair. Verification forms are collected throughout the program for various learning experiences.

Qualifications for a Degree

To qualify for a Master of Education in Reading, a candidate must complete all courses: core and clinical, for a total of 34 semester credits. The Knowledge of Reading Test (KRT), which assesses knowledge of basic reading skills, strategies and materials, must be taken online and during MRD 7920, Practicum in Reading, or MRD 7970, Practice in Reading Research. The PRAXIS II Reading Specialist test (5302) must also be taken and passed using State of Delaware passing criteria (164) prior to receiving a grade in MRD 7970. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed within five years.

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Content and Performance Assessment Requirements

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

The regulation states, in part:

Content Assessment

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

Performance Assessment

"Where a performance assessment is applicable and available in an area appropriate to the Program in which a Candidate is

enrolled, the Candidate shall achieve a passing score as a requirement to Exit the Program. The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers."

The instrument selected by Wilmington University as a required exit assessment for the M.Ed. in Reading is ETS Praxis II, #5302 Reading Specialist. The minimum acceptable score is 164. The assessment is administered and scored by ETS.

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

Course Requirements

Master of Education in Reading leading to State Certification as a Reading Specialist K-12 (34 credits)

Core Courses

MED 6102	E-Folio
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

Clinical Courses: All clinical courses are semester courses: See note below

MRD 7815	Application of Strategies for Teaching Content Area Reading
MRD 7903	Diagnosis and Correction of Reading Difficulties
MRD 7920	Practicum in Reading
MRD 7970	Practice in Reading Research

MRD 7970 is not offered in the summer.
MRD 7903: This course requires onsite tutoring and final grade of "B" or higher.
MRD 7920 and MRD 7970 may NOT be taken concurrently without Program Chair approval.

SCHOOL LEADERSHIP

Master of Education

This degree program is approved by the State of Delaware for licensure/certification as a school principal or assistant principal. It is nationally recognized and accredited by the Council for the Accreditation of Educator Preparation (CAEP) using Educational Leadership Preparation Standards (NELP) approved by the National Policy Board for Educational Administration.

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials. This program has also been reviewed and approved for operation and licensure/certification in the state of New Jersey. Wilmington University has not made determinations for licensure in states outside of Delaware and New Jersey. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

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

years of the applicant's general education, whether secondary or post-secondary.
Admission to the Master of Education School Leadership degree program requires the following:

1. Complete and submit the Application for Admission, accompanied by a non-refundable application **fee**.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. Please note that any course(s) accepted for transfer into the program must have a letter grade of B or better and be from a degree-granting, regionally accredited institution. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair.

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

Content and Performance Assessment Requirements

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

Content Assessment

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

Performance Assessment

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

Program Purpose

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

Program Competencies

Program competencies for the M.Ed. in School Leadership are derived from current national standards for building-level educational leadership as adopted by NELP (CAEP Standards) and the National Policy Board for Educational Administration. Those standards provide a framework for developing building–level leaders who can apply knowledge and promote the success of every student by …
1. collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
2. sustaining a school culture and instructional program conducive to learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
3. ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organization time is focused to support high-quality instruction and student learning.

4. collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
5. acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual needs inform all aspects of schooling.
6. understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
7. completing a substantial and sustained educational leadership internship experience that has school-based field experience and clinical internship practice within a school setting and that is monitored by a qualified, on-site mentor.

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 and internship journal completed as part of the leadership practicum and internship.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 33-35 credit hours are required for program completion and certification. Field-based components are embedded in every course. Practicum/Internship experience/hours are aligned with certification requirements in Delaware, Maryland, Pennsylvania, and New Jersey. The program is normally completed in two to three years, although accelerated options make it possible to complete the program in one year or less by combining regular courses, online learning courses, and/or hybrid courses.

Required Courses

With the exception of MED 6102, courses may be taken in any order. It is recommended that candidates take MED 7700, MED 7590 and MED 7503 early in the program.

Courses

MED 6102	E-Folio
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 7700	The Evolving Role of a Principal: Innovative Leadership Prek-12
MED 7701	Supervisory Leadership: Staff Selection Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership
MED 8900	Practicum in School Leadership
MED 8903	Administrative Internship 3 Credits

	OR
MED 8904	Administrative Internship 4 Credits
	OR
MED 8905	Administrative Internship 5 Credits
	OR
MED 8906	Administrative Internship 6 Credits

MED 8904 is required for those seeking licensure in Delaware. MED 8905 is required for those seeking licensure in New Jersey. Candidates seeking licensure in other states must check with the Program Chair to determine the correct course. Normally, the states will follow the requirements of the Wilmington University Degree.

Elective Courses: Choose one course from below or as approved by the program chair.

MED 7702	Classroom and School Culture: Creating Environments for Learning
MED 7703	Curriculum and Teaching: Research, Theory, and Practice
MED 7704	Education for Equity and Social Justice
MED 7709	Personnel Administration
MED 7710	Technology and the School Environment
MED 7712	Curriculum Development
MED 7799	Supervision and Curriculum Improvement
MED 7816	Advanced Studies in Teaching and Learning

NOTE: Some of the above courses are cross-listed and may apply to M.Ed. degrees.

Qualification for Degree

To qualify for the Master of Education in School Leadership degree, a student must successfully complete all required courses plus one of the above elective courses for a minimum of 33 credit hours (35 credit hours for New Jersey candidates), with a GPA of at least 3.0. The program must be completed within five years. Candidates are required to take the School Leader Licensure Assessment (SLLA) and achieve a score deemed passing by the College of Education and Liberal Arts. Candidates NOT passing these tests may not receive a degree that leads to certification in that area.

Graduation Planning Conference

Prior to registering for either the Practicum in School Leadership or the Administrative Internship, candidates will schedule a graduation planning conference with the Program Chair.

Administrative Certification

The M.Ed. in School Leadership certification degree meets the certification requirements in Delaware for the positions of assistant principal/principal. In addition, if not taken at the undergraduate level, a course in Child, Adolescent or Human Development is required.

Candidates taking courses to satisfy certification requirements are **personally responsible** for verifying, with the appropriate licensure/certification authority in another state, that such course work is applicable and acceptable. Candidates are **personally responsible** for meeting all state-mandated testing requirements for teachers and administrators (Praxis Core, PRAXIS II, SLLA, etc.), for fulfilling state-mandated degree and/or teaching experience requirements, and for applying for credentials. Students are requested to provide copies of scores on state-mandated examinations. These scores provide valuable data essential to maintaining CAEP accreditation status.

Delaware state regulations require a master's or doctoral degree from a regionally accredited college or university in educational leadership or administration. The program must be nationally accredited/recognized or state-approved using CAEP/NCATE standards; or the applicant must hold a degree from a regionally accredited college or university in any field and successfully complete one of the following: A School Principal Course of Study as defined by 14 DE Admin. Code 1591or a School Principal Certification program pursuant to 14 DE Admin. Code 1591.

Delaware experience requirements for a School Assistant Principal and Principal certificate specify the following: "A minimum of 5 years of teaching experience as defined in 16 DE Reg 969 (03/01/13)."

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

Master's Degrees (Non-licensure)

Education Studies degrees and degrees noted as *non-certification* are designed for those who want to work in education-related positions that do not require state licensure/certification, or who may want to enter a licensure/certification program at a later date, or who may want to gain a strong general foundation in areas such as counseling, leadership, learning theory, educational psychology, child development, and education best practices in preparation for a variety of other occupations and career paths.
The Education Studies degree provides candidates with four possible areas of concentration: Elementary Education (K-6), Secondary Education (7-12), Special Education (K-12), and Skilled and Technical Sciences. The degree but does not qualify recipients for state licensure and/or certification. Non-Certification degrees are also available in School Counseling, School Leadership, Applied Educational Technology and Instruction.

Licensure/Certification Option

Once admitted to the non-licensure and non-certification degree program, candidates have the option of remaining in that major and completing the M.Ed. or applying for admission to a parallel degree program that contributes to eligibility for licensure/certification as a Delaware educator.
Admission to licensure/certification programs requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicants general education, whether secondary or post-secondary.

Concentration Options for the M.Ed. in Education Studies

Elementary Education (K-6). Candidates complete 44 credits of core courses in the MEE Elementary Studies Program and 9 credits of elective courses in lieu of some or all of the MEE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.
Secondary Education (7-12). Candidates complete 34 credits of core courses in the MAT in Secondary Teaching Program and 9 credits of elective courses in lieu of some or all of the MAT clinical courses. Elective courses are selected from other graduate education programs and in consultation with the teacher preparation program advisor.
Special Education (K-12). Candidates complete 42 credits of core courses. Candidates who wish to transfer to the Licensure Track degree program will need to complete a new planning conference with their advisor, identifying courses needed for the licensure degree. Some of the courses in the Education Studies degree are not required in the licensure degree.
Skilled and Technical Sciences. Candidates complete 36 credits of core courses in the CTE Career and Technical Program and 6 credits of elective courses in lieu of some or all of the CTE clinical courses. Elective courses are selected from other graduate education programs and in consultation with the program advisor. Candidates are also required to perform an Action Research Project.

APPLIED TECHNOLOGY IN EDUCATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Master of Education: Applied Technology in Education degree program, applicants are expected to provide or complete the following:

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

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.

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

Program Purpose

The Master of Education in Applied Technology in Education program is designed for individuals who want to advance their knowledge and skills related to current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed to create digital-rich learning environments that enhance student learning and engagement. The program addresses topics related to creativity and innovation, digital-age learning experiences and assessments, digital citizenship, and professional growth and leadership.

Program Competencies

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

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

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

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

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

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

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

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

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

Program Competency Standard 5. Engage in Professional Growth and Leadership

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

Outcomes Assessment

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

Program Design

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

Course Requirements

Foundation Courses (9 credits)

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

Elective Courses (9 credits)

MED 7404	Brain-Based Research Instructional Strategies

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

Technology Courses (15 credits)

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

MED 6102	E-Folio
EDT 6005	Applications in Educational Technology
EDT 6010	Instructional Applications of Technology
EDT 6020	Emerging Trends in Educational Technology
EDT 6035	Ethical, Legal, and Social Issues in Educational Technology
EDT 6045	Special Topics in Educational Technology

Qualifications for Degree

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

Certificate Information

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

EDUCATION STUDIES, CONCENTRATION IN ELEMENTARY EDUCATION (K-6)

Master of Education

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies with a concentration in Elementary Education (K-6). This program does not lead to licensure. Candidates must register for and complete MED 6102 E-folio as the initial course in the program. This course is a pre-requisite for all other education courses.

Parallel Curriculum

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

Program Competencies
Program competencies for this degree are identical to those currently in effect for the M.Ed. in Elementary Studies (K-6), with the exception of those competencies associated with student teaching. Program competencies and attributes are derived from the College of Education and Liberal Arts Conceptual Framework, the CAEP 2018 K-6 Teacher Preparation Standards and the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:
Conceptual Framework
InTASC Standards

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

Required Courses (41 credits)

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

Education Elective Courses (12 credits)
12 credits of elective courses **are required** in place of Practicum and Student Teaching as approved by the Program Chair or Graduate Advisor. Students should meet with the Program Chair for approval on selection of the 12 elective courses.

EDUCATION STUDIES, CONCENTRATION IN SECONDARY EDUCATION 6-12

Master of Education

Program Requirements

Candidates are expected to complete all requirements associated with the Master of Education in Education Studies with a concentration in Secondary Education (6-12). Candidates must register for and complete MED 6102 E-folio as the initial course in the program. This course is a pre-requisite for all other education courses.

Parallel Curriculum
The purpose and curriculum of the Master of Education in Education Studies, Secondary Education (6-12) are the same as for the Master of Arts in Secondary Teaching (6-12), with the exception of those elements associated with clinical coursework in practica and

student teaching. This degree does not contribute to eligibility for an initial teaching license or certificate.

Program Competencies
Program competencies for this degree are identical to those currently in effect for the Master of Arts in Secondary Teaching (6-12), with the exception of those competencies linked directly to clinical courses. Program competencies and attributes are derived from the College of Education and Liberal Arts Conceptual Framework and the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:
Conceptual Framework
InTASC Standards

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

Required Courses (43 credits)

MED 6102	E-Folio
MAS 7204	Teacher Leadership and Collaboration
MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society
MAS 7603	Instructional Strategies in Secondary Education
MAS 7604	Technology for Instruction
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MAS 7701	Classroom Culture and Student Behavior
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School

Elective courses: Candidates will complete 15 credits of elective coursework in place of Practicum, Performance Assessment, and Student Teaching as approved by the Program Chair or Graduate Advisor.

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

Master of Education

Program Requirements

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

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

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

InTASC Standards
CEC Standards

Admission Requirements

1. Submit a Wilmington University Graduate Application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university
3. Complete a program planning conference with a Graduate Advisor or Program Chair

*Education Studies degrees do not qualify recipients for state licensure and/or certification.
After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

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

Required Courses (42 credits)

MED 6102	E-Folio
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Applied Behavior Analysis
MSE 7501	Introduction to Autism & Severe Disabilities
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School

Electives

MSE 7404	Assistive Technology
MSE 7406	Transition Planning & IEP Implementation for Students with Disabilities
MSE 7407	Teaming/Collaboration with Families & Communities
MED 6801	Building a Responsive Classroom

Elective Courses: 12 credits in place of Practica and Student Teaching/Teaching Internship as approved by the Program Chair or Graduate Advisor.

EDUCATION STUDIES, CONCENTRATION IN SKILLED AND TECHNICAL SCIENCES

Master of Education

Program Requirements

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

Parallel Curriculum

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

Program Competencies

Program competencies for this degree are identical to those currently in effect for the Master of Education in Career and Technical Education. Program competencies and attributes are derived from the College of Education and Liberal Arts Conceptual Framework and the InTASC standards (Interstate New Teacher Assessment and Support Consortium), and are described in detail at the following links:
Conceptual Framework
InTASC Standards

Option A Certification Program - Required Courses (36 credits)

MED 6102	E-Folio
MAS 7601	Education of Diverse Populations and Exceptional Children
MCT 6400/EDC 400	Educational Psychology
MCT 6401/EDC 401	Career and Technical Education Instructional Technology
MCT 6406/EDC 406	Career and Technical Education Assessment and Course Construction
MCT 6407/EDC 407	Career and Technical Student Organizations
MCT 6410/EDC 410	Multicultural Education
MCT 6411/EDC 411	Methods of Teaching Career and Technical Education I
MCT 6412/EDC 412	Career and Technical Education Classroom Management
MCT 6413/EDC 413	Methods of Teaching Career and Technical Education II
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 1 elective from Option B (3 credits)

Certain courses in Option A may be required for Delaware C and T (Skilled and Technical Sciences) certification. Each candidate should verify through the Department of Education which courses are required for certification.

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore, the Clinical Component consists of a Capstone Project.

Option B Instructional Program - Required Courses (36 credits)

MED 6102	E-Folio
MAS 7603	Instructional Strategies in Secondary Education

MAS 7701	Classroom Culture and Student Behavior
MAS 7651	Adolescent Growth and Development
MAS 7652	Reading in Content Areas
MCT 6402/EDC 402	Career and Technical Education Advanced Curriculum Design
MCT 6403/EDC 403	History and Regulations of Career and Technical Education
MCT 6404/EDC 404	Career and Technical Education Guidance Practices
MCT 6405/EDC 405	Career and Technical Education: Community and Business Relations
MCT 6420/EDC 420	Capstone Project for Career and Technical Education

Plus 2 electives from Option A courses (6 credits)

MCT 6420 - Delaware Skilled and Technical Sciences instructors are not required to student teach to be eligible for licensure. Therefore the Clinical Component consists of a Directed Study Action/Research Project.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING (NON-CERTIFICATION)

Master of Education

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

Admission

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

Admission to the non- certification Master of Education Elementary and Secondary School Counseling degree program requires the candidate to complete the following:

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

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

3. Schedule and participate in a program planning conference with program academic advisor.

4. Register for MED 6102 (E-folio) a prerequisite for all other courses in the program

Program Purpose

Program Purpose

The Master of Education in Elementary and Secondary School Counseling non-certification program prepares candidates to address the academic, career, and social/emotional, developmental needs of children and youth. This graduate program is aligned with the philosophy and vision of the American School Counselor Association (ASCA) National Model, the ASCA Standards for School Counselor Preparation Programs, the ASCA School Counselor Competencies, and the ASCA Ethical Standards for School Counselors. These standards emphasize training in the implementation of a comprehensive school counseling program promoting leadership, advocacy, collaboration, and systemic change to enhance student achievement and success.

Outcomes Assessment

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

Dispositions and Skills

Counselor dispositions and skills are assessed throughout the program to ensure candidates are prepared to effectively work with children and youth. MEC instructors assess candidates based on five specific areas: academic performance, intrapersonal factors, interpersonal relationships, and professional behavior. This comprehensive evaluation process enables candidates to receive mentoring and coaching to foster growth necessary for success as a school counselor. See full description and details of the disposition and skills evaluation process in the MEC Program Handbook.

Program Competencies

Program competencies, the ASCA Professional Standards and Competencies and the ASCA Standards for School Counselor Preparation Programs (ASCA, 2019), are implemented and assessed throughout the program. Both sets of ASCA standards and competencies outline the mindsets, behaviors, and skills school counselors need to meet the demands of the school counseling profession. The MEC program implements and assesses ASCA mindsets and behaviors to ensure aspiring school counselors are equipped in establishing, maintaining, and enhancing school counseling programs that address academic achievement, career planning, and social/emotional well-being. The standards and competencies can be accessed in their entirety through the ASCA website.

Program Design

The non-certification program of the Master of Education in Elementary and Secondary School Counseling curriculum is designed on a three-tiered system focusing on various competencies and skills. Level 1 courses provide content knowledge which establishes the foundation for counseling skill development in Level 2 courses. Levels 1 and 2 provide the necessary competencies and skills to move to the clinical experience at Level 3 including a supervised 200-hour practicum.

Program Requirements

Completion of the degree includes successful completion of the courses within Levels 1 and 2, and a non-certification 200-hour practicum. Twenty-one (21) semester credits in counseling theories, human behavior, college and career readiness, school counseling ethics, measurement and accountability, consultation, and working with special needs populations are required in Level 1. The minimum passing grade of a C or higher is expected for each Level 1 course; however, a candidate must maintain a cumulative GPA of 3.0 or higher to gain access to Level 2 courses. Twelve (12) semester credits in individual counseling, family counseling, and group counseling strategies and techniques are required in Level 2. The minimum passing grade of a B or higher is expected for all Level 2 courses. Three (3) semester credits of practicum (locations vary depending on career goals and exclude the K-12 school setting) and an elective course are required to fulfill the clinical portion of the program.All degree-seeking candidates in the MEC program are required to demonstrate graduation and program competencies by engaging in a prescribed variety of related counseling activities.

Course Requirements

Candidates must complete the 11 academic courses below in appropriate sequence to meet prerequisite requirements and a supervised non-certification 200-hour practicum:

Level 1 Coursework

MED 6102 E-Folio

MEC 6400	Introduction to School Counseling & Theories
MEC 6402	Human Behavior and Child Development
MEC 6607	Ethical Issues in School Counseling
MEC 7213	College & Career Readiness K-12
MEC 7502	The Counselor as Consultant
MEC 7503	Special Education Law and the School Counselor's Role
MEC 7701	Testing, Measurements, and Research in School Counseling

Level 2 Coursework

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

Level 3 Clinical Experience

MEC 7600	Non-Certification Supervised Counseling Practicum
	AND
MEC 6901	Classification of Psychopathology
	OR
MEC 6600	Introduction to Drug/Alcohol Counseling
	OR
MEC 6608	Multicultural Counseling
	OR
MEC 7806	Research Methods, Statistics, and Accountability in School Counseling
	OR
	an MEC seminar to be approved by the Program Chair

Qualifications for Degree
To qualify for the non-certification degree program in school counseling, a candidate must successfully complete all 39 credit hours, a 200-hour non-certification practicum, and maintain a GPA of at least 3.0. The program must be completed within five years.
Qualifications for Degree
To qualify for the non-certification degree program in school counseling, a candidate must successfully complete all 39 credit hours, a 200-hour non-certification practicum, and maintain a GPA of at least 3.0. The program must be completed within five years.

INSTRUCTION: TEACHER OF READING

Master of Education

Admission

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

or complete the following:

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

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.

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

Program Purpose

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

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

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

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

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

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

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

Program Competency Standard 5. Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional

practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

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

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

Program Design
This 33-credit degree program consists of 18 credits of foundation courses that focus on teaching and learning, 12 credits of reading content courses, and three credits of electives. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. There is a non-credit E-Folio course requirement.

Course Requirements

Foundation Courses (18 credits)

MED 7808	Assessment and Evaluation
MED 7809	Instructional Design
MED 7810	Psychology of Learning
MED 7712	Curriculum Development

MED 8804: 6 credit course offered in the Spring and Fall semester

Reading Concentration Courses (12 credits)

MED 6102	E-Folio
MRD 6201	Causes of Reading Difficulties
MRD 6202	Foundations of Reading
MRD 6203	Brain-based Reading Instruction
MRD 6204	Phonemic Awareness and Auditory Processing

Elective Courses (3 credits)

MRD 6205	Literacy Skills for Early Childhood
MRD 6208	Vocabulary and Comprehension Development for Middle School and High School
MRD 6209	Authentic and Differentiated Instruction for Reading

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

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

INSTRUCTION: NATIONAL BOARD CERTIFIED TEACHER, MASTER OF EDUCATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Master of Education in Instruction: Teacher and Learning degree program, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Valid Teaching License for the past three years, and three years of successful teaching experience.
4. Schedule a program planning conference with the Program Chair or Graduate Program Advisor. After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the degree program.

Program Purpose

The Master of Education in Instruction: National Board Certified Teacher degree program is designed for educators seeking National Board Certification that is the most respected professional certification available in K-12 education. Different states provide incentives that include salary increases, teacher-leader roles. Teachers who have achieved National Board Certification often move into teacher leadership roles in their respective school, district, and states. This degree program does not lead to a state teaching license.

Program Competencies

Developed and revised by practicing educators based on research and practitioner expertise, the National Board Five Core Propositions and Standards describe what accomplished teachers should know and be able to do to have a positive impact on student learning.

Proposition 1 - Teachers are committed to students and their learning
Proposition 2 - Teachers know the subjects they teach and how to teach those subjects to students
Proposition 3 -Teachers are responsible for managing and monitoring student learning
Proposition 4 -Teachers think systematically about their practice and learn from experience
Proposition 5 -Teachers are members of learning communities

Outcomes Assessment

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

Program Design

This 30-credit program consists of 12 credit hours of foundation courses that focus on teaching and learning and 18 credit hours of elective courses. The program requires that candidates be working in an educational setting or a training center to complete the

program competency assignments. These courses will be offered online. There is a non-credit E-Folio course requirement.
To earn National Board Certification, candidates will also be required to apply to the National Board for Professional Teaching Standards (NBPTS) and meet their standards for their content area as demonstrated by submission of a professional portfolio and a content knowledge exam. NBPTS will require applicants to hold a valid teaching license and have three years of experience before teachers can earn National Board certification.

Course Requirements

Foundation Courses (12 credits)

MED 6102	E-Folio
MED 7712	Curriculum Development
MED 7808	Assessment and Evaluation
MED 7809	Instructional Design
MED 7812	Culture and Learning Environments

Elective Courses (18 credits)

MED 8000	Foundations of National Board Certification
MED 8001	Content Knowledge
MED 8002	Differentiated Instruction
MED 8003	Teaching Practice and Learning Environment
MED 8004	Effective and Reflective Practitioner
MED 8005	Professional Inquiry

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

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

INSTRUCTION: TEACHING AND LEARNING

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Master of Education in Instruction: Teacher and Learning degree program, applicants are expected to provide or complete the following:

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

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.

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

Program Purpose

The Master of Education in Instruction: Teaching and Learning degree program is designed for educators who are interested in developing skills to become leaders of teachers and in the scholarly study of teaching and learning. Candidates study research-based best practices and acquire knowledge and skills needed to promote the success of all students. Candidates explore their own professional practices and reflect upon ways to improve teaching and learning and effective means of providing collegial leadership. The program addresses best practices related to teaching-learning, instructional planning, student achievement and performance, curriculum development, culturally appropriate learning environments, and educational reform.

Program Competencies
The program competencies adopted for the Master of Education in Instruction: Teaching and Learning degree program are the Model Standards for Teacher Licensing, Assessment, and Development from the Interstate New Teacher Assessment and Support Consortium (INTASC) (2011) by the Council of Chief State School Officers. The M.Ed. in Instruction: Teaching and Learning degree program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:

Program Competency Standard 1. Learner Development
The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Program Competency Standard 2. Learning Differences
The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

Program Competency Standard 3. Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Program Competency Standard 4. Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.

Program Competency Standard 5. Applications of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Program Competency Standard 6. Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Program Competency Standard 7. Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Program Competency Standard 8. Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

profession.

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

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

Course Requirements

Foundation Courses (21 credits)

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

MED 8804 is a 6 credit course offered in Fall and Spring semesters only.

Elective Courses (12 credits)

EDT 6005	Applications in Educational Technology
MED 7404	Brain-Based Research Instructional Strategies
MED 7704	Education for Equity and Social Justice
MED 7807	Creativity and Critical Thinking
MED 7813	Differentiated Instruction
MED 7814	Problem-Based Learning
MED 7815	Innovations in Teaching
MED 7816	Advanced Studies in Teaching and Learning
MED 7817	Professional Studies
MED 7818	Personalization in Education
MED 7819	Design, Build, and Test
MRD 6208	Vocabulary and Comprehension Development for Middle School and High School

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

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

HIGHER EDUCATION

Master of Education

The M. Ed. In Higher Education (MHE) is designed for those who currently work in higher education but do not hold a master's degree, those who plan to transition to working in higher education, or those planning to teach at the college level within their discipline.

The program provides a foundation of the past and present landscapes of higher education. Beyond the Foundations Core, candidates will choose one of three concentrations: Student Affairs in Higher Education, Administration in Higher Education, or Teaching in Higher Education.

Through the degree program, students gain both theoretical knowledge and hands-on experience. All candidates complete 120 hours of Field Experience and create a professional portfolio.

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information.
Admission to the Higher Education degree program requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Submit a current resume.
4. Program Planning Conference with your Program Chair or advisor is required for admission. This conference can be arranged by contacting Dr. Heather Horowitz (heather.l.horowitz@wilmu.edu or 302-327-6531).

After all the above requirements have been completed, register for MED 6102 (EFolio) along with other course(s) selected.

Program Competencies

Students in the MHE Program will demonstrate the foundational levels of the following ACPA/NASPA competencies:

- Personal & Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resource
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

Formats

The program is offered fully online.

Core

The Core Requirements (Foundations) are designed to provide students with an overview of the field and systems of higher education. Candidates will learn about leadership, decision-making, and administrative structures. They will also understand pressing current issues like equity, funding, and the historical events that have led to higher education's current state. Additionally, the Foundations Core provides candidates with skills in academic writing and oral presentation.

Concentrations

Student Affairs in Higher Education

The Student Affairs in Higher Education concentration is designed for those interested in transitioning to or advancing their careers in student service areas within higher education. This concentration focuses on student development, assessment of student learning, student engagement, and student success.

Administration in Higher Education

The Administration in Higher Education concentration is designed for those interested in transitioning to or advancing their careers in higher education administration. This concentration focuses on law, budgeting, human resource management, and data-driven decision-making.

Teaching in Higher Education

The Teaching in Higher Education concentration is designed for those are interested in learning how to teach at the college level within their disciplines. Candidates will learn about best practices in teaching adults, gain knowledge about developing curriculum and assessing student learning, and gain hands-on experience.

Field Experience

As part of each concentration, candidates will participate in a minimum of 120 hours of hands-on work with an institution of higher education.

Capstone

The program culminates with MHE 7600, Action Research, in which candidates will complete a capstone project. Students will develop a scholarly paper and presentation focused on solving a specific problem or challenge facing a specific institution of higher education.

Portfolio Requirements

Throughout the program, candidates will develop an academic portfolio and a professional portfolio. The Academic Portfolio will be used to measure students' course and graduation competencies. The professional portfolio will be a tool that candidates use to showcase work from courses, field experience, and the capstone project.

Required Courses

MED 6102 is required for all candidates. E-Folio is an electronic portfolio system used for documenting and tracking student mastery of program competencies.

Core Requirements

The following core courses (18 credits) are required for all candidates. Candidates must also select **ONE** of the concentrations below to complete the degree.

MED 6102	E-Folio
MHE 7100	History of American Higher Education
MHE 7001	Academic Research and Writing
MHE 7101	Equity and Inclusion in Higher Education
MHE 7102	Leadership and Ethical Decision Making in Higher Education
MHE 7103	Current Issues and Financial Trends in Higher Education
MHE 7600	Action Research Project

Concentration: Student Affairs in Higher Education

MHE 7300	Introduction to Student Affairs
MHE 7301	Student Development Theory and Contemporary College Students
MHE 7201	Law and Policy in Higher Education
MHE 7302	Assessment of Student Learning Outside of the Classroom
MHE 7500	Field Experience

Concentration: Teacher in Higher Education

MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment and Evaluation
MHE 7403	Curriculum Development
MHE 7500	Field Experience

Concentration: Administration in Higher Education

MHE 7200	Introduction to Administration in Higher Education
MHE 7201	Law and Policy in Higher Education
MHR 7800	Seminar in Human Resource Management
MHE 7202	Data Driven Strategic Planning
MHE 7500	Field Experience

Please note that all concentrations are also offered as stand-alone graduate certificates.

Qualifications for the Degree

To qualify for the Master of Education in Higher Education degree, a candidate must complete all course work (33 credits), field experience, and portfolio requirements. Candidates must hold a cumulative 3.0 GPA in order to be eligible for the degree. To encourage timely completion, make regular appointments with your Program Chair. In addition to needing a 3.0 overall GPA, students must earn a "C" or better in each course for it to count towards your degree requirements. Students should carefully monitor their academic progress to ensure their GPA is a 3.0 or better.

SCHOOL LEADERSHIP, NON-CERTIFICATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information.
Admission to the non-certification program in School Leadership requires the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair.

After all the above requirements have been completed, register for MED 6102 (EFolio - SL&L) along with other course(s) selected.
The Master of Education in School Leadership: Non-Certification is designed for students who hold Bachelor's degrees from

regionally accredited institutions and who are interested in careers in educational leadership for which there is no requirement for state licensure and certification. Such careers could include work in private or independent school settings, child care, youth recreational services, career services and other education-related social services. Students choosing this degree will work with a College of Education Program Advisor to plan an individualized program of studies to satisfy the student's career interests in educational leadership.

Program Competencies are similar to those in the M.Ed. School Leadership degree program, and are based on the 2018 NELP (National Educational Leadership Preparation Program Building Level Standards as part of CAEP (Council for the Accreditation of Educator Preparation) accreditation. The M.Ed. School Leadership/Non-Certified program is for candidates who wish to gain advanced knowledge in areas related to school leadership theory and practice, but who do not need or want a state license or certificate.

Coursework is identical to the current M.Ed. School Leadership program except that Non-Certificate candidates do not complete the field-based requirements specified in Delaware Administrative Code, Title 14, Regulation 290, § 3.2.1.2: "Educator Preparation Programs for administrators must include Clinical Experiences totaling a minimum of two-hundred and forty (240) hours equitably distributed within the Program. The clinical hours must be completed under the mentorship of a currently employed administrator with an effective or highly effective summative rating under 14 DE Admin. Code 108."

Admission to the M.Ed. School Leadership: Non-Certified program will not require applicants to take/pass standardized assessments necessary for program entry and/or exit.

Program Purpose

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

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

Program Competencies

The School Leadership Master of Education program 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.

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.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the School Leadership program. A total of 30 credit hours are required for program completion and certification. Field-based components are embedded in every course. The program is normally completed in two to three years, although accelerated options make it possible to complete the program in one year or less by combining regular courses, online learning courses, and/or hybrid courses.

Required Courses

MED 6102 is required for all candidates. E-Folio/SL&L is an electronic portfolio system used for documenting and tracking student mastery of program competencies.

Courses

MED 6102	E-Folio
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 7700	The Evolving Role of a Principal: Innovative Leadership Prek-12
MED 7701	Supervisory Leadership: Staff Selection Appraisal, and Renewal
MED 7705	Measurement, Accountability, and Student Learning
MED 7708	Curriculum Leadership

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

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

Qualification for Degree

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

Special Education

Alternative Routes to Certification

SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable candidates to be hired as salaried, full-time public-school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as “critical needs” areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.

WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of early childhood exceptional children, OR (2) teachers of students with disabilities K-12.
Since ARTC program plans can be different for each individual candidate (depending on academic backgrounds and experience) and have a number of different components and options, those interested in the alternative pathway must schedule a meeting with the ARTC Program Chair to decide if the program is a good "fit."
Once admitted, candidates have several program options, including the M.Ed. in Special Education.

Admission and Eligibility Requirements

In addition to general admission requirements, admission to this program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.
Admission to the Paraeducator to Teacher (ARTC) program requires the following:
1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions. Admission to this degree program requires a grade point average (GPA) of 3.0 or higher for the most recent two years of post-secondary education.
3. Candidates must provide proof of passage of the Praxis II content exam aligned with their desired content area or have completed 24 credits in the desired content area prior to eligibility for ARTC.

1. Candidates seeking admissions into ARTC who have passed the Praxis II content exam aligned with their desired content area will receive an **Eligibility Letter.**
2. Candidates seeking admission into ARTC who have earned 24 credits must adhere to these requirements:

- If the Content Area GPA calculated from the 24 credits is above a 3.0, then the candidate **may meet the qualifying score** on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
- Candidates not earning above a 3.0 GPA calculated from the 24 content area credits **must pass** the ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grade K-6) or content knowledge exam specified for secondary teacher (grades 6-8 or 6-12).

4. Complete a program planning conference with the ARTC Program Chair. At this point eligible candidates will receive a Wilmington University Eligibility Letter. Candidates must have this letter in order to seek a teacher of record position in a Delaware public school.
5. Once issued, the Eligibility Letter provides the candidate with the opportunity to seek employment as a full-time special education Teacher of Record (TOR) in the specified content area. Upon hire and at the discretion of the program chair, the candidate may receive an official Welcome Letter that will allow him/her to enroll into the ARTC program.
6. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meets the current minimum score requirements.
7. Candidates should make sure to register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

As a program requirement, candidates must pass or meet qualifying score on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
As a program requirement, candidates **must pass** by achieving minimum scores set by the DE Professional Standards Board on ETS Praxis II #5354: Special Education Core Knowledge and Applications prior to completion.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related to score expectations.

Program Competencies

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

Outcomes Assessment

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

E-Folio

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

Minimum Grades

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

Course Requirements

Special Education Teacher (ARTC)

Passage of Praxis II content exam (as listed above) or 24 content area credits (as listed above) required for admission.
42 or 43 credits for core requirements, 12 or 13 credits of Special Education content of concentration requisites; Early Childhood, Elementary, or Secondary levels differ.
Total of 54-55 credits for degree program.

MED 6102	E-Folio
MSE 8001	Teaching Exceptional Children Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Teaching Exceptional Children Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Applied Behavior Analysis
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 8003	Teaching Exceptional Children Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education

MSE 8004	Teaching Exceptional Children Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

Program Content Requisites (Early Childhood)

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

Program Content Requisites (Elementary)

(12-13 credits of Prerequisites)

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

Program Content Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7701	Classroom Culture and Student Behavior
MED 6801	Building a Responsive Classroom

MSE 8005 Professional Growth Portfolio is a non credit bearing course that enables M.Ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final Delaware Teacher Evaluation cycle, to receive support and coaching from WilmU ARTC program.

PARAEDUCATOR TO SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable students to be hired as salaried, full-time public-school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as "critical needs" areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.

WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of preschool exceptional children, (2) teachers of K-12 students with disabilities, or (3) teachers of students with autism and/or severe disabilities.
Since ARTC program plans can be different for each individual student (depending on academic backgrounds and experience) and have a number of different components and options, those interested in the alternative pathway must schedule a meetingwith the ARTC Program Chair in order to determine eligibility and to decide if the program is a good "fit."
Once admitted, candidates have several program options, including the M.Ed. in Special Education, specialized certification for already licensed teachers, and a pathway for current and future para-educators to obtain positions and credentials as full-time teachers.

Course Requirements

Paraeducator to Special Education Teacher (ARTC)

Passage of Praxis II content exam (as listed above) or 24 content area credits (as listed above) required for admission.
42 or 43 credits for core requirements, 12 or 13 credits of concentration requisites; Early Childhood, Elementary, or Secondary levels differ.
Total of 54-55 credits for degree program.

MED 6102	E-Folio
MSE 8001	Teaching Exceptional Children Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Teaching Exceptional Children Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Applied Behavior Analysis
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 8003	Teaching Exceptional Children Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8004	Teaching Exceptional Children Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

Program Content Requisites (Early Childhood)

MSE 7502	Educating Preschoolers with Special Needs
MSE 7603	Assessment of Young Children
MSE 7605	Differentiation of Instruction for Young Children

MSE 7607	Emergent Literacy for Young Children
MSE 7407	Teaming/Collaboration with Families & Communities

Program Content Requisites (Elementary)

(12-13 credits of Prerequisites)

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

Program Content Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7701	Classroom Culture and Student Behavior
MED 6801	Building a Responsive Classroom

MSE 8005 Professional Growth Portfolio is a non credit bearing course that enables M.Ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final Delaware Teacher Evaluation cycle, to receive support and coaching from WilmU ARTC program.

Admission and Eligibility

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

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions. Admission to this degree program requires a grade point average (GPA) or 3.0 or higher for the most recent two years of post-secondary education.
3. Candidates must provide proof of passage of the Praxis II content exam aligned with their desired content area or have completed 24 credits in the desired content area prior to eligibility for ARTC.

a. Candidates seeking admissions into ARTC who have passed the Praxis II content exam aligned with their desired content area will receive an **Eligibility Letter.**

b. Candidates seeking admission into ARTC who have earned 24 credits must adhere to these requirements:

- If the Content Area GPA calculated from the 24 credits is above a 3.0, then the candidate **may meet the qualifying score** on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
- Candidates not earning above a 3.0 GPA calculated from the 24 content area credits **must pass** the ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grade K-6) or content knowledge exam specified for secondary teacher (grades 6-8 or 6-12).

4. Complete a program planning conference with the ARTC Program Chair. At this point eligible candidates will receive a Wilmington University Eligibility Letter. Candidates must have this letter to seek a teacher of record position in a Delaware

public school.

5. Once issued, the Eligibility Letter provides the candidate with the opportunity to seek employment as a full-time special education Teacher of Record (TOR) in the specified content area. Upon hire and at the discretion of the program chair, the candidate may receive an official Welcome Letter that will allow him/her to enroll into the ARTC program.

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

b. Candidates should make sure to register for MED 6102 (E-Folio).

Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute.

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

After completing all of the above requirements, register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

As a program requirement, candidates must pass or meet qualifying score on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
As a program requirement, candidates **must pass** by achieving minimum scores set by the DE Professional Standards Board on ETS Praxis II #5354: Special Education Core Knowledge and Applications prior to completion.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) in order to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related to score expectations.

Program Competencies

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

Outcomes Assessment

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

E-Folio

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

Minimum Grades

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

Master of Education Degrees

SPECIAL EDUCATION, INSTRUCTION (TRADITIONAL ROUTE)

Master of Education

This degree program is for already licensed/certified teachers and may contribute to eligibility for Delaware certification depending on the Special Education category selected, as long as the candidate meets all other Delaware Department of Education licensure and certification requirements. This program has also been reviewed and approved for operation and licensure/certification in the state of New Jersey. Wilmington University has not made determinations for licensure in states outside of Delaware and New Jersey. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Master of Education in Special Education: Instruction degree program requires the following:

1. Submit a completed Wilmington University Graduate application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Admission to this degree program requires a grade point average (GPA) or 3.0 or higher for the most recent two years of post-secondary education.
3. Submit a valid and active US teaching license
4. Submit a current résumé including number of years' teaching experience
5. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meet the current minimum score requirements.**
6. Complete a program planning conference with Graduate Advisor or Program Chair

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

Program Purpose

Program Purpose

The Wilmington University's Master of Education Special Education: Instruction provides candidates interested in acquiring research-based skills, knowledge and practices in teaching students with disabilities. Students will identify two of the three following concentrations: K-12 Teacher of Students with Disabilities and/or Autism & Severe Intellectual Disabilities and/or Early Childhood/Exceptional Children. Candidates gain knowledge in practices related to instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; assessment strategies and practices to evaluate effective reading and writing instruction; awareness, understanding, respect, and a valuing of differences in our society; literate environments that foster reading and writing; and leadership and professional development opportunities.

Program Competencies

The program competencies adopted for the Master of Education in Special Education: Instruction: degree program are based on standards developed by the Council for Exceptional Children (CEC) Standards, the Model Standards for Teacher Licensing, Assessment, and Development from The Interstate New Teacher Assessment and Support Consortium (INTASC 2011), Council of Chief State School Officers.

Program Competency Standard 1. Learner Development and Individual Learning Differences

The special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Program Competency Standard 2. Learning Environments

The special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with

exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
Program Competency Standard 3. Curricular Content Knowledge
The special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Program Competency Standard 4. Assessment
The special education professionals use multiple methods of assessment and data-sources in making educational decisions.
Program Competency Standard 5. Instructional Planning and Strategies
The special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Program Competency Standard 6. Professional Learning and Practice
The special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
Program Competency Standard 7. Collaboration
The special education professionals collaborate with families, other educators, related service pro

Outcomes Assessment

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

Program Design

This 30-credit program consists of 15 credit hours of coursework from two separate concentrations of Special Education areas focused on teaching and learning. An effort is made to provide candidates with choices of course formats (traditional, hybrid or online) although this cannot be guaranteed. There is a non-credit E-Folio course requirement.

Concentration Requirements

Concentrations (30 credits-Select Two from the Following:)

Special Education Early Childhood Exceptional Children Concentration Requirements (15 credits)

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

Special Education Teacher of Students with Disabilities Concentration Requirements (15 credits)

MED 6102	E-Folio
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7405	Curriculum in Special Education
MSE 7402	Applied Behavior Analysis
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 8102	Legislation and Implementation of Policy and Procedure

Special Education Autism & Severe Intellectual Disabilities Concentration Requirements (15 credits)

MED 6102	E-Folio
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Applied Behavior Analysis
MSE 7506	Functional Communication for Individuals with Autism and Severe Intellectual Disabilities
MSE 7409	Methods of Instruction in Academic Standards and Functional Skills
MSE 7507	Competency-Based Practicum in Behaviorally-Based Teaching Techniques

Electives

If a candidate chooses both the TOSD and Autism certificates, an elective must be chosen to replace the duplicate MSE 7402.

MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7404	Assistive Technology
MSE 7406	Transition Planning & IEP Implementation for Students with Disabilities
MSE 7407	Teaming/Collaboration with Families & Communities

Qualification for Degree

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

SPECIAL EDUCATION TEACHER OF STUDENTS WITH DISABILITIES (TRADITIONAL ROUTE)

Master of Education

THIS IS A DELAWARE LICENSURE/CERTIFICATION PROGRAM WITH CONTENT KNOWLEDGE AND PERFORMANCE ASSESSMENT REQUIREMENTS. 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 and/or teaching experience requirements, and for applying for credentials. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission Requirements

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

Admission to the Master of Education Special Education degree program requires the following:

1. Submit a completed Wilmington University Graduate application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Admission to this degree program requires a grade point average (GPA) or 3.0 or higher for the most recent two years of post-secondary education.
3. Submit a current résumé including number of years' teaching experience
4. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meet the current minimum score requirements.**
5. Complete a program planning conference with Graduate Advisor or Program Chair

After completing all of the above requirements, register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

Praxis Testing Requirements

Prior to enrollment in Student Teaching in special education, candidates must **pass** the ETS Praxis II #5354: Special Education Core Knowledge and Applications or ETS Praxis II #5355: Special Education Foundational Knowledge **and** meet the qualifying score on an ETS PRAXIS II content knowledge exam for licensure/certification as a secondary teacher (grades 6-8 or 6-12), the content knowledge exam specified for elementary teachers (grades K-6), **OR** the exam for Education of Young Children (Birth - Grade 2) as defined by your program concentration

Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.

Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.

NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires candidates pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) in order to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related score expectations.

Program Changes

Master of Education degree programs in the College of Education and Liberal Arts, which contribute to eligibility for initial licensure and certification as Delaware educators, are approved by the Delaware Department of Education. Any changes that are mandated by the Delaware Department of Education or the Delaware General Assembly will be implemented in accordance with state regulations.

Program Purpose

The purpose of the Master of Education in Special Education licensure/certification degree program is to prepare candidates for positions teaching students with exceptionalities in specific content/subject areas and grade levels.

Students with exceptionalities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Master of Education in Special Education program provides candidates with the opportunity to complete the coursework with assignments and performance tasks aligned to the appropriate standards. This program reflects Wilmington University's advocacy of an inclusion model of special education service delivery.

Program Competencies

The Master of Education in Special Education (MSE) degree program is built around standards developed by the Council for Exceptional Children, in addition to the Delaware Professional Teaching Standards/InTASC Model Teaching Standards, and reflects the College of Education and Liberal Arts Program Attributes and Conceptual Framework. Those standards can be accessed below:

CEC STANDARDS
INTASC STANDARDS
ATTRIBUTES AND FRAMEWORK

Outcomes Assessment

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

Program Design

The M.Ed. in Special Education is for candidates who have completed a bachelor's degree in a field other than education who wish to obtain a master's degree and eligibility for a state of Delaware initial teaching license and certification as a Teacher of Students with Disabilities and who also desires to meet the requirements for a standard certificate in a core content area or concentration. At entry, previous transcript(s) of teacher candidates will be carefully reviewed to determine if they have completed the necessary core content area or concentration area coursework for the area in which they intend to teach children with exceptionalities. Any omissions in such content area coursework must be completed before Student Teaching/Teaching Internship.

Concentration **Requisite** **Coursework**

Candidates will complete 12-13 credits in a chosen concentration, aligned to the content subject area/grade level certification the candidate is pursuing. These courses are to be taken during the program prior to student teaching/internship.

Program Requirements

Teacher candidates are required to register for and activate MSE 6102, E-Folio as the initial course in the program as this course will allow them to document various course requirements needed to satisfy individual program competencies.
Teacher candidates are expected to complete all requirements associated with the Master of Education in Special Education degree, including content course work, required special education courses, and clinical experiences.
Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Teaching Internship placement for the Fall semester by February 1 or for the Spring semester by August 1. Practicum and Student Teaching/Teaching Internship applications are to be submitted electronically in SL&L. Applications do **NOT** take the place of registering for Practicum or Student Teaching/Teaching Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Teaching Internship, are still required. Successful completion of all sections of ETS PRAXIS II category and content tests, a 3.0 grade point average, and approval from the Office of Clinical Studies are required for Student Teaching/Teaching Internship.
The College of Education and Liberal Arts sets a required minimum grade of "C-" for all education core courses as well as courses needed to satisfy the content major. However, an overall GPA of 3.0 is required for program completion.

Fieldwork Requirements

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

PRACTICUM COURSES (PRACTICUM I, II, III)

Each of these three courses requires 60 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree as low as possible and still meet state certification requirements. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than $2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists. Candidates **are not** permitted to seek their own placements. The 60 hours of field experience required for each practicum will usually take place in the county where the candidate resides, although this may vary depending on availability of practicum placement classrooms.

To be considered for placement in a K-6 school setting, teacher candidates must complete the Practicum Fieldwork application in SL&L by the deadlines of February 1 for placement in Fall (September) and August 1 for placement in Spring (January). At the time of application, a Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. To be eligible for registration into Practicum III, all required Praxis exams must have been attempted.

CAPSTONE CLINICAL EXPERIENCE (STUDENT TEACHING/INTERNSHIP)

The capstone clinical experience is a full-time, full-day, Monday through Friday, placement of 80 school days in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration. **A full immersion, Yearlong Residency option may also be available. Check with a Program Chair for more information.**

Teacher candidates must apply to the Office of Clinical Studies for a Student Teaching/Internship placement for the Fall semester (September) by February 1 or for the Spring semester (January) by August 1. Student Teaching/Teaching Internship applications are to be submitted electronically in SL&L. Applications do **NOT** take the place of registering for Student Teaching/Internship. Registration and payment of all fees, including laboratory fees for Student Teaching/Internship, are still required. At the time of

application, a new Federal and Delaware CBC (Criminal Background Check) Report, a new TB/PPD, a completed health form, and a completed CPR (Child Protection Registry Form) are required. For Practicum I and Student Teaching Internship. Clearances submitted for Practicum I hold firm for all three Practica: I, II, and III unless otherwise specified by a particular school or district.

Placement and registration requirements include the following: Passing and/or Qualifying scores (see above) on the relevant PRAXIS II exam, a 3.0 grade point average, completion of all teacher preparation and content coursework, and a completed application in SL&L and all required clearance items. All placements are arranged by placement specialists in the WilmU Office of Clinical Studies in accordance with school district partnership agreements and protocols. However, final placement decisions are made by school district officials in coordination with the Office of Clinical Studies placement specialists and are based on school and district needs and the availability of school-based mentors who are rated as highly qualified and effective. Candidates **are not** permitted to seek their own placements.

NOTE: Registration for MSE 8802, Student Teaching/Internship, requires a 3.00 grade point average, successful completion of all other coursework, passing scores on all required Praxis exams, and an approved application from the Office of Clinical Studies.
NOTE: Registration for MSE 8802, Student Teaching/Internship, requires a 3.00 grade point average, successful completion of all other coursework, passing scores on all required Praxis exams, and an approved application from the Office of Clinical Studies.

Concentrations are based on grade level certification. Candidates will take either early childhood, elementary, or secondary requisites.

MSE Course Requirements

(42 or 43 credits for core requirements, 12 or 13 credits of content requisites; Early Childhood, Elementary, or Secondary levels differ. Total of 54-55 credits for degree program)

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

MSE 8802	Student Teaching in Special Education

Early Childhood and Elementary Content Area candidates should take MEE 7632 AND MED 6000. Secondary Content Area candidates should take MAS 7652 AND MAS 7801.

Program Concentration Requisites (Early Childhood)

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

Program Concentration Requisites (Elementary)

(12-13 credits of Prerequisites)

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

Program Concentration Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7701	Classroom Culture and Student Behavior
MED 6801	Building a Responsive Classroom

Qualifications for Degree

To qualify for the Master of Education in Special Education (MSE) degree, a teacher candidate must complete all course work and clinical experiences with at least a "B" average (a cumulative grade point average of 3.0). An electronic portfolio, E-Folio, is required. The portfolio must provide evidence of mastery of program and graduation competencies. The program must be completed within five years.

SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable candidates to be hired as salaried, full-time public-school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as "critical needs" areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.

WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of early childhood exceptional children, OR (2) teachers of students with disabilities K-12.

Since ARTC program plans can be different for each individual candidate (depending on academic backgrounds and experience) and have a number of different components and options, those interested in the alternative pathway must schedule a meeting with the ARTC Program Chair to decide if the program is a good "fit."

Once admitted, candidates have several program options, including the M.Ed. in Special Education.

Admission and Eligibility Requirements

In addition to general admission requirements, admission to this program requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale or have a GPA in the top 50th percentile for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary.
Admission to the Paraeducator to Teacher (ARTC) program requires the following:
1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions. Admission to this degree program requires a grade point average (GPA) of 3.0 or higher for the most recent two years of post-secondary education.
3. Candidates must provide proof of passage of the Praxis II content exam aligned with their desired content area or have completed 24 credits in the desired content area prior to eligibility for ARTC.

1. Candidates seeking admissions into ARTC who have passed the Praxis II content exam aligned with their desired content area will receive an **Eligibility Letter.**
2. Candidates seeking admission into ARTC who have earned 24 credits must adhere to these requirements:

- If the Content Area GPA calculated from the 24 credits is above a 3.0, then the candidate **may meet the qualifying score** on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
- Candidates not earning above a 3.0 GPA calculated from the 24 content area credits **must pass** the ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grade K-6) or content knowledge exam specified for secondary teacher (grades 6-8 or 6-12).

4. Complete a program planning conference with the ARTC Program Chair. At this point eligible candidates will receive a Wilmington University Eligibility Letter. Candidates must have this letter in order to seek a teacher of record position in a Delaware public school.
5. Once issued, the Eligibility Letter provides the candidate with the opportunity to seek employment as a full-time special education Teacher of Record (TOR) in the specified content area. Upon hire and at the discretion of the program chair, the candidate may receive an official Welcome Letter that will allow him/her to enroll into the ARTC program.
6. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meets the current minimum score requirements.
7. Candidates should make sure to register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

As a program requirement, candidates must pass or meet qualifying score on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
As a program requirement, candidates **must pass** by achieving minimum scores set by the DE Professional Standards Board on ETS Praxis II #5354: Special Education Core Knowledge and Applications prior to completion.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related to score expectations.

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

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

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

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

Course Requirements

Special Education Teacher (ARTC)

Passage of Praxis II content exam (as listed above) or 24 content area credits (as listed above) required for admission.
42 or 43 credits for core requirements, 12 or 13 credits of Special Education content of concentration requisites; Early Childhood, Elementary, or Secondary levels differ.
Total of 54-55 credits for degree program.

MED 6102	E-Folio
MSE 8001	Teaching Exceptional Children Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Teaching Exceptional Children Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Applied Behavior Analysis
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 8003	Teaching Exceptional Children Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8004	Teaching Exceptional Children Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the

	Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

Program Content Requisites (Early Childhood)

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

Program Content Requisites (Elementary)

(12-13 credits of Prerequisites)

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

Program Content Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7701	Classroom Culture and Student Behavior
MED 6801	Building a Responsive Classroom

MSE 8005 Professional Growth Portfolio is a non credit bearing course that enables M.Ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final Delaware Teacher Evaluation cycle, to receive support and coaching from WilmU ARTC program.

PARAEDUCATOR TO SPECIAL EDUCATION TEACHER (ALTERNATIVE ROUTE - ARTC)

WHAT IS AN ALTERNATE ROUTE TO TEACHER CERTIFICATION (ARTC)?

ARTC programs are state-approved alternative routes to teacher licensure and certification. Alternative routes provide special pathways that can enable students to be hired as salaried, full-time public-school teachers even though they might not have an education degree or might not have satisfied all the academic and fieldwork requirements required for standard licenses and/or certification. These pathways are primarily designed to fill teaching positions commonly referred to by the state as "critical needs" areas, where there are often serious teacher shortages. Examples include mathematics and science teachers, teachers of English language learners, and teachers of students with exceptional needs.

WilmU is approved to offer ARTC Special Education programs that enable graduates from regionally accredited institutions of higher education to earn an advanced degree (master's) and/or licensure/certification in one or more of the following areas: (1) teachers of preschool exceptional children, (2) teachers of K-12 students with disabilities, or (3) teachers of students with autism and/or severe disabilities.

Since ARTC program plans can be different for each individual student (depending on academic backgrounds and experience) and have a number of different components and options, those interested in the alternative pathway must schedule a meetingwith the ARTC Program Chair in order to determine eligibility and to decide if the program is a good "fit."

Once admitted, candidates have several program options, including the M.Ed. in Special Education, specialized certification for

already licensed teachers, and a pathway for current and future para-educators to obtain positions and credentials as full-time teachers.

Course Requirements

Paraeducator to Special Education Teacher (ARTC)

Passage of Praxis II content exam (as listed above) or 24 content area credits (as listed above) required for admission.
42 or 43 credits for core requirements, 12 or 13 credits of concentration requisites; Early Childhood, Elementary, or Secondary levels differ.
Total of 54-55 credits for degree program.

MED 6102	E-Folio
MSE 8001	Teaching Exceptional Children Seminar I
MSE 7100	Foundations of Special Education: Historical, Legal, and Theoretical Perspectives
MSE 7604	Technology for Instruction
MSE 8002	Teaching Exceptional Children Seminar II
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7402	Applied Behavior Analysis
MEE 7632	Language and Literacy
	OR
MAS 7652	Reading in Content Areas
MSE 8003	Teaching Exceptional Children Seminar III
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors
MSE 7405	Curriculum in Special Education
MSE 8004	Teaching Exceptional Children Seminar IV
MSE 8102	Legislation and Implementation of Policy and Procedure
MED 6000	Elementary Mathematics for Teachers
	OR
MAS 7801	Practicum/Pedagogical Approaches to Teaching in the Middle and High School
MSE 8805	Performance Assessment
MSE 8005	Professional Growth Portfolio

Program Content Requisites (Early Childhood)

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

Program Content Requisites (Elementary)

(12-13 credits of Prerequisites)

MEE 7603	Instructional Strategies in Elementary Education

MEE 7631	Child Growth and Development
MEE 7633	Integrated Methods to Teaching Elementary Language Arts/Reading
MEE 7637	Integrated Methods for Teaching Elementary Mathematics

Program Content Requisites (Secondary)

(12-13 credits of Prerequisites)

MAS 7603	Instructional Strategies in Secondary Education
MAS 7651	Adolescent Growth and Development
MAS 7701	Classroom Culture and Student Behavior
MED 6801	Building a Responsive Classroom

MSE 8005 Professional Growth Portfolio is a non credit bearing course that enables M.Ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final Delaware Teacher Evaluation cycle, to receive support and coaching from WilmU ARTC program.

Admission and Eligibility

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

1. Complete and submit the Application for Admission, accompanied by a non-refundable application fee.
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university. Transcripts and all application documents should be sent to the Wilmington University Office of Graduate Admissions. Admission to this degree program requires a grade point average (GPA) or 3.0 or higher for the most recent two years of post-secondary education.
3. Candidates must provide proof of passage of the Praxis II content exam aligned with their desired content area or have completed 24 credits in the desired content area prior to eligibility for ARTC.

a. Candidates seeking admissions into ARTC who have passed the Praxis II content exam aligned with their desired content area will receive an **Eligibility Letter.**

b. Candidates seeking admission into ARTC who have earned 24 credits must adhere to these requirements:

- If the Content Area GPA calculated from the 24 credits is above a 3.0, then the candidate **may meet the qualifying score** on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
- Candidates not earning above a 3.0 GPA calculated from the 24 content area credits **must pass** the ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grade K-6) or content knowledge exam specified for secondary teacher (grades 6-8 or 6-12).

4. Complete a program planning conference with the ARTC Program Chair. At this point eligible candidates will receive a Wilmington University Eligibility Letter. Candidates must have this letter to seek a teacher of record position in a Delaware public school.
5. Once issued, the Eligibility Letter provides the candidate with the opportunity to seek employment as a full-time special education Teacher of Record (TOR) in the specified content area. Upon hire and at the discretion of the program chair, the candidate may receive an official Welcome Letter that will allow him/her to enroll into the ARTC program.

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

b. Candidates should make sure to register for MED 6102 (E-Folio).

Applicants are also asked to provide official and complete score reports from the Praxis Core exam and/or test results from the SAT or ACT demonstrating mastery of general knowledge, including the ability to read, write and compute.

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

After completing all of the above requirements, register for MED 6102 (E-Folio).

Content and Performance Assessment Requirements

As a program requirement, candidates must pass or meet qualifying score on an ETS Praxis II content knowledge exam specified for early childhood teacher (birth to grade 2), content knowledge exam specified for elementary teacher (grades K-6) or the content knowledge exam specified for secondary teacher (grades 6-8 or 6–12).
As a program requirement, candidates **must pass** by achieving minimum scores set by the DE Professional Standards Board on ETS Praxis II #5354: Special Education Core Knowledge and Applications prior to completion.
Please note that state-mandated licensure/certification exams and minimum score requirements are subject to change by the Delaware Department of Education. Any changes mandated by the Department of Education will be implemented as required by state regulation.
Test takers should designate Wilmington University and the Delaware Department of Education as score recipients. This enables scores to be sent directly, confidentially, and electronically to the University and to the DE Department of Education.
NOTE: Wilmington University is obligated to modify educator preparation program requirements to comply with any regulatory mandates/changes of the Delaware Department of Education.

Performance Assessment

The College of Education and Liberal Arts at Wilmington University requires students pursuing teacher preparation degrees to take the Praxis Performance Assessment for Teachers (PPAT) in order to qualify for program completion and degree conferral. The performance assessment is not scored by any employees of the University. It is scored by Nationally Certified ETS Reviewers not associated with Wilmington University. Completing this assessment is a student teaching requirement. Candidates must check with their supervisors, program advisors or program chairs to obtain current and accurate information related to score expectations.

Program Competencies

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

Outcomes Assessment

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

E-Folio

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

Minimum Grades

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

Special Education Certificates

Delaware Department of Education has approved these Special Education Certificates as "Add-On" certificates for already licensed and certified teachers. Candidates may choose to "add-on" these certificates as part of their traditional degree program OR through the Alternative Routes program if a Delaware Certificate of Eligibility is needed. Candidates should reach out to the MSE or ARTC Program Chair for additional information and requirements.

SPECIAL EDUCATION TEACHER OF STUDENTS WITH DISABILITIES (15 CREDITS)

Admission Requirements

1. Submit a completed Wilmington University Graduate application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university.
3. Submit a valid and active US teaching license
4. Submit a current résumé including number of years' teaching experience
5. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meet the current minimum score requirements.**
6. Complete a program planning conference with Graduate Advisor or Program Chair

*In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.
After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this Certificate in Special Education Teacher of Students with Disabilities is to prepare educators to teach students with exceptionalities in grades K-12. Students with exceptionalities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. The goal of this Certificate is to provide candidates with the opportunity to complete research-based coursework with assignments and performance tasks aligned to the appropriate subject area and grade level. Candidates will gain the skills and knowledge to complete formative and summative assessments, use data to differentiate and deliver instruction, develop and implement Individualized Education Programs and Behavior Intervention Plans, and collaborate with IEP/504 teams, parents and professionals to meet the needs of all students.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC Specialist Standards through performance based tasks.
Students who satisfactorily complete the coursework described below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is <u>not</u> to be confused with a Delaware Department of Education endorsement or certificate to teach exceptional children in any category.** Such endorsements may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Delaware Department of Education has approved these Special Education Certificates as "Add-On" certificates for already licensed and certified teachers. Candidates may choose to "add-on" these certificates as part of their traditional degree program OR through the Alternative Routes program if a Delaware Certificate of Eligibility is needed. Candidates should reach out to the MSE or ARTC Program Chair for additional information and requirements.
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must submit an application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Special Education Teacher of Students with Disabilities Courses (15 credits)

MED 6102	E-Folio
MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7405	Curriculum in Special Education
MSE 7402	Applied Behavior Analysis
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors

and one of the following:

MSE 8102	Legislation and Implementation of Policy and Procedure
MSE 7407	Teaming/Collaboration with Families & Communities
MSE 7406	Transition Planning & IEP Implementation for Students with Disabilities
MSE 7404	Assistive Technology

*MSE 8102 Legislation and Implementation of Policy and Procedure is recommended.

TEACHER OF STUDENTS WITH AUTISM/SEVERE INTELLECTUAL DISABILITIES (15 CREDITS)

Admission Requirements

1. Submit a completed Wilmington University Graduate application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university.
3. Submit a valid and active US teaching license and a special education certificate
4. Submit a current résumé including number of years' teaching experience
5. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meet the current minimum score requirements.**
6. Complete a program planning conference with Graduate Advisor or Program Chair

*In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.
After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this certificate in Teacher of Students with Autism/Severe Intellectual Disabilities is to prepare master's level educators to teach children and young adults with Autism Spectrum Disorder, intellectual disabilities, multiple disabilities, and other developmental disabilities. The goal of this certificate is to provide research/evidence based techniques and strategies to assess students and use the results to develop goals and implement plans based on student needs and targeted outcomes. The coursework will prepare teachers to design and implement evidence based instruction aligned to alternative learning standards.
Delaware Department of Education has approved these Special Education Certificates as "Add-On" certificates for already licensed

and certified teachers. Candidates may choose to "add-on" these certificates as part of their traditional degree program OR through the Alternative Routes program if a Delaware Certificate of Eligibility is needed. Candidates should reach out to the MSE or ARTC Program Chair for additional information and requirements.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC Specialist Standards through performance-based tasks.
Candidates must have a valid initial Special Education teaching license in order to enroll in this certificate.

Course Requirements

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

If you have already taken MSE 7402 as part of the Special Education K-12 Teacher of Students with Disabilities curriculum, you will need to take one three-credit elective in place of MSE 7402 in this certificate.

MED 6102	E-Folio
MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Applied Behavior Analysis
MSE 7506	Functional Communication for Individuals with Autism and Severe Intellectual Disabilities
MSE 7409	Methods of Instruction in Academic Standards and Functional Skills
MSE 7507	Competency-Based Practicum in Behaviorally-Based Teaching Techniques

---

EARLY CHILDHOOD/EXCEPTIONAL CHILDREN, SPECIAL EDUCATION TEACHER (15 CREDITS)

Admission Requirements

1. Submit a completed Wilmington University Graduate application
2. Submit an official transcript or transcripts verifying completion of a bachelor's degree from a regionally accredited college or university.
3. Submit a valid and active US teaching license
4. Submit a current résumé including number of years' teaching experience
5. International students must provide results from the Test of English as a Foreign Language (TOEFL) that meet the current minimum score requirements.**
6. Complete a program planning conference with Graduate Advisor or Program Chair

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.
After completing all of the above requirements, register for MED 6102 (E-Folio) along with other appropriate courses.

Purpose

The purpose of this certificate in Early Childhood/Exceptional Children, Special Education Teacher is to prepare educators to teach young children, birth to grade two, who demonstrate a range of exceptionalities. The goal of the certificate is to provide coursework

in instructional and family-based assessment and early intervention, skills to collaborate with parents and professionals, strategies and techniques to differentiate instruction, and an understanding of culturally and linguistically diverse students.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery the CEC Specialist Standards through performance based tasks.
Students who satisfactorily complete the coursework described below will qualify (on application to the Office of the Registrar) for a Wilmington University Graduate Certificate in that topic area. **This is not to be confused with a Delaware Department of Education endorsement or certificate to teach exceptional children in any category.** Such endorsements may only be granted by the Delaware Department of Education after all state-mandated requirements are met (e.g., candidates must have passing scores on all tests required by the DE Professional Standards Board; must hold a current Initial, Continuing or Advanced License and DE certification to teach in a specific subject area or grade level).
Delaware Department of Education has approved these Special Education Certificates as "Add-On" certificates for already licensed and certified teachers. Candidates may choose to "add-on" these certificates as part of their traditional degree program OR through the Alternative Routes program if a Delaware Certificate of Eligibility is needed. Candidates should reach out to the MSE or ARTC Program Chair for additional information and requirements.
Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined below will qualify for state licenses, certificates or endorsements. Candidate seeking such credentials must submit an application through DEEDS (Delaware Educator Data System).
The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Course Requirements

Early Childhood/Exceptional Children Course Requirements (15 credits)

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

Master's Degrees (Certification Options Available)

INTERDISCIPLINARY STUDIES IN EDUCATION, MASTER OF EDUCATION

Master of Education

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Master of Arts Interdisciplinary degree program, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to

Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.

3. Although not required a part of the Admissions, Licensed Educators are asked to provide a copy of their teaching license. NOTE: selection of some of the certificate bundles may require proof of a teaching certification and/or additional credits/fieldwork hours.
4. Schedule a program planning conference with the Program Chair or Graduate Program Advisor. Registration for classes is not possible until this step is completed and documented.

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.

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

Program Purpose

The Master of Education: Interdisciplinary Studies in Education degree program is designed for educators who are interested in distinguishing themselves as accomplished, effective educators who have met the most robust standards in the profession. Innovation in teaching has become one of the most sought after skills in the teaching profession. This personalized degree program will undoubtedly enhance the pedagogical skills of the graduate. This degree program consists of two15 credit Areas of Distinction/Certificates* of the candidate's choice and interest, culminating with a Capstone Portfolio.
*If a candidate chooses the Reading Specialist, additional coursework will be required.
These "Areas of Distinction" serve to build in-demand skills with personalized learning experiences leading to more effective teaching practices in the field. Candidates actively engage in applying new skills and knowledge, sometimes within their own classroom settings, while earning an Area of Distinction. While completion of a certain degree, a course of study, or coursework may provide the opportunity to earn a salary supplement based aligned to the content or area in which the educator is employed, increments are based on Delaware's Code 728. Candidates are encouraged to consult with their HR office for more details prior to enrollment.

Program Design ***(Choose Two 15-Credit Areas of Distinction/Certificates to make up the degree program)***

- Digital Education (15 credits)
- Equitable Practices (15 credits)
- ESOL Literacy (15 credits; requires an initial teaching license)
- National Board Certified Teacher (15 credits; requires an initial teaching license)
- Reading Specialist (23-26 credits depending on pathway chosen; requires an initial teaching license)
- Special Education: Autism/Severe Intellectual Disabilities (15 credits; requires an initial teaching license)
- Special Education: Early Childhood Exceptional Children (15 credits; requires an initial teaching license)
- Special Education: K-12 Teachers of Students with Disabilities (15 credits; requires an initial teaching license)
- STEM Education (15 credits)
- Teacher Licensure - K6 (15 credits)
- Teacher Licensure - Secondary (15 credits)
- Teacher Licensure - Special Education (15 credits)
- Teaching in Higher Education (15 Credits)
- Trauma and Resilience (15 credits)

Program Competencies*
The program competencies adopted for the Master of Arts Interdisciplinary Studies in Education degree program are the Model Standards for Teacher Licensing, Assessment, and Development from the Interstate New Teacher Assessment and Support Consortium (INTASC) (2011) by the Council of Chief State School Officers. The degree program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:
Program Competency Standard 1. Learner Development The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical

areas, and designs and implements developmentally appropriate and challenging learning experiences.
Program Competency Standard 2. Learning Differences The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.
Program Competency Standard 3. Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Program Competency Standard 4. Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
Program Competency Standard 5. Applications of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Program Competency Standard 6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Program Competency Standard 7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Program Competency Standard 8. Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Program Competency Standard 9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals in the community), and adapts practice to meet the needs of each learner.
Program Competency Standard 10. Leadership and Collaboration The teacher seeks appropriate leaderships roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.
*Some of the Areas of Distinction are aligned to additional program competency standards. See specific Areas of Distinction for more information.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Master of Arts Interdisciplinary Studies in Education degree program competencies and the college-wide graduation competencies. Performance-based assessments are used to evaluate learning activities. Goals, learning outcomes, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus. Other assessment strategies may include mentoring sessions and observations of candidate performance in authentic settings.
No matter how candidates personalize their degree when choosing two Areas of Distinction, they must complete MED 8804 Action Research, unless one of the Areas of Distinction chosen is E-Learning Design and Technology that houses its own capstone portfolio. This capstone course emphasizes the role of Teacher-as-Researcher and the value of conducting classroom and school-based action research. This will result in the creation of a personalized research portfolio, directly involving candidates in the process of educational improvement, a hallmark of the College of Education and Liberal Arts.

Core Requirements

Core Requirements

Candidates must first enroll in E-folio so that the College of Education may document mastery of program competencies. Candidates upload core program assessments into efolio and faculty determine whether a candidate has met, not met, or reached the target for the identified elements/standards. The College is held accountable for ensuring that candidates meet these standards in their education programs.

Candidates must also document teaching knowledge, performances, and dispositions through outcome assessments and the creation of a personalized **capstone portfolio in MED 8806.**

MED 6102	E-Folio
MED 8806	Data in Action

Candidates selecting the E-Learning Design and Technology Area of Distinction may replace MED 8806 with DTL 8000.

Course Requirements (Choose Two Areas of Distinction/ Certificates for the degree program)

Digital Education

Purpose

This Area of Distinction in Digital Education is designed for individuals who want to advance their knowledge and skills in current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed to design digital-based instruction and transform learning environments that promote student learning and engagement in digital-rich learning environments. The program addresses topics related to creativity and innovation, digital-age learning experiences and assessments, digital citizenship, and professional growth and leadership.

Program Competencies

The standards and program competencies adopted for the Digital Education program are the National Educational Technology Standards for Teachers (NETS•T) issued by the International Society for Technology in Education (2008).

Course Requirements

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

Equitable Practices

Purpose

This Area of Distinction in Equitable Practices is designed for educators seeking to advance their knowledge and skills to support open and inclusive learning environments. Factors such as age, appearance, race, ethnicity, religion, education, sexual orientation, gender identity, and political beliefs make us all different. For this reason, educators must learn to celebrate and embrace these differences. Candidates will explore different cultures, its impact on learning environments and student behavior, while practicing equity and social justice.

Course Requirements

MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society
MAS 7701	Classroom Culture and Student Behavior
MED 7704	Education for Equity and Social Justice
MED 7820	Engaging All Student in Virtual Learning Environments

ESOL Literacy

Program Purpose

ESOL Literacy program is designed for educators interested in teaching students who are not native English speakers. It offers classroom teachers an opportunity to increase knowledge, skills, and techniques in all aspects of reading and writing instruction, especially relative to the needs of ESOL students. The course content is focused at the classroom level to better enable teachers to meet diverse literacy needs of school--aged children.

Program Competencies

The program competencies are built around the five domains of TESOL Standards. These may be referenced in their entirety through this link- TESOL Standards.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. Candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. A second assessment will be taking the PRAXIS II ESL Subject Test (5362) as part of their clinical coursework. A passing score of 149 is required. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream. *Candidates must have a valid teaching license in order to enroll in this certificate.

Course Requirements

MLL 7401	Structure of English Language in ELL
MLL 7402	Second Language Acquisition in ELL
MLL 7405	Teaching Literacy for ELLs
MLL 7406	Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)

Clinical Course

MLL 7403	Assessment of Second Language Learners

Offered in summer under special circumstances

Delaware Certification - ESOL Teacher

Current Delaware Department of Education regulations (DE Title 14, §1562) permit individuals who hold an initial continuing, advanced license, or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to December 31, 2003, and who hold a Standard Certificate in a subject (content), grade level, or area, to apply for a State of Delaware Standard Certificate as an ESOL Teacher after successfully completing five (5) Wilmington University College of Education courses:

However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

NOTES:

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

Foundations in Higher Education

Purpose

E-Learning Design and Technology provides you with the skills to design and develop e-learning programs in education, healthcare, and business environments. This Area of Distinction focuses on building your knowledge and skills in instructional design through multimedia, universal design for learning, deployment of instructional online learning initiatives, and e-learning delivery methods. Candidates will explore the connections between instructional design and learning technologies in the industry sectors where e-learning careers are experiencing the most growth.

Course Requirements

MHE 7100	History of American Higher Education
MHE 7001	Academic Research and Writing
MHE 7101	Equity and Inclusion in Higher Education
MHE 7102	Leadership and Ethical Decision Making in Higher Education
MHE 7103	Current Issues and Financial Trends in Higher Education

Students interested in the Foundations in Higher Education Certificate may start classes at any time.

National Board Certified Teacher

Purpose

The National Board Certified Teacher Area of Distinction is designed for educators seeking National Board Certification. National Board Certification is the most respected professional certification available in K-12 education. Different states provide incentives that include salary increases and teacher-leader roles. Many teachers who have achieved National Board Certification move into teacher-leadership roles in their respective school, district, and state. *Candidates must have a valid teaching license in order to enroll in this certificate.

Course Requirements

MED 8000	Foundations of National Board Certification
MED 8001	Content Knowledge
MED 8002	Differentiated Instruction
MED 8003	Teaching Practice and Learning Environment
MED 8004	Effective and Reflective Practitioner

Reading Specialist

Purpose

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

Program Competencies

The program competencies are the ILA (International Literacy Association) Standards.

Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. Candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. PRAXIS II (5302 Reading Specialist) must be taken and passed (score of 164) prior to petitioning for the certificate. It is a requirement. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream. *Candidates must have a valid teaching license in order to enroll in this certificate.

Delaware Certification - School Reading Specialist

Current Delaware Department of Education regulations (DE Title 14, §1581) stipulate that teachers who hold a valid Delaware Initial, continuing, or Advanced License; or a Professional Status Certificate issued by the Department prior to December 31, 2003, and who

have met the requirements as set forth in 14 DE Admin. Code 1505 and who have met the additional requirements in the regulation may apply for a State of Delaware Standard Certificate as a Reading Specialist. This includes three years of successful classroom teaching.
However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.
NOTES:
Any changes in Delaware licensure and certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

MLL 7402	Second Language Acquisition in ELL
MRD 7802	Process and Acquisition of Literacy
	OR
MRD 7930	Coaching Adult Learners
MRD 7806	Writing Assessment and Instruction (Cert Candidates, only)

Clinical Courses: All clinical courses are semester courses

MRD 7815	Application of Strategies for Teaching Content Area Reading
MRD 7903	Diagnosis and Correction of Reading Difficulties
MRD 7920	Practicum in Reading

MRD 7903: This course requires a final grade of "B" or higher

Special Education-Autism-Severe Intellectual Disabilities

Purpose

The purpose of the Teacher of Students with Autism/Severe Intellectual Disabilities coursework is to prepare master's level educators to teach children and young adults with Autism Spectrum Disorder, intellectual disabilities, multiple disabilities, and other developmental disabilities. The goal of this Area of Distinction is to provide research/evidence based techniques and strategies to: assess students and use the results to develop goals and implement plans based on student needs and targeted outcomes. The coursework will prepare teachers to design and implement evidence based instruction aligned to alternative learning standards.
Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC Specialist Standards through performance based tasks. *Candidates must have a valid initial Special Education teaching license in order to enroll in this certificate.

Course Requirements

If you select Autism **and** Special Education: K-12 Teachers of Students with Disabilities, you will need to take **three** electives from the Special Education: K-12 Teachers of Students with Disabilities in place of MSE 7402 in this certificate.

MSE 7501	Introduction to Autism & Severe Disabilities
MSE 7402	Applied Behavior Analysis
MSE 7506	Functional Communication for Individuals with Autism and Severe Intellectual Disabilities
MSE 7409	Methods of Instruction in Academic Standards and Functional Skills
MSE 7507	Competency-Based Practicum in Behaviorally-Based Teaching Techniques

Special Education-Early Childhood-Exceptional Children

Purpose

The purpose of the Early Childhood/Exceptional Children, Special Education Teacher coursework is to prepare educators to teach young children, birth to grade two, who demonstrate a range of disabilities or risk for disabilities. The goal of this Area of Distinction is to provide coursework in instructional and family-based assessment and early intervention, skills to collaborate with parents and professionals, strategies and techniques to differentiate instruction, and an understanding of culturally and linguistically diverse students.

Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery the CEC Specialist Standards through performance based tasks. *Candidates must have a valid teaching license in order to enroll in this certificate.

Course Requirements

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

Special Education-K-12 Teachers of Students with Disabilities

Purpose

The purpose of the Special Education Teacher of Students with Disabilities coursework is to prepare educators to teach students with disabilities in grades K-12. Students with disabilities must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. The goal of this Area of Distinction is to provide candidates with the opportunity to complete research-based coursework with assignments and performance tasks aligned to the appropriate subject area and grade level. Candidates will gain the skills and knowledge to complete formative and summative assessments, use data to differentiate and deliver instruction, develop and implement behavior intervention plans, collaborate with IEP/504 teams, parents and professionals to meet the needs of the students.

Fieldwork/clinical experiences are embedded across the coursework, enabling the teachers to demonstrate mastery of the CEC Specialist Standards through performance based tasks.

*Candidates must have a valid teaching license in order to enroll in this certificate.

Course Requirements

If selecting Autism for a second certificate (Area of Distinction), select **three** electives rather than two since MSE 7402 is taken in the Autism certificate. A course cannot count for two certificates.

If selecting Early Childhood Exceptional Children for a second certificate (Area of Distinction), candidates may not choose MSE 7407 as an elective.

MSE 7403	Diagnosis/Assessment/IEP Development for Exceptionalities
MSE 7405	Curriculum in Special Education
MSE 7402	Applied Behavior Analysis
MSE 7901	Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors

and one of the following:

If selecting ECE for the second certificate, **do not** choose MSE 7407 because a course cannot count for two certificates.

MSE 8102	Legislation and Implementation of Policy and Procedure
MSE 7407	Teaming/Collaboration with Families & Communities
MSE 7406	Transition Planning & IEP Implementation for Students with Disabilities
MSE 7404	Assistive Technology

*MSE 8102 Legislation and Implementation of Policy and Procedure is recommended.

STEM Education

Purpose

This STEM Education Area of Distinction is designed for those who are interested in the in-depth study of pedagogical and technological knowledge and skills that are useful in implementing an integrated approach to teaching STEM concepts in the classroom. Candidates study research-based practices to acquire knowledge and skills needed for educating students in four specific disciplines: science, technology, engineering and mathematics in an interdisciplinary and applied approach.

Program Competencies

The program competencies adopted for the certificate program reflect the INTASC Standards and Next Generation Science Standards.

Course Requirements

MED 7712	Curriculum Development
MED 7814	Problem-Based Learning
MED 7815	Innovations in Teaching
MED 7817	Professional Studies
MED 7819	Design, Build, and Test

Teacher Licensure - K6

Purpose

The Graduate Certificate in Teacher Licensure – Elementary Education is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MEE 7996, 7997, 7998); 3 credits in Performance Assessment (MEE 8805); and 9 credits in Student Teaching (MEE 8801). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers.The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major.Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license in the State of Delaware.

Program Competencies

InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous

learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10. Standard 10 – Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes Assessment
Evaluation of the proposed certificate uses the data collection framework within Watermark which is used when candidates in our licensure programs take these same courses. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score on ETS 7811 – Elementary Education: Content Knowledge for Teaching.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Content Specific Courses (15 Credits)

MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching/Internship
MEE 8805	Performance Assessment

Teacher Licensure - Secondary Education

Purpose
The Graduate Certificate in Teacher Licensure is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MAS 7996, 7997, 7998); 3 credits in Performance Assessment (MAS 8805); and 9 credits in Student Teaching (MAS 8801). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers.The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major.Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license in the State of Delaware.
Program Competencies
InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10. Standard 10 – Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes Assessment
Evaluation of the proposed concentration will be based on data collected within Watermark. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score in the appropriate Secondary Education Praxis exam as required by the Delaware Department of Education for licensure and certification.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Content-Specific Courses (15 Credits)

MAS 7996	Practicum I
MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8801	Student Teaching/Internship
MAS 8805	Performance Assessment

Teacher Licensure - Special Education

Purpose
The Graduate Certificate in Teacher Licensure is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MSE 7991, 7992, 7993); 3 credits in Performance Assessment (MSE 8805); and 9 credits in Student

Teaching (MSE 8802). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers. The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major. Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license and special education certification in the State of Delaware.

Program Competencies
InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10. Standard 10 – Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CEC Initial Preparation Standards

Outcomes Assessment
Evaluation of the proposed concentration will be based on data collected within Watermark. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score on all praxis exams related to the area of initial certification in addition to ETS 5354 Special Education: Core Knowledge and Applications.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Content-Specific Courses (15 Credits)

MSE 7991	Practicum I in Special Education
MSE 7992	Practicum II in Special Education
MSE 7993	Practicum III in Special Education
MSE 8802	Student Teaching in Special Education
MSE 8805	Performance Assessment

Teaching in Higher Education

Course Requirements

MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment and Evaluation
MHE 7403	Curriculum Development
MHE 7500	Field Experience

Purpose

The Teaching in Higher Education certificate is designed for the educator in Higher Education who holds a Master's degree in their field of expertise and is interested in developing a better understanding of the foundation and theory of education. Candidates study research-based best practices and will develop the knowledge and skills to create a positive learning environment for student success. This certificate program offers best practices related to pedagogy and andragogy, teaching strategies and the adult learner, curriculum development, assessments, and evaluations. A 120 hour field experience is included in this certificate. Courses are available fully online.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Trauma and Resilience

Purpose

Creating and sustaining trauma-informed systems requires a knowledgeable workforce made up of skilled professionals who understand the prevalence and significant impact of trauma, are able to apply evidence-based trauma-informed approaches to their work, and emphasize interdisciplinary collaboration across communities. This Area of Distinction provides candidates expertise in trauma-informed approaches so they can achieve better physical and mental health outcomes for people of all ages and in a variety of settings.

Course Requirements

PSY 6100	Trauma and the Brain
PSY 6200	Resilience and Self-Care
PSY 6300	Leadership in Trauma-Informed Approaches
MED 6801	Building a Responsive Classroom

Education Elective Courses (Choose 1 Course)

MEC 6607	Ethical Issues in School Counseling
	OR
MEC 7501	Family Counseling
	OR
MEC 7502	The Counselor as Consultant
	OR
MEC 8015	Mental Health Seminar

Qualification for Degree

To qualify for the Master of Education Interdisciplinary Studies degree, a candidate must successfully complete a minimum of 33 credit hours with a GPA of at least 3.0. The program must be completed within five years.

Graduate Certificates

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

Wilmington University Graduate Certificates or Certificates of Advanced Study are currently offered in the following areas:

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

All students in the above programs must be registered for MED 6102 e-Folio (0 credits) as the first "course" in each program.

Please note that Delaware requirements for public school educators are subject to change by the Delaware Department of Education. Wilmington University makes no guarantees that students who complete the coursework outlined in Wilmington University certificate programs will qualify for state licenses, certificates or endorsements. Candidate seeking state credentials must make application through DEEDS (Delaware Educator Data System).

The most recent information about Delaware licensure and certification requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.

GRADUATE CERTIFICATE IN DIGITAL EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Digital Education, applicants are expected to provide or complete the following:

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

***In addition to general admissions requirements, admission to this program/certificate requires applicants to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale for coursework completed during the most recent two years of the applicant's general education, whether secondary or post-secondary, OR approval from the Program Chair.
After all of the above requirements have been completed, register for MED 6102 (E-Folio) and other appropriate course(s) in the degree program course(s).

Purpose

The Graduate Certificate in Digital Education program is designed for individuals who want to advance their knowledge and skills in current information and communication technologies. Candidates study research-based practices to acquire the knowledge and skills needed to design digital-based instruction and transform learning environments that promote student learning and engagement in digital-rich learning environments. The program addresses topics related to creativity and innovation, digital-age learning experiences and assessments, digital citizenship, and professional growth and leadership.

Program Competencies

The standards and program competencies adopted for the Graduate Certificate in Digital Education program are the National Educational Technology Standards for Teachers (NETS•T) issued by the International Society for Technology in Education (2008). The certificate program is designed to enable candidates to demonstrate their knowledge and skills in the following program competency standards:
Program Competency Standard 1. Facilitate and Inspire Student Learning and Creativity
Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
Program Competency Standard 2. Design and Develop Digital-Age Learning Experiences and Assessments
Candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•T.
Program Competency Standard 3. Model Digital-Age Work and Learning
Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
Program Competency Standard 4. Promote and Model Digital Citizenship and Responsibility
Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
Program Competency Standard 5. Engage in Professional Growth and Leadership
Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and

professional community by promoting and demonstrating the effective use of digital tools and resources.

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

Program Design
This 15-credit certification program consists of 5 technology courses (EDT prefixes). Technology courses must be taken in a numerical sequence, beginning with EDT 6005 and ending with EDT 6045. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments. There is a non-credit E-Folio course requirement.

Course Requirements

Content-Specific Courses (15 credits)

MED 6102	E-Folio
EDT 6005	Applications in Educational Technology
EDT 6010	Instructional Applications of Technology
EDT 6020	Emerging Trends in Educational Technology
EDT 6035	Ethical, Legal, and Social Issues in Educational Technology
EDT 6045	Special Topics in Educational Technology

The sequence begins in the fall block 1 and spring block 1. Course modalities offered in the fall are hybrid and online. The course modality offered in the spring is hybrid.

Qualifications for the Certificate

To qualify for the Digital Education Graduate Certificate, a candidate must successfully complete a minimum of 15 credit hours with a GPA of at least 3.0 and complete a standards-based presentation program portfolio. The standard-based presentation program portfolio shows the candidate's level of expertise in acquiring the knowledge and skills described by the National Educational Technology Standards for Teachers (NETS•T). The program must be completed within five years.

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

GRADUATE CERTIFICATE IN ESOL LITERACY

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Graduate Certificate in ESOL Literacy requires the following:

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

NOTE: These test scores will NOT affect admissions decisions, but are used to comply with program approval and accreditation standards.
It is important that Candidates must identify Wilmington University as an official score recipient. This enables scores to be sent directly, confidentially, and electronically. Otherwise, candidates must provide original copies of all official score reports. For more information about ETS exams (including how to register), go to www.ETS.org. Visit College Board to have SAT or ACT scores sent to Wilmington University.

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

Purpose

The ESOL Literacy program is designed for educators interested in teaching students who are not native English speakers. The program offers classroom teachers an opportunity to increase knowledge, skills, and techniques in all aspects of reading and writing instruction, especially relative to the needs of ESOL students. The course content is focused at the classroom level to better enable teachers to meet diverse literacy needs of school--aged children.

Program Competencies
The program competencies are built around the five domains of TESOL Standards. These may be referenced in their entirety through this link- TESOL Standards.

Outcomes Assessment
The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. Candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. A second assessment will be taking the PRAXIS II ESL Subject Test (Test Code # 5362) as part of their clinical coursework. A passing score of 149 is required. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Watermark.

Program Design
This certificate includes 15 credits of content-specific courses related to ESOL learners and required by the Delaware Department of Education. The certificate program requires that candidates be working in an educational setting to complete the program competency assignments. The Graduate Certificate in ESOL Literacy program is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), Teachers of English Speakers of Other Languages (TESOL), National Association of State Directors of Teacher Education and Certification (NASDTEC), and the Council for the Accreditation of Educator Preparation (CAEP). There is a non--credit E--Folio course requirement (MED 6102).

Course Requirements

Clinical Course

MLL 7403 Assessment of Second Language Learners

Offered in summer under special circumstances

This list does not represent the recommended sequence.

MED 6102 E-Folio

MLL 7402 Second Language Acquisition in ELL

MLL 7405 Teaching Literacy for ELLs

MLL 7406 Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)

MLL 7401 Structure of English Language in ELL

Content and Performance Assessment Requirements

This certificate program contributes to eligibility for certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in Delaware Administrative Code, Title 14, Regulation 290.
The regulation states, in part:

Content **Assessment**

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

Performance **Assessment**

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

The instrument selected by Wilmington University as a required exit assessment for Graduate Certificate in ESOL Literacy is ETS Praxis II, Test Code #5362, ESOL. The minimum acceptable score is 149. The assessment is administered and scored by ETS. It is the candidate's responsibility to have PRAXIS II scores sent to Wilmington University directly from ETS (Educational Testing Service).

Candidates must obtain passing scores for this exam in order to be eligible to petition for the Graduate Certificate of ESOL Literacy. Candidates must consult with program advisors and/or the program chair to obtain the most current information about this requirement.

Qualifications for Certificate

To qualify for the Graduate Certificate of ESOL Literacy, a candidate must meet all criteria noted in the Outcomes Assessment paragraph, above.
Candidates completing the five -courses listed above with a GPA of 3.0 and having achieved a passing score of 149 or higher on the Praxis Subject Assessment - English to Speakers of Other Languages (ETS Test # 5362) will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate in ESOL Literacy. Applications may be found on the Wilmington University Registrar's webpage.

Delaware Certification - ESOL Teacher

Current Delaware Department of Education regulations (DE Title 14, §1562) permit individuals who hold an initial continuing, advanced license, or a Limited Standard, Standard or Professional Status Certificate issued by the Department prior to December 31, 2003, and who hold a Standard Certificate in a subject (content), grade level, or area, to apply for a State of Delaware Standard Certificate as an ESOL Teacher after successfully completing five (5) Wilmington University College of Education and Liberal Arts courses.

However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website. Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.
NOTES:
Any changes in Delaware licensure and certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

GRADUATE CERTIFICATE READING SPECIALIST

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information.
Admission to the Graduate Certificate for Reading Specialist requires the following:

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

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

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

Purpose

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

Program Competencies
The program competencies are the ILA (International Literacy Association) Standards, summarized below, and can be accessed in

their entirety through the ILA's website.
The program develops reading experts who have demonstrated mastery in:
STANDARD 1: FOUNDATIONAL KNOWLEDGE
Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.
STANDARD 2: CURRICULUM AND INSTRUCTION
Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.
STANDARD 3: ASSESSMENT AND EVALUATION
Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; advocate for appropriate literacy practices to relevant stakeholders.
STANDARD 4: DIVERSITY AND EQUITY
Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT
Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP
Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.
STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES
Candidates complete supervised, integrated, extended practicum/ clinical experiences that include intervention work with students and working with their peers and experienced colleagues; practicums include ongoing experiences in school-based setting(s); supervision includes observation and ongoing feedback by qualified supervisors.
Outcomes Assessment

The assessment of outcomes consists of multiple measures. Grades on assignments and for courses are the first level of assessment. The course goals, learning outcomes, and assignments are designed to address the measurement of program and graduation competencies. Candidates will take an online test of their content knowledge at the end of their program, as well as a disposition survey. PRAXIS II (5302 Reading Specialist) must be taken and passed (score of 165) prior to petitioning for the certificate. It is a requirement. Praxis scores should be submitted to Wilmington University via ETS. They will also need to be posted in Taskstream.

Program Design
This certificate is 26 credits of content-specific courses related to various literacy needs of learners and required by the Delaware Department of Education. The certificate program requires that candidates be working in an educational setting to complete the program competency assignments. The Graduate Certificate as Reading Specialist is designed to meet four sets of professional standards: Delaware Professional Teaching Standards (DPTS), International Literacy Association (ILA), National Council for Accreditation Teacher Education and Certification (NASDTEC), and the Council for the Accreditation of Educator Preparation (CAEP) under the National Council for Accreditation of Teacher Education (NCATE) standards. There is a non--credit E--Folio course requirement (MED 6102).

Course Requirements

Clinical Courses: All clinical courses are semester courses

MRD 7815	Application of Strategies for Teaching Content Area Reading
MRD 7903	Diagnosis and Correction of Reading Difficulties
MRD 7920	Practicum in Reading

MRD 7903: This course requires a final grade of "B" or higher

This list does not represent the recommended sequence.

MED 6102	E-Folio
MLL 7402	Second Language Acquisition in ELL
MRD 7802	Process and Acquisition of Literacy
MRD 7806	Writing Assessment and Instruction (Cert Candidates, only)

Content and Performance Assessment Requirements

This certificate program contributes to eligibility for certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290.
The regulation states, in part:

Content **Assessment**

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

Performance **Assessment**

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

The instrument selected by Wilmington University as a required exit assessment for Graduate Certificate Reading Specialist is ETS Praxis II, Test Code #5302. The minimum acceptable score is 165. The assessment is administered and scored by ETS. It is the candidate's responsibility to have PRAXIS II scores sent to Wilmington University directly from ETS (Educational Testing Service).

Candidates must obtain passing scores for this exam in order to be eligible to petition for the Graduate Certificate as Reading Specialist. Candidates must consult with program advisors and/or the program chair to obtain the most current information about this requirement.

Qualifications for Certificate
To qualify for the Graduate Certificate Reading Specialist, a candidate must meet all criteria noted in the Outcomes Assessment paragraph, above.
Candidates completing the required sequence of courses listed above with a GPA of 3.00 or higher will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate as Reading Specialist. Applications may be found on the Wilmington University Registrar's webpage.

Delaware Certification - School Reading Specialist

Current Delaware Department of Education regulations (DE Title 14, §1581) stipulate that teachers who hold a valid Delaware Initial, continuing, or Advanced License; or a Professional Status Certificate issued by the Department prior to December 31, 2003, and who have met the requirements as set forth in 14 DE Admin. Code 1505 and who have met the additional requirements in the regulation may apply for a State of Delaware Standard Certificate as a Reading Specialist. This includes three years of successful classroom teaching.
However, certification requirements are subject to change by the Delaware Department of Education and the Professional Standards Board. The most recent information about those requirements can be accessed at the Delaware Department of Education/Professional Standards Board website.
NOTES:
Any changes in Delaware licensure and certification regulations could cause Wilmington University to make course and/or program adjustments in order to align with new or revised state requirements. Wilmington University reserves the right to change requirements to comply with any licensure/certification mandates of the Delaware Department of Education.

Wilmington University has not made determinations for licensure in states outside of Delaware. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

GRADUATE CERTIFICATE IN STEM EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in STEM Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Schedule a program planning conference with an Admissions Counselor, Program Advisor, or the Program Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Graduate Certificate in STEM Education is designed for those who are interested in the in-depth study of pedagogical and technological knowledge and skills that are useful in implementing an integrated approach to teaching STEM concepts in the classroom. Candidates study research-based practices to acquire knowledge and skills needed for educating students in four specific disciplines - science, technology, engineering and mathematics - in an interdisciplinary and applied approach.

Program Competencies
The program competencies adopted for the certificate program reflect the INTASC Standards and Next Generation Science Standards.

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

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate in STEM Education. The certificate includes 15 credits of content-specific courses related to pedagogical knowledge and skills for teaching four specific disciplines (science, technology, engineering and mathematics) in an interdisciplinary, applied approach. The program requires that candidates be working in an educational setting or a training center to complete the program competency assignments.

Course Requirements

Content-Specific Courses (15 credits)

MED 6102	E-Folio
MED 7712	Curriculum Development

MED 7814	Problem-Based Learning
MED 7815	Innovations in Teaching
MED 7817	Professional Studies
	OR
MED 7819	Design, Build, and Test

Qualifications for Certificate

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

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

NOTE

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

GRADUATE CERTIFICATE IN ADMINISTRATION IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Administration in Higher Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Program Planning Conference with your Program Chair or advisor is required for admission. This conference can be arranged by contacting Dr. Heather Horowitz (heather.l.horowitz@wilmu.edu or 302-327-6531).After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Administration in Higher Education certificate is designed for those interested in transitioning or advancing their career in higher education administration. The candidate must hold a minimum of a bachelor's degree. Candidates study research-based best practices and will develop the knowledge and skills to pursue a role in leadership, management, or administration. A 120-hour field experience is included in this certificate.

Courses are available fully-online online.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7200	Introduction to Administration in Higher Education
MHE 7201	Law and Policy in Higher Education
MHR 7800	Seminar in Human Resource Management
MHE 7202	Data Driven Strategic Planning
MHE 7500	Field Experience

Students interested in the Administration in Higher Education Certificate will start classes in the fall.

Qualifications for Certificate
To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.
Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.
To encourage timely completion, make regular appointments with your Program Chair. In addition to needing a 3.0 overall GPA, students must earn a "C" or better in each course for it to count towards your degree requirements. Students should carefully monitor their academic progress to ensure their GPA is a 3.0 or better.

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

GRADUATE CERTIFICATE IN FOUNDATIONS IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Foundations in Higher Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Program Planning Conference with your Program Chair or advisor is required for admission. This conference can be arranged by contacting Dr. Heather Horowitz (heather.l.horowitz@wilmu.edu or 302-327-6531).After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Foundations in Higher Education certificate is designed for those interested in transitioning to or advancing their career in higher education. The candidate must hold a minimum of a bachelor's degree. Candidates study research-based best practices and will develop the knowledge and skills to understand and navigate higher education environments.

Courses are available fully online.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7100	History of American Higher Education
MHE 7001	Academic Research and Writing
MHE 7101	Equity and Inclusion in Higher Education
MHE 7102	Leadership and Ethical Decision Making in Higher Education
MHE 7103	Current Issues and Financial Trends in Higher Education

Students interested in the Foundations in Higher Education Certificate may start classes at any time.

Qualifications for Certificate

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

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

To encourage timely completion, make regular appointments with your Program Chair. In addition to needing a 3.0 overall GPA, students must earn a "C" or better in each course for it to count towards your degree requirements. Students should carefully monitor their academic progress to ensure their GPA is a 3.0 or better.

NOTE

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

GRADUATE CERTIFICATE IN STUDENT AFFAIRS IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Student Affairs in Higher Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Program Planning Conference with your Program Chair or advisor is required for admission. This conference can be arranged by contacting Dr. Heather Horowitz (heather.l.horowitz@wilmu.edu or 302-327-6531). After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Student Affairs in Higher Education certificate is designed for those interested in beginning or advancing their career in student affairs. Candidates study research-based best practices and will develop the knowledge and skills to create a positive learning environment for student engagement and success. A 120-hour field experience is included in this certificate.

Courses are available fully online.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7300	Introduction to Student Affairs
MHE 7301	Student Development Theory and Contemporary College Students
MHE 7302	Assessment of Student Learning Outside of the Classroom
MHE 7201	Law and Policy in Higher Education
MHE 7500	Field Experience

Students interested in the Student Affairs in Higher Education Certificate may start classes at any time.

Qualifications for Certificate
To qualify for the Graduate Certificate, a candidate must successfully complete the five 3- credit courses listed above (15 credit hours) with a GPA of at least a 3.0. Because of rapid changes in the field, we recommend that the certificate be completed within two years.
Candidates completing the five courses listed above with a GPA of 3.00 will, upon application to the Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications may be found on the Wilmington University Registrar's webpage.
To encourage timely completion, make regular appointments with your Program Chair. In addition to needing a 3.0 overall GPA, students must earn a "C" or better in each course for it to count towards your degree requirements. Students should carefully monitor their academic progress to ensure their GPA is a 3.0 or better.

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

GRADUATE CERTIFICATE IN TEACHING IN HIGHER EDUCATION

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Teaching in Higher Education, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a master's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Current resume.
4. Program Planning Conference with your Program Chair or advisor is required for admission. This conference can be arranged by contacting Dr. Heather Horowitz (heather.l.horowitz@wilmu.edu or 302-327-6531).After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The Teaching in Higher Education certificate is designed for the educator in Higher Education who holds a Master's degree in their field of expertise and is interested in developing a better understanding of the foundation and theory of education. Candidates study research-based best practices and will develop the knowledge and skills to create a positive learning environment for student success. This certificate program offers best practices related to pedagogy and andragogy, teaching strategies and the adult learner, curriculum development, assessments, and evaluations. A 120 hour field experience is included in this certificate. Courses are available fully online.

Outcomes Assessment
Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design
Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment and Evaluation
MHE 7403	Curriculum Development
MHE 7500	Field Experience

Students interested in the Teaching in Higher Education Certificate will start classes in the fall.

Qualifications for Certificate

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

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

To encourage timely completion, make regular appointments with your Program Chair. In addition to needing a 3.0 overall GPA, students must earn a "C" or better in each course for it to count towards your degree requirements. Students should carefully monitor their academic progress to ensure their GPA is a 3.0 or better.

NOTE

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

GRADUATE CERTIFICATE IN NATIONAL BOARD CERTIFIED TEACHER

Admission Requirements

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in National Board Certified Teacher, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at www.wilmu.edu/admission/documents/paperapp.pdf.
2. Provide an official transcript or transcripts from an accredited college, university, verifying completion of a master's degree. Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions.
3. Valid Teaching License for three years, and successful teaching for three years.
4. Current resume.
5. Schedule a program planning conference with the Program Coordinator, or Chair. After all of the above requirements have been completed, register for the appropriate course(s) in the certificate program.

Purpose

The National Board Certified Teacher certificate program is designed for educators seeking National Board Certification. National Board Certification is the most respected professional certification available in K-12 education. Different states provide incentives that include salary increases and teacher-leader roles. Many teachers who have achieved National Board Certification move into teacher-leadership roles in their respective school, district, and state. Candidates must have a valid teaching license for three years, and three years of successful teaching experience.

Outcomes Assessment

Multiple assessments are used to determine candidate growth toward achievement of the knowledge and skills described in the Graduate Certificate and the university-wide graduation competencies. Performance-based assessments are used to evaluate projects, assignments, and research papers. Goals, learning outcomes and activities, external assignments, and assessment strategies are linked directly to program and graduation competencies as stated on each course syllabus.

Program Design

Candidates are expected to satisfactorily complete all requirements associated with the Graduate Certificate. The certificate includes 15-credits of content-specific courses related to content knowledge and skills in an interdisciplinary, applied approach.

Course Requirements

Content Specific Courses (15 credits)

MED 6102	E-Folio
MED 8000	Foundations of National Board Certification
MED 8001	Content Knowledge
MED 8002	Differentiated Instruction
MED 8003	Teaching Practice and Learning Environment
MED 8004	Effective and Reflective Practitioner

Qualifications for Certificate

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

Candidates successfully completing the requirements of all courses will, upon application to Wilmington University Office of the Registrar, be issued a Wilmington University Graduate Certificate. Applications for the graduate certificate may be found on the Wilmington University Registrar's webpage.

To earn National Board Certification, candidates will also be required to apply to the National Board for Professional Teaching Standards (NBPTS) and meet the standards for their content area as demonstrated by submission of a professional portfolio and a content knowledge exam. NBPTS requires applicants hold a valid teaching license and have at least three years of teaching experience before they can earn certification.

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

GRADUATE CERTIFICATE IN TEACHER LICENSURE K-6

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information. For full admission to the Graduate Certificate in Teacher Licensure, applicants are expected to provide or complete the following:
1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at here.
2. Provide an official transcript or transcripts from Wilmington University, verifying completion of a bachelor's degree in Education Studies in Elementary Education. . Transcripts and all application documents should be sent directly to Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.
3. Schedule a program planning conference with the Program Chair or a Graduate Program Advisor.

Candidates seeking acceptance into the Graduate Certificate in Teacher Licensure must be a graduate of one of the following degrees from Wilmington University:
- Wilmington University's Bachelor of Science – Elementary Education – Education Studies degree
- Wilmington University's Master of Education – Education Studies, Concentration in Elementary Education (K6)

Additionally, candidates must have at least a 3.0 GPA from prior two years of coursework and present an attempt at the ETS Praxis exam in which the candidate is seeking certification.

Program Purpose

The Graduate Certificate in Teacher Licensure – Elementary Education is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MEE 7996, 7997, 7998); 3 credits in Performance Assessment (MEE 8805); and 9 credits in Student Teaching (MEE 8801). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers.The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major.Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license in the State of Delaware.

Program Competencies
InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous

learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10. Standard 10 – Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Outcomes Assessment
Evaluation of the proposed certificate uses the data collection framework within Watermark which is used when candidates in our licensure programs take these same courses. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score on ETS 7811 – Elementary Education: Content Knowledge for Teaching.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Program Design

Course Requirements

Content Specific Courses (15 Credits)

MEE 7996	Practicum I
MEE 7997	Practicum II
MEE 7998	Practicum III
MEE 8801	Student Teaching/Internship
MEE 8805	Performance Assessment

GRADUATE CERTIFICATE IN TEACHER LICENSURE - SECONDARY EDUCATION

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Teacher Licensure, applicants are expected to provide or complete the following:

1. Complete and submit the Graduate Application for Admission, accompanied by a non-refundable application fee. The application can be downloaded at here.
2. Provide an official transcript or transcripts from a regionally accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Transcripts and all application documents should be sent directly to

Wilmington University Office of Graduate Admissions. With official transcripts, submit a copy of your Immunization Records.

3. Schedule a program planning conference with the Program Chair or a Graduate Program Advisor.

Candidates seeking acceptance into the Graduate Certificate in Teacher Licensure must be a graduate of one of the following degrees from Wilmington University:

- Wilmington University's BS – Middle Level Education – Education Studies degree.
- Wilmington University's Master of Education – Education Studies, Concentration in Secondary Education 6-12

Additionally, candidates must have at least a 3.0 GPA from prior two years of coursework and present an attempt at the ETS Praxis exam in which the candidate is seeking certification.

Program Purpose

The Graduate Certificate in Teacher Licensure is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MAS 7996, 7997, 7998); 3 credits in Performance Assessment (MAS 8805); and 9 credits in Student Teaching (MAS 8801). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers. The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major. Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license in the State of Delaware.

Program Competencies

InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

Outcomes Assessment

Evaluation of the proposed concentration will be based on data collected within Watermark. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score in the appropriate Secondary Education Praxis exam as required by the Delaware Department of Education for licensure and certification.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Program Design

Course Requirements

Content-Specific Courses (15 Credits)

MAS 7996	Practicum I
MAS 7997	Practicum II
MAS 7998	Practicum III
MAS 8801	Student Teaching/Internship
MAS 8805	Performance Assessment

GRADUATE CERTIFICATE IN TEACHER LICENSURE - SPECIAL EDUCATION

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. For full admission to the Graduate Certificate in Teacher Licensure, applicants are expected to provide or complete the following:

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

Candidates seeking acceptance into the Graduate Certificate in Teacher Licensure must be a graduate of one of the following degrees from Wilmington University:

- Wilmington University's Master of Education – Education Studies, Concentration in Special Education

Additionally, candidates must have at least a 3.0 GPA from prior two years of coursework and present an attempt at the ETS Praxis

exam in which the candidate is seeking certification.

Program Purpose

The Graduate Certificate in Teacher Licensure is a certificate option to empower a graduate of Wilmington University's Education Studies - non-licensure education degree programs to return and complete the coursework and clinical experiences required by the Delaware Department of Education to earn an initial teaching license. This certificate will consist of 15 credits of coursework: three 1 credit practicum courses (MSE 7991, 7992, 7993); 3 credits in Performance Assessment (MSE 8805); and 9 credits in Student Teaching (MSE 8802). Each practicum course requires candidates to complete 60 hours of supervised classroom experience in an approved setting which will be monitored by Wilmington University Practicum advisors and mentor teachers. The classroom experience will be supported by an additional 30 hours of practicum seminar sessions which are conducted by faculty members at Wilmington University sites. The Student Teaching experience will require 80 consecutive days of student teaching in a setting that is aligned to the candidate's declared major. Ultimately, this certificate will provide the coursework and experience needed to be eligible to apply for an initial teaching license and special education certification in the State of Delaware.

Program Competencies
InTASC Standards

1. Standard 1 – Learner development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard 2 – Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard 3 – Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard 4 – Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard 5 – Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard 6 – Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard 7 – Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard 8 – Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. Standard 9 – Professional Learning and Ethical Practice - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10. Standard 10 – Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CEC Initial Preparation Standards

Outcomes Assessment
Evaluation of the proposed concentration will be based on data collected within Watermark. Key assessments are measured in these courses aligned to state and national standards. Additionally, candidates will be required to pass each course in the certificate with a C or better and take and meet the qualifying score on all praxis exams related to the area of initial certification in addition to ETS

5354 Special Education: Core Knowledge and Applications.

This system has four broad themes:
1. Data collection to support assessment of competence for certification of candidates.
2. Data collection to assess the quality and effectiveness of programs.
3. Data collection to assess the effectiveness of the Educator Preparation Program including field experiences, clinical preparation, and partnerships.
4. Data collection to track the performance of graduates in their field of specialization.

Course Requirements

Content-Specific Courses (15 Credits)

MSE 7991	Practicum I in Special Education
MSE 7992	Practicum II in Special Education
MSE 7993	Practicum III in Special Education
MSE 8802	Student Teaching in Special Education
MSE 8805	Performance Assessment

GRADUATE CERTIFICATE IN TRAUMA AND RESILIENCE

Description:

This graduate certificate in trauma and resilience will better prepare professionals to be competent in understanding and applying a trauma-informed approach in a variety of environments. A trauma-informed approach refers to how an agency, organization, and/or community, responsible for providing services such as mental health, education, crisis, and/or criminal justice services, thinks about providing those services in a way that supports prevention, resilience, and recovery. In this approach, all components of service delivery incorporate a thorough understanding of the prevalence and impact of trauma and the complex and varied paths in which people recover and heal from trauma. A definition of a trauma-informed approach incorporates three key elements: (1) realizing the prevalence of trauma; (2) recognizing how trauma affects all individuals involved with the program, organization, or system, including its own workforce; and, (3) responding by putting this knowledge into practice *(http://www.samhsa.gov/traumajustice/traumadefinition/index.aspx)*.

Curriculum (15 Credits)

The Trauma and Resilience (TR) certificate is a 15 credit certificate. Three courses (9 credits) are the TIA core courses and are required of all students. The additional two elective courses (6 credits) required for the certificate are drawn from existing courses within the CSBS, COE, or COHP.

Trauma and Resilience Core Courses (9 credits)

PSY 6100	Trauma and the Brain
PSY 6200	Resilience and Self-Care
PSY 6300	Leadership in Trauma-Informed Approaches

Electives (6 Credits)

Students will select two elective courses (6 Credits) from their respective College(s). Of the two electives, MED 6801 Building a Responsive Classroom is **required** for College of Education and Liberal Arts candidates.

Education Elective Courses

MED 6801	Building a Responsive Classroom
MEC 6607	Ethical Issues in School Counseling
MEC 7501	Family Counseling
MEC 7502	The Counselor as Consultant
MEC 8015	Mental Health Seminar

MED 6801 Building a Responsive Classroom is required, along with one other course from the COE.

Health Professions Elective Courses

MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7741	Politics and Policy in the Healthcare System
MSN 8900	Nurse Leadership Portfolio

Social and Behavioral Sciences Elective Courses

AFM 6630	Family Dynamics
AFM 6640	Families and Crisis
AFM 6650	Family Resource Management
AHS 7640	Social Policy, Advocacy and Human Services
AHS 7650	Managing Children and Family Services
AHS 7655	Principles of Creating a Human Service Organization
AHS 7670	Alcohol and Other Drugs Program Management
MAJ 6613	Mental Health and the Law
MAJ 6614	Addiction Studies
MAJ 6615	Therapeutic Strategies for Criminal Justice Offenders

---

CERTIFICATE OF ADVANCED STUDY IN SCHOOL COUNSELING

The Certificate of Advanced Study (CAS) in School Counseling provides opportunities for practicing school counselors to gain knowledge and skills pertinent to the needs of today's P-12 school students. The CAS is designed to prepare practicing school counselors for current issues and trends in the profession. The CAS courses may be used as hours towards re-certification while providing focused professional development.

The CAS is a course of study that offers the opportunity to obtain an additional 18 credits. These courses are post-Master's and cannot be taken concurrently with your regular degree courses. The post-Master's CAS in School Counseling requires the successful completion of the following six (6) core courses (18 credits) with a grade-point average of 3.0 or higher. Courses are available in a traditional face-to-face format or an online format.

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

Admission Requirements

1. A completed Wilmington University application.
2. Official transcripts with degree conferral date for a master's degree in school counseling or closely related field.
3. Current résumé.
4. Interview with Program Chair.

5. Students will have the option to petition for review of up to six (6) credits of previous Wilmington University graduate work as it applies to the program.

Certificate Requirements

The following courses (18 total credits) are offered in the CAS in School Counseling:

MEC 6600	Introduction to Drug/Alcohol Counseling
MEC 6607	Ethical Issues in School Counseling
MEC 6608	Multicultural Counseling
MEC 6901	Classification of Psychopathology
MEC 7503	Special Education Law and the School Counselor's Role
MEC 7806	Research Methods, Statistics, and Accountability in School Counseling

---

GRADUATE CERTIFICATE IN EQUITABLE PRACTICES

Purpose

This Area of Distinction in Equitable Practices is designed for educators seeking to advance their knowledge and skills to support open and inclusive learning environments. Factors such as age, appearance, race, ethnicity, religion, education, sexual orientation, gender identity, and political beliefs make us all different. For this reason, educators must learn to celebrate and embrace these differences. Candidates will explore different cultures, its impact on learning environments and student behavior, while practicing equity and social justice.

Course Requirements

Equitable Practices Course Requirements

MAS 7601	Education of Diverse Populations and Exceptional Children
MAS 7602	School in a Multicultural Society
MAS 7701	Classroom Culture and Student Behavior
MED 7704	Education for Equity and Social Justice
MED 7820	Engaging All Student in Virtual Learning Environments

COLLEGE OF HEALTH PROFESSIONS AND NATURAL SCIENCES

Philosophy And Mission

Mission

The mission of the College of Health Professions and Natural Sciences (COHPNS) is to create an innovative and inclusive academic environment that:

- Respects the diverse backgrounds, abilities, and experiences of nursing, health science, and natural science students;
- Critically examines topics confronting nursing, health science, and natural science disciplines;
- Challenges nursing, health science, and natural science students to acquire new competencies to improve their competitiveness in the job market;
- Embraces experiential learning and interprofessional collaboration;
- Encourages nursing, health science, and natural science students to actively participate in the learning process; and
- Influences nursing, health science, and natural science students to engage in lifelong learning.

Vision

The COHPNS will distinguish itself as a leader in providing innovative, inclusive, and career-oriented educational programs to meet the needs of diverse global communities.

Philosophy

The philosophy of the COHPNS reflects the beliefs and values of its faculty and staff.
We believe that:

- Students are the purpose of our work.
- Nursing, health science, and natural science students are adult learners with diverse backgrounds, abilities, and experiences.
- Undergraduate and graduate degree programs must be innovative and viewed by learners as relevant to their discipline.
- Knowledge is best obtained when students actively collaborate with faculty to set goals, plan learning experiences, and evaluate achievement.
- Self-care is integral to student success.
- Scholar-practitioner faculty serve as professional role models and facilitators of life-long learning.

Values

- Respect
- Integrity
- Innovation
- Inclusivity
- Diversity
- Compassion

- Empathy
- Opportunity
- Self-Care

The COHPNS faculty acknowledges accountability to learners, the institution, the profession, and the community of interest through continuous, proactive development of their expertise. This accountability fosters career-oriented programs and scholar-practitioners who "take good care of our students."

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

Sigma Theta Tau International, the Honor Society of Nursing, is an organization that fosters scholarship in nursing. It is dedicated to improving the health of people worldwide by increasing the scientific base of nursing practice. In 1936, Sigma Theta Tau was the first organization in the United States to fund nursing research. It has worldwide recognition and respect.

Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University. More than 405,000 nurse scholars have been inducted. With 130,000 active members, it is the second-largest nursing organization in the world. Members are active in more than 92 countries and territories. There are over 450 chapters on college campuses in the United States, Australia, Botswana, Brazil, Canada, Ghana, Hong Kong, Japan, Mexico, the Netherlands, Pakistan, Singapore, South Africa, South Korea, Swaziland, Sweden, Taiwan, and Tanzania.

Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders who exhibit exceptional achievements in nursing. Membership guidelines are determined by Sigma Theta Tau International. The benefits of membership in this organization are professional recognition, networking opportunities (grants/conferences), publications, and other resources.

To learn more about Sigma Theta Tau International, go to its home page at https://www.sigmanursing.org/

Information About Local Chapter

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

To learn more about Omicron Gamma, go to its home page at https://thecircle.sigmanursing.org/omicrongammachapter/home

Program Accreditation

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Wilmington University are accredited by the Commission on Collegiate Nursing Education (CCNE) (https://www.aacnnursing.org/CCNE).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750,
Washington, DC 20001
(202) 887-6791

Traditional Doctor of Nursing Practice Degree Options

DOCTOR OF NURSING PRACTICE

Beginning in Fall 2024, new students will complete the updated curriculum (below), aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education. If you have questions regarding the updated curriculum, please contact your Program Chair.

Students enrolled before Fall 2024 are not affected.

Program Competencies

In addition to the University's graduate graduation competencies, students will be able to:

1. Synthesize evidence-based practice and advanced clinical judgment to improve quality, safety, and clinical outcomes for professional nursing practice;
2. Design innovative care models integrating social justice, diversity, equity, inclusion, and ethical principles for professional nursing practice;
3. Formulate health policy, fiscal, and information technology recommendations for professional nursing practice;
4. Develop evidence-based interventions to address social determinants of health for professional nursing practice;
5. Create effective leadership strategies with interprofessional teams to enhance systems-based professional nursing practice;
6. Demonstrate effective communication, compassionate care, personal health, and professional maturity.

Program Information

Nurses in advanced nursing practice roles must have forward-thinking clinical expertise and systems leadership skills at their command to develop, implement, and evaluate evidence-based practice changes. Accomplishing this goal requires the application of health policy, informatics, population health, and business practices to the care of individuals, families, and communities. The Doctor of Nursing Practice (DNP) is a terminal degree designed to prepare nurses in advanced nursing practice roles to meet the nation's increasingly complex healthcare needs.

WilmU's DNP program delivers an innovative curriculum emphasizing evidence-based practice and interdisciplinary collaboration among clinicians, health systems, community leaders, and policymakers. Students learn to utilize both theory and evidence-based data to promote the highest level of professional nursing practice. To best serve working professionals, WilmU offers flexible schedules that enable students to balance work, personal, and educational commitments through our 100% online options,

Advanced Practice Concentration students may complete the DNP program part-time in 28 months (7 semesters), culminating with a 9-credit, evidence-based practice doctoral project. Core courses are offered one (1) at a time in 7-week blocks. The DNP project courses are offered one (1) at a time in 15-week semesters.

Leadership Concentration students (nurse leaders not licensed as Advanced Practice Registered Nurses) may complete the DNP program part-time in 28 months (7 semesters), culminating with a 9-credit, evidence-based practice doctoral project. Core courses are offered one (1) at a time in 7-week blocks. Experiential engagement courses are offered one (1) at a time in 15-week semesters. DNP project courses are offered one (1) at a time in 15-week semesters.

The DNP program is offered 100% online to provide the most flexibility for students. Two optional online synchronous course meetings are offered during each course to facilitate student and faculty interaction. There are no on-campus residency requirements and students have the option to present their final doctoral project virtually or on campus.

Students must earn a B or better in all DNP courses, maintain a 3.0 GPA or higher, and complete all degree requirements within five (5) years. If less than a B is earned in a DNP course, students may re-take the course one (1) time and a maximum of two (2) courses may be repeated. Continuous enrollment is required during the DNP Project phase of the program (GRN 9001, GRN 9002, GRN 9003)

DNP Project

The DNP program exists within a framework of professional, academic rigor that requires planning, implementing, and evaluating an

evidence-based practice doctoral project. The DNP Project highlights the scholarly contribution of DNP-prepared nurses to the ever-changing healthcare landscape. Students will identify a pertinent topic to address through a clinical practice change, most commonly within their workplace. The project begins in GRN 9001: DNP Project I and culminates with completion in GRN 9003: DNP Project III. The final project details the nature and scope of the project, and students are required to disseminate their findings to the healthcare community. Students are encouraged to individualize their project toward their career focus as a DNP-prepared nurse and will be assigned a DNP Project Advisor who will provide guidance throughout the three sequential semesters of project completion. The DNP Project Team will be mutually agreed upon between the student and faculty advisor.

Advanced Practice Concentration

Admission Requirements

Interested candidates must have a Master's Degree with current national board certification as an Advanced Practice Registered Nurse (Nurse Practitioner, Nurse Midwife, Nurse Anesthetist, Clinical Nurse Specialist).

Practice Experience Hours

The DNP program is a rigorous, focused practice-leadership-focused degree. Practice experiences allow students to synthesize and utilize theory and evidence-based data to promote the highest quality of care at an advanced level of professional nursing practice. Students currently licensed as Advanced Practice Registered Nurses will complete five hundred (500) practice hours aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education . Doctoral faculty will provide oversight and guidance while students work closely with a doctorally-prepared experiential engagement preceptor .

Course Requirements

The DNP curriculum builds upon master's preparation for Advanced Practice Registered Nurses. Students will complete core courses taught by scholar-practitioners in preparation for a year-long DNP Project designed to translate evidence to clinical practice. Advanced Practice Registered Nurses are required to complete 33 credits and 500 experiential engagement hours. The program must be completed in five (5) years.

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

Leadership Concentration

Admission Requirements

Interested candidates must have a Master’s Degree in nursing or a related field (i.e. MBA, MHA, MPH). Exceptionally qualified candidates are employed in an area of advanced nursing practice (i.e. informatics, executive leadership, health policy, or population health). National board certification (i.e. NE-BC, NEA-BC, CNML, CPHQ) for nurse leaders is recommended, but not required. Beginning with the Spring 2025 cohort, students who have not completed the three Ps (Advanced Pathophysiology, Advanced

Pharmacology, and Advanced Physical Assessment) will be required to take MSN 7710 Integrative Pathophysiology, Pharmacology, and Physical Assessment for Nurse Leaders before enrolling as required by the 2024 CCNE Accreditation standards.

Practice Engagement Hours

The DNP program is a rigorous, practice-leadership-focused degree. Practice engagement experiences opportunity allows students to synthesize and utilize theory and evidence-based data to promote the highest quality of care at an advanced level of professional nursing practice. Leadership students will complete one thousand (1,000) practice experience hours aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education and 2022 AONL Nurse Leader Competencies. Doctoral faculty will provide oversight and guidance while students work closely with a doctorally-prepared preceptor . Nurse leaders may be awarded credit for practicum/clinical hours completed during graduate coursework.

Course Requirements

The DNP curriculum builds upon master's preparation for nurses prepared in an advanced nursing practice specialty. All students take eight (8) core courses and four (4) practice experience courses taught by scholar-practitioners in preparation for a year-long DNP project designed to translate evidence to clinical practice. Nurse Leaders are required to complete 45 credits and 1,000 practice experience hours. The program must be completed in five (5) years.

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

Practice Experience Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

DOCTOR OF PHILOSOPHY / DOCTOR OF NURSING SCIENCE TO DOCTOR OF NURSING PATHWAY

The Doctor of Philosophy (Ph.D.) / Doctor of Nursing Science (DNSc) to Doctor of Nursing Pathway provides Ph.D. and DNSc-prepared nurses with the ability to earn a Doctor of Nursing Practice in either a Leadership or Advanced Practice concentration upon review of prior master's and doctoral coursework. Individual Ph.D. and DNSc transcripts will be reviewed by the DNP Program Chair to identify if prior doctoral coursework is eligible for transfer to the DNP program. A maximum of 12 credits (four 3-credit courses) may be accepted for transfer into the DNP program. Admitted students will complete the remaining coursework required for their specialty concentration with an individualized degree plan. DNP project courses are ineligible for transfer credit. Each student will be required to complete a year-long evidence-based DNP project and 1,000 post-baccalaureate practice experience hours. Nationally board-certified Advanced Practice Registered Nurses will be awarded 500 hours of credit upon admission to the program. Nurse leaders may be awarded credit for practicum/clinical hours completed during graduate coursework.

Post-Masters Certificates

POST-MASTERS FAMILY NURSE PRACTITIONER CERTIFICATE

Beginning in Fall 2024, new students will complete the updated curriculum (below), aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education. If you have questions regarding the updated curriculum, please contact your Program Chair.

Students enrolled before Fall 2024 are not affected.

Professional Licensure Information

Prospective students seeking professional licensure outside of Delaware should verify state licensure requirements before applying. For state-by-state contact information for individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Family Nurse Practitioner

The Post-Masters Family Nurse Practitioner certificate program provides a pathway for master's prepared nurses to acquire the requisite training to become a nurse practitioner. The curriculum emphasizes relationships among advanced nursing practice, theory, and scholarly inquiry through didactic coursework and 700 hours of clinical practicum completed within various clinical settings. Graduates are eligible for national board certification as a Family Nurse Practitioner through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners Certification Board.

Each student will undergo a GAP analysis to confirm the completion of Advanced Practice Roles, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment across the lifespan. If any of these courses have not been completed, students must complete Advanced Practice Roles, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment across the lifespan during the program.

Program Competencies:

In addition to the University's graduate graduation competencies, students will be able to:

1. Examine evidence-based practice and clinical judgment to improve quality, safety, and clinical outcomes for professional nursing

practice;
2. Evaluate social justice, diversity, equity, inclusion, and ethical principles for professional nursing practice;
3. Analyze health policy, fiscal, and information technology implications for professional nursing practice;
4. Assess the impact of social determinants of health for professional nursing practice;
5. Design effective leadership strategies with interprofessional teams to enhance systems-based professional nursing practice;
6. Demonstrate effective communication, compassionate care, personal health, and professional maturity.

Family Nurse Practitioner Specialty Competencies:

1. Demonstrate competence in 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 healthcare problems regain stability and restore health in collaboration with the patient and multidisciplinary healthcare team.

Family Nurse Practitioner

Core Courses (16 Credits)

GRN 7000	Scholarly Writing
GRN 7102	Advanced Practice Roles in Nursing Practice
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics

Family NP Courses (39 Credits, 700 Clinical Hours)

GRN 7101	Advanced Pathophysiology Across the Lifespan
GRN 7103	Advanced Pharmacology Across the Lifespan
GRN 7104	Advanced Health Assessment Across the Lifespan
GRN 7105	Differential Diagnosis and Clinical Decision Making Across the Lifespan
GRN 7121	Family Practicum I
GRN 7106	Acute and Chronic Care Across the Lifespan I
GRN 7122	Family Practicum II
GRN 7107	Acute and Chronic Care Across the Lifespan II
GRN 7108	Acute and Chronic Care Across the Lifespan III
GRN 7123	Family Practicum III
GRN 7124	Family Practicum IV

POST MASTERS PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

Beginning in Fall 2024, new students will complete the updated curriculum (below), aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education. If you have questions regarding the updated curriculum, please contact your Program Chair.

Students enrolled before Fall 2024 are not affected.

Professional Licensure Information

Prospective students seeking professional licensure outside of Delaware should verify state licensure requirements before applying. For state-by-state contact information for inquiring about individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Psychiatric Mental Health Nurse Practitioner

The Post-Masters Psychiatric Mental Health Nurse Practitioner certificate program prepares graduates to provide comprehensive mental health services to diverse populations. The program combines theory, practice, and therapeutic interventions to promote the highest level of psychiatric mental health care. 700 hours of clinical practicum, to be completed within various clinical settings, are required.

Graduates are eligible for national board certification as a Psychiatric Mental Health Nurse Practitioner through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners Certification Board.

Each student will undergo a GAP analysis to confirm the completion of Advanced Practice Roles, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment across the lifespan. If any of these courses have not been completed, students must complete Advanced Practice Roles, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment across the lifespan before enrolling in the program. All four courses can be taken at Wilmington University.

Program Competencies

In addition to the University's graduate graduation competencies, students will be able to:

1. Examine evidence-based practice and clinical judgment to improve quality, safety, and clinical outcomes for professional nursing practice;
2. Evaluate social justice, diversity, equity, inclusion, and ethical principles for professional nursing practice;
3. Analyze health policy, fiscal, and information technology implications for professional nursing practice;
4. Assess the impact of social determinants of health for professional nursing practice;
5. Design effective leadership strategies with interprofessional teams to enhance systems-based professional nursing practice;
6. Demonstrate effective communication, compassionate care, personal health, and professional maturity.

Psychiatric Nurse Practitioner Sub-Competencies:

1. Demonstrate competence in management of patient mental 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 to manage mental health conditions;
3. Plan and implement diagnostic strategies and therapeutic interventions to help patients with unstable and complex health care problems regain stability and restore mental health in collaboration with the patient and multidisciplinary health care team.

Psychiatric Mental Health NP Certificate Courses

Core Courses (12 Credits)

Completion of Advanced Practice Roles, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment across the lifespan at the APRN level is a prerequisite for enrollment in the Post Masters PMHMP Certificate program. Students who have not completed these courses must do so prior to enrollment.

GRN 7101	Advanced Pathophysiology Across the Lifespan
GRN 7103	Advanced Pharmacology Across the Lifespan
GRN 7104	Advanced Health Assessment Across the Lifespan

27 Credits, 700 Clinical Hours

GRN 7201	Psychopharmacology for the Advanced Practice Nurse Across the Lifespan
GRN 7202	Neurobiology of Psychiatric Disorders
GRN 7203	Psychiatric Mental Health Conditions and Evidence-Based Interventions Across the Lifespan
GRN 7204	Therapeutic Modalities and Psychiatric Conditions Across the Lifespan
GRN 7205	Psychiatric Mental Health Application, Management, and Advancement Across the Lifespan
GRN 7221	Psychiatric Mental Health Practicum I
GRN 7222	Psychiatric Mental Health Practicum II
GRN 7223	Psychiatric Mental Health Practicum III
GRN 7224	Psychiatric Mental Health Practicum IV

POST MASTERS NURSING LEADERSHIP CERTIFICATES

The post-masters nursing leadership certificate options provide a pathway for master's prepared nurses to acquire specialized training in one of five concentrations: executive leadership, nursing education, legal nurse consulting, public health, and trauma and resilience. Individualized degree plans may be customized based on prior coursework completed.

Program Competencies

In addition to the University's graduate graduation competencies, students will be able to:

Executive Leadership

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

Nursing Education

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

Legal Nurse Consultant

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

Public Health

1. Monitor health status to identify, diagnose, and investigate community health problems and hazards in the community.
2. Achieve public health leader role by informing, educating, and empowering individuals about health issues.
3. Review and develop policies and plans that support individual and community health efforts.

Trauma and Resilience

1. To help better prepare professionals who are competent in understanding and applying a trauma-informed approach (TIA) in a variety of environments.

Nurse Executive (15 Credits)

MSN 6612	Nurse Executive Seminar I
MSN 6613	Nurse Executive Seminar II
MSN 7000	Independent Study in Nursing

Select One (1) Course from the Following College of Business Courses:

HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care

Final Course:

To be taken as a stand-alone course after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Nurse Educator (18 Credits)

MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6611	Instructional Technology for Nurse Educators

Final Course:

To be taken as a stand-alone course after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Legal Nurse Consultant (18 Credits)

MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7350	Forensic Nursing: Clinical and Legal Implications

Final Course:

To be taken as a stand-alone course after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Public Health (18 Credits)

MSN 6609	Advanced Concepts in Pathophysiology and Pharmacology
MSN 6610	Advanced Physical Assessment for Nurse Leaders
MSN 6615	Public Health Essentials
MSN 6616	Epidemiology Health Professions
MSN 6617	Population Health for Health Professionals

Final Course:

To be taken as a stand-alone course after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Trauma and Resilience (15 Credits)

PSY 6100	Trauma and the Brain
PSY 6200	Resilience and Self-Care
PSY 6300	Leadership in Trauma-Informed Approaches

Students Select One (1) MSN Elective:

MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7741	Politics and Policy in the Healthcare System

Final Course:

To be taken as a stand-alone course after all coursework is complete.

MSN 8900	Nurse Leadership Portfolio

Traditional Nurse Practitioner Degrees

MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER

Beginning in Fall 2024, new students will complete the updated curriculum (below), aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education. If you have questions regarding the updated curriculum, please contact your Program Chair.

Students enrolled before Fall 2024 are not affected.

Professional Licensure Information

Prospective students seeking professional licensure outside of Delaware should verify state licensure requirements before applying. For state-by-state contact information for individual state licensure requirements, please visit NC-SARA's Professional Licensure Directory.

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admissions information. Students are each Fall and Spring. The Family Nurse Practitioner and Post-Masters Family Nurse Practitioner Certificate programs offer enrollment at our Dover and northern Delaware campuses every Fall. Spring enrollment is offered at our northern Delaware campuses only.
All applicants must satisfactorily submit or complete the following:
1. Wilmington University graduate application form by March 1st for consideration of admission to the Fall semester and September 1st for consideration of admission to the Spring semester.
2. Current unencumbered RN licensure (electronic verification acceptable).
3. Official transcripts reflecting the following:
    - Graduation from a regionally accredited baccalaureate program in nursing;
    - Completion of an undergraduate statistics course, with a grade of "C" or higher;
4. Written statement of career goals and explanation of reasons for applying to the program as directed by the application packet.
5. Professional resume.

Faculty recommend applicants have at least two years' experience as a registered nurse before entering the program.
All admissions documents should be sent directly to Wilmington University, Office of Admissions. The MSN-NP & PMC-FNP programs have a two-stage admissions process. The first stage consists of an in-depth holistic evaluation of the completed application materials by the NP admissions committee. Applicants who have met the MSN-NP / PMC-FNP program standards on all of the application materials are invited to the second stage of the admissions application process which includes an interview. An interview does not guarantee placement in the upcoming cohort.

Program Purpose

The Master of Science in Nursing (MSN) Family Nurse Practitioner Program is designed to prepare professional nurses for advanced roles. The curriculum emphasizes relationships among advanced nursing practice, theory, and scholarly inquiry. Graduates are eligible for national board certification as a Family Nurse Practitioner through the American Nurses Credentialing Center or the American Academy of Nurse Practitioners Certification Board.

Program Competencies:

In addition to the University's graduate graduation competencies, students will be able to:
1. Examine evidence-based practice and clinical judgment to improve quality, safety, and clinical outcomes for professional nursing

practice;
2. Evaluate social justice, diversity, equity, inclusion, and ethical principles for professional nursing practice;
3. Analyze health policy, fiscal, and information technology implications for professional nursing practice;
4. Assess the impact of social determinants of health for professional nursing practice;
5. Design effective leadership strategies with interprofessional teams to enhance systems-based professional nursing practice;
6. Demonstrate effective communication, compassionate care, personal health, and professional maturity.

Pre-Requisite Course Requirements

Applicants who have not completed an undergraduate course in statistics with a grade of "C" or better will be required to take a statistics course before registering for GRN 8102 and/or before consideration for degree candidacy (completion of 12 credits). If an undergraduate statistics course has not been completed, the following Wilmington University course may be taken:
MAT 308 - *Inferential Statistics*

Nurse Practitioner Program Design

The Family Nurse Practitioner program emphasizes 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.
Several courses contain laboratory and/or clinical experiences in conjunction with a didactic experience. Selected courses have an associated lab/clinical fee. To participate in clinical experiences, students must show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. The University, under a group policy, carries professional liability insurance coverage for students.
The program is to be completed within a (5) five-year time frame. However, students who have a leave of absence of one year or more will be required to repeat select courses due to the nature of the material.

Family Nurse Practitioner Concentration

This program can be completed in seven (7) semesters. Students must complete all courses, consisting of 55 credits while maintaining a grade point average of 3.0 or higher. Up to 12 transfer credits may be accepted if the course content corresponds to the required courses. Students are required to complete a minimum of 700 clinical hours (including planned simulation experiences). Courses are not listed in the order of completion.

Nurse Practitioner Program Design

The Family Nurse Practitioner program emphasizes 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.
Several courses contain laboratory and/or clinical experiences in conjunction with a didactic experience. Selected courses have an associated fee. To participate in clinical experiences, students must show verification of current cardiopulmonary certification and registered nurse licensure for the state in which the clinical experience occurs. The University, under a group policy, carries professional liability insurance coverage for students.
The program is to be completed within a five-year time frame. However, students who miss more than one year of study are required to repeat select courses due to the nature of the material.

Family Nurse Practitioner Concentration

This program can be completed in 24 months. Students must complete all courses, consisting of 55 credits, while maintaining a grade point average of 3.0 or better. Up to 12 transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete a minimum of 700 clinical hours (including planned simulation experiences). Courses are not listed in the order of completion.

Core Courses (16 Credits)

GRN 7000	Scholarly Writing
GRN 7102	Advanced Practice Roles in Nursing Practice

GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics

Family NP Courses (39 Credits, 700 Clinical Hours)

GRN 7101	Advanced Pathophysiology Across the Lifespan
GRN 7103	Advanced Pharmacology Across the Lifespan
GRN 7104	Advanced Health Assessment Across the Lifespan
GRN 7105	Differential Diagnosis and Clinical Decision Making Across the Lifespan
GRN 7121	Family Practicum I
GRN 7106	Acute and Chronic Care Across the Lifespan I
GRN 7122	Family Practicum II
GRN 7107	Acute and Chronic Care Across the Lifespan II
GRN 7108	Acute and Chronic Care Across the Lifespan III
GRN 7123	Family Practicum III
GRN 7124	Family Practicum IV

Traditional Leadership Degrees

MASTER OF SCIENCE IN NURSING LEADERSHIP: EXECUTIVE, EDUCATOR, LEGAL NURSE CONSULTANT, OR PUBLIC HEALTH CONCENTRATION

Beginning in Fall 2024, new students will complete the updated curriculum (below), aligned with the 2022 AACN Essentials: Core Competencies for Professional Nursing Education. If you have questions regarding the updated curriculum, please contact your Program Chair.

Students enrolled before Fall 2024 are not affected.

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. Wilmington University graduate application.
2. Current unencumbered RN licensure (electronic verification acceptable).
3. Official transcripts reflecting the following:

- Graduation from a nationally accredited baccalaureate program in nursing;
- Completion of an undergraduate statistics course, with a grade of "C" or higher

Once the application process is complete, students will receive an email from the graduate program regarding orientation and program planning. To schedule a program planning conference, please email dorothy.j.burritt@wilmu.edu.
All admissions documents should be sent directly to Wilmington University, Office of Graduate Admissions.

Program Purpose

The Master of Science in Nursing (MSN) Leadership program is designed to prepare professional nurses for advanced nursing practice roles. The curriculum emphasizes relationships among advanced nursing practice, theory, and scholarly inquiry. Nurses educated at the masters level demonstrate competency as leaders, teachers, and researchers while influencing health policy.

Program Competencies

In addition to the University's graduate graduation competencies, students will be able to:
1. Examine evidence-based practice and clinical judgment to improve quality, safety, and clinical outcomes for professional nursing practice;
2. Evaluate social justice, diversity, equity, inclusion, and ethical principles for professional nursing practice;
3. Analyze health policy, fiscal, and information technology implications for professional nursing practice;
4. Assess the impact of social determinants of health for professional nursing practice;
5. Design effective leadership strategies with interprofessional teams to enhance systems-based professional nursing practice;
6. Demonstrate effective communication, compassionate care, personal health, and professional maturity.

Pre-Requisite Course Requirements

Applicants who have not completed an undergraduate course in statistics with a grade of "C" or better will be required to take a statistics coursebefore registering for GRN 8102 and/or before consideration for degree candidacy (completion of 12 credits). If an undergraduate statistics course has not been completed, the following Wilmington University course may be taken:
MAT 308 - *Inferential Statistics*

Program Design

Today's healthcare environment requires competent, innovative leaders. Nurse leaders are needed for nursing education, entrepreneurial pursuits, interdisciplinary care coordination, and evidence-based practice initiatives. The program provides the opportunity for nurses to acquire and refine the skills needed for leadership roles in nursing.
To fulfill the requirements of the M.S.N. Leadership program, students must complete all courses, consisting of 36 credit hours, while maintaining a grade point average of 3.0 or higher. Students complete coursework with an emphasis in one of four concentrations: executive leadership, nursing education, legal nurse consultant, or public health. All concentrations are designed to advance the student's knowledge of research to improve the practice of nursing and strengthen the awareness of contemporary influences on the healthcare needs of individuals, families, and communities. Philosophy of nursing leadership and health care expands the foundation for ethical decision-making as students develop skills in working within the context of prevailing systems of care.
Students in all concentrations will complete a final Capstone Project courses: MSN 8705 Nurse Leadership Capstone I and MSN 8706 Nurse Leadership Capstone II. The program must be completed within five (5) years.

Program Requirements

Students should contact the MSN Leadership Program Chair for program planning and course sequencing. **Register for MSN 6500 as your first course.** An undergraduate statistics course is a pre-requisite for MSN 6608.

MSN Leadership Core Courses (21 Credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice
MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7710	Integrative Pathophysiology, Pharmacology and Physical

	Assessment (for Nurse Leaders)
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

Executive Leadership Concentration Requirements (9 Credits)

MSN 6612	Nurse Executive Seminar I
MSN 6613	Nurse Executive Seminar II
MIS 7000	IT in Business
	OR
MGT 6400	Global Leadership

Final Capstone Courses (6 Credits)

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Nursing Education Concentration Requirements (9 Credits)

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

Final Capstone Courses (6 Credits)

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Legal Nurse Consultant Concentration Requirements (9 Credits)

MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7350	Forensic Nursing: Clinical and Legal Implications

Final Capstone Courses

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Public Health Concentration Requirements (9 Credits)

MSN 6615	Public Health Essentials

MSN 6616	Epidemiology Health Professions
MSN 6617	Population Health for Health Professionals

Final Capstone Courses (6 Credits)

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Dual Master and Doctoral Degrees

DUAL DOCTOR OF NURSING PRACTICE AND MASTER OF SCIENCE IN MANAGEMENT IN HEALTHCARE ADMINISTRATION

This dual degree option provides students the opportunity to earn a Doctor of Nursing Practice and a Master of Science in Management in Healthcare Administration simultaneously. Advanced Practice Registered Nurses and Nurse Leaders will acquire the requisite skills to succeed in a complex healthcare environment. Graduates of the dual degree option will be prepared as managers and leaders with both healthcare and business expertise.

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice program is designed for nurses who hold a master's degree in nursing or a related field and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
*For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Master of Science in Management

The MSM program is designed to prepare students for management and leadership positions in all types of business enterprises including healthcare organizations, financial institutions, and not-for-profit organizations. The program provides management practitioners with the scholastic depth and contemporary skills to meet the challenges of today's healthcare organizations. By focusing on the role of the manager at the micro and macro levels, and embracing the manager-as-leader paradigm, this program recognizes the reality and challenging nature of contemporary organizational systems that require change and innovation to remain competitive.
*For more information about the Master of Science in Management program, please refer to: https://www.wilmu.edu/business/management-master.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort between the College of Health Professions and Natural Sciences and the College of Business. The dual Doctor of Nursing Practice and Master of Science in Management is 54 credits and 500 practice experience hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 66 credits and 1,000 practice experience hours. Students will be dually advised by the DNP Program Chair and MSM Program Chair.
To be considered for the dual DNP and MSM option, students must first be accepted to the DNP program. A second graduate application is then required to add the MSM in Healthcare Administration. Both degrees must be conferred at the same time during one enrollment.

Advanced Practice Concentration with MSM in HCA (54 Credits, 19 Courses)

Both degrees must be conferred at the same time during one enrollment.

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

MSM Courses

MGT 6400	Global Leadership
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 7300	Business Finance
MGT 8000	MSM Business Simulation
HCA 7745	Marketing in the Health Care Sector

One MSM Elective Required

Leadership Concentration with MSM in HCA (66 Credits, 23 Courses)

Both degrees must be conferred at the same time during one enrollment.

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

Practice Experience Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience

	Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

MSM Courses

MGT 6400	Global Leadership
MGT 7750	Strategy and Decision-Making
MIS 7000	IT in Business
MGT 7300	Business Finance
MGT 8000	MSM Business Simulation
HCA 7745	Marketing in the Health Care Sector

*One MSM Elective is Required

DUAL DOCTOR OF NURSING PRACTICE AND MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE ADMINISTRATION

This dual degree option provides students the opportunity to earn a Doctor of Nursing Practice and Master of Business Administration in Healthcare Administration simultaneously. Advanced Practice Registered Nurses and Nurse Leaders with acquire the requisite skills to succeed in a complex healthcare environment. Graduates of the dual degree option will be prepared as executive leaders and entrepreneurs with both healthcare and business expertise.

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
*For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Master of Business Administration

The MBA program is designed to prepare students for management and leadership positions in all types of business enterprises including healthcare organizations, financial institutions, and not-for-profit organizations. The program emphasizes executive skills development, quantitative and qualitative analytical techniques, and the knowledge and professional capabilities necessary for the execution of complex managerial duties in today's global business environment.
*For more information about the Master of Business Administration program, please refer to: https://www.wilmu.edu/business/business-administration-master-curriculum.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort between the College of Health Professions and Natural Sciences and the College of Business. The dual Doctor of Nursing Practice and Master of Business Administration is 54 credits and 500 practice experience hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 66 credits and 1,000 practice experience hours. Students will be dual advised by the DNP Program Chair and MBA Program Chair.
To be considered for the dual DNP and MBA option, students must first be accepted to the DNP program. A second graduate application is then required to add the MBA in Healthcare Administration. Both degrees must be conferred at the same time during one enrollment.

Advanced Practice Concentration with MBA in Healthcare Administration (54 Credits, 19 Courses)

Both degrees must be conferred at the same time during one enrollment.

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

MBA Courses

MBA 6000 must be taken first, and MBA 8800 must be taken last.

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy

Leadership Concentration with MBA in Healthcare Administration (66 Credits, 23 Courses)

Both degrees must be conferred at the same time during one enrollment.

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Practice Experience Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

MBA Courses

MBA 6000 must be taken first, and MBA 8800 must be taken last.

MBA 6000	Organizational Behavior and Ethical Leadership
MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MBA 7600	Global Marketing Management
MIS 7000	IT in Business
MBA 8800	Business Strategy

DUAL MSN MASTER OF SCIENCE IN NURSING AND MASTER OF SCIENCE IN MANAGEMENT OR MASTER OF BUSINESS ADMINISTRATION

Students choosing the executive concentration may wish to earn a dual degree. There are two options; a Master of Science in Nursing

Leadership (MSN) and a Master of Science in Management (MSM) with the Health Care Administration (HCA) focus; **or** a Master of Science in Nursing Leadership (MSN) and a Master of Business Administration (MBA) with the Health Care Administration (HCA) focus.
Admission, progression, and graduation requirements are a coordinated effort between the Colleges of Health Professions and the College of Business. **Students should initially contact the MSN Leadership program chair for entry into these options and pre-program course sequencing.** The dual degree program is 51 credits; however, the MSN/MBA program has specific prerequisite requirements. Students will need to make an appointment with the College of Business at (302) 356-2488 to review their transcripts to determine if any pre-requisites were met in undergraduate coursework, however, students remain under the College of Health Professions and Natural Sciences' graduate program chair for advisement.

MSN with MBA-HCA (51 Credits, 17 courses)

Both degrees must be conferred at the same time during one enrollment.

A list of prerequisite courses may be obtained from either the College of Health Professions and Natural Sciences or the College of Business Graduate Programs.

MSN Leadership Courses (24 Credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice
MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
MSN 6612	Nurse Executive Seminar I
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7710	Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders)
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

Final Capstone Courses (6 Credits)

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

MBA- HCA Courses (21 Credits)

MBA 6150	Managerial Decision-Making
MBA 6350	Survey of Data Analytics
MBA 7250	Financial Analysis
MIS 7000	IT in Business
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
HCA 7745	Marketing in the Health Care Sector

MSN and MSM-HCA (51 Credits, 17 Courses)

Both degrees must be conferred at the same time during one enrollment.

A list of prerequisite courses may be obtained from either the College of Health Professions and Natural Sciences or the College of Business Graduate Programs.

MSN Leadership Courses (24 Credits)

MSN 6500	Leadership Roles in Advanced Nursing Practice
MSN 6502	Contemporary Concepts in Advanced Practice Roles
MSN 6608	Evidence Based Practice in the Health Professions
MSN 6612	Nurse Executive Seminar I
MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7710	Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders)
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

Final Capstone Courses

All MSN core courses need to be completed prior to registering for the capstone courses.

MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

MSM-HCA Courses (21 Credits)

MIS 7000	IT in Business
MGT 7300	Business Finance
MGT 7750	Strategy and Decision-Making
HCA 7700	Seminar in Health Care Administration
HCA 7730	Health Insurance and Reimbursement
HCA 7740	Legal Aspects in Health Care
HCA 7745	Marketing in the Health Care Sector

Dual Credit Advantage MSN to DNP Options for Current Wilmington University Students

---

MSN LEADERSHIP TO DOCTOR OF NURSING PRACTICE

This Dual Credit Advantage degree option provides current Wilmington University MSN Leadership students the opportunity to take selected DNP courses to fulfill the requirements of the MSN Leadership program. Students therefore accelerate completion of the DNP program following successful completion of the MSN Leadership program at Wilmington University.

Legal Nurse Consultant, Nurse Educator, and Nurse Executive Concentrations:

Students have the option of (a) taking two selected DNP courses (GRN 8104: Politics and Policy in the Healthcare System and GRN 8102: Intro to Evidence-Based Practice) in place of two selected MSN-LDR courses (MSN 7741: Politics and Policy in the Healthcare System and MSN 6608: Evidence-Based Practice in the Health Professions, respectively), and (b) receiving conditional acceptance into the DNP program before completion of the MSN-LDR degree. By participating in this option and completing the two selected courses above, the number of credits required to complete the DNP program at Wilmington University, following graduation from the MSN-LDR program, is 39 credits as opposed to the traditional 45 credits.

Public Health Concentration:

Students have the option of taking (a) three selected DNP courses (GRN 8102: Intro to Evidence-based Practice, GRN 8104: Politics and Policy in the Healthcare System, and GRN 8103 Epidemiology & Population Health) instead of three selected MSN-LDR courses (MSN 7741: Politics and Policy in the Healthcare System, MSN 6608: Evidence-Based Practice in the Health Professions, and MSN 6616

Epidemiology respectively), and (b) receiving conditional acceptance into the DNP program before completion of the MSN-LDR degree. By participating in this option and completing the three selected courses above, the number of credits required to complete the DNP program at Wilmington University, following graduation from the MSN-LDR program, is 36 credits as opposed to the traditional 45 credits.

Eligibility Criteria:

1. Completion of all three MSN-LDR courses (nine credits)
2. GPA of 3.0 or greater
3. Letter of recommendation from doctorally prepared professional
4. Current employment in an advanced nursing practice specialty
5. Goals statement (see the intent form for instructions)

The MSN Leadership to DNP Intent Form is located in the College of Health Professions and Natural Sciences MSN Leadership Student Organization site. Upon submission of the intent to enroll form, the MSN Leadership and DNP Program Chairs will ensure that the eligibility criteria are met. If the eligibility criteria are met, students will be contacted by the DNP Program Chair to assist with appropriate course sequencing, advisement, and preparation for doctoral study.

Dual Post-Masters Certificates and DNP Program Options

DOCTOR OF NURSING PRACTICE AND POST-MASTERS PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

This dual option provides students the opportunity to earn a Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice simultaneously. The Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice combined option provides a solid academic and practical foundation for master's prepared nurses without current certification as a Psychiatric Mental Health Nurse Practitioner.

Psychiatric Mental Health Nurse Practitioner Certificate

The Psychiatric Mental Health Nurse Practitioner Certificate is designed to prepare graduates to provide comprehensive mental health services to diverse populations across the lifespan. The program combines theory, practice, and therapeutic interventions to promote the highest level of care. Upon completion of the post-master certificate, students will be eligible for Psychiatric Mental Health Nurse Practitioner national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice program including application deadlines, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate and Doctor of Nursing Practice Program is 60 credits. This includes 27 credits and 700 clinical hours for the Psychiatric Mental Health Nurse Practitioner Certificate and 33 credits for the Doctor of Nursing Practice Program. Students will be dually advised by the MSN Psychiatric Mental Health Nurse Practitioner Program Chair and DNP Program Chair.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate as well as the Doctor of Nursing Practice programs.
Specific to the Post-Masters Nurse Practitioner Certificate, four (4) courses may be accepted as transfer credit: GRN 7101: *Advanced Pathophysiology*, GRN 7102: *Advanced Practice Roles in Nursing Practice*, GRN 7103: *Advanced Pharmacology*, and GRN 7104: *Advanced Health Assessment.*

Specific to the Doctor of Nursing Practice program, a maximum of six (6) credits may be transferred for doctoral credit by the Wilmington University catalog.
In addition, this program requires two applications, one to the Post-Masters Psychiatric Mental Health Nurse Practitioner Certificate program and one for the Doctor of Nursing Practice program. Acceptance to one program does not guarantee acceptance to the other.

60 Credits, 21 Courses (72 Credits, 24 Courses for Non-APRNs)

Psychiatric Mental Health NP Certificate Courses

GRN 7201	Psychopharmacology for the Advanced Practice Nurse Across the Lifespan
GRN 7202	Neurobiology of Psychiatric Disorders
GRN 7203	Psychiatric Mental Health Conditions and Evidence-Based Interventions Across the Lifespan
GRN 7204	Therapeutic Modalities and Psychiatric Conditions Across the Lifespan
GRN 7205	Psychiatric Mental Health Application, Management, and Advancement Across the Lifespan
GRN 7221	Psychiatric Mental Health Practicum I
GRN 7222	Psychiatric Mental Health Practicum II
GRN 7223	Psychiatric Mental Health Practicum III
GRN 7224	Psychiatric Mental Health Practicum IV

NP Core Courses

GRN 7101	Advanced Pathophysiology Across the Lifespan
GRN 7103	Advanced Pharmacology Across the Lifespan
GRN 7104	Advanced Health Assessment Across the Lifespan

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

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

This dual option provides students the opportunity to earn a Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice simultaneously. The Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice combined option provide a solid academic and practical foundation for master's prepared nurses without current certification as a Family Nurse Practitioner.

Family Nurse Practitioner Certificate

The Family Nurse Practitioner Certificate is designed for nurses who already hold a master's degree in nursing and offers an educational pathway to specialization as a primary care provider. Upon completion of the Post-Masters Certificate, students will be eligible for Family Nurse Practitioner national certification through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Board (AANPCB).
For more information regarding the Post-Masters Certificate Family Nurse Practitioner Program including application deadlines, please refer to: https://www.wilmu.edu/health/family-nurse-practitioner-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice program is designed for nurses who hold a master's degree in nursing and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Post-Masters Family Nurse Practitioner Certificate and Doctor of Nursing Practice program is 75 credits. This includes 42 credits and 700 clinical hours for the Family Nurse Practitioner Certificate and 33 credits for the Doctor of Nursing Practice program. Students will be dual advised by the MSN NP Program Chair and DNP Program Chair.
Specific to the Post-Masters Nurse Practitioner Certificate, four (4) courses may be accepted as transfer credit: GRN 7101: *Advanced Pathophysiology*, GRN 7102: *Advanced Practice Roles in Nursing Practice*, GRN 7103: *Advanced Pharmacology*, and GRN 7104: *Advanced Health Assessment.*
Specific to the Doctor of Nursing Practice program, a maximum of six (6) credits may be transferred for doctoral credit by the Wilmington University catalog.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Family Nurse Practitioner Certificate as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Family Nurse Practitioner Certificate program and one for the Doctor of Nursing Practice program. Acceptance to one program does not guarantee acceptance to the other.

75 Credits, 24 Courses

Family NP Certificate Courses

GRN 7101	Advanced Pathophysiology Across the Lifespan
GRN 7102	Advanced Practice Roles in Nursing Practice
GRN 7103	Advanced Pharmacology Across the Lifespan
GRN 7104	Advanced Health Assessment Across the Lifespan
GRN 7105	Differential Diagnosis and Clinical Decision Making Across the Lifespan
GRN 7121	Family Practicum I
GRN 7106	Acute and Chronic Care Across the Lifespan I
GRN 7122	Family Practicum II
GRN 7107	Acute and Chronic Care Across the Lifespan II
GRN 7108	Acute and Chronic Care Across the Lifespan III
GRN 7123	Family Practicum III
GRN 7124	Family Practicum IV

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

DOCTOR OF NURSING PRACTICE AND POST-MASTERS NURSE EDUCATOR CERTIFICATE

This dual option provides students the opportunity to earn a Doctor of Nursing Practice and Post-Masters Nurse Educator Certificate simultaneously. The Doctor of Nursing Practice and Post-Masters Nurse Educator Certificate combined option provides a solid academic and practical foundation for master's prepared nurses interested in a career as an academic or clinical nurse educator.

Nurse Educator Certificate

The Nurse Educator Certificate is designed for nurses interested in teaching students, clients, and staff in a variety of academic and

clinical settings
For more information regarding the Post-Masters Nurse Educator Certificate Program please refer to: https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing or a related field and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Doctor of Nursing Practice program and Post-Masters Nurse Educator Certificate program is 48 credits and 500 practice experiences hours for students enrolled in the Advanced Practice DNP Concentration. Students enrolled in the Leadership DNP Concentration will complete 63 credits and 1,000 practice experiences hours. Students will be dually advised by the MSN Leadership Program Chair and DNP Program Chair.
Current National-Board Certification as an Advanced Practice Registered Nurse will meet the requirements for MSN 7710: Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders).

Students without National Board Certification as an Advanced Practice Registered Nurse will need to complete the entire 18-credit Post-Masters Nurse Educator Certificate.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Nurse Educator as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Nurse Educator Certificate program and one to the Doctor of Nursing Practice program.

Advanced Practice Concentration (48 Credits, 17 Courses)

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Nurse Educator Certificate Courses

MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MSN 6611	Instructional Technology for Nurse Educators
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Leadership DNP Concentration (63 Credits, 22 Courses)

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Practice Experience Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

Nurse Educator Certificate Courses

MSN 7752	Clinical Teaching and Evaluation
MSN 7753	Curriculum Development
MSN 6611	Instructional Technology for Nurse Educators
MSN 7710	Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders)
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

DOCTOR OF NURSING PRACTICE AND POST-MASTERS NURSE EXECUTIVE CERTIFICATE

This dual option provides students the opportunity to earn a Post-Masters Nurse Executive Certificate and Doctor of Nursing Practice (DNP) simultaneously. The Post-Masters Nurse Executive Certificate and DNP combined option will provide a solid academic and practical foundation for master's prepared nurses interested in a career as a nurse executive.

Nurse Executive Certificate

The Nurse Executive Certificate is designed for nurses interested in entrepreneurial and executive leadership roles in health care.
For more information regarding the Post-Masters Nurse Executive Certificate Program please refer to:
https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

Nurses in advanced practice roles need to have forward-thinking clinical expertise and leadership skills at their command to promote the application and implementation of evidence-based practices linked to original scientific research. Accomplishing this goal requires the application of health policy, informatics, population health, and business practices to the care of individuals, families, and communities. The DNP is a terminal degree designed to prepare advanced nurses to meet the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Doctor of Nursing Practice program and Post-Masters Legal Nurse Consultant Certificate program is 45 credits and 500 practice experience hours for students enrolled in the Advanced Practice DNP concentration. Students enrolled in the Leadership DNP concentration will complete 57 credits and 1,000 practice experience hours. Students will be dually advised by the MSN Leadership Program Chair and DNP Program Chair.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Nurse Executive as well as the Doctor of Nursing Practice programs.
In addition, this program requires two applications, one to the Post-Masters Nurse Executive program and one to the Doctor of Nursing Practice program.

Advanced Practice Concentration (45 credits, 16 courses)

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation

GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Nurse Executive Certificate Courses

MSN 6612	Nurse Executive Seminar I
MSN 6613	Nurse Executive Seminar II
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Leadership Concentration (57 Credits, 20 Courses)

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Practice Experience Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)

GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

Nurse Executive Certificate Courses

MSN 6612	Nurse Executive Seminar I
MSN 6613	Nurse Executive Seminar II
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

DOCTOR OF NURSING PRACTICE AND POST-MASTERS LEGAL NURSE CONSULTANT CERTIFICATE

This dual option provides students the opportunity to earn a Doctor of Nursing Practice and Post-Masters Legal Nurse Consultant Certificate simultaneously. The Doctor of Nursing Practice and Post-Masters Legal Nurse Consultant Certificate combined option provides a solid academic and practical foundation for master's prepared nurses interested in a career as a legal nurse consultant.

Legal Nurse Consultant Certificate

The Legal Nurse Consultant Certificate is designed for nurses interested in assessing healthcare practices and standards from a legal perspective.
For more information regarding the Post-Masters Legal Nurse Consultant Certificate program please refer to: https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing or a related field and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice Program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Doctor of Nursing Practice program and Post-Masters Legal Nurse Consultant Certificate program is 48 credits and 500 practice experience hours for students enrolled in the Advanced Practice DNP concentration. Students enrolled in the Leadership DNP concentration will complete 60 credits and 1,000 practice experience hours. Students will be dually advised by the MSN Leadership Program Chair and DNP Program Chair.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Legal Nurse Consultant Certificate as well as the Doctor of Nursing Practice program.
In addition, this program requires two applications, one to the Post-Masters Legal Nurse Consultant Certificate program and one to the Doctor of Nursing Practice program.

Advanced Practice DNP Concentration (48 Credits, 17 Courses)

DNP Core Classes

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Legal Nurse Consultant Certificate Courses

MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7350	Forensic Nursing: Clinical and Legal Implications
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Leadership Concentration (60 Credits, 21 Courses)

DNP Core Courses

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Practice Expereince Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

Legal Nurse Consultant Courses

MSN 7310	Legal Issues in Nursing Practice
MSN 7320	Practices in the Realm of Nursing and the Law
MSN 7350	Forensic Nursing: Clinical and Legal Implications
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

DOCTOR OF NURSING PRACTICE AND POST-MASTERS PUBLIC HEALTH CERTIFICATE

This dual option provides students the opportunity to earn a Doctor of Nursing Practice and Post-Masters Public Health Certificate simultaneously. The Doctor of Nursing Practice and Post-Masters Public Health Certificate combined option provides a solid academic and practical foundation for master's prepared nurses interested in a career as a public health specialist.

Public Health Certificate

The Public Health Certificate is designed for nurses interested in leading public health initiatives and improving population health outcomes.
For more information regarding the Post-Masters Public Health Certificate Program please refer to: https://www.wilmu.edu/health/nursing-leadership-certificate.aspx

Doctor of Nursing Practice Degree

The Doctor of Nursing Practice Program is designed for nurses who hold a master's degree in nursing or a related field and offers an educational pathway to earn the highest clinically focused doctoral degree in nursing. Upon completion of the Doctor of Nursing Practice Program, students will possess forward-thinking clinical and systems leadership skills to promote the application of evidence-based practice to address the nation's increasingly complex healthcare needs.
For more information regarding the Doctor of Nursing Practice program, please refer to: https://www.wilmu.edu/health/dnp.aspx

Program Information

Admission, progression, and graduation requirements are a coordinated effort within the College of Health Professions and Natural Sciences graduate and doctoral programs. The combined Doctor of Nursing Practice program and Post-Masters Public Health Certificate is 42 credits and 500 practice experience hours for students enrolled in the Advanced Practice DNP concentration. Students enrolled in the Leadership DNP concentration will complete 57 credits and 1,000 practice experience hours. Students will be dually advised by the MSN Leadership Program Chair and DNP Program Chair.

Admission Requirements

Students must meet admission requirements for both the Post-Masters Public Health Certificate as well as the Doctor of Nursing Practice program.
In addition, this program requires two applications, one to the Post-Masters Public Health Certificate program and one to the Doctor of Nursing Practice program.

Advanced Practice DNP Concentration (42 Credits, 15 Courses)

DNP Core Classes

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I
GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Public Health Certificate Courses

MSN 6615	Public Health Essentials
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

Leadership DNP Concentration (57 Credits, 20 Courses)

DNP Core Classes

GRN 7000	Scholarly Writing
GRN 8101	Healthcare Leadership and Innovation
GRN 8102	Introduction to Evidence-Based Practice
GRN 8103	Epidemiology and Population Health
GRN 8104	Healthcare Politics and Policy
GRN 8105	Healthcare Informatics
GRN 8106	Healthcare QI and Systems Thinking
GRN 8107	Healthcare Economics
GRN 8108	Applied Evidence-Based Practice

DNP Project Courses

GRN 9001	Doctor of Nursing Practice Project I

GRN 9002	Doctor of Nursing Practice Project II
GRN 9003	Doctor of Nursing Practice Project III

Experiential Engagement Courses

GRN 8121	DNP Experiential Engagement I (125 Practice Experience Hours)
GRN 8122	DNP Experiential Engagement II (125 Practice Experience Hours)
GRN 8123	DNP Experiential Engagement III (125 Practice Experience Hours)
GRN 8124	DNP Experiential Engagement IV (125 Practice Experience Hours)

Public Health Certificate Courses

MSN 7710	Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders)
MSN 6615	Public Health Essentials
MSN 8705	Nurse Leadership Capstone I
MSN 8706	Nurse Leadership Capstone II

MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE

The Master of Science in Environmental Science is an interdisciplinary STEM degree preparing students with broad, in-demand skills. Such skills include data science, biometry, geographic information systems, ecosystem management, environmental chemistry, toxicology, and conservation biology. Students will utilize these skills to make a positive impact on the environment.
A distinguishing feature of this program is the strong emphasis on quantitative skills and data science. To that end, all students are required to complete a 6-credit research project applying the principles of experimental design, hypothesis testing, and analysis.
All courses are taught by highly qualified faculty who are practitioners in the field.

Program Competencies:

In addition to the University's graduate graduation competencies, students will:

1. Apply the scientific method to answer environmental science questions;
2. Utilize theory, law, and scientific principles to analyze environmental issues;
3. Appraise ethical considerations inherent to environmental issues;
4. Assess environmental science issues and propose evidence-based solutions;
5. Analyze qualitative and quantitative data science data to address environmental issues;
6. Demonstrate effective written and oral communication skills.

Degree Requirements

Courses

BIO 6000	Soil Biology
BIO 6100	Conservation Biology
BIO 7002	Restoration Ecology
CHE 7000	Environmental Chemistry
DTA 6100	Biometry
DTA 7300	Geographic Information Systems
DTA 7400	Data Science
ENV 6006	Ecosystems Management
ENV 7000	Environmental Geology
ENV 7200	Environmental Toxicology
ENV 8000	ENV Masters Project
ENV 8001	ENV Masters Project II

Subtotal: 36

MASTER OF SCIENCE IN HEALTH SCIENCES

The MS in HSC degree provides a broad perspective of healthcare and associated competencies for advanced roles within an interdisciplinary environment. The core curriculum offers foundational knowledge in health care delivery and project management, as well as applied behavioral health, epidemiology and data analysis, health education, and global leadership. Three concentrations are available and further supplement the core knowledge. A strong emphasis on healthcare policy and environmental influences, population-based health interventions, and a cross-cultural approach towards all individuals in the prevention of illness and promotion and management of their health is valuable in each.

In support of the growing need for academic preparation as a healthcare educator, the degree is intended to provide the required courses to meet the National Commission for Health Education Credentialing (NCHEC) standards. Upon graduation, students will be eligible to pursue certification as a Certified Health Education Specialist (CHES) or MCHES (Master Certified Health Education Specialist).

Program Competencies

In addition to the University's graduate graduation competencies, graduates will be able to:

1. Analyze the needs of diverse populations and healthcare organizations utilizing an interdisciplinary framework to plan and implement evidence-based solutions;
2. Utilize effective leadership strategies to develop data-driven solutions to complex healthcare challenges utilizing a systems-based approach;
3. Demonstrate ethical and professional leadership in healthcare decision-making;
4. Synthesize data to inform decisions and develop recommendations to improve health outcomes;
5. Develop and appraise health education and promotion interventions;
6. Integrate diversity, equity, and inclusion principles in the development and implementation of healthcare and health policy solutions;
7. Examine the social, environmental, and behavioral determinants of health of vulnerable populations.

Pre-Requisite Course Requirements

All students are required to have a prerequisite *3-credit course in undergraduate algebra, calculus, or mathematics statistics OR MAT 110 or higher*
If one of these courses has not been successfully completed, the following Wilmington University course is recommended:
MAT 308 - *Inferential Statistics*

Program Design

Students must select one of three concentrations: Environmental Health, Higher Education, or Population Health. The program is interdisciplinary, with course work shared with the College of Business, the College of Education, and the College of Health Professions and Natural Sciences. Courses may be offered online, hybrid, or face-to-face. Students in all concentrations will complete a final culminating project in HSC 8900 Health Sciences Capstone/Guided Practicum. The program is usually completed within a two to three-year timeframe.
Students should contact the HSC Program Chair for pre-program planning and course sequencing.

Program Requirements

To fulfill the requirements of the MS in HSC program, students must complete all courses (33 credits) and maintain a grade point average of 3.0 or better.

Required Courses

Students must satisfactorily complete all courses.

Core Courses (21 Credits)

All MS in HSC students are required to take the following courses:

HSC 7730	Health Care Delivery
HSC 7700	Applied Behavioral Health
MSN 6616	Epidemiology Health Professions
MGT 6400	Global Leadership
MBA 6350	Survey of Data Analytics
HSC 6600	Foundations of Community and Health Education
HSC 8900	Health Sciences Capstone/Guided Practicum
	HSC 8900 is to be taken as a stand-alone course after all coursework is complete

Environmental Health Concentration Requirements (12 credits)

Students learn how environmental hazards affect human health at the individual, population and systems level by identifying illness and injury causing agents and assessing compliance with environmental and professional standards. This concentration targets the interaction of these factors also with the impact of environmental toxins, the use of geospatial analysis, and data science.

HSC 7250	Human Health and the Environment
ENV 7200	Environmental Toxicology
DTA 7300	Geographic Information Systems
DTA 7400	Data Science

Higher Education Concentration Requirements (12 Credits)

The coursework provided within this degree will provide a higher education framework for both professionals who teach within higher education organizations as well as those who have roles as educators within healthcare institutions.

MHE 7400	Teaching and Learning Theories in Higher Education
MHE 7401	Teaching Strategies and the Adult Learner
MHE 7402	Assessment and Evaluation
MHE 7403	Curriculum Development

Population Health Concentration Requirements (12 Credits)

The primary goal of population health is to identify and group individuals by appropriate measures to identify risk levels while integrating data to drive decision making as well as leverage resources to improve health care across the lifetime. Students in the population health concentration are provided the tools and strategies to contribute to these initiatives in multiple populations in partnership with a variety of stakeholders.

HSC 6615	Foundations of Population Health
HSC 7740	Cultural Diversity in Health and Illness
HCA 7720	Health Policy and Economics
HSC 7250	Human Health and the Environment

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

About the College of Social and Behavioral Sciences

Mission Integration Statement

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

Accreditation

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

Alpha Phi Sigma

The Alpha Phi Sigma National Criminal Justice Honor Society recognizes academic excellence among Undergraduate and Graduate Criminal Justice students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership and unity. Chapter membership requirements are as follows:

- Undergraduate students must have junior status (61 credits), have taken at least 15 credits at Wilmington University in Criminal Justice (CJ), and attained a "CJ" GPA of 3.40 or better.
- Students may not have had any academic failure in the Criminal Justice curriculum.
- Finally, the student's overall GPA for all courses taken at Wilmington University must also be 3.40 or higher.
- Graduate students must have completed at least 15 Wilmington University credits toward their degree with a 3.75 GPA.

Tau Upsilon Alpha National Organization, Nu Chapter

Human Services Honor Society

Tau Upsilon Alpha (TUA) National Human Services Honor Society, Nu Chapter, is open to graduate students in the Administration of Human Services program. Students who have completed at least 24 credits, have a 3.5 GPA or higher, and are in the top 35% of their class are invited for membership. The purpose of TUA is to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity. TUA also sponsors a Service Society, which is open to any student who is interested in engaging in community service projects.

DOCTOR OF SOCIAL SCIENCE IN PREVENTION SCIENCE

Admissions

Admissions requirements for the Doctor of Social Science degree:
1. Complete a Wilmington University Graduate Application with $35 application fee
2. Official transcripts of all accredited undergraduate and graduate credits, must include conferred master's degree program. Send official transcript(s) directly to Wilmington University Graduate Admissions Office from the identified institution.
3. Copy of a current Professional Resume or Curriculum Vitae.
4. Three letters of recommendation affirming the candidate's academic and professional competence/abilities.
5. Completion of essay.
6. An interview is required.

Program Purpose

Prevention science is interdisciplinary, integrating theories and methodologies from the disciplines of public health, human development, developmental psychopathology, education, behavioral sciences (e.g., psychology, sociology, and developmental

neuroscience), economics, evaluation, epidemiology, and public policy and administration. This accelerated degree program is a professional doctorate designed to respond to the rapid changes taking place locally and globally. It also responds to the growing demand for scholar-practitioners who are trained interdisciplinary and build healthy sustainable individuals, families, organizations, communities, and societies in an age of global interdependence.

Program Competencies

Graduates from this program will demonstrate competency in the following areas – knowledge, communication, and professionalism.

Knowledge

Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings of prevention science apply this knowledge to behavioral problems or societal issues. Students will demonstrate the development of scientific reasoning and problem solving, including effective research methods, as they relate to the field of prevention science.

Graduates from this program will:

1. Generate research-based knowledge focused on increasing the understanding of risk and protective factors and processes related to improving the health and wellbeing of individuals, families, and communities and the prevention of problems in human populations.
2. Translate evidence into effective culturally aligned and responsive universal, selective and indicated interventions (e.g., programs, environmental strategies and policies) that positively impact the development and well-being of children, youth, adults, families, and communities, especially vulnerable and unique populations such as members of racial and ethnic minority groups, children, and the elderly.
3. Evaluate programs, determine needs, and design preventive interventions using quantitative, qualitative, and mixed methods research methodologies.
4. Provide relevant consultation for effective development and implementation of prevention interventions.
5. Solve problems that arise in planning programs, such as changes to a budget or resistance from a community.
6. Develop successful partnerships with community, county, state, and national organizations to mobilize resources and disseminate effective programs/interventions into routine practice in a variety of settings.
7. Build upon the strengths within a group (e.g., family, community) to alleviate concerns defined by the group.
8. Think creatively about how to improve the health and wellness of individuals, families, and communities through culturally aligned and responsive prevention programs, policies, practices, and procedures.

Communication

Students should demonstrate competence in writing and in oral and interpersonal communication skills.

Graduates from this program will:

1. Effectively disseminate information to inform relevant audiences, including policy makers.
2. *Be effective* public speakers and lead programs, teach classes, facilitate discussions, and use technology to communicate with individuals, families, and other groups.
3. Be good listeners and be culturally sensitive to respond to the needs of diverse populations.
4. Develop professional written materials to convey information, develop programs and policies, and apply for funding.

Professional Development

The emphasis in this goal is on the professional application of prevention science-specific content and skills, including effective self-reflection, project-management skills, teamwork skills, and career preparation.

Graduates from this program will:

1. Be a professional in the field of prevention science which includes exhibiting self-efficacy and self-regulation, project-management skills, and teamwork.
2. Engage in professional prevention science networks and associations.

Program Requirements

This degree is a 48 credit degree. Students are allowed to transfer up to nine (9) credits from an accredited master's level graduate

program. Three (3) of these credits must be a master's level research methods course, three (3) must be a content course (content related to prevention science), and three (3) a practice/application course. All individuals enrolling in the program would be evaluated for possible credit transfers and may need to take additional credits prior to starting the program. Also, students will have the opportunity to design an individualized plan of study through six (6) credits of "Guided Study." Students may choose to utilize these Guided Study credits to develop an area of specialization within the field of prevention or utilize this sequence to gain a broad base of knowledge across functional prevention areas.
Students must satisfy the requirements for PSC 7001, PSC 7002, and PSC 7003 prior to taking PSC 7000 and PSC 7101.

STUDENTS MUST EARN A "B" OR BETTER IN ALL PSC COURSES, MAINTAIN A MINIMUM GPA OF 3.0, AND COMPLETE ALL DEGREE REQUIREMENTS WITHIN SEVEN (7) YEARS.IF LESS THAN A "B" IS EARNED IN A PSC COURSE, STUDENTS MAY RE-TAKE THE COURSE ONE (1) TIME AND A MAXIMUM OF TWO (2) COURSES MAY BE REPEATED.

Course Requirements

This accelerated degree program is a professional doctorate designed to respond to the rapid changes taking place in the professional society. It also responds to the growing demand nationally and internationally for scholar-practitioners who are trained interdisciplinarily and can provide intellectual leadership and help build sustainable families, organizations, communities, and societies in an age of global interdependence.

Curriculum (48 Credits)

The completion of master's degree credits will be evaluated by the Chair of the program upon entrance to program. The program is designed so that students complete two (2) courses (6 credits) each 15 week semester. Students will complete all of the following courses:

Prevention Science (18 Credits)

PSC 7000	Introduction to Prevention Science
PSC 7001	Graduate Level Prevention Science Content
PSC 7101	Human Development and Prevention Science
PSC 7102	Families and Prevention Science
PSC 7103	Community Well-Being and Prevention Science
PSC 7104	Designing and Adapting Preventive Interventions

Applied Research Methods (12 Credits)

PSC 7003	Graduate Level Research Methods
PSC 7201	Applied Research Methods and Skills 1: Qualitative
PSC 7202	Applied Research Methods and Skills 2: Quantitative
PSC 7203	Applied Research Methods and Skills 3: Mixed Methods Research

Guided Study (6 Credits)

PSC 7301	Guided Study
PSC 7302	Guided Study II

Inquiry Research (9 Credits)

PSC 8000	Applied Inquiry Research I
PSC 8001	Applied Inquiry Research II
PSC 8002	Applied Inquiry Research III

Practice and Application (3 Credits)

PSC 7002	Graduate Level Prevention Science Practice

	OR
PSC 7004	Implementing Prevention Practices

ADMINISTRATION OF JUSTICE, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.

1. Before registering for your first course:

- Submit a graduate application for admission accompanied by a non-refundable $35 application fee.

2. Register for MAJ 6633 as one of your first semester courses.
3. Prior to completing your 1st course:

a. Submit an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington University Graduate Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.

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, Criminal Behavior, and Homeland Security 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. The MAJ program offers classes in semester, block, and weekend modular formats. These formats can be scheduled as face-to-face, hybrid, or Online Learning. The program can be completed using a variety of formats to conveniently fit the busy schedules of our students. This program is designed to be completed in two years of continuous study but may be accelerated by some students. Students will build a personalized schedule in consultation with their individual faculty advisor.

Program Competencies

1. Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation and apply them to defined criminal justice issues.
2. Demonstrate flexible thinking while maintaining a results-oriented outlook.

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

Program Requirements

The Master of Science in Administration of Justice requires 36 credit hours. All students must satisfactorily complete five core courses. A total of four courses may be chosen from an area of specialized concentration. The remaining three courses are taken as electives from any of the courses offered in the program. Students who do not declare a concentration will take a total of seven courses from any of the offerings in the Master of Science in Administration of Justice program. Students must maintain a 3.0 or higher GPA in order to graduate.

NOTE: A master's thesis is not required; however, students who plan to continue studies in a doctoral program are encouraged to write a master's thesis, which is offered as a three-credit elective. Thesis supervision will be arranged through individual application to the Program Chair. Quantitative Applications in Criminal Justice (MAJ 6632) is a prerequisite to Thesis Supervision (MAJ 6900).

Course Requirements

The Master of Science in Administration of Justice is intended to provide students with the academic capital needed for successful careers in teaching and research. The degree also provides a sound foundation for entry into other professional endeavors and/or the opportunity 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 for Modern Policing
MAJ 6633/MHS 7033	Research Methods in Criminal Justice

Electives

Students who have not declared a concentration will select seven courses from any of the courses offered in the program to complete their degree.

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 courses offered in the program.

Homeland Security Concentration

This concentration focuses on gaining an understanding and a working knowledge of major issues in Homeland Security. Students will broaden their base of knowledge through examination of current topics in Homeland Security with an emphasis on modern terrorism, risk assessment and management, as well as the practical legal implications involved.

Core Courses
Five courses as listed above

Area Specialization Courses

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

Electives

MAJ 6601	Typologies of Crime
MAJ 6605	Supervision and Management
MAJ 6607	Workplace Law and Liability
MAJ 6608	Police Executive Leadership
MAJ 6609	Violent Crime
MAJ 6610	White Collar Crime
MAJ 6611	Victimology
MAJ 6612	Drugs and Society
MAJ 6613	Mental Health and the Law
MAJ 6614	Addiction Studies
MAJ 6615	Therapeutic Strategies for Criminal Justice Offenders
MAJ 6616	Judicial Procedures
MAJ 6619	Forensic Behavior Analysis
MAJ 6632	Quantitative Applications in Criminal Justice
MAJ 6634/AHS 7634	Leadership through Films
MAJ 6900	Thesis Supervision
MAJ 6901	Graduate Practicum

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

Leadership and Administration Concentration

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

Core Courses

Five courses as listed above

Area Specialization Courses

MAJ 6605	Supervision and Management
MAJ 6606/MHS 7004	Crisis Management
MAJ 6607	Workplace Law and Liability
MAJ 6608	Police Executive Leadership

Electives

Select any three courses offered in the program.

Qualifications for Degree

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

APPLIED FAMILY SCIENCE

Admission

1. Before registering for your first course:

- Submit a graduate application for admissions accompanied by a non-refundable $35 application fee.
- Submit an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official university transcripts must be official, indicating the college or university seal.

- Submit a statement of goals.
- Accepted students complete a program planning orientation by watching the orientation video on the admissions page (AFM Admissions) and may additionally request an orientation meeting with the chair if necessary.

Program Purpose

Program Purpose

This Master's degree was designed for those wanting to gain a greater understanding of children, youth, and families to provide family-centered and strengths-based education and intervention services in applied settings. The Master's is a practice application-oriented degree especially suitable for individuals already working in the family or human service sectors, early childhood education or secondary education, religious settings, or corrections as well as those wishing to enter those fields. This degree emphasizes training in both the generation of research-based knowledge and its translation into effective programs and policies that positively impact the well-being of children, youth, elderly, special populations, and families. Courses will emphasize programmatic efforts that work to prevent the development of problematic outcomes and to promote optimal functioning in individuals or groups across the

life course.
This degree will provide excellent preparation for those wanting to work in a variety of family life education positions including, but not limited to, Early Childhood Educators, Educational Activity Specialist, Presenter – Family Life Education, Family Life & Sex Education Specialist, Sexuality Educator, and Parenting Education Specialist those who provide family medical services such as Midwifery, Doulas, Childbirth Education, Infant Massage Instructors, Lactation specialists and others who desire to have a deeper understanding of Family Dynamics and Relationship connections. Unlike some fields where graduates focus their job search activities on specific settings such as schools, hospitals, prison systems, or corporations, employment opportunities for family science graduates exist in almost all sectors of society where families and/or individuals are receiving services. This program is open for students who have completed any undergraduate program. Graduates from the Applied Family Science Master's degree program will be able to seek certification as a family life educator though the National Council on Family Relations after completing the program.

Program Design

This program has been recognized by the National Council on Family Relations as a CFLE (Certified Family Life Educator) approved program. Individuals successfully completing this degree will have demonstrated knowledge and experience in ten areas of family science expertise as outlined by the National Council on Family Relations and be eligible for certification. (NCFR. 2014) Courses have been carefully crafted to allow students to complete the competencies within the 33 credit experience. Throughout the course work students can complete assessments and design projects that fit their specific areas of interest. The personalized guided practical or individual capstone project also allow the student flexibility and choices.
Courses are offered online in a 7 week block format except for the practicums/capstone courses which are semester courses. This program is designed to be completed in two years of continuous study but may be accelerated by some students.

Applied Family Science Competencies

1. Families and Individuals in Societal Context: An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.
2. Internal Dynamics of Families: An understanding of family strengths and weaknesses and how family members relate to each other.
3. Human Development across the Life Span: An understanding of the developmental changes of individuals in families throughout the lifespan. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.
4. Human Sexuality: An understanding of the physiological, psychological, & social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.
5. Interpersonal Relationships: An understanding of the development and maintenance of interpersonal relationships.
6. Family Resource Management: An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.
7. Parenting Education and Guidance: An understanding of how parents teach, guide and influence children and adolescents as well as the changing nature, dynamics and needs of the parent/child relationship across the lifespan.
8. Family Law and Public Policy: An understanding of the legal issues, policies, and law influencing the well-being of families.
9. Professional Ethics and Practice: An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.
10. Family Life Education Methodology: An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.

Program Requirements

To qualify for the Master of Science in Applied Family Science degree, a student must satisfy the fully admitted requirements and complete a minimum of 33 credit hours, maintaining a cumulative grade of 3.0. All students must complete the nine core courses and two 120-hour guided practicum courses.*

Course Requirements

This Master's degree is a 33 credit degree. The focus of the degree is to study healthy family functioning within a family and community-cultural systems perspective. The degree will have an emphasis on family life education, an applied field of Family Science with a conceptual foundation drawn from Family Science, psychology, education, family health, home management, sociology.

Required Courses

Students must satisfactorily complete all courses.

AFM 6610	Human Development Across the Lifespan
AFM 6620	Research in Practice
AFM 6630	Family Dynamics
AFM 6640	Families and Crisis
AFM 6650	Family Resource Management
AFM 6660	Sexuality Education
AFM 6670	Parent Education
AFM 6680	Legal, Ethical, and Policy Issues in Family Science
AFM 6690	Family Life Education
AFM 8100	Practicum 1
AFM 8110	Practicum II
AFM 8200	Capstone Project in Family Life Education

***** Students must complete AFM 8100 and AFM 8110 or AFM 8200. Faculty Approval required.

CLINICAL MENTAL HEALTH COUNSELING, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information. Applicants for admission to the Master of Science degree in Clinical Mental Health Counseling (CMHC) should request a CMHC admissions application packet from the Wilmington University Graduate Admissions Office. Applicants should apply for admission to begin studies in the summer term by submitting a fully completed application that includes all requested supporting documentation. All applicants must submit the following:

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

The CMHC program has a two-stage admissions process. The first stage consists of an in-depth evaluation of the completed application materials by the CMHC admissions committee. Applicants who have met the CMHC 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 CMHC 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 mental health counseling. The CMHC program adheres to the competitive enrollment standards required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Before entering the CMHC 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 CMHC program admissions policies and procedures agreement, and attend a required orientation meeting.

Program Purpose

Mission Statement
The CMHC program is committed to providing a quality counselor education to students in preparation for a professional counseling practice that serves the mental health needs of an ever-changing multicultural world.
The program is dedicated to establishing a professional formative process in the context of cultural diversity and the challenges of the 21st century. The formative process highlights the humanistic perspective, utilizing the tenets of mindfulness to cultivate compassion, self-care, resilience, empathy, and awareness of self and others.

Program Vision

- Establishing the values and curriculum, which are consistent with a counselor identity.
- Creating an inclusive learning environment that provides for and expects optimal personal growth and professional development.
- Utilizing the tenets of mindfulness to cultivate introspection, self-reflection, and a willingness to address personal growing edges.
- Teaching a scholarly based curriculum in current mental health counseling, techniques, theories, clinical skills and research that has a foundation in the humanistic theory and approach to counseling.
- Subscribing to the highest standards of ethical and social justice practices in a multicultural and pluralistic society.
- Utilization of innovative technologies that enhance student educational experience and preparation as counselors.

Program Purpose

Wilmington University's CMHC program seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the CMHC program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students are trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings.

CMHC Program Goals, Objectives and Competencies
The following Program Goals, Objectives, and Competencies demonstrate our mission and vision and are aligned with the American Counseling Association (ACA) and CACREP standards for professional practice (for further details on CACREP standards see Section VI of this handbook.

CMHC Program Objectives for Goal # 1
Students who graduate from the CMHC Program will demonstrate foundational knowledge and skills in Core Counseling Subject Areas:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

- Professional Practice - Application of professional knowledge and clinical skills through practicum and internship
- Professional Counselor Conduct and Dispositions

Competencies Expected for these Objectives:

- Proficient knowledge base in each subject area
- Proficiency in the application of subject area knowledge
- Proficiency in oral and written communication related to subject area knowledge

Objectives for Goal #2

- Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision
- Develop and demonstrate skills in mental health counseling, prevention and intervention
- Develop and demonstrate skills in addressing issues of diversity and providing advocacy
- Develop and demonstrate skills in assessment and clinical evaluation
- Develop and demonstrate skills in research and evaluation of counseling programs and outcomes
- Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

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

Course Requirements

Required Core Course Curriculum (44 credits)

Minimum grade requirement of "B" in all respective courses

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

MHC 8094	Psychopharmacology for Counselors

Required Field Experiences (12 credits)

Minimum grade requirement of "B" in all respective courses

MHC 7905	Practicum
MHC 9001	Internship
MHC 9002	Internship II

MHC 7905, MHC 9001, MHC 9002: Community Site
The practicum and internship field experiences are supervised by experienced professionals at the field sites in conjunction with the CMHC program faculty.

Electives (4 credits based on practicum/internship setting)

Minimum grade requirement of "B" in all respective courses

MHC 8011	Advanced Seminar: Counseling Children & Adolescents
MHC 8012	Advanced Seminar: Evidence Based Family Treatment
MHC 8062	Advanced Seminar: Cognitive-Behavioral Counseling
MHC 8064	Motivational Interviewing

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

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

a. Effectiveness in close interpersonal relationships.

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

c. Flexibility and openness to feedback and learning.

d. Amenability to clinical supervision during the Practicum and Internship process;

e. Self-awareness, openness to self-examination, and commitment to personal growth.

f. Appropriate attitudes.

3. Ethical Behavior: Each student is expected to demonstrate awareness of and concern for the ethical standards of mental health and all other disciplines within the counseling field. Ethical behavior will be monitored and assessed in several venues throughout the student's academic career, including:

a. In the classroom, as evidenced by ethical conduct in issues concerning peer relationships and works scholarship; and

b. In the community, as evidenced by ethical conduct at Practicum and Internship agency placements, including adherence to the employment policies of said agencies.

*University requires a 3.0 GPA for good academic standing in graduate programs and to qualify for Masters degrees. For the CMHC Program, there is a minimum grade requirement of "B" in all respective courses; therefore, cumulative GPA may exceed the University standard.

HOMELAND SECURITY, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.

1. Prior to registering for your first course:

a. Submit a graduate application for admission accompanied by a non-refundable $35 application fee.

b. Register for MHS 7033 as the first course in the MHS program.

2. Prior to completing your first course:

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

Program Purpose

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

Program Design

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

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

Program Competencies

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

Program Requirements

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

Course Requirements

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

Core Courses

All students must satisfactorily complete the following core courses:

MHS 7000/MAJ 7000	Contemporary Issues in Homeland Security
MHS 7001	Sociology of Terrorism
MHS 7002/MAJ 7002	Legal Aspects and Policy of Homeland Security
MHS 7003/MAJ 7003	Risk Assessment and Management
MHS 7004/MAJ 6606	Crisis Leadership
MHS 7033/MAJ 6633	Research Methods in Criminal Justice

Concentration in Applied Homeland Security Intelligence

There is a need for homeland security and criminal justice practitioners to develop an understanding of intelligence and its application in both foreign and domestic settings. The concentration in Applied Homeland Security Intelligence will prepare students for success in a variety of occupational environments, including federal, state, and local governments and private sector organizations.

Core Courses

Six courses as listed above.

Area Specialization Courses

MHS 7007	Strategic Planning in Homeland Security
MHS 7012	History, Policy, and Legal Aspects of the US Intelligence Enterprise
MHS 7013	Applying the Intelligence Process
MHS 7014	Intelligence to Protect the Homeland
MHS 7020	Capstone

Concentration in Emergency Management and Organizational Continuity

Emergency management and organizational continuity are integral components of homeland security in the United States. This concentration in Emergency Management and Organizational Continuity is intended to provide graduate homeland security students the opportunity to conduct in-depth research and analysis into emergency management and organizational continuity. This concentration is also intended to increase students' confidence relative to emergency management policy and processes, and organizational continuity practices, while preparing them for the International Association of Emergency Management (IAEM) certification. Learn more about IAEM certification.

Core Courses

Six courses as listed above.

Area Specialization Courses

MHS 7007	Strategic Planning in Homeland Security
	OR
MHS 7008	Fundamentals of Bio-Terrorism
MHS 7009	Emergency Management Processes, Policy, and

	Administration
MHS 7010	The Emergency Management Cycle
MHS 7011	Organizational Continuity
MHS 7021	Capstone

Concentration in Military Leadership

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

Core Courses

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

Area Specialization Courses

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

Concentration in Safety and Security

Core Courses

Six courses as listed above

Area Specialization Courses

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

Qualifications for Degree

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

HUMAN SERVICES, MASTER OF SCIENCE

Admission

1. Before registering for your first course:
- Submit a graduate application for admission accompanied by a non-refundable $35 application fee.
2. Steps for Registration:

a. Select a Concentration in Administration of Human Services or Human Services Practice
b. Those in the Administration of Human Services Concentration will register for AHS 6640 as one of your first semester courses.
c. Those in the Human Services Practice Concentration will register for AHS 6600 as one of your first semester courses.
3. Prior to completing your first course:
a. Submit an official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to the Wilmington University Graduate Admissions Office from the identified college or university. Transcripts must be official, indicating the college or university seal.
b. Students are encouraged to meet with the program chair for a program planning conference. However, it is not mandatory.

Program Purpose

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

Program Design

Courses have been designed in accord with the standards of the Council for Standards in Human Service Education. The core of the program is anchored in the identified disciplines of research, theory, and ethics with a balance of professional practice that gives the program a real world flavor. This core will provide the student with the academic quality and rigor required as a base from which to build, according to individual interests and needs in a specific area of human services. Elective course offerings provide the students with the flexibility to choose from topics that will best prepare them to meet their own goals and aspirations. Faculty provides individual attention, which gives each student the opportunity to design a personal plan of study within the program. Courses have been carefully selected and designed in consultation with human services professionals and practitioners to ensure that the most current issues and topics are included in the curriculum. The faculty is carefully recruited from the field to ensure that the class presentations are as current as the events in the profession that day.
Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today's learners have while pursuing their goal of advanced academic studies. Classes are presented in semester-long, seven-week block, weekend modular, and online offerings to conveniently fit the busy schedules of the students. It is anticipated that students, taking courses year-round, could complete the degree in 12 months at an accelerated rate or in 18 to 24 months following a more traditional schedule. Students will build a personalized schedule in consultation with their individual faculty advisor. The personalized guided practicum, individual capstone project, or Thesis in Human Services allows the student additional flexibility and choices.

Program Competencies

1. Integrate theories, knowledge, skills and values of human services into the operation of human service organizations in a manner that demonstrates flexible thinking.
2. Demonstrate advanced written and oral communication skills.
3. Apply decision-making and problem-solving skills as well as critical thinking to the administration of the human services organization.
4. Demonstrate a knowledge and understanding of the structure and dynamics of teams, organizations and communities in diverse environments in a pluralistic society that reflects respect for our multicultural world.
5. Demonstrate the ability to design, implement, evaluate, assess and research the needs of human services communities and organizations.
6. Demonstrate knowledge of information management and information technology as it relates to human service delivery systems.
7. Analyze, interpret, and evaluate the legal and ethical issues that impact and influence human services, and demonstrate an understanding of the ethical issues and standards in the field.
8. Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning as a scholarly practitioner in human services.

9. Demonstrate knowledge of budgeting for grant writing and fundraising as it applies to a non-profit or governmental human services organization.
10. Demonstrate knowledge, ability and skills to manage both professional and volunteer staff members in a human services organization.

Program Requirements
To qualify for the Master of Science in Human Services degree, a student must satisfy the fully admitted requirements and complete a minimum of 33 credit hours, maintaining a grade point average of 3.0. All students must satisfactorily complete the six core courses in residence that includes a 120-hour guided practicum, capstone master's project, or master's thesis in human services depending on the work history of the student. The remaining five courses are taken as electives from any of the courses offered in the program and based upon the student's concentration. Credits may be awarded toward the degree through the transfer of relevant graduate level course credits from another regionally accredited college or university.

Graduate Certificate in Case Management for Human Services (optional)
Graduate students enrolled in the Master of Science in Human Services have the option to complete the entire Case Management in Human Services Certificate (15 credits) and receive both the Certificate and the degree upon graduation. Any electives from the Case Management in Human Services Certificate will count towards the 5 Master of Science in Human Services electives requirement. Graduate students may choose any one or more of the Case Management in Human Services courses as electives toward the completion of the Human Services degree program.

Graduate Certificate in Financial Management in Human Services (optional)
Graduate students enrolled in the Master of Science in Human Services have the option to complete the entire Financial Management in Human Services Certificate (18 credits) and receive both the Certificate and the degree upon graduation. Any electives from the Financial Management in Human Services Certificate will count towards the 5 Master of Science in Human Services electives requirement. This graduate-level certificate prepares current and future human services leaders with the tools to understand and oversee the financial aspects of their organizations. The knowledge gained from the courses in this certificate will help ensure the human services agency's well-being and solid return for its stakeholders.

Course Requirements

The Master of Science in Human Services is intended to provide students with the academic capital needed for successful careers in human and social services. 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. Depending upon student interest, students may select from one of two concentrations within the Master of Science in Human Services: ***Administration of Human Services*** or ***Human Service Practice***. The course requirements for each concentration are designed to better align with specific career goals and experience of each student.

Human Services Core Courses (9 Credits)

All students must satisfactorily complete the following core courses:

AHS 6630	Research, Design and Evaluation of Programs in Human Services
SOC 6323	Law and Practice in Human Services
AHS 8100	Guided Practicum in Administration of Human Services
	OR
AHS 8200	Capstone Project in Human Services Administration
	OR
AHS 8300	Thesis in Human Services

Student Selects One of the Following Concentrations

Administration of Human Services Concentration Core (9 Credits)

AHS 6610	Administration of Human Service Organizations
AHS 6640	Contemporary Issues in Administration of Human Services
AHS 7645	Financial Management in Human Services

OR

Human Services Practice Concentration Core (9 Credits)

AHS 6600	Survey of Human Services
SOC 6610	Human Services Helping Skills
SOC 6620	Human Behavior & Human Systems

Electives (15 Credits)

Select any five from the following courses:

AHS 7610	Structure and Dynamics of Relationships, Organizations, Communities and Societies
AHS 7615	Topics: Administering Faith-based Human Services
AHS 7620	Technology and Information Management in Human Services
AHS 7625	Administering Disability Services
AHS 7630	Communication in Human Services
AHS 7634/MAJ 6634	Leadership through Films
AHS 7640	Social Policy, Advocacy and Human Services
AHS 7645	Financial Management in Human Services
AHS 7650	Managing Children and Family Services
AHS 7655	Principles of Creating a Human Service Organization
AHS 7670	Alcohol and Other Drugs Program Management
AHS 7675	Grant Writing & Grant Management in the Human Service Environment
AHS 7680	Administering Programs for Senior Adults
AHS 7685	Fund Development & Fundraising in the Human Service Environment
AHS 7690	Volunteer Management
SOC 6600	Social Inequality, Social Change, and Community Building
SOC 6601	Case Management Interventions and Strategies
SOC 6604	Case Management: Advocacy Skills & Client Services
SOC 6605	Ethical Practice in Case Management
SOC 6606	21st Century Globalization
SOC 6607	Culture & Communication
SOC 7100	Ethical Financial Leadership in Human Services
SOC 7610	Responding to Human Trafficking

SOC 7650	Investigating Human Trafficking & Interviewing Victims
SEI 6600	Introduction to Social & Emotional Intelligence
SEI 6610	Emotional Literacy
SEI 6620	Adult Stages of Being
SEI 6630	Social & Emotional Intelligence in the Workplace

*Students in the Human Service Concentration may take AHS 7645 as an elective

---

PROFESSIONAL STUDIES MASTER OF SCIENCE

Program Purpose

This forward-thinking online 33-credit master's degree program in professional studies allows learners to leverage transfer credits, certificate programs, and interdisciplinary electives to construct the perfect graduate program to start, advance, or change their careers. Its emphasis on global awareness, cultural sensitivity, and critical and creative thinking positions graduates for success in the nonprofit, government, education, and for-profit sectors.

Created with an eye toward the future, this program prepares leaders with the capacity to recognize cultural perspectives and reflect on cultural differences, identify challenges and opportunities inherent in globalization, appreciate the nuances of diverse leadership styles, conduct an analytical inquiry into local and global problems, and lead by influence for effective problem solving and collaboration.

Course Requirements

Core Courses

MGT 6400	Global Leadership
SOC 6606	21st Century Globalization
SOC 6607	Culture & Communication

Select **one** research methods course from existing approved options:

- MHE 7001 Academic Research & Writing
- MGT 6502 Academic Research & Writing
- MAJ 6633 Research Methods in Criminal Justice
- AFM 6620 Research in Practice
- AHS 6630 Research, Design, and Evaluation of Programs in Human Services

Select **one** option for demonstration of mastery from existing approved options:

- AHS 8100 Practicum
- AHS 8200 Capstone Project
- AHS 8300 Thesis
- MGT 8150 MSM Internship
- MGT 8000 MSM Business Simulation

- Or other suitable courses of demonstration of mastery with the Program Chair's approval.

The remaining 18 credits of this professional studies master's degree can be fulfilled in several ways:

- Potential Outside or Internal Wilmington University Credits.
- Students may transfer in 12 graduate credits from an accredited college or university per Wilmington University's transfer credit policy and develop a personalized learning pathway in coordination with the Program Chair.
- Students may avail themselves of existing concentrations in graduate programs. Prerequisite and core course requirements may apply.
- Students may transfer in graduate credits from another program and develop a personalized learning pathway in coordination with the Program Chair.
- Students are encouraged to view graduate certificate options available in other Wilmington University graduate programs.
- Wilmington University graduate certificate options may require prerequisite courses.

Contact the Program Chair for more information.

Concentration in Social and Emotional Intelligence

This 12-credit, graduate concentration would be an option for students enrolled in the Master of Professional Studies degree program seeking to focus their studies on essential skills necessary to progress in their career. Students enrolled in the MPS degree program with a concentration in Social and Emotional Intelligence will position themselves to achieve success across multiple sectors, including but not limited to non-profit, government, education, and for-profit sectors.

Program Competencies

The program competencies for the graduate concentration in Social and Emotional Intelligence include:

1. Synergize theories of social and emotional intelligence into applicable and operational skills.
2. Demonstrate a principle-based, philosophical orientation to personal responsibility through strategic self-development.
3. Through self-awareness and self-management skills, demonstrate an ability to manage relationships and change within an organization while recognizing symptoms of emotional labor and burnout.
4. Demonstrate an understanding of organizational awareness, while building an ethical culture that fosters psychological safety.
5. Apply principles of resilience to create long-term, individual and group success.

The concentration will be evaluated based on the mastery of the learning outcomes for each of the individual courses. Students in the concentration in Social and Emotional Intelligence program will be required to pass each course with an overall grade of 3.0 or higher.

Core Courses

SEI 6600	Introduction to Social & Emotional Intelligence
SEI 6610	Emotional Literacy
SEI 6620	Adult Stages of Being
SEI 6630	Social & Emotional Intelligence in the Workplace

GRADUATE CERTIFICATE IN CASE MANAGEMENT FOR HUMAN SERVICES

Admission

The following are required for admission:

1. A completed Wilmington University graduate application.
2. Official transcripts with degree conferral.

Curriculum (15 credits)

Courses

Students must complete the 5 certificate courses, for a total of 15 credits.

SOC 6323	Law and Practice in Human Services
SOC 6600	Social Inequality, Social Change, and Community Building
SOC 6601	Case Management Interventions and Strategies
SOC 6604	Case Management: Advocacy Skills & Client Services
SOC 6605	Ethical Practice in Case Management

Program Purpose

This certificate offers a graduate-level study option for students seeking in-depth knowledge of working in the human services and giving direct client care. Case management is a practitioner skills subset within the larger, interdisciplinary, human and community services field. This certificate in Case Management for Human Services emphasizes preparing practitioners to work with individuals and/or groups needing help in accessing services and resources that facilitate well-being among those in need.
The graduate certificate in Case Management for Human Services provides career-oriented courses that prepares students to work in a variety of settings, including social services, community agencies, educational institutions, business organizations, and government agencies. Students studying Case Management for Human Services add value to the community at large with their specialized knowledge and skills to promote both individual and community well-being.

GRADUATE CERTIFICATE IN FINANCIAL MANAGEMENT FOR HUMAN SERVICES

Curriculum (18 Credits)

Courses

AHS 6610	Administration of Human Service Organizations
AHS 7645	Financial Management in Human Services
AHS 7675	Grant Writing & Grant Management in the Human Service Environment
AHS 7685	Fund Development & Fundraising in the Human Service Environment
SOC 6323	Law and Practice in Human Services
SOC 7100	Ethical Financial Leadership in Human Services

Program Purpose

Human Services Leaders operate in an environment of scarce resources and high demand for services that must constantly be

managed to provide the best return to the organization and its stakeholders. To manage these resources, today's Human Services Leaders must understand how the organization's finances work. This certificate provides an overview of financial management for human services professionals, including managing fee-for-service, how to read a financial statement, understanding the components of a financial statement, understanding IRS rules that affect non-profits including how to read IRS form 990, budgeting, the importance of cash flow, how depreciation works, basic financial ratios, the uses of long-term, intermediate, and short-term financing, the time value of money, risk and reward, issues of agency, fund development, fundraising, grant writing, grant management, and financial and organizational ethics. The certificate assumes no prior knowledge of finance or accounting.

There are no course prerequisites. Any student with a bachelor's or master's degree in any major from an accredited college or university or currently enrolled in a master's degree program in any major at an accredited college or university may enroll in this certificate program.

GRADUATE CERTIFICATE IN TRAUMA AND RESILIENCE

Description:

This graduate certificate in trauma and resilience will better prepare professionals to be competent in understanding and applying a trauma-informed approach in a variety of environments. A trauma-informed approach refers to how an agency, organization, and/or community, responsible for providing services such as mental health, education, crisis, and/or criminal justice services, thinks about providing those services in a way that supports prevention, resilience, and recovery. In this approach, all components of service delivery incorporate a thorough understanding of the prevalence and impact of trauma and the complex and varied paths in which people recover and heal from trauma. A definition of a trauma-informed approach incorporates three key elements: (1) realizing the prevalence of trauma; (2) recognizing how trauma affects all individuals involved with the program, organization, or system, including its own workforce; and, (3) responding by putting this knowledge into practice *(http://www.samhsa.gov/traumajustice/traumadefinition/index.aspx)*.

Curriculum (15 Credits)

The Trauma and Resilience (TR) certificate is a 15 credit certificate. Three courses (9 credits) are the TIA core courses and are required of all students. The additional two elective courses (6 credits) required for the certificate are drawn from existing courses within the CSBS, COE, or COHP.

Trauma and Resilience Core Courses (9 credits)

PSY 6100	Trauma and the Brain
PSY 6200	Resilience and Self-Care
PSY 6300	Leadership in Trauma-Informed Approaches

Electives (6 Credits)

Students will select two elective courses (6 Credits) from their respective College(s)

Education Elective Courses

Education Majors are required to take MED 6801.

MED 6801	Building a Responsive Classroom
MEC 6607	Ethical Issues in School Counseling
MEC 7501	Family Counseling
MEC 7502	The Counselor as Consultant
MEC 8015	Mental Health Seminar

Health Professions Elective Courses

MSN 6646	Philosophy and Ethics in Advanced Nursing Roles
MSN 7741	Politics and Policy in the Healthcare System
MSN 8900	Nurse Leadership Portfolio

Social and Behavioral Sciences Elective Courses

AFM 6630	Family Dynamics
AFM 6640	Families and Crisis
AFM 6650	Family Resource Management
AHS 7640	Social Policy, Advocacy and Human Services
AHS 7650	Managing Children and Family Services
AHS 7655	Principles of Creating a Human Service Organization
AHS 7670	Alcohol and Other Drugs Program Management
MAJ 6613	Mental Health and the Law
MAJ 6614	Addiction Studies
MAJ 6615	Therapeutic Strategies for Criminal Justice Offenders
MHC 8011	Advanced Seminar: Counseling Children & Adolescents
MHC 8012	Advanced Seminar: Evidence Based Family Treatment
MHC 8030	Human Sexuality Counseling
MHC 8063	Advanced Seminar: Mindfulness-based Counseling
MHC 8064	Motivational Interviewing
MHC 8065	Spirituality and Counseling: Advanced Seminar
MHC 8066	Neurodevelopment and Counseling: Advanced Seminar

COLLEGE OF TECHNOLOGY

Mission
The mission of the College of Technology is to provide an experiential learning environment that fosters collaboration, engagement, innovation and personal growth. Our programs blend real-world experiences with practical application preparing students for premier career opportunities and advancement within the information technology field.

Master's Programs
The College of Technology offers five master's programs in computer science, cybersecurity, digital communications, information systems technologies, and IT project management. Each program is designed to meet the workplace needs for talented professionals.

Cohort Description
There is a cohort option for the MS Cybersecurity and the MS Information Technology Project Management programs. A cohort is a group of students who follow the same course plan and start and finish their program together. Cohort spots are limited and competitive.

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

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

For more information about the Delta Lambda chapter of Epsilon Pi Tau, please contact the chair of your College of Technology degree program.

Lambda Pi Eta, Alpha Chi Sigma Chapter
Lambda Pi Eta was founded by the students of the Department of Communication at the University of Arkansas in 1985 and became the national honor society for outstanding students in communication in 1994. Today, more than 450 chapters can be found nationwide.

To be eligible for admission, graduate students in the Master of Digital Communication program must meet the following criteria:

1. Complete 12 hours of graduate credit-hours in Communication
2. Have a minimum cumulative GPA of 3.5
3. Currently be enrolled as a student in good standing, as determined by the institution's policies.

Students meeting the national requirements, as outlined, may apply for Lambda Pi Eta membership.

Membership is by invitation only and new members are inducted during an annual ceremony. New members are presented with a certificate, a Lambda Pi Eta lapel pin, and a red and white honor cord to be worn with academic attire at their commencement ceremony.

For more information about the Alpha Chi Sigma Chapter of Lambda Pi Eta, contact the College of Technology.

COMPUTER SCIENCE, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.
If you are an international student, please contact International Student Admissions for additional information.

1. Submit a Graduate Application
    - *A $35 non-refundable application fee is required.*
2. Submit official transcripts
    - A conferred bachelor's degree from an accredited institution.

- Students without a computer science or technology undergraduate degree will complete the program prerequisites (12 credits) to obtain the fundamental computer science skills which are needed to pursue a MS in Computer Science: CSC 200 – Computer Science Fundamentals, CSC 315 – Object Oriented Programming, CSC 325 – Java Programming I, and CSC 345 Database Foundations.
- Official transcripts should be sent electronically or by mail to:

Wilmington University
Office of Graduate Admissions
320 North DuPont Highway
New Castle, DE 19720
Any transcripts from institutions outside of the United States require an official course-by-course evaluation by a NACES.org approved agency. Note: In order to receive financial aid, a transcript must be on file.
3. Program Planning Conference

- To schedule your Program Planning Conference with your Program Advisor, complete an Online Request form

4. Register for your first courses.

- The Master of Science - Computer Science program uses the APA Research Format for all research papers. If you are not familiar with this citation system, please consider taking Wilmington University's introductory academic writing seminar: Student Success Seminar: APA Style for Graduate Students.

Program Purpose

The Computer Science field is among the fastest-growing fields in the United States. Wilmington University MS Computer Science curriculum is designed to align with high-demand emerging areas of computing. Students will be equipped with the skills to handle complex real-world computing challenges, become data scientists or software engineering professionals. The MS Computer Science curriculum will cover topics focused on data structure and algorithms, python programming, intro to data science, principles of software engineering, ethics in digital world, theories in artificial intelligence, cloud-based machine learning, deep learning and neural networks, natural language processing, data mining, data analytics, software engineering methodologies, software system requirements, usability engineering, information system architecture, DevOps, project management, and a final capstone course.
The MS Computer Science program prepares students for a variety of job opportunities, such as computer scientist, computer and information systems managers, computer and information researcher, computer programmers, computer science teachers, software developers, information security analysts, database administrators, computer systems analysts, computer systems administrators, software engineers, data scientist, etc.
The 30-credit MS-Computer Science program includes two concentrations that align with industry and workforce needs and provide students focused learning and dynamic skillsets:
a. MS Computer Science - Data Science
b. MS Computer Science - Software Engineering
The MS-Computer Science core consists of 15 credits of core courses focusing on algorithms and data structures, Python programming, intro to data science or intro to software engineering, and ethics in the digital world, culminating in a Capstone Project. Students will complete the MS-Computer Science core and 15 credits of courses in the student's selected field of concentration.

Durable and Technical Skills

The MS Computer Science program provides students with not only technical skill but also a wide range of durable skills. Students will gain a deep understanding of programming languages, algorithms, and data structures, forming the graduate's technical expertise bedrock, measured by the program competencies. Equally important, students develop critical thinking and problem-solving abilities that are invaluable when addressing real-world problems. They will learn to analyze issues methodically, break them into smaller, manageable components, and devise efficient solutions. MS Computer Science courses also emphasize collaboration and communication, honing students' capacity to work in dynamic teams, develop and communicate their ideas effectively, and present information in accessible ways. These are essential skills for success in any professional setting. The graduation competencies will measure the durable skills learned throughout the MS in Computer Science Program.
The MS Computer Science program will also encourage adaptability and a continuous learning mindset, which is crucial in a rapidly evolving field like computer science. Students become adept at quickly mastering new technologies and methodologies, enabling them to stay abreast of emerging trends and innovations. As the computer science field continues to evolve, graduates will need a strong foundation in ethical considerations, understanding the implications and responsibilities of developing and implementing technological solutions. The combination of technical and durable skills provides a pathway to success for any MS Computer Science graduate.

Program Prerequisites

Students without a computer science or technology undergraduate degree will complete the program prerequisites (12 credits) to obtain the fundamental computer science skills which are needed to pursue a MS in Computer Science:

- CSC 200 – Computer Science Fundamentals
- CSC 315 – Object Oriented Programming
- CSC 325 – Java Programming I
- CSC 345 Database Foundations

Program Competencies

Computer Science – Data Science Concentration

- Analyze the requirements, scope, and impact of Computer Science concepts effectively and professionally.
- Apply computer science best practices and current methodologies to create, deliver, and support computer science projects and their importance to practical problems.
- Evaluate implementation of various models of Machine Learning within a modern organization.
- Analyze and evaluate scenarios for implementing Deep Learning systems in an organization.
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

Computer Science – Software Engineering Concentration

- Analyze the requirements, scope, and impact of Computer Science concepts effectively and professionally.
- Apply computer science best practices and current methodologies to create, deliver, and support computer science projects and their importance to practical problems.
- Apply Usability Engineering/Human-Computer Interaction best practices to a scenario.
- Develop an Information Systems Architecture plan for a modern organization.
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

Computer Science Core Course Requirements (15 credits)

All students in the MS Computer Science program will complete the following five core courses (15 credits) and the course requirements (15 credits) in their chosen field of concentration.

CSC 7002	Python Programming
CSC 7003	Algorithms and Advanced Data Structures
CSC 7004	Intro to Data Science
	OR
CSC 7005	Principles of Software Engineering
CSC 7006	Ethics in Digital World
CSC 8101	CSC Capstone Project

Data Science Concentration (15 credits)

Students in the MS Computer Science - Data Science concentration will complete the Computer Science core (15 credits) and five courses (15 credits) from the following:

CSC 7020	Theory of Artificial Intelligence
CSC 7021	Cloud-Based Machine Learning
CSC 7022	Deep Learning and Neural Network

Electives List

Select two courses from the following:

CSC 7023	Natural Language Processing (NLP)
CSC 7024	Predictive Analytics: Data Mining
CSC 7025	Data Analytics and Visualization

Software Engineering Concentration (15 credits)

Students in the MS Computer Science - Software Engineering concentration will complete the Computer Science core (15 credits) and 15 credits (four required courses and one elective) from the following:

CSC 7040	Software Engineering Methodologies
CSC 7041	Software Systems Requirements
CSC 7042	Usability Engineering/Human-Computer Interaction
CSC 7043	Information Systems Architecture

Electives List

Select one course from the following:

CSC 7044	DevOps
IPM 6050	Agile Project Management

IST 7060 Project and Change Management

CYBERSECURITY, MASTER OF SCIENCE

Admissions Process

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.
If you are an international student, please contact International Student Admissions for additional information.
1. Submit a Graduate Application
A $35 non-refundable application fee is required.
2. Submit official transcripts
A conferred bachelor's degree from an accredited institution.
Official transcripts should be sent electronically or by mail to:
Wilmington University
Office of Admissions
320 N Dupont Highway
New Castle, DE 19720
Any transcripts from institutions outside of the United States require an official course-by-course evaluation by a NACES.org approved agency.
Note: In order to receive financial aid official transcripts must be on file.
3. Program Planning Conference
To schedule your Program Planning Conference with your Program Advisor complete an Online Request form.
4. Register for CYB 6010 as your first course.
The Master of Science - Cybersecurity program uses the APA Research Format for all research papers. If you are not familiar with this citation system, please consider taking Wilmington University's introductory academic writing seminar: Student Success Seminar: APA Style for Graduate Students

Program Purpose

Students earning this degree will be prepared to advance in the growing and challenging field of Cybersecurity. The program offers students the opportunity to learn both tactical and strategic perspectives of Cybersecurity. The combination of tactical and strategic perspectives enables students to become practitioners and leaders in the field of Cybersecurity.

Program Competencies

The graduate student who successfully completes the Cybersecurity program will be expected to:

I. Oral Communication

- Create and deliver a presentation that adheres to oral presentation best practices.
- Prepare and deliver a professional presentation related to Cybersecurity.
- Determine the appropriate verbal communication medium (phone call, meeting, presentation, etc.) for a given situation.
- Develop an effective verbal communication strategy for a given situation.

II. Written Communication

- Determine the appropriate written communication medium (email, text, report, etc.) for a given situation.
- Develop an effective written communication strategy for a given situation.
- Correctly use citations, quotations, and references to support written/typed material.

- Correctly format citations, quotations, and references in accordance with the APA Manual's standards
- Format written/typed material, including tables and figures, in accordance with the APA Manual's standards, including APA style and format.

III. Critical Thinking

- Solve an IT/IS and/or Cybersecurity related problem / scenario.
- Utilize quantitative, qualitative and /or scientific reasoning to solve problems.
- Use/Apply critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

IV. Information Literacy

- Identify and analyze the applicability and reliability of research information.
- Use applicable and reliable research information as support for group and/or individual assignments.

V. Ethics

- Critique a scenario/case study involving a Cybersecurity ethical dilemma.

VI. Cybersecurity Best Practices

- Apply a Cybersecurity best practice to a scenario.
- Compare and contrast a given set of Cybersecurity best practices.

VII. Cybersecurity Plan

- Develop a Cybersecurity plan for a given situation/case study.
- Analyze / critique a Cybersecurity plan.

VIII. Cybersecurity Tools, Techniques, and Methodologies

- Compare and contrast a given set of Cybersecurity methodologies.
- Apply/utilize the appropriate Cybersecurity tool for a given situation/case study.
- Describe a given Cybersecurity technique.

Program Design

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

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

Cohort Description

There is a cohort option for the MS Cybersecurity program. A cohort is a group of students who follow the same course plan and start and finish their program together. Cohort spots are limited and competitive.

Cybersecurity Core Course Requirements

CYB 6000	Network Security
CYB 6010	Protecting and Securing the OS
CYB 6020	Vulnerability Assmt and PT
CYB 6030	IDS and IPS
CYB 6040	Cyberthreat Intelligence
CYB 8100	Cybersecurity Capstone
CYB 8101	Research Seminar

Electives

If pursuing no concentration, then select five (5) of the following electives:

CYB 6005	Applied Cybersecurity
CYB 6015	Intelligence Writing
CYB 6025	Open Source Intelligence (OSINT)
CYB 6050	Information Warfare (Social Media Intelligence)
CYB 6090	Special Topics: Cybersecurity
IST 7060	Project and Change Management
SEC 6040	Web and Data Security
SEC 6060	Incident Handling and Response

Cyber Terrorism Concentration

Students pursuing the Cyber Terrorism Concentration should select five (5) of the following courses:

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

SCADA Cybersecurity Concentration

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

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

Qualifications for Degree

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

DIGITAL COMMUNICATION, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.
If you are an international student, please contact International Student Admissions for additional information.
1. Submit a Graduate Application
A $35 non-refundable application fee is required.
2. Submit official transcripts
A conferred bachelor's degree from an accredited institution.
Official transcripts should be sent electronically or by mail to:
Wilmington University
Office of Graduate Admissions
320 North DuPont Highway
New Castle, DE 19720
Any transcripts from institutions outside of the United States require an official course-by-course evaluation by a NACES.org approved agency. Note: In order to receive financial aid, a transcript must be on file.
3. Program Planning Conference
To schedule your Program Planning Conference with your Program Advisor complete an Online Request form
4. Register for your first courses.
The Master of Science - Digital Communication program uses the APA Research Format for all research papers. If you are not familiar with this citation system, please consider taking Wilmington University's introductory academic writing seminar: Student Success Seminar: APA Style for Graduate Students.

Program Purpose

The Master of Science in Digital Communication is an online, multidisciplinary master's program, STEM designated, for those holding a bachelor's degree in communication or related subjects.
This 33-credit program is designed to offer students the experience to learn the digitally evolving field of communications through a project-based, technology driven approach applied throughout the curriculum. Students are required to conduct research, analyze, and evaluate communication data, and generate digital content throughout their coursework.
The program is comprised of an 18-credit communication core focusing on communication skills including communication writing, crisis management, and analytics, coupled with additional training in the student's selected 15-credit concentration. Students may select one from the following list of communication concentrations:

- Digital & Social Media Strategy
- General Communication
- Healthcare Communication
- Marketing
- Public Relations
- Web Design

Program Competencies

The graduate student who successfully completes the M.S. in Digital Communication program will have a level of applicable

knowledge in the following areas as appropriate to one's field of study:

1. Analyze legal, ethical, and leadership principles within the field of professional communication.
2. Conduct research using methods appropriate to the communication field.
3. Write with clarity and precision in a variety of formats and styles appropriate for different audiences, purposes, and publication needs.
4. Evaluate communication data using statistical concepts to inform the public.
5. Apply tools appropriate for the communication field (graphics, audio, video, text, web, social media, etc.).
6. Analyze the impact of communication within an interconnected and technology-driven society.

Digital Communication Core Requirements (18 credits)

COM 6100	Emerging Tech and Comm
COM 6250	Digital Content and Visual Data
	OR
MCM 6104	Strategic Communication
COM 6600	Crisis Communication and Risk
MCM 6101	Communication Writing
MCM 6102	Legal and Ethical Issues
MCM 6103	Communication Analytics

Digital and Social Media Strategy Concentration (15 credits)

Students completing the M.S. Digital Communication program with a Digital and Social Media Strategy concentration must complete the Digital Communication core (18 credits), the following four courses (12 credits), and either COM 8000 or COM 8100 (3 credits).

COM 6150	Social Media and Society
COM 6200	Digital Strategy and Campaigns
COM 7000	SEO and Digital Consumers
MGT 7750	Strategy and Decision-Making

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

General Communication Concentration (15 credits)

Students completing the M.S. Digital Communication program with a General Communication concentration must complete the Digital Communication core (18 credits), four courses (12 credits) from the following list, and either COM 8000 or COM 8100 (3 credits).

COM 6150	Social Media and Society
COM 6200	Digital Strategy and Campaigns
COM 6300	Public Relations Analytics
COM 6350	Branding and Entrepreneurship
COM 6680	Medical Writing
COM 7000	SEO and Digital Consumers
MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government Marketing
MBA 7608	Integrated Marketing Communications
MBA 7615	Marketing Analytics
MCM 6100	Multi-Media Communication
MGT 6400	Global Leadership
MGT 7750	Strategy and Decision-Making

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

Healthcare Communication Concentration (15 credits)

Students completing the M.S. Digital Communication program with a Healthcare Communication concentration must complete the Digital Communication core (18 credits), the following courses (12 credits), and either COM 8000 or COM 8100 (3 credits).

COM 6150	Social Media and Society
	OR
COM 6200	Digital Strategy and Campaigns
COM 6680	Medical Writing
HCA 7745	Marketing in the Health Care Sector
MOL 6900	Communication & Teams

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

Marketing Concentration (15 credits)

Students completing the M.S. Digital Communication program with a Marketing concentration must complete the Digital Communication core (18 credits), the following four courses (12 credits), and either COM 8000 or COM 8100 (3 credits).

MBA 7600	Global Marketing Management
MBA 7603	Market Research and Consumer Behavior
MBA 7606	Business to Business and Business to Government Marketing
MBA 7615	Marketing Analytics

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

Public Relations Concentration (15 credits)

Students completing the M.S. Digital Communication program with a Public Relations concentration must complete the Digital Communication core (18 credits), the following courses (12 credits), and either COM 8000 or COM 8100 (3 credits).

COM 6300	Public Relations Analytics
COM 6350	Branding and Entrepreneurship
	OR
MOL 6900	Communication & Teams
MCM 6100	Multi-Media Communication
MGT 7750	Strategy and Decision-Making

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

Web Design Concentration (15 credits)

Students completing the M.S. Digital Communication program with a Web Design concentration must complete the Digital Communication core (18 credits), four courses (12 credits) from the following list, and either COM 8000 or COM 8100 (3 credits).

DSN 6000	Web Design and Architecture
DSN 6040	Web Design with JavaScript
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6073	Server-Side Web Development
DSN 6080	Internet Development/Design for Competitive Advantage
DSN 6090	Topics in Web Design and Programming

Capstone

COM 8000	Field Experience/Co-op
	OR
COM 8100	Communication Capstone

INFORMATION SYSTEMS TECHNOLOGIES, MASTER OF SCIENCE

Information Systems Technologies M.S. Admission

Please refer to "The Graduate Admissions Process (p. 27)" section for general graduate admission information and requirements.
If you are an international student, please contact International Student Admissions for additional information.

1. Submit a Graduate Application

A $35 non-refundable application fee is required.

2. Submit official transcripts

A conferred bachelor's degree from an accredited institution.
Official transcripts should be sent electronically or by mail to:
Wilmington University
Office of Admissions
320 N Dupont Highway
New Castle, DE 19720
Any transcripts from institutions outside of the United States require an official course-by-course evaluation by a NACES.org approved agency.
Note: In order to receive financial aid official transcripts must be on file

3. Program Planning Conference

To schedule your Program Planning Conference with your Program Advisor, complete an Online Request form

4. Register for your first courses.

The Master of Science - Information Systems Technologies program uses the APA Research Format for all research papers. If you are not familiar with this citation system, please consider taking Wilmington University's introductory academic writing seminar: Student Success Seminar: APA Style for Graduate Students.

Program Purpose

The express purpose of Wilmington University's Master of Science program in Information Systems Technologies is to provide and advance the knowledge, skills, and abilities needed by perspective and current Information Technology (IT) professionals for managing information systems. Students completing the program will obtain a better understanding of the relationship between business requirements and technology solutions with an emphasis on applying a systems approach when integrating information technology into strategic business/education/government activities. Moreover, the program capitalizes on the inter-disciplinary nature of modern information systems and the settings in which they are implemented, the MS-IST Program includes four career concentrations.

Program Competencies

The graduate student who successfully completes the M.S. in Information Systems Technologies (MS-IST) program will have a level of applicable knowledge in the following areas as appropriate to one's field of study:

MS-IST Information Assurance Concentration

- Integration Component - Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.
- Business Application - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.
- Information Assurance Principles - Apply the principles of Information Assurance used to manage risks related to one or

more of the following: Use, Processing, Storage, and Transmission of information or data.

- Information Assurance Ethics and Practices - Assess the ethical practices associated with implementing IA policy, Standards and Regulation combined with systemic interrelationships within an organization
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

MS-IST Management and Management Information Systems Concentration

- Integration Component - Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.
- Business Application - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.
- Systems Theory - Evaluate the appropriateness of using systems thinking when defining diagnosing and/or developing an IS/IT system.
- Software-driven Systems - Differentiate between effective and ineffective IT strategies and/or plans for updating integrating or implementing software-driven systems.
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

MS-IST Technology Project Management Concentration

- Integration Component - Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.
- Business Application - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.
- Technology Project Management Knowledge - Identify, define, and analyze various aspects of Technology Project Management Knowledge.
- Organizational Influences - Define and analyze organizational influences upon Technology Projects.
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research,

construct, and deliver professional presentations using a variety of communication tools and techniques.

- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

MS-IST Web Design Concentration

- Integration Component - Evaluate the relationships and dependencies associated with planning, organizing, designing, managing, and implementing Information Systems in an organization.
- Business Application - Apply various models and methods for planning, organizing, designing, managing, and implementing Information Systems within a modern organization.
- Web Design Tools - Apply Web Design operations and tools.
- Web Design Quality - Evaluate and apply Web Design quality and standards.
- Oral Communication - Appraise the needs of the audience and then speak in a clear and succinct manner. Research, construct, and deliver professional presentations using a variety of communication tools and techniques.
- Written Communication - Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary). Exhibit competence in writing for specific purposes, diverse audiences, and genres. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student's program of study.
- Disciplined Inquiry - Employ scientific, quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
- Information Literacy - Using information in any format to research, evaluate, and ethically utilize information effectively and with appropriate attribution.
- Ethics - Demonstrate knowledge and application of prescribed ethical codes and behaviors prompted by the student's chosen profession.

Program Design

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

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

MS-IST Core Course Requirements (18 credits)

Concurrently or after completing the selected concentration courses, student will complete core course requirements and the IST 8105 capstone.

Select six courses (18 credits) from the following list:

IST 6090	Special Topics in Information Systems Technologies
IST 7000	Data Management
IST 7020	Analysis, Modeling, and Design
IST 7040	Data Communications and Networking
IST 7060	Project and Change Management
IST 7080	Cloud Management
IST 7100	IT Policy and Strategy
IST 8101	Field Experience/Internship

Information Assurance Concentration (15 credits)

Concurrently or after completing the IST core requirements, students will complete the prerequisite course SEC 6010 and three (3) other SEC 6000 series courses from the following list as well as SEC 7050 Information Assurance Integration/Capstone and the IST 8105 Capstone.

MAJ 7000/MHS 7000	Contemporary Issues in Homeland Security
SEC 6010	Planning for Information Security
SEC 6015	Cloud Security Essentials
SEC 6030	Operating System and Computer Systems Security
SEC 6040	Web and Data Security
SEC 6050	Security Data Analytics
SEC 6060	Incident Handling and Response
SEC 6070	Penetration Testing
SEC 6080	Industrial Control Systems (ICS) Security
SEC 6082	SCADA Architecture
SEC 6084	SCADA Risk Management and Auditing
SEC 6086	SCADA Security Awareness and Standards
SEC 6090	Topics in Information Assurance

Integration/Capstone Course

SEC 7050	Information Assurance Integration/Capstone

After completing six IST core courses, and, at least, three (3) Information Assurance Concentration courses, students will complete the IST8105 Capstone.

Management and Management Information Systems Concentration (15 credits)

Concurrently or after completing the IST core requirements, students will complete five (5) courses from the following list and the

IST 8105 capstone.

MGT 6400	Global Leadership
MGT 7300	Business Finance
MGT 7504	Ethical Issues in Management
MGT 7508	Change Management
MGT 7591	Leadership and Communication
MGT 7750	Strategy and Decision-Making
MGT 7900	Topics in Management

After completing six IST core courses, and, at least, three (3) Management and Management Information Systems Concentration courses, students will complete the IST8105 Capstone.

Technology Project Management Concentration (15 credits)

After completing IST 7060 and either concurrently or after completing the IST core requirements, students will complete five (5) courses from the following list and the IST 8105 Capstone.

IPM 6015	Project Scoping and Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6060	Technology Project Leadership and Teamwork
IPM 6090	Special Topics in IT/IS Project Management

After completing six IST core courses, and, at least, three (3) Technology Project Management Concentration courses, students will complete the IST8105 Capstone.

Web Design Concentration (15 credits)

Concurrently or after completing the IST core requirements, students will complete the pre-requisite course DSN 6000 and three (3) other DSN 6000 series courses from the following list as well as DSN 7010 Web Design Integration/Capstone and the IST 8105 Capstone.

DSN 6000	Web Design and Architecture
DSN 6040	Web Design with JavaScript
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6073	Server-Side Web Development
DSN 6080	Internet Development/Design for Competitive Advantage
DSN 6090	Topics in Web Design and Programming

Integration/Capstone Course

DSN 7010	Web Design Integration/Capstone Course

After completing six IST core courses, and, at least, three (3) Web Design Concentration courses, students will complete the IST8105

Capstone.

Capstone Course (3 credits)

All students in the M.S. IST Program will complete the IST 8105 Capstone.

IST 8105	IST Capstone

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), which includes IST core requirements, 15 credits in an IST concentration, and 3 credits IST8105 Capstone course. Students must maintain a minimum cumulative grade point average of 3.0. The program must be completed within five years.

INFORMATION TECHNOLOGY PROJECT MANAGEMENT, MASTER OF SCIENCE

Admission

Please refer to "The Graduate Admissions Process" section for general graduate admission information and requirements.
If you are an international student, please contact International Student Admissions for additional information.
1. Submit a Graduate Application
A $35 non-refundable application fee is required.
2. Submit official transcripts
A conferred bachelor's degree from an accredited institution.
Official transcripts should be sent electronically or by mail to:
Wilmington University
Office of Graduate Admissions
320 North DuPont Highway
New Castle, DE 19720
Any transcripts from institutions outside of the United States require an official course-by-course evaluation by a NACES.org approved agency.
Note: In order to receive financial aid official transcripts must be on file.
3. Program Planning Conference
To schedule your Program Planning Conference with your Program Advisor complete an Online Request form
4. Register for your first course.
The Master of Science - Information Technology Project Management program uses the APA Research Format for all research papers. If you are not familiar with this citation system, please consider taking Wilmington University's introductory academic writing seminar: Student Success Seminar: APA Style for Graduate Students.

Program Purpose

The College of Technology's Masters of Science in Information Technology Project Management provides professionals with IT project management perspectives as well as problem solving skills to manage major technology projects, business, health, and education initiatives, policies, and other activities in both the public and private sectors.
With emphasis on AI automation in Agile PM, including planning and scheduling, estimating, managing risk and quality, this degree prepares students to fill vital management and supervisory roles in a wide range of industries.

Program Design

The 36-credit M.S. Information Technology Project Management degree is classified as a STEM program. Students will develop several advanced technology project management frameworks, artificial intelligence and machine learning applications and solutions, and technological skills. Students will complete a 15-credit core, 15-credit concentration, 3-credit capstone course and 3-credit research project.

Program Competencies

The graduate student who successfully completes the Information Technology Project Management program will be expected to have gained the following competencies:

Integration Component

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

Business Application

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

Technology PM Knowledge

- Identify, define, and analyze various aspects of Tech PM Knowledge.

Organizational Influences upon Tech PM Knowledge

- Define and analyze organizational influences upon technology.

Artificial Intelligence and Machine Learning

- Identify how AI/ML tools change project management and what can be expected in the future as AI/ML tools advance in all areas especially in project management.

Leadership

- Apply the different leadership styles that are relevant when leading a team: *visionary, coaching, democratic, affiliative, directive* and *pace setting*.

Oral Communication

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

Written Communication

- Write with clarity and precision using correct English grammar.
- Exhibit competence in writing for specific purposes, diverse audiences, & genres.

Disciplined Inquiry

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

Information Literacy

- Recognize the need for material / information, locate the material/information, and effectively evaluate and use the material/information with appropriate attribution.

Ethics

- Demonstrate ethical codes and behaviors promoted by the student's chosen profession.

Cohort Description

There is a cohort option for the MS Cybersecurity and the MS Technology Project Management programs. A cohort is a group of students who follow the same course plan and start and finish their program together. Cohort spots are limited and competitive.

Program Requirements

Students must maintain a minimum cumulative grade point average of 3.0. The program must be completed within five years.

IT Project Management Core Course Requirements (15 credits)

IPM 6015	Project Scoping and Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IST 7020	Analysis, Modeling, and Design
IST 7060	Project and Change Management

IT Project Mgt - Agile Concentration Course Requirements (15 credits)

Students completing the Agile Concentration will select five (5) courses from the following list of courses:

IPM 6050	Agile Project Management
IPM 6060	Technology Project Leadership and Teamwork
IPM 6070	Mastering Tech Agile Applications
IPM 6080	Advanced Tech Agile Solutions
IPM 6090	Special Topics in IT/IS Project Management
IPM 7000	Artificial Intelligence in Project Management

IT Project Mgt - No Concentration Course Requirements (15 credits)

Students completing the general concentration will select five (5) courses from the following list of courses and electives:

IPM 6050	Agile Project Management
IPM 6060	Technology Project Leadership and Teamwork
IPM 6090	Special Topics in IT/IS Project Management
IPM 7000	Artificial Intelligence in Project Management

Elective List

Choose up to two graduate level courses (6 credits) from the following: IST (except IST 7060, MGT 6502, MGT 8000), DSN, CYB, SEC, EDT 6005, EDT 6010, EDT 6020,EDT 6035, EDT 6045, MSN 7741, MSN 6611, MBA 7305, MBA 6350, MGT, MPA, MHR, MOL, MCM, and MSP

Capstone Course Requirements (3 credits)

Requirements List

IPM 8100	IT/IS Project Management Integration/Capstone Course

Research Project Course Requirements (3 credits)

Requirements List

IPM 8101	Research in Information Technology Project Management

College of Technology Graduate Certificates

AGILE PROJECT MANAGEMENT CERTIFICATE

This 15-credit graduate certificate is designed to meet the growing need for talented Agile Project Managers. Focus is on the combination of skills, technologies, and processes used by organizations to gain Agile Project Management perspectives as well as problem-solving skills. These perspectives and skills enhance the execution of IT, IS, Artificial Intelligence and Machine Learning tools, systems, software, hardware, and engineering projects, business initiatives, policies, and other activities in both the public and private sectors.

Students who have no prior project management training or project management experience are required to take IST 7060 - Project and Change Management before being admitted to the program.

A bachelor's degree is required to enroll in the program. Students must maintain a minimum cumulative grade point average of 3.0.

Agile Project Management Core Courses

IPM 6050	Agile Project Management
IPM 6060	Technology Project Leadership and Teamwork
IPM 6070	Mastering Tech Agile Applications
IPM 6080	Advanced Tech Agile Solutions
IPM 7000	Artificial Intelligence in Project Management

MANAGEMENT INFORMATION SYSTEMS CERTIFICATE

Information technology (IT) is integrated into countless business operations, making the understanding of the relationship between IT and business operations an essential skillset. The curriculum associated with this Management Information Systems (MIS) graduate certificate focuses on IT management and understanding the technology-to-business relationship by examining IT's strategic importance in achieving organizational goals.

Students who wish to receive a MIS graduate certificate may obtain it from the College of Technology upon completing the five courses listed below. Obtaining the certificate requires the student to complete the Graduate Certificate Program Form and, while enrolled in their fifth certificate course, submit the form to the Office of the Registrar.

Earning the certificate requires successfully completing each course identified below with a cumulative grade point average (GPA) of 3.0 or higher.

Management Information Systems Certificate Core Courses

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

SCADA CYBERSECURITY CERTIFICATE

Guarding the Critical Infrastructure, Systems, and Processes

Supervisory Control and Data Acquisition (SCADA) and Industrial Control Systems (ICS) are the systems that monitor and control critical infrastructure, processes, and other systems. SCADA/ICS is used in various industries and processes, including power generation and transmission, water treatment, transportation, and pipelines.

ICS and SCADA cybersecurity protects and mitigates threats to these types of systems, the critical infrastructure, processes, and related systems. The security courses in this graduate-level certificate focus on SCADA and ICS cybersecurity from a strategic perspective.

The certificate requires 15 graduate credit hours (as identified below). Prerequisites for registration are a bachelor's degree and networking experience or training. If a student does not have the networking background, then they must take IST-7040 (Data Communications and Networking) to fulfill the prerequisite. This certificate requires students to complete three IST credits and twelve SEC credits from the list of core courses below. Students must maintain a 3.0 GPA in order to earn the certificate.

SCADA Cybersecurity Certificate Core Courses

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

NOTE: You must successfully complete one IST course (either IST 7060 or IST 7100) and all four SEC courses identified in the core courses to receive the certificate.

TECHNOLOGY PROJECT MANAGEMENT CERTIFICATE

The graduate certificate in Technology Project Management is designed to meet the need for talented technology project managers. This certificate provides tactical and strategic approaches to managing technology projects. The tactical side provides the students with an understanding of various methodologies, tools, and techniques, while the strategic side enables the student to know when and why to apply them.

The certificate requires 15 graduate credit hours (as identified below). A bachelor's degree is required to enroll in the program. Students must complete IST 7060 and four of the six IPM courses listed below. Students must maintain a 3.0 GPA in order to earn the certificate.

Technology Project Management Certificate Core Courses

IST 7060	Project and Change Management

Choose four (4) of the following:

IPM 6015	Project Scoping and Scheduling
IPM 6030	IT/IS Project Risk Management
IPM 6040	IT/IS Project Quality Management
IPM 6050	Agile Project Management
IPM 6090	Special Topics in IT/IS Project Management

Note: you must successfully complete IST 7060 and successfully complete four of the IPM courses to receive this certificate.

COURSES

AFM - Applied Family Science

AFM 6610 - Human Development Across the Lifespan (3)

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

AFM 6620 - Research in Practice (3)

This course will focus on the practical application of research within the nonprofit sector and in particular the fields of family science and human & community service. Students will learn the principles of research methods as well as have the opportunity to gain experience in survey design, interviewing, observation, data analysis, assessment and planning. Emphasis will be on students as practitioners who will research to effectively assess needs, develop programs and manage change.

AFM 6630 - Family Dynamics (3)

This course uses an ecosystem perspective to view and address issues affecting families and their relationships to other institutions and to society in general. Students will develop an understanding of the complexities of family roles, relationships, interactions, and changes throughout the lifespan, emphasizing the interplay of social, developmental and health factors in affecting change, continuity and well-being. The course also reviews assessment tools used to analyze family systems and prevention education interventions designed to support family function and well-being.
Prerequisite: AFM 6610, AFM 6620.

AFM 6640 - Families and Crisis (3)

This course will define what is meant by family crisis, identify some of the major theoretical frameworks for studying families and crisis, consider major lifestyle transitions, and explore the major catastrophic crises families face. It will also examine prevention resources and strengths that enable families to deal with crisis more adequately.
Prerequisite: AFM 6610, AFM 6620.

AFM 6650 - Family Resource Management (3)

Family resource management theory is used to examine how family systems manage resources with an emphasis on examining the interconnections between families, communities, and resources through topics such as personal management (decision-making, time & organizational management, stress management); human and social capital (education, skill building, health, employability, relationships); physical capital (transportation, real estate, and housing); and financial management (credit and debt, budgeting, retirement issues, bankruptcy). Additionally, students will gain a better understanding of the basic principles relating to the process of creating family resource management education materials, and identifying, locating, and facilitating family resource management prevention education programs.
Prerequisite: AFM 6610, AFM 6620.

AFM 6660 - Sexuality Education (3)

Using a cross-cultural approach, this course examines individual sexuality and sexual behaviors in the context of societies, including social mores and customs, and major societal issues that are integrally related to sexuality. The course explores the physiological and psychosocial factors affecting the development of a person's sexuality and sexual relationships across the life cycle. Topics addressed include contemporary prevention education models for topics such as sexual deviance and violence, pornography, sexual harassment and abuse, sexual ethics, sexuality education, spirituality and religion as it relates to sexuality issues, the media portrayal of sexuality and relationships, and critically analyzing advertising that uses sexual imagery to sell non-sexually relevant products.
Prerequisite: AFM 6610, AFM 6620.

AFM 6670 - Parent Education (3)

This course will give students the tools/skills to use when working with parents using theoretically-guided and research based knowledge of parent-child relationships. Parenting practices will be examined to gain an appreciation for and an understanding of the experiences parents have while child rearing. This course also will provide the opportunity to examine personal beliefs, values, assumptions, and biases about parenting in order to recognize how these influences might impact work with parents. Additionally, students will gain a better understanding of the basic principles relating to the process of creating parent prevention education materials, and identifying, locating, and facilitating parent prevention education programs.
Prerequisite: AFM 6610, AFM 6620.

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

This course will examine contemporary issues relating to families from legal, ethical and policy perspectives. Skills for being an effective advocate for families in multiple realms (e.g., policy) will be developed. Ethical questions and issues as they relate to professional practice will also be emphasized.
Prerequisite: AFM 6610, AFM 6620.

AFM 6690 - Family Life Education (3)

This course covers family life education methodology/prevention education. Specifically, students will acquire skills to develop, facilitate, and assess family life education programs including needs assessment, design, development, promotion, justification, evaluation and funding sources. Students also will learn how to locate and evaluate current family life education programs and how to adapt programs for specific audiences/needs.
Prerequisite: AFM 6610, AFM 6620.

AFM 8100 - Practicum 1 (3)

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

AFM 8110 - Practicum II (3)

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

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

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

AHS - Administration of Human Services

AHS 6600 - Survey of Human Services (3)

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

AHS 6610 - Administration of Human Service Organizations (3)

This course will provide basic knowledge, theory and skills in the administrative aspects of the human service delivery system. Issues of supervision, management and development of paid and volunteer staff will be addressed. Fiscal administration, including the creation of budgets, grant and contract negotiations and implementation of fiscal controls will be discussed. The concepts of coalition building, legislative advocacy and community organizing will also be introduced. The relationship between administrator and board of directors in a non-profit setting will also be reviewed.

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

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

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

This course will focus on the analysis of human service needs and the selection and development of appropriate organizational programming. Students will be introduced to the principles of program design, implementation and evaluation. Students will learn to

design interventions and evaluate outcomes. The concepts of short-term and long-term strategic planning will be introduced.

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

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

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

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

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

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

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

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

AHS 7625 - Administering Disability Services (3)

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

AHS 7630 - Communication in Human Services (3)

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

AHS 7634 - Leadership through Films (3)

The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character, motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.
Crosslisted as: MAJ 6634.

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

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

AHS 7645 - Financial Management in Human Services (3)

Financial management is a vital component of Human Services organizations. This course will address a) the importance of financial management b) the basics of accounting and financial statements c) the use of finances as performance measures d) budgeting systems and models, and e) auditing/evaluation processes.

AHS 7650 - Managing Children and Family Services (3)

Children and family services has become a complex area of specialization in the human services field. A knowledge of the issues and resolution paths is essential for human services professionals. This course will address the social policy and legal contexts for providing services to children and their families. Skills to evaluate intervention outcomes will also be discussed.

AHS 7655 - Principles of Creating a Human Service Organization (3)

Creating an effective human service organization is critical in addressing the ever-changing needs of society. This course will equip students with the necessary tools to develop and manage a service-focused organization. Participants will learn how to develop a vision and mission, formulate a business plan, and shape an effective marketing plan. In addition, participants will learn how to complete the federal 501(c)3 application process for tax exempt nonprofit human service organizations.

AHS 7660 - Grant Management & Fundraising in Human Service Environment (3)

A critical skill for human service administrators is the ability to effectively raise funds to support programming. This course will teach the skills necessary for effective fundraising, including grant writing and managing grant-funded programs. Locating public and private sources of funds will be discussed.

AHS 7670 - Alcohol and Other Drugs Program Management (3)

This course will focus on the social policy and legal contexts for providing substance abuse treatment services. Inpatient and out-patient models will be discussed. Issues surrounding court-mandated clients and judicial referrals will be addressed. Students will develop skills to evaluate intervention outcomes for this client population.

AHS 7675 - Grant Writing & Grant Management in the Human Service Environment (3)

A critical skill for human service administrators is the ability to effectively raise funds to support programming. This course will teach the skills necessary for effective fundraising, including grant writing and managing grant-funded programs. Locating public and private sources of funds will be discussed.

AHS 7680 - Administering Programs for Senior Adults (3)

The focus of this course will be on managing meaningful programming for senior adults in a variety of community and residential settings. Standards of care and legal and policy mandates regarding service provision will be reviewed. The issues of elder abuse, neglect and financial exploitation will be included.

AHS 7685 - Fund Development & Fundraising in the Human Service Environment (3)

A critical skill for human service administrators is the ability to effectively raise funds to support program, operations and capital needs. This course will teach the skills necessary for an effective fund development plan in traditional and on line markets for direct mail/on line, special events, leadership gifts, federated appeals and planned giving, with a focus on collaborations and partnership opportunities with private and public organizations.

AHS 7690 - Volunteer Management (3)

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

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

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

AHS 8200 - Capstone Project in Human Services Administration (3)

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

AHS 8300 - Thesis in Human Services (3)

The graduate thesis is a traditional form showing mastery of learning in graduate programs. This master's thesis in human services is a demonstration of critical thinking and scholarly writing as students explore theory, practice, thought, and policies that affect the field and the groups and individuals it serves. Thesis writing requires that students evaluate available information; analyze theories, policies, and practice; and synthesize ideas into a new coherent whole.
Prerequisite: Faculty Approval.

BIO - Biology

BIO 6000 - Soil Biology (3)

Students will examine the complex interactions among soil biota, and geological systems that lead to and support plant growth. Students will study soil characteristics and types, along with the environmental pressures that threaten them and the ecosystems of which they are. Lastly, students will examine established and emerging practices to preserve soils.

BIO 6100 - Conservation Biology (3)

The core principles of conservation biology will be studied, starting with supporting and foundational studies, and ending with a review of its intersection with society. Conservation biology, a "crisis discipline", is unique in that its principles are applied in real time and in haste as a result of an environmental emergency. However, the science spans every major scientific field, and is based on sound scientific theory. Here, we will explore those theories and their application in real world scenarios.

BIO 7002 - Restoration Ecology (3)

Students will examine core principles and practices in restoration ecology. Students will review restoration case studies from various ecosystems, including terrestrial and marine. Students will also develop restoration strategies for various ecological scenarios.

CHE - Chemistry

CHE 7000 - Environmental Chemistry (3)

Students will examine the chemical processes inherent in the natural systems. This includes everything from seawater to atmospheric chemistry. Students will also examine how humans are altering the chemistries of the environment.

COM - Communications

COM 6100 - Emerging Tech and Comm (3)

Technology has changed not only how humans live but also the way we interact and communicate. The Emerging Tech and Communication course explores the way new technology evolves and shapes the methods of communication that we use on a daily basis. Students will learn how technology affects different types of communication, explore the importance of user experience (UX), and practice various kinds of technology-based communication. Human-computer interaction (HCI) and artificial intelligence (AI) will be discussed throughout this 7-week course.

COM 6150 - Social Media and Society (3)

Social media has changed how humans interact, socialize, and live their everyday lives. This course will examine the effects of social media on society and the best practices of social media in the communication field. Students will research and experiment with trending social media platforms. As part of the course, students will develop skills through project-based learning.

COM 6200 - Digital Strategy and Campaigns (3)

As humanity as evolved into a digital based society, our strategies and campaigns for products and goods have also had to evolve. Digital age strategies are required for marketing, messaging, and brandings. In this Digital Strategy & Campaigns course, students will utilize professional software and techniques to analyze and build digitally-based campaigns. Digital strategy will be studied in order to give students an understanding of how to optimize the platforms and tools available in today's world.

COM 6250 - Digital Content and Visual Data (3)

This course will focus on the field of visual communications. Visual communication brings together design, strategy, and technology to help communicate. Through multimedia applications, visual communications can be used to convince an audience, entertain a crowd, inform a boardroom, or even sale a product. Multiple formats are used in the communication field to visualize and convey information. Students will apply fundamental communication principles through a variety of visual media platforms.

COM 6300 - Public Relations Analytics (3)

Public Relations firms help their clients increase positive mentions and decrease negative ones in the public arena, in an effort to improve online traffic to their sites, and help get their messages out to the public. Much effort goes into designing campaigns, but for the optimum effect, use of data must be used to gauge the true impact of those campaigns.

COM 6350 - Branding and Entrepreneurship (3)

Explore how entrepreneurship and innovation work to solve complex social problems and fit within the branding process.

COM 6600 - Crisis Communication and Risk (3)

Today's professional communicator must be prepared to produce crisis communication plans. Students will learn to identify crisis communication teams and spokespersons, train spokespeople in dealing with the media, establish notification systems, identify stakeholders, and develop key messages. Students will have the opportunity to create a full crisis communications plan as part of their final project.

COM 6680 - Medical Writing (3)

This course will provide the student with skills to perform communication duties in the medical environment including compiling data and translating that into written or graphic form to be presented in reports, articles, documents, brochures, and on social media. Learning specific medical terminology would be included in this course.

COM 7000 - SEO and Digital Consumers (3)

Majority of humans today are digital consumers. We order our groceries, birthday presents, and pet food through e-commerce. Search Engine Optimization is the backbone of online marketing campaign. In this course, students will research and practice the different techniques uses in SEO. Students will also study consumer behaviors on multiple digital platforms.
Prerequisite: COM 6100 and MCM 6103.

COM 8000 - Field Experience/Co-op (3)

Students will employ one of several communication methodologies to complete their supervised field experience/co-op. Chair approval is required before enrolling in COM 8000.
Prerequisite: Chair approval and completion of all courses in specialization and core. Take in final semester.

COM 8100 - Communication Capstone (3)

This course presents the capstone to academic studies in graduate level communication. Topics to be reviewed include ethics, business, social media, technology applications, and more as these pertain to the communication field. Job outlook and resume building skills will be discussed. Case studies may be used. The course is highly reflective and culminates with a final project on a topic chosen by the student.
Prerequisite: Completion of all courses in specialization and core. Take in final semester.

CSC - Computer Science

CSC 7002 - Python Programming (3)

This course will be organized in a series of short programming. Each week will cover a broad but related set of subjects. Each program will provide clear and concise guidance to the students about how they can write Python programs more effectively. Each program will provide advice on what to do, what to avoid, how to strike the right balance, and why this is the best choice.

CSC 7003 - Algorithms and Advanced Data Structures (3)

This advanced algorithm course will introduce Algorithms and Advanced Data Structures and show how it will bridge the gap between traditional and algorithm analysis. As the speed and power of computers increases, so does the need for effective programming and algorithm analysis. By approaching these skills in tandem, students will develop well-constructed, maximally efficient programs using the C++ programming language.

CSC 7004 - Intro to Data Science (3)

Gain an understanding of the core concepts of data science illustrated through the use of the Python language. Learn the data science lifecycle, roles and fundamentals, and build a solid foundation before diving deeper into the theory and practice of predictive analytics and programming in future courses.
Prerequisite: CSC 7002.

CSC 7005 - Principles of Software Engineering (3)

The core content is the generic software process and concrete software process models, requirement engineering and various analysis model elements, design engineering and various design model elements, and introduction to quality assurance, software testing and software project management. Students will also learn valuable skills necessary for software engineering practices, including using a version control system, creating project plans, soliciting requirements, creating design models, and practicing validation and verification activities. Students will participate in a semester-long group project to gain hands-on experience applying software engineering principles and techniques.
Prerequisite: CSC 7002.

CSC 7006 - Ethics in Digital World (3)

We spend a considerable portion of our lives in the digital world. What moral considerations ought to guide our conduct as cyber-citizens, given the possibility that online behavior is morally distinct from real world behavior? This class will engage in materials

that address the philosophical issues raised by these two questions. Specifically: What's the relationship between our virtual identities and our physical identities? How is online activity changing our interpersonal relationships? What are our rights and responsibilities toward others in the cyber-world? How do we trade between the potentially conflicting values of anonymity and accountability? How do we balance copyright claims against demands for open access? Is piracy always wrong? Does a hacker's code of ethics make any sense? How should we respond to forms of hate and exclusion in online communities?

CSC 7020 - Theory of Artificial Intelligence (3)

This course focuses on things that make machines think and act like humans or other natural intelligent agents. Students will learn how classical AI and cognitive science claimed that cognition is computation. This course will also focus on other computing machines, possibly surpassing the abilities of human intelligence. Students will also learn how AI comes under threat and the agenda for the philosophy and theory of AI must be set anew, re-defining the relation between AI and Cognitive Science.
Prerequisite: CSC 7002, CSC 7003, and CSC 7004.

CSC 7021 - Cloud-Based Machine Learning (3)

This course focuses on Pragmatic AI one of the truly practical guides to solving real-world problems with contemporary machine learning, artificial intelligence, and cloud computing tools. This course is for students who are not professional data scientists and want to become one. This course uses cloud-based solutions from Google, Amazon, and Microsoft, as well as accessible techniques using Python. Students will find simple, clear, and effective working solutions that show them how to apply machine learning, AI, and cloud computing together in virtually any organization, creating solutions that deliver results, and offer virtually unlimited scalability.
Prerequisite: CSC 7020.

CSC 7022 - Deep Learning and Neural Network (3)

This course focuses on deep learning and how to achieve results in some of the highest-profile applications. Thousands of technical professionals and students want to start leveraging its power. This course presents a uniquely visual, intuitive, and accessible high-level focus on the techniques and applications of deep learning.
Prerequisite: CSC 7021.

CSC 7024 - Predictive Analytics: Data Mining (3)

This course focuses on predictive analytics for students. Using predictive analytics techniques, students can uncover hidden patterns and correlations in their data and leverage this insight to improve a wide range of business decisions. In this course, students will gain inspiration from numerous conceptual illustrations, motivational success stories, failed projects that teach important lessons, and simple, hands-on.

Prerequisite: CSC 7002, CSC 7003, and CSC 7004.

CSC 7025 - Data Analytics and Visualization (3)

This course aims to help graduate students make sense of data and improve their data-based digital storytelling skills for effective communication. To accomplish those goals, the course focuses on two major topics, data analytics and data visualization. It starts with the conceptualization of empirical research and concludes with visual display of research findings to target audiences. It provides students with a deep conceptual understanding of the research process as well as practical skills in analytics and visualization necessary to succeed as a researcher in commercial firms and non-profit research organizations. This course focuses on building creative and technical skills to transform data into visual reports for the purpose of engendering a shared understanding. Students will learn to use software to ingest, organize, and visualize data, with an emphasis on applying design principles to produce clear, elegant graphs and dashboards that capture the essence of an insight, message, or recommendation distilled from the data.
Prerequisite: CSC 7002, CSC 7003, and CSC 7004.

CSC 7040 - Software Engineering Methodologies (3)

The course presents the engineering discipline which is concerned with all aspects of software production from the early stages of system specification through to maintaining the system after it has gone into use. The main aspect of course is to examine and discuss with students fundamentals and principles of Software Engineering (SE), get familiar with common methods and standards of SE, development and evolution of complex multi-version and replicated software solutions. The course is aimed to help students to develop skills that will enable them to construct software of high quality, reliability, and that is reasonably easy to understand, modify and maintain.
Prerequisite: CSC 7002, CSC 7003, and CSC 7005.

CSC 7041 - Software Systems Requirements (3)

This course will teach students how to derive and develop software requirements that are measurable, testable and lead to a compliant software design and implementation. Using industry best practices and tools, students will learn how to elicit, analyze, specify, and validate functional and non-functional software requirements. Students will develop software requirements models and specifications that capture the customer/user's needs. They will also develop test plans and test procedures used in a formal software acceptance test to validate that the developed product meets its requirements as specified. In doing so, students will learn and use

basic Java language constructs to implement specified requirements. Additionally, students will also learn how to establish and maintain a software requirement configuration baseline, and the processes used to incorporate subsequent changes, updates, and enhancements to the software requirements over time.
Prerequisite: CSC 7002, CSC 7003, and CSC 7005.

CSC 7042 - Usability Engineering/Human-Computer Interaction (3)

This course involves analyzing and evaluating: user behavior; design and prototyping of highly usable interfaces; design notations, dialog styles, screen layouts, and usability testing; and event-driven programming language for rapid prototyping.
Prerequisite: CSC 7002, CSC 7003, and CSC 7005.

CSC 7043 - Information Systems Architecture (3)

Information Architecture (IA) is a design discipline that examines systematic methods and processes relating to analyzing, designing, implementing, evaluating, and using structured information spaces. Simply put, IA is concerned with, and focuses on, organizing information for optimal findability and understandability. Using these principles and practices, information professionals can best share information through their design of information products and services. They can also better recognize information seeking needs and behaviors users in order to create information spaces (contexts) that help them better understand information. The goal of this course is to provide an overview of information architecture (IA), including the problems it addresses and the definitions and terminology it employs. The course will introduce students to fundamental components (anatomy) of IA (i.e., organization systems, labeling systems, navigation systems, search systems, and metadata) and explain how they are interconnected.
Prerequisite: CSC 7002, CSC 7003, and CSC 7005.

CSC 7044 - DevOps (3)

DevOps is a methodology in the software development and IT industry. Used as a set of practices and tools, DevOps integrates and automates the work of software development and IT operations as a means for improving and shortening the systems development life cycle. In this course, we look at how the DevOps philosophy can provide a holistic way to look at software development, deployment, and operations. And we will provide some tenets to help improve quality and stability.
Prerequisite: CSC 7002, CSC 7003, and CSC 7005.

CSC 8101 - CSC Capstone Project (3)

The purpose of the computer science master's degree CSC Capstone Project is to allow the students to reflect on their graduate experience, create and incorporate the various aspects of their learning experiences while considering and planning for their continuing professional development after they leave the computer science master's program. The portfolio project is intended to be reflective and comprehensive, as well as personal, action- and practice-oriented, and developmental, rather than a theoretical exercise. The portfolio project is to be reflected upon throughout their entire graduate experience, compiled, and presented at their last semester in the program.
Prerequisite: CSC 7002 and CSC 7003 and (CSC 7004 or CSC 7005) and CSC 7006 and at least four courses (12 credits) in the student's concentration of record.

CYB - Cybersecurity

CYB 6000 - Network Security (3)

This course covers the theory and practice of network security from a tactical and strategic perspective. The concepts, models, architectures, protocols, standards, implementation, and management of network security are covered. Essentials of local area networks (LAN) security, metropolitan area networks (MAN) security, and wide area networks (WAN) security are covered.

CYB 6005 - Applied Cybersecurity (3)

The Applied Cybersecurity reacquaints students with fundamental cybersecurity concepts, various approaches for security architectures, and provides students with cybersecurity engineering design principles. The course stresses the various foundational elements of Cybersecurity such as safeguarding digital assets and information from unauthorized access, misuse, or cyber-attacks. Students will utilize cybersecurity principles such as confidentiality, integrity, availability, authentication, and non-repudiation. Students will also demonstrate knowledge of security architectures and implications for incident response, security operations, and application of forensic techniques to detect, investigate, analyze, and prevent various cyber-attacks.

CYB 6010 - Protecting and Securing the OS (3)

This course covers operating system security concepts from a tactical and strategic perspective. A variety of OS security principles, techniques, tools, and best practices will be covered in this course. This course provides a balance between tactical and strategic aspects of operating system security.

CYB 6015 - Intelligence Writing (3)

Intelligence Writing is a course designed to introduce students to generally recognized and acceptable writing practices for the

intelligence community. The curriculum is aligned with the open-source publications of *The Style Manual and Writers Guide for Intelligence Publications* and DoD writing guidance. This course will focus primarily on the formal writing and communication tasks that security professionals must perform as a part of their jobs. There will be opportunities for students to apply the fundamentals of writing and communication and achieve the most common writing tasks required for the Intelligence Community.

CYB 6020 - Vulnerability Assmt and PT (3)

The Vulnerability Assessment and Penetration Testing course builds upon ethical security practices by performing prescribed techniques while increasing the student's knowledge, skills, and abilities. Topics covered include ethics, standards, methodologies, tools/techniques, and legal ramifications. Summative report development and presentations of findings will be included.
Prerequisite: CYB 6000.

CYB 6025 - Open Source Intelligence (OSINT) (3)

The Open Source Intelligence (OSINT) is a foundational course in collecting and analyzing data from published or publicly available resources to identify threats and risks. Students will investigate how members of social networking sites behave and engage with each other. In doing so, students will study how this information can be incorporated into intelligence analysis and criminal investigations.

CYB 6030 - IDS and IPS (3)

The Intrusion Detection (IDS) and Intrusion Protection (IPS) course introduces students to intrusion detection and intrusion protection from both a tactical and strategic perspective. Students are introduced to intrusion detection and intrusion protection tools, techniques, and strategies. This course provides a survey of the hardware and software techniques that are applied to the detection, identification, classification and remediation of compromised information systems. Based upon the technology survey, students will develop a solid foundation for understanding IDS and how they function and are employed within a network or cloud. This course will also give students a background in the technology of detection network and cloud attacks. It will introduce all the concepts and procedures used for network boundary protection using both IDS (intrusion Detection Systems) and IPS (intrusion Prevention Systems).
Prerequisite: CYB 6000.

CYB 6040 - Cyberthreat Intelligence (3)

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

CYB 6050 - Information Warfare (Social Media Intelligence) (3)

This course explores the expansion of information warfare across the United States, used as a weapon by the country's adversaries (homeland and abroad). Emphasis placed on modern information warfare and current events (Elections, Social Justice, and the spread of Misinformation). Introduce the student to the basic concepts of information operations and information warfare with examples from history and current day events. Understanding psychology of disinformation, social media, and social capital is essential. Information warfare in the United States will be reviewed along with the strengths and weaknesses of its adversaries.

CYB 6090 - Special Topics: Cybersecurity (3)

This course is an intensive study of selected contemporary topics in cybersecurity. Emphasis is placed on research in areas pertinent to the current cybersecurity and IT/IS 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 of cybersecurity. The focus for each section will vary.

CYB 8100 - Cybersecurity Capstone (3)

This course is the cybersecurity capstone. The course provides students a holistic review of cybersecurity as well as fundamental research methods and techniques.
Prerequisite: CYB 6000 and CYB 6010 and CYB 6020 and CYB 6030 and CYB 6040 and three Cybersecurity Electives.

CYB 8101 - Research Seminar (3)

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 research seminar course. Students must have successfully completed CYB 8100 before registering for CYB 8101.
Prerequisite: CYB 8100 and three MS Cybersecurity Electives.

DBA - Doctor of Business Administration

DBA 7100 - Organizational Strategy and Policy (3)

In order to survive and thrive in these dynamic times, it is necessary for organizations to develop, implement, assess, and evolve robust strategies. The course takes an international view of organizational strategy and policy in a world without borders and provides students with a general overview of the planning, strategy formulation, strategic thinking, strategy implementation, and

evaluation processes. The course acquaints students with current strategic theories, tools and best practices and provides students with opportunities to apply these to real case studies involving global companies. Students will investigate scholarly literature and other sources of information to develop original solutions to specific strategic problems or opportunities in their companies, professions, or industries. Students will write formal papers on their research and recommendations and will be required to make persuasive presentations that are designed for relevant target audiences.
Prerequisite: LDR 7000, DBA 7600, DBA 7510, LDR 7100, and DBA 7400.

DBA 7200 - Advanced Organizational Behavior (3)

The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision-making, teamwork, leadership, and quality improvement programs.
Prerequisite: LDR 7000.

DBA 7310 - Executive Decision-Making (3)

Decision analysis is an integrated process for making difficult decisions under conditions of ambiguity and uncertainty. Quantitative analysis tools, particularly stochastic ones, are central to this process. This course helps students make sound decisions about strategic business issues where ambiguity and uncertainty are involved. They will understand how to use quantitative techniques such as decision trees and simulation to analyze data, subjectively assess probabilities where situations are ambiguous, and develop a sound decision-making framework to evaluate information effectively. This course covers both the quantitative tools and the management context within which the tools are used.
Prerequisite: LDR 7000.

DBA 7400 - Advanced Seminar in Managerial Finance and Accounting (3)

There are fundamental financial principles any DBA student should know. Further, the subject of corporate finance describes core concepts relevant to strategic decision making. This course reviews these fundamental principles, and introduces the common methods used and tools used by financial managers in both the business and government environments. The course emphasizes using the theoretical and conceptual underpinning of each concept in applied situations. The course further includes some of the academic and business literature related to the fundamental principles covered. Students will explore the financial aspects associated with financial decisions, long-term investment opportunities, short-term financial planning and inventory control.
Prerequisite: LDR 7000.

DBA 7510 - Business Intelligence (3)

This course integrates and applies key concepts of business intelligence and critical thinking from an executive management perspective. Students learn how to leverage data and systems to develop and evaluate strategic alternates, make better informed decisions, and effectively manage business. A critical thinking process which can help managers "ask the right questions" is explained and applied to a business intelligence project. The course includes the uses and users of business intelligence, as well as the type of applications and tools that may be deployed to help students better understand the power of business intelligence in making better-informed decisions that rely on data, analysis, and systematic reasoning, in order to avoid poor business decisions based on culture, assumptions and biases.
Prerequisite: LDR 7000.

DBA 7600 - Ethics in Business and Management (3)

This course considers ethics in business and management from a research and business case study perspective. Topics include ethical concepts, ethics research, philosophical ethical theories, issue framing, organization culture, and values-based leadership. This course will help the student identify their own personal values and biases while developing their ethical “muscle” in order to anticipate and prepare for ethical dilemmas they may encounter in real business situations. Students will further learn how to analyze and apply research literature relating to ethics and corporate social responsibility to their everyday jobs and responsibilities.
Prerequisite: LDR 7000.

DBA 7800 - Global Management Models (3)

Business today are more globalized and interconnected than ever; at the same time, managing business in today’s globalized environment is more complex than ever. A global manager must carefully take into account difference in culture, work ethic, law, education and other factors in order to develop successful global business strategies. This course introduces students to theoretical and practical constructs used to frame fundamental issues associated with global commerce (ex: theories of international trade; foreign exchange rate movement; structures and strategies of international businesses; the role of the state in the multinational environment; etc.). Further, the course reviews empirical research associated with the application of discussed theories, while keeping the pulse on the evolving activities from corporations and organizations conducting international businesses, in order to demonstrate the practical application of such theoretical frameworks.
Prerequisite: LDR 7000.

DBA 7900 - Advanced Marketing Seminar (3)

This seminar is designed to strengthen critical thinking skills and ability to plan strategic marketing approaches in the broad sense of engaging with a variety of stakeholders to co-create value. Students will explore and critique cutting edge stakeholder engagement theories as presented in recent scholarly articles as well as marketing trend predictions from practitioner experts. They will develop strategies for co-creating value with stakeholders in their employers' economic, political, and technological spheres.
Prerequisite: LDR 7000.

DBA 8000 - Seminar on Research in Management (3)

The transition from doctoral course work to a successful dissertation effort is often difficult and requires the student have a strong start on the dissertation journey. This course provides students the opportunity to appropriately critique theirs and their colleagues' dissertation topic, refine their research questions and/or hypotheses, and choose the best methodologies for conducting their research. Students will exchange ideas and approaches with their dissertation committee, faculty and other students to assist with the initiation, research and successful completion of a scholarly dissertation. Students should complete the course with a completed research proposal that has been approved by their dissertation committee.
Prerequisite: RES 7105, RES 7106, RES 7107, RES7111, LDR7000, LDR7100, DBA7100, (DBA7300 OR DBA7310), DBA7400, DBA7510, DBA7600, DBA7800 and ((DBA7200 and (DBA7700 OR DBA 7900) or two Doctoral Level College of Education electives (with approval of DBA Program Chair)).

DBA 9000 - DBA Research (3)

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program
Prerequisite: DBA 8000.

DBA 9001 - DBA Research (3)

The DBA dissertation or culminating project requires a minimum of 9 semester credit hours for completion. This process involves extensive work by the student with advisement from a faculty member. A dissertation or project proposal must be completed and be reviewed and approved by the student's culminating project committee before the student moves on to collect data in the area of the research topic. Once the dissertation or project is complete, the student will present the results before the culminating project committee and other colleagues. Students who have not completed their work at the conclusion of DBA 9002 will register for DBA 9004 on a continuing basis in order to receive academic advisement and to remain in good standing in the program
Prerequisite: DBA 9000.

DBA 9002 - DBA Research (3)

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

DBA 9004 - DBA Research (0)

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

DNG - Delaware National Guard

DNG 6100 - Communication Essentials for Military Leadership (3)

Military leaders must present ideas and recommendations persuasively. This course has been designed to enhance students' persuasive skills and help them communicate strategically. Specifically, effective communication, beyond basic skills, involves

listening to and organizing information; giving clear information; and, getting unbiased information. The course combines short lectures and discussions of conceptual ideas with skill-building assignments, practice, and in-class feedback.

DNG 6200 - Strategic Leadership and Decision Making (3)

Military leaders must present ideas that are well-formed, well-informed and the product of a clear decision-making process. This course has been designed to enhance the student's skills in clear decision-making and thinking strategically. The course combines short lectures and discussions of conceptual ideas with skill-building assignments, practice, and in-class feedback. The goal of this course is to combine theories of decision-making with the insights the student learns about his/her own strategic thinking style.

DNG 6300 - Military Leadership Skills (3)

Military leaders must understand all aspects of the people they lead and resources they utilize. The goal of this course is to combine understanding of both the Delaware National Guard and the Delaware Air National Guard, their goals, purpose, structure, policies and assumptions in a manner that the strengths of both can be seen as a single source of success for either. Along with an increased awareness of both services, the course will focus on skills such as managing and prioritizing time; setting goals and standards; and planning and scheduling work.

DNG 6400 - The Role of the Guard (3)

Military leaders must understand and work in alignment with the role of the guard in local, state and regional events. This course is designed to enhance the students' understanding of the functions of the Guard so they can effectively manage resources strategically. This course will also address common misperceptions, roles, strategies, purposes, goals and structures and the ability to utilize this information in a manner that effectively addresses local, regional and national expectations.

DNG 6500 - Joint Force Operations (3)

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

DNG 6600 - Crisis Leadership (3)

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

DNP - Doctor of Nursing Practice

DNP 7000 - Bioethics for Advanced Nursing Practice (3)

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

DNP 7101 - Epidemiology for Advanced Nursing Practice (3)

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

DNP 7103 - Population Health (20 Experiential Engagement hours) (3)

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

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

This course is designed to equip nurses in advanced practice nursing roles with the knowledge, skills, and critical thinking abilities necessary to shape healthcare system changes in the complex landscape of healthcare policy and political advocacy. Concepts and issues that shape healthcare delivery, access, and quality and their relationship to health policymaking and political processes are explored for their impact on advanced nursing practice. In addition, evidence-based approaches to policy analysis, advocacy strategies, and leadership development to empower nurses to influence policy change and advance health equity are examined.
Prerequisite: Admission to the MSN Nurse Practitioner program, MSN Leadership Program, Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7105 - Healthcare Economics (3)

This course examines trends in healthcare economics and their impact on organizational and financial practice. Students will explore the implications of current economic and healthcare policies on the healthcare system. Accounting, finance, and marketing strategies are presented enabling students to complete a comprehensive business plan. Theories of leadership, quality, risk outcomes, and financial structures for healthcare organizations are discussed providing a framework for change within advanced nursing practice specialties.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair.

DNP 7106 - Healthcare Informatics (3)

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

DNP 7107 - Applied Evidence-Based Practice (3)

This course builds on introductory knowledge of evidence-based practice with an examination of the statistical methods for evaluating evidence-based practice initiatives. Students will secure and evaluate evidence for an identified clinical practice change including a plan for implementation.
Prerequisite: Admission to the Combined Post-Masters FNP or AGPCNP Certificate/DNP option, DNP Program, or permission of the DNP Program Chair. Prerequisites: DNP 7000, DNP 7101, DNP 7103, DNP 7104, DNP 7105, and DNP 7106. Corequisite: DNP 7108 can be taken concurrently with DNP 7107.

DNP 7108 - QI and Systems Thinking in Healthcare (35 Experiential Engagement hours) (3)

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

DNP 8000 - Doctor of Nursing Practice Project I (145 Experiential Engagement hours) (3)

This course begins the DNP project phase of the program. The DNP project is the scholarly product demonstrating the translation of best evidence into practice to improve the quality of healthcare outcomes. Students will incorporate content from the DNP core courses to successfully plan and develop an evidence-based doctoral project. In this first phase of the project, students will develop a well-defined DNP project plan including the PICOT Question, problem description, comprehensive literature review, planned interventions, outcome measures and data analysis methods. The DNP project team will be formed with a DNP project advisor and team member. Students will complete and submit their project plan to the Wilmington University Human Subjects Committee for approval. Approximately 145 practice experience hours aligned with the AACN Essentials will be completed in this course.
Prerequisite: DNP 7000, DNP 7101, DNP 7103, DNP 7104, DNP 7105, DNP 7106, DNP 7107, and DNP 7108 with a B or better.

DNP 8001 - Doctor of Nursing Practice Project II (150 Experiential Engagement hours) (3)

This course continues the DNP project phase of the program, students will utilize evidence-based practice principles and clinical practice inquiry to implement their DNP project to improve healthcare outcomes. In the second phase of the project, students will implement the well-defined DNP project plan. Students will exemplify independent leadership and advanced nursing practice skills through leading the established interprofessional DNP project team in the implementation of the evidence-based practice DNP

project. Approximately 150 practice experience hours aligned with the AACN Essentials will be completed in this course.
Prerequisite: DNP 8000.

DNP 8002 - Doctor of Nursing Practice Project III (150 Experiential Engagement hours) (3)

This course continues the DNP project phase of the program. In this final phase of the project, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the evaluation and dissemination of their DNP project. Students will exemplify independent leadership and advanced nursing practice skills through analysis and evaluation of the DNP project outcomes. Students will disseminate their DNP project through a formal scholarly presentation to colleagues and faculty. The final scholarly product will include a description of the results, limitations, conclusions, plan for sustainability, and any applicable funding sources. Approximately 150 practice experience hours aligned with the AACN Essentials will be completed in this course. *Note: completion of 1,000 post-baccalaureate practice experience hours and successful completion of the DNP project and presentation are required for graduation.*
Prerequisite: DNP 8001.

DNP 8004 - Doctor of Nursing Practice Project Continuation (0)

In this course, students who have not yet completed their DNP project will continue to implement and evaluate their project with continued mentorship from the DNP project advisor and team member. This course must be taken on a continual basis to remain in good standing in the program until the DNP project is completed. *Note: completion of 1,000 post-baccalaureate practice experience hours and successful completion of the DNP project and presentation are required for graduation.*
Prerequisite: DNP 8002 with a S.

DNP 9001 - Doctor of Nursing Practice Experiential Engagement I (125 Experiential Engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: Admission to the DNP Program.

DNP 9002 - Doctor of Nursing Practice Experiential Engagement II (125 Experiential Engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9001.

DNP 9003 - Doctor of Nursing Practice Experiential Engagement III (125 Experiential Engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9002.

DNP 9004 - Doctor of Nursing Practice Experiential Engagement IV (125 Experiential Engagement hours) (3)

This course is an integrated and structured, practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement mentor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 experiential engagement hours will be completed in this course.
Prerequisite: DNP 9003.

DSN - Design

DSN 6000 - Web Design and Architecture (3)

Website design and architecture has evolved from a minimalistic presentation of text to vibrant, interactive experiences characterized by strategically placed information, optimally designed pages, and easy navigation. This course explores current

design principles and the tools used for effective website design and development. The course enables students to (a) perform website planning; and (b) recognize and critically evaluate the quality of a website using color theory and standards from organizations such as the World Wide Web Consortium's (W3C). This course is a pre/co-requisite for all Web Design concentration courses. Being a pre/co-requisite means the following. First, as a prerequisite, DSN 6000 registration and completion must occur before registering for other Web Design courses. Second, as a co-requisite, registration in DSN 6000 must occur concurrently (i.e., same term and same part of term) as registration in other Web Design courses provided the DSN 6000 registration always precedes or equals, by term and/or part of a term, registration in other Web Design courses. Dropping or withdrawing from DSN 6000, while DSN 6000 is a pre/co-requisite, may result in being dropped or withdrawn from other Web Design courses in the term and/or part of a term.

DSN 6040 - Web Design with JavaScript (3)

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

DSN 6050 - Markup Languages Advanced Authoring (3)

Webpage and website design must incorporate appearance, content presentation, and usability into a format that captures the user's attention. This course focuses on using the HTML programming language, CSS3 and responsive to control web content behavior. Students will learn proper HTML coding syntax and techniques through practical application involving writing structured code to solve problems and/or control web content behavior. In addition, this hands-on, practical approach ensures students grasp the concepts and logic associated with high-quality web designs and programs.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6060 - Database/Web Design Integration (3)

The development of data driven web sites requires a variety of database options. This course will present PHP (PHP: Hypertext Preprocessor programming language integrated in HTML and techniques covering the basics of SQL (Structured Query Language) databases. Additionally, we will cover relational database concepts, data modeling, stored procedures, records, transactions, exception handling, and security. Using SQL and PHP, students will learn how to build a web page form with server-side scripting to perform processing such as data collection, storage, retrieval, and searches.
Prerequisite: Pre/co-requisite: DSN 6000 - Web Design and Architecture.

DSN 6073 - Server-Side Web Development (3)

The course is an introduction to server-side web development. It covers the integration of the front-end, back-end, and the database server, and the full stack. The course will cover the development of server-side programming that ties together the interaction between HTML/CSS, JavaScript, and SQL Server. The content will also focus on the problem-solving aspects of developing programs and consider how to design scalable applications in a business environment.
Prerequisite: DSN 6000.

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

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

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

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

DSN 7010 - Web Design Integration/Capstone Course (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.
Prerequisite: Successful completion of six core IST courses (18 credits), and DSN 6000, and at least two additional DSN courses

within the Web Design concentration.

DTA - Data Science

DTA 6100 - Biometry (3)

Students will gain experience in experimental design and analysis. Students will utilize field experiments to design and carry out statistical analyses from a variety of biological data.

DTA 7300 - Geographic Information Systems (3)

Students will learn core features of the ArcGIS software. Students will then use ArcGIS to analyze environmental data sets. Students will produce various graphical visualizations utilizing environmental data. Students will then use visual analyses to draw conclusions about environmental problems.

DTA 7400 - Data Science (3)

Student will examine the core principles of data science. Students will apply to statistical tools, to analyze environmental data sets to produce informative and effective visualizations.

DTL - Learning Design and Technology

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

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

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

This course is a review of instructional design processes, practices, and e-learning development based on the Universal Design for Learning framework. Students will focus on adult learning principles and how instructional design practices can facilitate accessible and effective e-learning environments. Additionally, instructional technology tools and accessible instructional resources are explored in the context of implementing e-learning modules in organizational settings.
Prerequisite: DTL 6000.

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

In this course, students will work with e-learning technologies and multimedia tools to attain knowledge and skills relevant to current organizational needs. The course will focus on systems hardware, software, emerging instructional and communications technologies, and ethical considerations with the use of technology. Students will evaluate these technologies in the context of supporting the mission and initiatives of organizations.
Prerequisite: DTL 6000.

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

This is a capstone study of e-learning that is designed to demonstrate cumulative knowledge and skills through two major experiential projects: 1) an e-portfolio, and 2) a case study or authentic project. The e-portfolio captures accomplishments and artifacts from previous courses, and it serves as an ongoing resource and record of continued professional development. The case study or project focuses on an e-learning program or organization and involves in-depth analysis of the application of concepts and strategies needed to enhance practice and performance in e-learning.
Prerequisite: DTL 6010, DTL 6020, MHR 7506.

EDD - Doctor of Education

EDD 6102 - E-Folio (0)

In this course, candidates will use Watermark Student Learning and Licensure (SL&L) to demonstrate their competency in various content and performance areas. This course provides access to the electronic portfolio housed on SL&L and is required for all candidates enrolled in a Degree or Certificate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides candidates with access to the electronic portfolio for the duration of their program. Candidates must (1) enroll in this course at the beginning of their program and (2) open the course on Canvas and follow the instructions to activate their SL&L account. Throughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

EDL - Educational Leadership

EDL 7108 - Action Research I (3)

This course emphasizes the role of the practitioner as researcher and uses action research methodology as the vehicle for identifying, clarifying, and structuring the problem of practice for each student. It is the course that will identify the problem of practice in conjunction with EDL7590 School Leadership: Theory and Practice and is where the process of study, planning, implementation, and evaluation begins that will lead to the capstone Dissertation in Practice. This course is taught in conjunction with EDL 7590 School Leadership: Theory and Practice.
Prerequisite: EDD 6102.

EDL 7109 - Action Research II (3)

The Problem of Practice will have been developed into a well-designed research project. The focus of this course is to create specific implementation and evaluation plans. The instructor will work in consultation with the student and a field-based mentor to review, modify if necessary, and approve the plan for action. The final plan must be submitted to the Wilmington University Human Subjects Review Committee for approval prior to implementation.

EDL 7110 - Innovation in Practice (3)

Innovation in Practice is taken in conjunction with EDL 7111 Leadership for Innovation. Innovation in Practice provides students with opportunities to study successful innovations in schooling at all levels and compare the solutions to similar problems taken concurrently with EDL 7111.

EDL 7111 - Leadership for Innovation (3)

The leader alone cannot carry the responsibility for innovation in schools, but the leader can set the tone and create a climate and a culture in schools and districts in which innovation is safe and encouraged. In Leadership for Innovation, students will study the research on innovative leadership, the cultures of innovative classrooms, schools, school districts and companies, and distill the best practices of leadership that encourage an innovative culture. EDL 7111 is taken in conjunction with EDL 7110.

EDL 7113 - Leadership and Governance (3)

This course will explore and analyze the concept of transformational leadership in education at all levels of PK-12 schooling and study its impact on governance in schools and school districts. Students will address the issues of effective governance under both effective and ineffective school boards and the role of education leaders in both, focusing on enriching one and improving the other. Guest speakers will include school board members, legislators, and others who have influence on education policy. The course is taken in conjunction with EDL 7114: Labor Negotiations and Law.

EDL 7114 - Labor Negotiations and Law (3)

Students will study labor law and school district collective bargaining processes and agreements. From these will come case studies, demonstrations, role playing, and simulations in order for students to develop the skills and dispositions necessary for successful labor relations. Skills will include: building collaborative relationships with local and state education associations, responding to grievances, conducting hearings, and participating in contract negotiations. The course is taken in conjunction with EDL 7113: Leadership and Governance.

EDL 7116 - Security and Safety (3)

This course, taught by professionals in the field, will help education leaders at all levels keep children and staff both physically and emotionally safe. Candidates will learn how to protect the personally identifiable information of staff and students. Candidates will also perform security audits related to their organization's classrooms, buildings and grounds, and information systems. They will learn how to keep abreast of emerging threats to children and staff and how to lead when a crisis occurs. The course is taught in conjunction with EDL 7113: Technology Integration.

EDL 7117 - Leadership for a Responsive School Environment (3)

Candidates will learn the leadership characteristics and behaviors to initiate, nourish, and maintain a culture in the school community that is responsive to the needs of children and youth in confronting trauma and that instructs them in ways that are welcoming to all the cultures in a pluralistic society. District, building, and teacher leaders will learn how to make each level of the learning organization a place that is responsive and grounded in quality relationships among staff and students, and one where students feel supported and respected, and that they belong and are safe in a responsive school environment.

EDL 7201 - Managing Finance (3)

This course examines fiscal policy, control systems, and influencing 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 that provides adequate funding in a manner that is equitable to all students and fair to all taxpayers. Candidates will explore alternative methods of funding. This course is taken in conjunction with EDL 7709: Leading and Managing Human Resources.

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

This course explores theory and practice related to organizational behavior and development, models, change, shared decision-making and instructional leadership for the roles of teacher, principal, and superintendent. Major topics include the new roles for school leaders, issues related to school reform, community and stakeholder involvement, improvement of teaching and learning, enhancing student achievement, ethics, and innovation. It is one of two initial courses in the EDL program and is taught in conjunction with EDL 7108 Action Research I.
Prerequisite: EDD 6102.

EDL 7703 - Curriculum Theory and Practice (3)

Through a study of curriculum theory that includes the writings of John Dewey, Jerome Bruner and others, and planning structures such as those proposed by Ralph Tyler, and Grant Wiggins and Jay McTighe, students will conceptualize their own philosophy of curriculum and juxtapose it with the enacted curriculum of their organization. They will study and propose resolutions to real curriculum problems and apply a model of planning to their own problem of practice in the context of curriculum theory.

EDL 7704 - Education for Equity and Social Justice (3)

Students will determine the role of the school in guaranteeing equity and social justice within its walls and within its community. Students will identify the barriers and practices that face students and staff and that inhibit growth toward full potential. Students will also identify goals and activities to instill belief in equity and social justice for all students.

EDL 7709 - Leading and Managing Human Resources (3)

Candidates will examine and practice the leadership and management skills required for a high quality human resources program that supports all employees. Other topics include recruitment, professional growth, retention of teachers and an efficient management system. The alignment of resources with the mission of the organization is discussed and will be simulated. This course is taken in conjunction with EDL 7201 Managing Finance.

EDL 8115 - Laboratory of Practice: Teacher-Leaders (4)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8125 - Laboratory of Practice: Principals (4)

Each student must complete 240 clinical or internship hours in the classroom, school, or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 8137 - Laboratory of Practice: Superintendents/District Leaders (4)

Each student must complete 240 clinical or internship hours in the school or district setting. The Laboratory of Practice is differentiated accordingly for teacher-leaders, principals, and superintendents or other district leaders. It is the setting in which students have practical leadership experience and in which each student, with consultation with a local leader, identifies a problem of importance to the school or district that becomes the student's problem of practice.

EDL 9100 - Dissertation in Practice I (1)

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

EDL 9200 - Dissertation in Practice II (1)

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

EDL 9300 - Dissertation in Practice III (1)

The dissertation in practice is developed in the first two years, beginning in the first two classes, and is implemented, evaluated and

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

EDL 9400 - Dissertation in Practice Presentation (3)

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

EDT - Educational Technology

EDT 6005 - Applications in Educational Technology (3)

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

EDT 6010 - Instructional Applications of Technology (3)

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

EDT 6020 - Emerging Trends in Educational Technology (3)

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

EDT 6035 - Ethical, Legal, and Social Issues in Educational Technology (3)

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

EDT 6045 - Special Topics in Educational Technology (3)

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

ENV - Environmental Science

ENV 6006 - Ecosystems Management (3)

This course provides students with a conceptual background in Ecosystem Management techniques and concepts. Students will gain

hands-on experience in management plan development, as well as a review of the scientific literature underpinning management of natural areas.

ENV 7000 - Environmental Geology (3)

This course will examine relationships between humans and the physical environment. The course will apply concepts in geology to study human influence on earth processes. The course also examines natural forces influencing climate and material cycling including volcanic activity and rock weathering. Lastly, students will analyze soil geology, with implications for pollution remediation.

ENV 7200 - Environmental Toxicology (3)

Students will examine core principles in environmental toxicology, which will be grounded in basic and organic chemistry. Students will examine major pollutants, their fate and influence on human health and the environment.

ENV 8000 - ENV Masters Project (3)

Students will perform literary or experimental research on their topic of choice within the environmental sciences. Students will first develop a research proposal in ENV 8000. Upon approval of research proposal by instructor, students will be permitted to take the second 3-credit course load of ENV 8001.

ENV 8001 - ENV Masters Project II (3)

Students will perform literary or experimental research on their topic of choice within the environmental sciences. Students will first develop a research proposal in ENV 8000. Upon approval of research proposal by instructor, students will be permitted to take the second 3-credit course load of ENV 8001.
Prerequisite: ENV 8000 with minimum grade of B (may be taken concurrently) .

ESL- English as a Second Language

ESL 5101 - Intermediate Grammar and Writing (3)

This course will emphasize the fundamentals of academic writing and grammar skills with emphasis on the needs of non-native speakers of English. Students will receive instruction and practice in effective paragraph and essay writing, decoding text, grammar usage, and writing mechanics.

Prerequisite: Placement into course by International Admission Associate. NOTE: Credits for this course WILL NOT apply to any degree program.

ESL 5102 - Intermediate Listening and Speaking (3)

This course will emphasize vocabulary-building elements and verbal communication with an emphasis on the academic needs of a non-native English speaker. Students will receive instruction and practice in listening and decoding skills. Students will improve pronunciation and speech fluency through short, in-class presentations and conversation.

Prerequisite: Placement into course by International Admission Associate. NOTE: Credits for this course WILL NOT apply to any degree program.

ESL 5203 - Advanced Grammar and Writing (3)

This course is designed to improve students' writing skills by providing instruction and practice in the process of writing a research paper. Students will learn how to search for and evaluate information to determine its reliability. Students will also learn about the writing process, features of research writing, developing content, and expressing themselves in comprehensible and grammatical language. The course will emphasize the proper use and formatting of sources according to APA style guidelines. It will also identify the most common grammatical and mechanical errors made by ESL students while providing opportunities to correct these errors through instruction and practice.

Prerequisite: Placement into course by International Admission Associate and successful completion of ESL 5101 (if required). NOTE: Credits for this course WILL NOT apply to any degree program.

ESL 5204 - Advanced Listening and Speaking (3)

This course will emphasize advanced vocabulary-building elements and verbal communication, with an emphasis on non-native speakers' student needs. Students will be required to expand their speaking and vocabulary skills learned in ESL 5102 and apply these skills to selected presentation assignments. Students will improve decoding, reading, pronunciation and speech fluency skills. Students will also learn basic research and citation (APA, current edition) skills in preparing for their presentations using various

multimedia technologies.

Prerequisite: Placement into course by International Admission Associate and successful completion of ESL 5101 (if required). NOTE: Credits for this course WILL NOT apply to any degree program.

GRN- Graduate Nursing

GRN 7000 - Scholarly Writing (1)

This course is an introduction to scholarly writing for graduate students and provides students with the knowledge and skills required to articulate concepts and ideas in a professional, scholarly manner. Students will learn the fundamentals of scholarly writing including literary search strategies, synthesis of evidence, reference management, professional use of grammar and syntax, citation of resources in APA format, and academic integrity.
Prerequisite: Acceptance into the Nurse Practitioner (NP) or Doctor of Nursing Practice (DNP) program. .

GRN 7101 - Advanced Pathophysiology Across the Lifespan (4)

This course focuses on advanced concepts of normal physiology and pathology of major body systems and highlights relationships among systems. Knowledge of normal physiology at the cellular level provides the student with a basis for interpreting deviations from healthy states. Concepts are addressed across the lifespan. Variations from normal and abnormal pathophysiologic processes are presented.

Prerequisite: Admission to the NP Program or permission of NP Program Chair.

GRN 7102 - Advanced Practice Roles in Nursing Practice (3)

This course will examine the advanced practice nursing (APRN) roles. Critical issues that define the APRN's scope of practice and nurse practitioner competencies and regulation will be explored. Historical, social, political, legal, and economic issues related to advance practice roles will be evaluated. Students will develop skills related to inter-professional collaborative practice, team building, conflict resolution, and leadership.
Prerequisite: Acceptance into the Nurse Practitioner (NP) Program. .

GRN 7103 - Advanced Pharmacology Across the Lifespan (4)

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 is 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. All concepts addressed across the lifespan.

Prerequisite: Admission to the NP Program or permission of NP Program Chair and GRN 7000, GRN 7101 and GRN 7102.

GRN 7104 - Advanced Health Assessment Across the Lifespan (4)

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care across the lifespan. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using diagnostic reasoning skills and critical thinking. Assessment skills will be refined for the determination of the health status of all ages 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, cultural dimensions of clients in primary care. Practice sessions with faculty and colleagues will create an opportunity for students to refine communication, gathering of historical information, advanced physical assessment skills, and developing a plan of care that is mutually agreeable to the client/family. At the conclusion of the course, students will be expected to perform a complete health assessment, give a comprehensive case presentation which includes appropriate diagnostic reasoning and critical thinking.

Prerequisite: Admission to the NP Program or permission of NP Program Chair and GRN 7000, GRN 7101, GRN 7102 and GRN 7103.

GRN 7105 - Differential Diagnosis and Clinical Decision Making Across the Lifespan (2)

This course focuses on the development of differential diagnoses and the process of clinical decision making to evaluate and treat clients across the lifespan. Students will use nursing's distinct perspective as well as an interdisciplinary approach to evaluate relevant clinical findings, develop appropriate differential diagnoses, and evaluate possible treatment modalities. Using foundational knowledge, students will integrate new concepts to develop clinical decision making and guide development of the plan of care. Students will also evaluate cost-effectiveness and ethics in the clinical decision-making process.
Prerequisite: Admission to the NP Program and GRN 7000, GRN 7101, GRN 7102 and GRN 7103. GRN 7105 must be taken in the same semester with GRN 7104.

GRN 7106 - Acute and Chronic Care Across the Lifespan I (3)

This course will focus on providing primary care across the lifespan using a holistic approach. Health promotion and disease prevention using theoretical frameworks and professionalism in practice are emphasized. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions using evidence-based research and guidelines while maintaining individual patient/family needs are an expectation. Culture, diversity, equity, inclusion, and self-directed care will be enmeshed in all aspects of the course. Using a collaborative approach, emerging technology, advocacy, and leadership to promote superior health care outcomes are educational goals.
Prerequisite: Admission to the NP Program and GRN 7101, GRN 7103 and GRN 7104.

GRN 7107 - Acute and Chronic Care Across the Lifespan II (3)

This course will focus on providing primary care across the lifespan using a holistic approach. Health promotion and disease prevention using theoretical frameworks and professionalism in practice are emphasized. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions using evidence-based research and guidelines while maintaining individual patient/family needs are an expectation. Culture, diversity, equity, inclusion, and self-directed care will be enmeshed in all aspects of the course. Using a collaborative approach, emerging technology, advocacy, and leadership to promote superior health care outcomes are educational goals.

Prerequisite: GRN 7106.

GRN 7108 - Acute and Chronic Care Across the Lifespan III (3)

This course will focus on providing primary care across the lifespan using a holistic approach. Health promotion and disease prevention using theoretical frameworks and professionalism in practice are emphasized. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions using evidence-based research and guidelines while maintaining individual patient/family needs are an expectation. Culture, diversity, equity, inclusion, and self-directed care will be enmeshed in all aspects of the course. Using a collaborative approach, emerging technology, advocacy, and leadership to promote superior health care outcomes are educational goals.
Prerequisite: GRN 7107.

GRN 7121 - Family Practicum I (4)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, individual clients across the lifespan, and families is emphasized. The student will be expected to demonstrate course objectives with a clinical faculty who will provides continuous guidance in all areas. Students must complete 175 clinical hours in the semester.
Prerequisite: GRN 7101, GRN 7103 and GRN 7104. GRN 7121 must be taken in the same semester as GRN 7106 and GRN 7107.

GRN 7122 - Family Practicum II (4)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, individual clients across the lifespan, and families is emphasized. The student will be expected to demonstrate course objectives with a clinical faculty who will provides continuous guidance in all areas. Students must complete 175 clinical hours in the semester.

Prerequisite: GRN 7121.

GRN 7123 - Family Practicum III (4)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, individual clients across the lifespan, and families is emphasized. The student will be expected to demonstrate course objectives with a clinical faculty who will provides continuous guidance in all areas. Students must complete 175 clinical hours in the semester.
Prerequisite: GRN 7122.

GRN 7124 - Family Practicum IV (4)

The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, individual clients across the lifespan, and families is emphasized. The student will be expected to demonstrate course objectives with a clinical faculty who will provides continuous guidance in all areas. Students must complete 175 clinical hours in the semester.
Prerequisite: GRN 7123.

GRN 7201 - Psychopharmacology for the Advanced Practice Nurse Across the Lifespan (3)

This course serves as an intersection for neuroscience, psychopharmacology, and clinical practice. This course provides an in-depth exploration of the principles, mechanisms, and applications of pharmacotherapy in the treatment of psychiatric disorders. Students

will gain comprehensive knowledge of psychotropic medications, their pharmacokinetics, pharmacodynamics, and clinical indications, enabling them to make informed decisions in psychiatric practice. Genomics will also be addressed with regards to psychological conditions. Indications for use of psychotropic medications, side effects, compliance issues, and interactions will be discussed. Emphasis is placed on the understanding of psychotropic medication effects for each disorder studied and the relationship to advanced nursing practice interventions. This course will also address the role of the PMHNP in compliance with regulations and standards that define scope of practice and prescriptive authority for practitioners prescribing psychiatric medications.
Prerequisite: Acceptance into the PMHNP Program. GRN 7201 and GRN 7202 must be taken in the same semester. GRN 7101, GRN 7103 and GRN 7104 must be successfully completed prior to enrollment in this course.

GRN 7202 - Neurobiology of Psychiatric Disorders (3)

This course builds upon the knowledge base developed in the mental health conditions course, extending and applying this content to the neurobiological mechanisms of psychiatric disorders. This course will transition students from general concepts utilized in advanced practice to specific theories that are unique to the role of the psychiatric/mental health nurse practitioner. Students to develop an understanding of current biological theories as a major dimension in understanding the etiology, course, and outcome of selected psychiatric disorders. Students will be prepared to utilize research findings as the empirical basis for the advanced practice of nursing. Content will focus on the major biological theories of psychiatric disorders in relationship to their respective technologies, neuroanatomical structures, neurochemical pathways, specific behaviors, and symptomatology. Current research findings will be presented to supplement theoretical content.
Prerequisite: Acceptance into the PMHNP Program. GRN 7201 and GRN 7202 must be taken in the same semester. GRN 7101, GRN 7103 and GRN 7104 must be successfully completed prior to enrollment in this course.

GRN 7203 - Psychiatric Mental Health Conditions and Evidence-Based Interventions Across the Lifespan (3)

This comprehensive course delves into the dynamic field of psychiatric mental health, exploring the spectrum of conditions and therapeutic interventions across various stages of life. Through an interdisciplinary lens, students will gain a nuanced understanding of mental health challenges affecting individuals from infancy to old age. Students will develop interventional tools/skills to provide holistic, evidence-based care related to mental illness across the lifespan. Students will examine primary prevention, health promotion, disease identification and management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Students will explore concepts of diversity, equity, inclusion, and social determinants of health.
Prerequisite: GRN 7201 and GRN 7202. Will be taken in same semester with GRN 7221.

GRN 7204 - Therapeutic Modalities and Psychiatric Conditions Across the Lifespan (3)

Building on the diagnostic skills mastered in GRN 7203, this course utilizes both the science and art of psychotherapeutic interventions to promote healing and recovery in individuals with psychiatric disorders. This course offers a comprehensive exploration of various therapeutic approaches used in psychiatric practice, equipping students with the knowledge and skills necessary to effectively engage clients, facilitate change, and promote mental health across diverse populations. This course will focus on strategies to integrate and promote physical and behavioral health. Therapeutic modalities related to group and individual psychotherapy, such as Cognitive Behavioral Therapy (CBT), Exposure, and Dialectical Therapy, as well as brain stimulation treatments (i.e., ECT) will be reviewed with indications for use in monotherapy or as an adjunct to pharmacotherapy. This course will also address the role of the PMHNP related to health promotion, leadership, ethical and legal decision making, health policy and advocacy, quality improvement and safety, and interprofessional practice - including scope of practice issues.
Prerequisite: GRN 7203 and GRN 7221. Will be taken in same semester with GRN 7222.

GRN 7205 - Psychiatric Mental Health Application, Management, and Advancement Across the Lifespan (3)

This course is designed to equip students with advanced skills, contemporary management strategies, and a forward-thinking approach to mental health care. This course integrates theoretical knowledge with practical applications, emphasizing a lifespan perspective to address the diverse needs of individuals across different developmental stages. Students will develop skills to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to special populations with mental illness across the lifespan. Theories of various treatment modalities, therapeutic communication, and evidence-based standards of care; along with use of clinical practice guidelines are also emphasized. This course will also focus on the psychosocial impact on populations at risk, as well as the systems and policy gaps. PMHNP students will develop skills to address these gaps in the practice setting, but also within the global healthcare arena. Implementing the APRN role based on organizational data-driven decision-making will be examined. Emphasized will be the role of the advanced practice nurse as a leader, clinician, educator, consultation, researcher, and interdisciplinary team member.
Prerequisite: GRN 7204 and GRN 7222. Will be taken in same semester with GRN 7223.

GRN 7221 - Psychiatric Mental Health Practicum I (3)

This is the first of four clinical internships that are designed to provide a foundation for PMHNP students to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Students will examine primary prevention, health promotion, disease identification and management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisite: GRN 7201 and GRN 7202. Will be taken in same semester with GRN 7203.

GRN 7222 - Psychiatric Mental Health Practicum II (3)

This is the second of four clinical internships, building on the content in GRN 7221, designed to provide a foundation for PMHNP students to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Students will examine primary prevention, health promotion, disease identification and management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisite: GRN 7203 and GRN 7221. Will be taken in same semester with GRN 7204.

GRN 7223 - Psychiatric Mental Health Practicum III (3)

This is the third of four clinical internships, building on the content in GRN 7221 and GRN 7222, designed to provide a foundation for PMHNP students to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Students will examine primary prevention, health promotion, disease identification and management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisite: GRN 7204 and GRN 7222. Will be taken in same semester with GRN 7205.

GRN 7224 - Psychiatric Mental Health Practicum IV (3)

This is the fourth and final practicum of four clinical internships, building on the content in GRN 7221, GRN 7222, and GRN 7223, designed to provide a foundation for PMHNP students to incorporate therapeutic modalities in the practice setting while providing holistic, evidence-based care as it relates to clients with mental illness across the lifespan. Students will examine primary prevention, health promotion, disease identification and management, and therapeutic interventions. The course integrates health assessment and differential diagnostic reasoning for managing psychiatric mental health disorders. This course will also address the role of the PMHNP as it relates to ethical and legal responsibilities, including scope of practice concerns in multiple settings. Concepts of diversity, equity, inclusion, and social determinants of health will be explored.
Prerequisite: GRN 7205 and GRN 7223.

GRN 8101 - Healthcare Leadership and Innovation (2)

This course examines leadership development and innovation strategies for doctorally-prepared nurses to influence healthcare systems. Advanced communication and collaboration skills, team building, and data-driven decision-making concepts will be presented enabling students to analyze and enhance their leadership acumen. Students will further explore the impact of cultural and ethical factors on leading change in complex healthcare systems.
Prerequisite: Admission to the DNP Program or Permission of the DNP Program Chair and GRN 7000.

GRN 8102 - Introduction to Evidence-Based Practice (3)

This course explores the foundational and philosophical aspects of evidence-based practice relevant to advanced nursing practice. Research methodology will be introduced related to the generation of clinical evidence. Students will develop database search and clinical evaluation strategies to apply scientific findings to practice.
Prerequisite: Admission to the NP or DNP Program or permission of DNP program chair and GRN 7000.

GRN 8103 - Epidemiology and Population Health (3)

This course will examine the role of epidemiology in population health and advanced nursing practice including prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations. Students will learn epidemiologic principles in data interpretation and apply descriptive and analytical epidemiological methods to vulnerable populations. A community-based collaborative action research project enables students to explore community, environmental, cultural, and socioeconomic dimensions of care. Twenty experiential engagement hours aligned with the AACN Domains are required.
Prerequisite: Admission to the NP or DNP Program or permission of DNP program chair and GRN 7000.

GRN 8104 - Healthcare Politics and Policy (3)

This course is designed to equip nurses in advanced practice nursing roles with the knowledge, skills, and critical thinking abilities necessary to shape healthcare system changes in the complex landscape of healthcare policy and political advocacy. Concepts and issues that shape healthcare delivery, access, and quality and their relationship to health policymaking and political processes are explored for their impact on advanced nursing practice. In addition, evidence-based approaches to policy analysis, advocacy strategies, and leadership development to empower nurses to influence policy change and advance health equity are examined.
Prerequisite: Admission to the NP or DNP Program or permission of DNP program chair and GRN 7000.

GRN 8105 - Healthcare Informatics (3)

This course will provide a comprehensive examination of healthcare informatics. The role of nurses in advanced nursing practice with relation to policy making, application design, technology selection, usability, safety, security, ethics, outcome data analysis, and interdisciplinary clinical workflow integration will be explored. This course will also present strategies related to the utilization of information technology for quality improvement initiatives, evidence-based practice guideline implementation, administrative and clinical decision-making, as well as patient and clinician education.
Prerequisite: Admission to the NP or DNP Program or permission of DNP program chair and GRN 7000.

GRN 8106 - Healthcare QI and Systems Thinking (3)

This course examines core quality, safety, and systems thinking competencies for nurses in advanced practice roles. Contemporary performance/quality improvement methodologies, data reporting, and evaluation of evidence-based quality health care practices for patient populations (individuals and aggregates) will be presented. Students will examine theory and organizational science concepts to assess organizational culture, analyze data, and translate findings to drive transformative system changes. Thirty-five experiential engagement hours are included from the Institute for Healthcare Improvement.

Prerequisite: Admission to the DNP Program or Permission of the DNP Program Chair and GRN 7000.

GRN 8107 - Healthcare Economics (3)

This course examines trends in healthcare economics and their impact on organizational and financial practice. Students will explore the implications of current economic and healthcare policies on the healthcare system. Accounting, finance, and marketing strategies are presented enabling students to complete a comprehensive business plan. Theories of leadership, quality, risk outcomes, and financial structures for healthcare organizations are discussed providing a framework for change within advanced nursing practice specialties.
Prerequisite: Admission to the DNP Program or Permission of the DNP Program Chair and GRN 7000.

GRN 8108 - Applied Evidence-Based Practice (3)

This course builds on introductory knowledge of evidence-based practice with an examination of the statistical methods for evaluating evidence-based practice initiatives. Students will secure and evaluate evidence for an identified clinical practice change including a plan for implementation.
Prerequisite: Admission to the DNP program or Permission of the DNP Program Chair and GRN 7000, GRN 8101, GRN 8102, GRN 8103, GRN 8104, GRN 8105, GRN 8106 and GRN 8107.

GRN 8121 - DNP Experiential Engagement I (125 Practice Experience Hours) (3)

This course is an integrated and structured practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement preceptor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 practice experience hours will be completed in this course.
Prerequisite: Admission to the DNP Program or Permission of the DNP Program Chair and GRN 7000.

GRN 8122 - DNP Experiential Engagement II (125 Practice Experience Hours) (3)

This course is an integrated and structured practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement preceptor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 practice experience hours will be completed in this course.
Prerequisite: GRN 8121.

GRN 8123 - DNP Experiential Engagement III (125 Practice Experience Hours) (3)

This course is an integrated and structured practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement preceptor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 practice experience hours will be completed in this course.
Prerequisite: GRN 8122.

GRN 8124 - DNP Experiential Engagement IV (125 Practice Experience Hours) (3)

This course is an integrated and structured practicum that compliments the Doctor of Nursing Practice (DNP) core courses. Students will explore nursing leadership topics related to the AACN Essentials and AONL Nurse Executive Competencies across the healthcare continuum in conjunction with an experiential engagement preceptor. The content of the practicum will be defined by the student in consultation with DNP faculty. 125 practice experience hours will be completed in this course.
Prerequisite: GRN 8123.

GRN 9001 - Doctor of Nursing Practice Project I (3)

This course begins the DNP project phase of the program. The DNP project is the scholarly product demonstrating the translation of best evidence into practice to improve the quality of healthcare outcomes. Students will incorporate content from the DNP core courses to successfully plan and develop an evidence-based doctoral project. In this first phase of the project, students will develop a well-defined DNP project plan including the PICOT Question, problem description, comprehensive literature review, planned interventions, outcome measures and data analysis methods. The DNP project team will be formed with a DNP project advisor and team member. Students will complete and submit their project plan to the Wilmington University Human Subjects Committee for approval. Approximately 145 practice experience hours aligned with the AACN Essentials will be completed in this course.
Prerequisite: Admission to the DNP program or Permission of the DNP Program Chair and GRN 7000, GRN 8101, GRN 8102, GRN 8103, GRN 8104, GRN 8105, GRN 8106, GRN 8107 and GRN 8108.

GRN 9002 - Doctor of Nursing Practice Project II (3)

This course continues the DNP project phase of the program, students will utilize evidence-based practice principles and clinical practice inquiry to implement their DNP project to improve healthcare outcomes. In the second phase of the project, students will implement the well-defined DNP project plan. Students will exemplify independent leadership and advanced nursing practice skills through leading the established interprofessional DNP project team in the implementation of the evidence-based practice DNP project. Approximately 150 practice experience hours aligned with the AACN Essentials will be completed in this course.
Prerequisite: GRN 9001.

GRN 9003 - Doctor of Nursing Practice Project III (3)

This course continues the DNP project phase of the program. In this final phase of the project, students will utilize evidence-based practice principles and clinical practice inquiry to synthesize and integrate newly acquired knowledge and skills through the evaluation and dissemination of their DNP project. Students will exemplify independent leadership and advanced nursing practice skills through analysis and evaluation of the DNP project outcomes. Students will disseminate their DNP project through a formal scholarly presentation to colleagues and faculty. The final scholarly product will include a description of the results, limitations, conclusions, plan for sustainability, and any applicable funding sources. Approximately 150 practice experience hours aligned with the AACN Essentials will be completed in this course.*Note: completion of 1,000 post-baccalaureate practice experience hours and successful completion of the DNP project and presentation are required for graduation.*
Prerequisite: GRN 9002.

GRN 9004 - DNP Project Continuation (3)

In this course, students who have not yet completed their DNP project will continue to implement and evaluate their project with continued mentorship from the DNP project advisor and team member. This course must be taken on a continual basis to remain in good standing in the program until the DNP project is completed. *Note: completion of 1,000 post-baccalaureate practice experience hours and successful completion of the DNP project and presentation are required for graduation.*
Prerequisite: GRN 9003.

HCA - Health Care Administration

HCA 7700 - Seminar in Health Care Administration (3)

This course is a survey of the health service delivery system with an emphasis on its ethics and the evolving nature of the health care system in today's global environment. Issues related to multi-health systems integration, physician/hospital organizations, and alternative delivery systems for the ageing population are explored. The impact of the health systems within other countries is examined for its effect on and contribution toward the United States health care system.

HCA 7720 - Health Policy and Economics (3)

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 - Health Insurance and Reimbursement (3)

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 - Legal Aspects in Health Care (3)

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

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

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

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

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

HEL - Higher Education Leadership

HEL 8000 - Professional Seminar in Higher Education (3)

Course provides an overview of the field of higher education, an introduction to doctoral study, and career development planning. A primary focus of the course will be on creating individualized career paths and creating plans for Leadership Field Experience.
Prerequisite: EDD 6102.

HEL 8001 - Advanced Academic Research & Writing (3)

Strong skills in research and writing are critical for leaders in higher education. The course will focus on strengthening writing skills in a variety of academic and professional contexts. Students will also learn to interpret, critique, and analyze published research.
Prerequisite: EDD 6102.

HEL 8002 - Leadership Strategies for Innovation & Change (3)

This course is designed for students to explore transformational and other leadership theories, approaches, and core skills to adopt a toolbox of leadership strategies for practical application. The course will assist students in critically examining the relationship between situations and decision making for the demonstration of impactful leadership. Students will examine insights and tools to implement and manage change so that as their leadership develops, so do their abilities to serve as change agents for innovation.
Students will identify core leadership competencies and critically analyze their own strengths and areas for improvement to plan their development and maximize their impact as a leader.
Offered: Spring Block 1.

HEL 8100 - History of American Higher Education (3)

A survey of the foundations of higher education and the development of American higher education. Attention will be given to major events and policies that have impacted higher education in the United States. Students will gain an understanding of and appreciation for the ways in which past events have contributed to the current issues in American higher education.
Prerequisite: EDD 6102.

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

This course explores issues in higher education related to equity and inclusion, including access to higher education, multiculturalism on college campuses, equity in admissions; equity in faculty hiring and promotion; issues related to races, gender, sexuality, ability, economic status, and more. Students will learn to understand and critique multiple perspectives; develop multicultural self-awareness; and understand the impact of leadership on advancing equity and inclusion on college campuses.
Prerequisite: EDD 6102.

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

Students will explore philosophical foundations of ethics and develop frameworks for approaching ethical decision-making in a variety of higher education contexts. Students will complete readings and conduct analyses of current ethical challenges in higher education.
Prerequisite: EDD 6102.

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

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

Prerequisite: EDD 6102.

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

Explores current issues in higher education leadership through in-depth analysis, case study, and scholarly readings. Provides an emphasis on current challenges in higher education leadership.
Prerequisite: EDD 6102.

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

In this introductory course in research methods students will review qualitative, quantitative, and mixed-methods approaches. Students will learn to design research questions, explore approaches to methodology, understand research frameworks, and hypothesis formation and testing.
Prerequisite: Grade of B or higher in HEL 8001 and an S in EDD 6102.

HEL 8201 - Problem Centered Research 1 (3)

This course will prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. Students will explore the nuances of various inquiry methods, especially those most useful in action research settings. The catalyst of these examinations will be each student's proposed problem, with this course focusing on refining inquiry questions and exploring ways of addressing the problem that will lead to their capstone doctoral learning experience.
Prerequisite: Grade of B or higher in HEL 8200.

HEL 8202 - Problem Centered Research 2 (3)

This course is the second of two courses designed to prepare students to analyze data and draw meaningful conclusions while recognizing the limitations of the data and the procedures employed. The course will explore what sound research means and how design choices influence the validity/credibility of research findings and conclusions. Students will continue to develop their proposal/design framework and will receive on-going assistance in developing their research proposals.
Prerequisite: Grade of B or higher in HEL 8201.

HEL 8501 - Guided Study (3)

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

HEL 8502 - Guided Study (3)

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

HEL 8503 - Guided Study (3)

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

HEL 8504 - Guided Study (3)

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

HEL 8505 - Guided Study (3)

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

HEL 9000 - Applied Inquiry Seminar 1 (3)

This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members. The student will evaluate the impact of the project and share the results with colleagues.
Prerequisite: Prior to enrolling in HEL 9000, students must have successfully completed all coursework and maintained a 3.0 grade point average.

HEL 9001 - Applied Inquiry Seminar 2 (3)

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

HEL 9004 - Applied Inquiry Sustaining Credit (0)

Students who have not completed and presented their Applied Inquiry Project by the end of HEL 9001 are required to enroll in this course on a continuing basis until the project is completed and presented.
Prerequisite: Satisfactory Grade in HEL 9001.

HSC- Health Sciences

HSC 6600 - Foundations of Community and Health Education (3)

This course focuses on the development of health education and community health skills for health science professionals. This course will explore trends in community health, health disparities, health promotion strategies, and key health education principles. It will provide students with the knowledge and skills necessary to analyze health promotion and health behavior organizations. Students will incorporate healthcare marketing techniques, planning strategies, implementation plans, and evaluation assessments of a health promotion program. The learner-based course will enable students to use their critical thinking skills to develop competency in quality assessment and improvement for a target population.

HSC 6615 - Foundations of Population Health (3)

This interprofessional course focuses on preparing health professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health management. Special emphasis will be on identification and stratification of populations at risk; health care and public health systems, evidence-based care, care coordination, patient and community engagement, and data analytics and reporting of outcomes. Key themes of interprofessional communication, collaboration, leadership, and professionalism will be ingrained throughout content. The course integrates components of both health care and public health systems such as access, health promotion, disease prevention, screening, and chronic care utilizing strategies to advance beyond care to overall wellness.

HSC 7250 - Human Health and the Environment (3)

The course examines the biological, physical and chemical agents affecting human health. Additional topic areas that will be explored include the regulatory framework for environmental health, the indoor environment, and contemporary issues in environmental justice.

HSC 7700 - Applied Behavioral Health (3)

This course is an exploration of concepts and methods of psychological, social, and behavioral sciences relevant to identification of and solution to health science problems. The course will focus on the basic set of competencies that is central to the field, including identifying theories, concepts, and models from a range of social and behavioral disciplines that are used in health science research and practice. The course will use relevant health sciences topics to apply these theories, concepts, and models.

HSC 7730 - Health Care Delivery (3)

This course focuses on major issues in the organization, financing, and delivery of health services in the U.S., analyzed in relation to patient access, equity, quality, and costs of health care, and ultimately population health and well-being. In particular, this course analyzes the U.S. health services system in terms of: (a) health across groups, (b) health care financing, (c) health care workforce, (d) health services organization, and (e) health system performance and reforms. This course is intended to provide the future health services, healthcare administrator, planner, practitioner, policy analyst, or researcher with fundamental knowledge to understand and evaluate the relative merits and limitations of health care services overall and various interventions and policies, and to anticipate the impact of specific changes to any part of the health services system.

HSC 7740 - Cultural Diversity in Health and Illness (3)

The goal of this course is to broaden the student's perception and understanding of health and illness and the variety of meanings these terms carry for members of differing ethnic groups. Emphasis is placed on the application of diversity, equity inclusion (DEI), and multicultural health beliefs and practices in health and illness. The need for cross-cultural competency and development of skill sets as they pertain to health care will be highlighted.

HSC 8900 - Health Sciences Capstone/Guided Practicum (3)

In this final required course of the degree program, students are expected to integrate insights gained and competencies acquired throughout the program. Applying methods of scholarly inquiry and composition, students will synthesize insights and findings from their culminating experience in a scholarly product.

IPM - Information Technology/Systems Project Management

IPM 6000 - IT/IS Project Scope Development and Management (3)

This course covers the methodologies, tools and techniques for identifying, developing, validating, and managing the scope of IT/IS projects. This includes topics such as identifying project objectives, assumptions, constraint, requirements, and development and management of a scope management plan.

IPM 6015 - Project Scoping and Scheduling (3)

Project Scope Development covers the methodologies, tools and techniques for identifying, developing, validating, and managing the scope of IT/IS projects. This includes topics such as identifying project objectives, assumptions, constraint, requirements, and development and management of a scope management plan.
Project Scheduling covers various methodologies, tools and techniques associated with IT/IS project scheduling. Topics include schedule development, critical path, baselines, estimating duration, project network diagrams, and duration compression.
Prerequisite: IST 7060.

IPM 6030 - IT/IS Project Risk Management (3)

This course covers the development of a risk management plan, as well as various risk management methodologies, tools, and techniques for managing IT/IS project management risks. Additionally, the course covers risk identification, qualitative and quantitative analysis, and risk response.
Prerequisite: IST 7060.

IPM 6040 - IT/IS Project Quality Management (3)

This course covers methodologies, tools and techniques for planning and managing IT/IS project quality. This includes quality planning, quality assurance, quality control, quality audits and quality improvement.
Prerequisite: IST 7060.

IPM 6050 - Agile Project Management (3)

This course introduces Agile project management to students, with a focus on managing software development projects and Agile project team members. It also provides students with the knowledge needed to determine when an Agile approach is more appropriate for IT/IS projects.
Prerequisite: IST 7060.

IPM 6060 - Technology Project Leadership and Teamwork (3)

This course covers the seven keys to project leadership. They are (1) be authentic, (2) lead with vision, (3) improve and innovate, (4) empower the team, (5) build trust with stakeholders, (6) use powerful techniques, and (7) work with intent. Keys 1 and 7 focus on strengthen self-esteem and optimize the project leader's energy and avoid negative stress. Keys 3 to 6 focus on empowering and communicating to the team and stakeholders respectively.
Prerequisite: IST 7060.

IPM 6070 - Mastering Tech Agile Applications (3)

This course covers seven Agile Project Management domains. They are (1) Agile Principles and Mindset, (2) Value-Driven Delivery, (3) Stakeholder Engagement, (4) Team Performance, (5) Adaptive Planning, (6) Problem Detection and Resolution, and (7) Continuous Improvement including product, process, and people. The seven domains are broken down into two distinct areas: Agile tools and techniques, and Agile knowledge and skills.

IPM 6080 - Advanced Tech Agile Solutions (3)

This course covers seven core Lean-Agile competencies required for the lean enterprise and business agility. They are (1) Lean-Agile Leadership, (2) Team and Technical Agility, (3) Agile Product Delivery, (4) Enterprise Solution Delivery, (5) Lean Portfolio Management, (6) Organizational Agility, and (7) Continuous Learning Culture. Each competency has three dimensions and is a set of

related knowledge, skills, and behaviors.

IPM 6090 - Special Topics in IT/IS Project Management (3)

This course is an intensive study of selected topics in IT/IS Project Management. The focus for each section varies. When offered in a "Directed Study" format, it 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. Student should refer to the course-listing bulletin for the current topic.

IPM 7000 - Artificial Intelligence in Project Management (3)

Project problems are symptoms of a poor project process and indicate that the tools and practices needed to change the process are missing. AI tools and practices offer the opportunity to improve project outcomes. The course covers how to find the value in using AI tools, the importance of data, sample AI tools, the project methodology and agile implementation, acquiring AI tools, and the future of AI tools for project management.

IPM 8100 - IT/IS Project Management Integration/Capstone Course (3)

This course takes key IT/IS Project Management (IPM) concepts from the five IPM core courses and brings these concepts together as a focused perspective showing the relationship between Information Technology and Project Management. In addition, this course combines the four integration efforts toward a) integrating the enterprise, b) integrating the IS function, c) integrating IS technologies, and d) integrating Technology Project Management.
Prerequisite: MS IT Project Management majors: IPM 6015, IPM 6030, IPM 6040, IST 7020, IST 7060, and at least three concentration courses in MS IT Project Management.

IPM 8101 - Research in Information Technology Project Management (3)

Students will employ an approved Research Project and Methodology to complete their selected technology project. The chosen methodology will be used for reporting on information technology project management including AI in project management, agile project management, quality project improvement, project risk management, etc.
Prerequisite: IPM 6000, IPM 6010, IPM 6030, IPM 6040, IPM 6050, IPM 6060, IPM 7000, IPM 8100, and choose two graduate level courses (6 credits) from the following: IST (except IST 5000, IST 5500, IST 7060, MGT 6502, MGT 8000), DSN, CYB, SEC, EDT 6005, EDT 6010, EDT 6020, EDT 6035, EDT 6045, MSN 7741, MSN 6611, MBA 7305, MBA 6350, MGT, MPA, MHR, MOL, MCM, and MSP.

IST - Information Systems Technologies

IST 6090 - Special Topics in Information Systems Technologies (3)

This course is an intensive graduate level study of selected topics in Information Systems Technologies. The focus for each section varies. When offered in a "Directed Study" format, it 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.

IST 7000 - Data Management (3)

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.

IST 7020 - Analysis, Modeling, and Design (3)

This course covers topics such as the systems development life cycle (SDLC), 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. In addition, the course addresses the unique issues presented when globalizing IT systems. Students will use current development methods and tools such as rapid application development, prototyping, and visual development.

IST 7040 - Data Communications and Networking (3)

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.

IST 7060 - Project and Change Management (3)

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.

IST 7080 - Cloud Management (3)

This course covers the concepts, architecture, governance, and cybersecurity strategies for cloud computing. Students will learn best practices for cloud management, including planning for the successful migration from in-house IT systems to the cloud environment. The course will also address the administrative and support aspects of cloud migration and multi-cloud integration. In addition, students will learn the value of cloud adoption and how it can improve cost savings, operational efficiencies, and IT return on investment (ROI).

IST 7100 - IT Policy and Strategy (3)

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.

IST 8101 - Field Experience/Internship (3)

Students in the MS IST program can enroll in a three-credit hour, semester-long supervised field-experience/internship. Students will employ a research methodology to complete their selected project. Work-Integrated Learning (WIL) is evaluated as part of the overall IST 8101 Field Experience/Internship course. The evaluation results are based on the student meeting all the agreed-upon criteria and meeting all the requirements for documenting the experience through written reports (e.g., course assignments.) The Academic Research Process (ARP) is deployed including an Internship Supervisor Evaluation form that must be completed and submitted during the last scheduled class meeting for face-to-face and hybrid courses or before Sunday of the final week for online courses.
Prerequisite: Program Chair approval required to approve a letter of intent for an internship by a valid employer.

IST 8105 - IST Capstone (3)

This course is the M.S. Information Systems Technologies capstone course for all concentrations in the program. The course assesses knowledge, skills, and abilities (KSAs) related to the university's graduation and program competencies through a process of reinforcing and measuring key Information Systems Technology (IST) concepts developed in the program's core courses (IST7000 series). These key concepts include, but are not limited to: Systems Thinking; System Life Cycles; Data Management; Networking; System Modeling; IT Governance; Ethics; and IT Project Management. By using a reinforcement strategy, students will be able to synthesize and apply the KSAs gained in the core courses within a culminating, final project through the identification of IT needs and an evaluation of IT alternatives for meeting a business's operational needs.
Prerequisite: IST 7000, IST 7020, IST 7040, IST 7060, IST 7080, IST 7100, and, at least, three (3) courses (9 credits) in the student's concentration of record.

LDR - Leadership

LDR 7000 - Experiential Learning: Leadership Issues (3)

This course is experiential in nature and focuses on leadership and group process. Students will acquire and apply knowledge and skills in an immediate and relevant setting. Students will explore leadership theories and will utilize case studies and practical application exercises throughout the course to reinforce the learning outcomes and to have an understanding of and a grounding in the issues facing leaders in a variety of organizations. Topics include leadership styles, examining core values in the leadership process, power and influence, group problem solving, decision-making, conflict management, ethical dilemmas, and community building.

LDR 7100 - Managing Innovation and Change (3)

In this course, students will apply innovation theories to their organizations and to cases. They will strategically develop integrated business models and offerings that can't be easily imitated by competitors. They will develop plans to pilot test or prototype these innovative approaches and will think about how to manage possible implementation problems. Students will also explore what kinds of mindsets work against innovation and how leaders can counter those mindsets. Using evidence-based management principles, students will become proficient at asking relevant questions, and acquiring, appraising, aggregating, applying and assessing information. They will develop, articulate, and defend distinctive points of view grounded in the innovation literature and in evidence related to proposed strategies.

Prerequisite: LDR 7000.

MAC - Accounting

MAC 5000 - Accounting Foundations I (3)

This course will prepare incoming graduate accounting students with a foundation in accounting principles. The topics covered in the course include the accounting cycle, books of original entry, preparation of journal entries, worksheets, the trial balance, and the statements of financial position and income. Emphasis is on the proper recording and reporting of assets, liabilities, and equity accounts.
Graduate accounting students lacking six credits of undergraduate accounting are required to take this course as a prerequisite for the core MAC courses.

MAC 5010 - Accounting Foundations II (3)

This course will prepare incoming graduate accounting students with a foundation in financial statement analysis and managerial accounting. The course material begins with a continuation of the financial accounting topics covered in Accounting I, focusing on long-term liabilities, cash flow, and financial statement analysis. The managerial accounting topics covered include the elements of cost in business organizations, basic cost behavior patterns, decision-making, cost-volume profit analysis, and budgeting.
Graduate accounting students lacking six credits of undergraduate accounting are required to take this course as a prerequisite for the core MAC courses.
Prerequisite: MAC 5000 or BAC 101.

MAC 5100 - Intermediate Financial Accounting I (3)

This course combines a study of the theory, rationale, and objectives of financial reporting with an examination of current reporting principles. The course provides an in-depth analysis of the reporting for assets. It prepares students for advanced study, professional examinations, and a successful and ethical pursuit of a career in accounting or business.
Graduate accounting students lacking six credits of undergraduate intermediate accounting are required to take this course as a prerequisite for the core MAC courses.
Prerequisite: MAC 5010 or BAC 102.

MAC 5110 - Intermediate Financial Accounting II (3)

This course provides an in-depth analysis of current and long-term liabilities, stockholders' equity, dilutive securities, investments, accounting for income taxes, pension costs and leases, and accounting changes and error analysis. It prepares students for advanced study, professional examinations, and a successful and ethical pursuit of a career in accounting or business.
Graduate accounting students lacking six credits of undergraduate intermediate accounting are required to take this course as a prerequisite for the core MAC courses.
Prerequisite: MAC 5100 or BAC 201.

MAC 6200 - Data Analytics for Accountants (3)

All accountants need to develop data analytics skills to address the current and future needs of the accounting profession. Accountants need to be prepared to identify and solve business questions through the analytical process of mastering the data, testing the data, addressing and refining results, communicating findings and tracking the outcomes. The course introduces the various analysis tools used by accounting professionals: Microsoft Excel, Microsoft Access (including SQL), and Tableau. The course

will focus on hands-on instruction utilizing labs and case studies.
Prerequisite: MAC 5010 or BAC 102.

MAC 6300 - Governmental and Not-For-Profit Accounting (3)

This course provides in-depth coverage and discussion of currently relevant topics in the study of accounting for governmental and not-for-profit organizations. Students will learn the unique characteristics of accounting reporting for these organizations. The course will allow students to further develop their analytical and decision-making skills as they prepare and evaluate financial statements for governmental and not-for-profit companies, including colleges, universities, and health-care organizations. The material covered will also aid the student in preparing for the CPA exam.
Prerequisite: MAC 5010 or BAC 102.

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

This course examines the conceptual, theoretical, and practical aspects of financial accounting. Students will focus on the theoretical foundations of financial reporting and the factors that affect accounting standard setting and decision making. Recent and current literature is studied to enhance analytic skills in accounting. The student will learn how to recognize important issues, ask critical questions, and research answers in the authoritative accounting literature.
Prerequisite: MAC 5110 or BAC 202; 3 credits of undergraduate finance (equivalent to FIN 305) or MBA 5900.

MAC 7200 - Advanced Managerial Accounting (3)

This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Special emphasis is given to the application of strategic cost management principles to practical situations. The course uses case studies to help students contextualize cost accounting topics and to understand the impact of cost accounting information on firm planning and decision-making.
Prerequisite: BAC 101 and BAC 102 or MAC 5000 and MAC 5010.

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

This is an advanced course in auditing. The course content will consist of generally accepted auditing standards, professional requirements (both from the AICPA and PCAOB), and the effects of the Sarbanes-Oxley Act. Topics covered include the demand for auditing and assurance services, risk assessment, internal auditing, EDP auditing, data analytics, ethics, and governmental auditing issues.
Prerequisite: BAC 201 and BAC 202 or MAC 5100 and MAC 5110.

MAC 7400 - Fraud Prevention and Forensic Accounting (3)

The incidence of fraudulent activities and dubious financial schemes are on the rise. Fraud is an extremely costly business problem. There is an increasing need for professionals skilled with the investigative skills to uncover fraud and for employees to recognize its warning signs in the workplace. In this course, students will be provided an overview of various forms of financial fraud schemes, the role of auditors and forensic accountants in detecting fraud, and how internal controls can be designed to prevent such activity.
Prerequisite: MAC 5000 and MAC 5010 or BAC 101 and BAC 102.

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

Taxation's domain encompasses many facets of our business and personal environment. This course features the analysis and evaluation of tax law to make strategical decisions. Consequently, tax research and planning methodology will be analyzed and critically evaluated to better understand and control the consequences of taxes.
Prerequisite: BAC 201 and BAC 202 or MAC 5100 and MAC 5110.

MAC 7600 - International Accounting and Taxation (3)

Topics in this course are studied in the context of accounting in an international environment. Subjects include accounting for foreign currency transactions, foreign financial reporting and disclosure, transfer pricing, comparative accounting standards, taxation, and current issues in multinational accounting. This course will integrate the accounting theory and practice taught in the core MAC courses into the process of solving complex problems related to international accounting and taxation.
Prerequisite: MAC 7100, MAC 7200, MAC 7300, MAC 7500.

MAJ - Administration of Justice

MAJ 6600 - Criminological Theory (3)

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

theory to practice.

MAJ 6601 - Typologies of Crime (3)

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

MAJ 6602 - Criminal Justice Ethics (3)

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

MAJ 6603 - Managing Diversity (3)

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

MAJ 6604 - Technology for Modern Policing (3)

The topics in this course are geared toward the modern police executive who must be conversant in the application and operation of the variety of systems that are used in contemporary police work. Subject matter will include the Internet, National Crime Information Center, project management, crime mapping, major case applications, interfacing networks, computerized 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 - Supervision and Management (3)

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 - Crisis Management (3)

The focus of this course is the study of the crisis phenomenon as it affects law enforcement and private industry. Topics include hostage/barricade incidents, workplace violence, school violence, product tampering, and major case issues. Emphasis is placed on the decision-making process. Protocols for dealing with several types of incidents and the behavioral issues of perpetrators will be discussed. Topics will also include crisis management theory, planning responses to crisis, formation of crisis management response teams, and dealing with the aftermath of crisis situations.
Crosslisted as: MHS 7004.

MAJ 6607 - Workplace Law and Liability (3)

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 - Police Executive Leadership (3)

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 - Violent Crime (3)

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 - White Collar Crime (3)

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 - Victimology (3)

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 - Drugs and Society (3)

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

MAJ 6613 - Mental Health and the Law (3)

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

MAJ 6614 - Addiction Studies (3)

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 - Therapeutic Strategies for Criminal Justice Offenders (3)

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 - Judicial Procedures (3)

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 - Forensic Behavior Analysis (3)

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 - Criminal Justice System: Policy and Process (3)

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 - Law and Social Control (3)

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 - Quantitative Applications in Criminal Justice (3)

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 - Research Methods in Criminal Justice (3)

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.
Crosslisted as: MHS 7033.

MAJ 6634 - Leadership through Films (3)

The quest for understanding leadership on personal, organizational and global levels is both elusive and complex. This course is designed to stimulate thoughtful consideration into the nature of leadership as depicted in film. Film provides unique insight into the character, motives, and culture allowing the student to access meaning and significance through theoretical, analytic and dialogic inquiry.
Crosslisted as: AHS 7634.

MAJ 6701 - Special Topic: Ireland Study Abroad (3)

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 - Thesis Supervision (3)

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 - Graduate Practicum (3)

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

MAJ 7000 - Contemporary Issues in Homeland Security (3)

Students will gain an understanding of the concept of Homeland Security and its relevance in today's society. The macro and micro definition of Homeland Security will be thoroughly discussed. An in-depth review of the events which placed Homeland Security as a top priority of the U. S. Government will be made. Students will be given an overview of the statutory authority given to officials in the various government entities who have responsibility for Homeland Security. This overview will include a review and discussion of the Homeland Security Act of 2002 and the U. S. Patriot Act. Review and discussion of the structures of federal, state and local entities responsible for Homeland Security and the means in which they are coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.
Crosslisted as: MHS 7000.

MAJ 7001 - Terrorism (3)

Students will gain an understanding of modern terrorism. The focus of this course will be on terrorism with an emphasis on contemporary issues relating to Homeland Security. This course will address the impact that terrorism has on society and everyday life. Cultural and religious foundations of modern terrorism will be addressed as well as how the intelligence and law enforcement community deals with these issues. Students will learn the tactical and strategic solutions that are currently being employed in the field.
Crosslisted as: MHS 7001.

MAJ 7002 - Legal Aspects of Homeland Security (3)

This course presents the overarching legal framework for counter-terrorism, particularly as it relates to global issues. The course will address constitutional, statutory, and regulatory issues relating to counter-terrorism law enforcement activities, including both authorizations and limitations.
Crosslisted as: MHS 7002.

MAJ 7003 - Risk Assessment and Management (3)

Students will be exposed to the study of risk assessment and management in the context of Homeland Security. Topics will include threat assessment, analysis and management of critical infrastructure, resources and locations by both law enforcement and private industry. The course will include national threat assessment, analysis and management while emphasizing practical local and regional issues as well as hands-on planning utilizing case studies.
Crosslisted as: MHS 7003.

MAS - Secondary Education

MAS 7204 - Teacher Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle/secondary level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.
Prerequisite: MED 6102 and MAS 7604.

MAS 7601 - Education of Diverse Populations and Exceptional Children (3)

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community.
Prerequisite: MED 6102 and MAS 7604.

MAS 7602 - School in a Multicultural Society (3)

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.
Prerequisite: MED 6102 and MAS 7604.

MAS 7603 - Instructional Strategies in Secondary Education (3)

Instructional Strategies in Secondary Education is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.
Prerequisite: MED 6102 and MAS 7604.

MAS 7604 - Technology for Instruction (3)

This course prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.1 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons

around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data.

Prerequisite: MED 6102.

MAS 7651 - Adolescent Growth and Development (3)

This course provides a comprehensive study of human development from the prenatal period through adolescence. Areas that are studied include physical, social-emotional, and intellectual development. Major development theorists are reviewed. The interrelationship of heredity and environmental factors that influence change are also considered.
Prerequisite: MED 6102 and MAS 7604.

MAS 7652 - Reading in Content Areas (3)

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 is an optional requirement.
Prerequisite: MED 6102 and MAS 7604.

MAS 7701 - Classroom Culture and Student Behavior (3)

This course is an in-depth study of practical techniques applied by teachers to deal effectively with high school and middle level 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, middle level and secondary level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle and high schools that can be used by teachers when students misbehave.
Prerequisite: MED 6102, MAS 7604 and MAS 7603.

MAS 7801 - Practicum/Pedagogical Approaches to Teaching in the Middle and High School (4)

This course provides candidates with the pedagogical approaches and methods needed to effectively construct and deliver lessons in middle level and high school classrooms. The course will focus on "Personalized Learning" where teachers combine tools to engage learners in material that fits their grade level and subject needs and interests. Candidates will be guided in purposeful design of instruction to combine face-to-face teaching, technology-assisted instruction and collaboration to leverage each student's learning style and interests for deeper learning. Candidates will engage in processes for using assessment data to measure how that learning impacts practice in the classroom.
The practicum component of the course will require the candidate to complete 24 clock hours in a classroom setting in the content area in which the candidate is preparing to teach. In that setting, the candidate will engage in classroom activities, including work with individual and small groups of students, and teaching a lesson.
Prerequisite: MED 6102, MAS 7603, MAS 7604.

MAS 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MAS 7997 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to

implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: MED 6102, MAS 7996. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Corequisite: MAS 8005.

MAS 7998 - Practicum III (1)

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

MAS 8801 - Student Teaching/Internship (9)

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Secondary Education; 6-12. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. College of Education target score for the PPAT is 43 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MAS 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements of Task 2 in PPAT and with elements of PPAT Tasks 3 and 4. This course must be taken concurrently with Practicum II.
Prerequisite: MED 6102 and MAS 7604. Corequisite: MAS 7997.

MBA - Business Administration

MBA 5001 - Topics in Business: Mini MBA (3)

Topics in Business: Mini MBA provides instruction in essential topics typically covered in a full 36-credit MBA program. A series of eight modules will each present one business function including organizational structure, human resources, marketing, accounting,

finance, and strategy. The presentation of this material is a broad overview of each of the topics including an overview of the business function and overview of the topic and key terminology. Through pre-session readings, a synchronous lecture, and post-session assessment, the student will gain knowledge of each function and the relationship between the eight topics.
This course is designed for the non-business professional or non-business graduate student seeking understanding of the basic concepts and terminology relevant to the eight topics covered within the course.

MBA 5850 - Financial Accounting for MBAs (3)

MBA 5850 presents the principles of financial accounting with emphasis on the four statements of financial accounting: balance sheet, income statement, statement of cash flows, and statement of owner's equity and retained earnings. With its focus on financial accounting statements, this course provides students with an understanding of accounting terminology, accounting concepts, transaction analysis, and the basic accounting model. A key learning objective in this course is a managerial perspective on the information provided in financial statements and the ability to analyze financial statements. MBA 5850 cannot be used as an MBA elective.

MBA 5900 - Principles of Finance (3)

Principles of Finance provides an overview of the finance function in modern business. The key objective of this course is to provide incoming MBA students with knowledge of corporate finance terminology and understanding of the foundational concepts in finance. The course introduces and explores concepts of financial statements, markets and financing instruments. Students will begin to develop a managerial perspective on the information provided in financial statements and the ability to analyze financial statements. For students requiring it, completion of MBA5900 does not apply toward the MBA degree 36 credit hour requirement.

MBA 6000 - Organizational Behavior and Ethical Leadership (3)

This course introduces MBA students to the foundation principles of organizational theory, behavior, and leadership with an emphasis on ethical practices of organizational leadership. Organizational theory principles studied include structure and design, organizational culture, communication, individual and group dynamics, teamwork, and decision-making. Organizational theory and design are introduced to understand the implementation of policy within the organization. Leadership principles, practices, and styles with an emphasis on ethical leadership is a key concept of the course. MBA students will demonstrate fluency in these topics through a variety of research-based writing assignments and demonstrate competency with APA-style in these assignments.

MBA 6100 - Managerial Accounting (3)

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: 3-credit undergrad accounting equivalent to BAC 101 or equivalent or minimum test score, or MBA 5850.

MBA 6150 - Managerial Decision-Making (3)

The preparation, analysis, and evaluation of accurate managerial accounting information is essential to effective firm decision-making. MBA 6150 emphasizes the application of managerial accounting data in the managerial decision-making process to support firm strategy. Course topics include cost-volume-profit analysis, budgeting, and capital budgeting techniques, with special emphasis on project cash flows and net present value analysis. This course requires a working knowledge and utilization of spreadsheet software.
Prerequisite: MBA5850 or BAC101 or Equivalent.

MBA 6300 - Quantitative Business Analysis (3)

This course studies the application of quantitative methods for business analysis and decision making. Topics will include probability and descriptive statistics, survey construction, project management tools, forecasting methods and statistical process control.
Prerequisite: 3-credits undergraduate algebra, calculus, or mathematics statistics OR MAT 312 or higher.

MBA 6350 - Survey of Data Analytics (3)

This course is an introduction to data analytics, which involves using statistical analysis and visualization techniques to describe, display, and explore data to develop useful insights and convert data to actionable information that enables learning and making better decisions. Topics that will be covered include: data-driven decision-making, Microsoft Excel basics, data visualization (graphical and tabular), descriptive statistics, pivot tables and charts, correlation analysis, and linear regression (simple, multiple, and hierarchical). This course emphasizes using the advanced analytic capabilities of Microsoft Excel.
Prerequisite: 3-credits undergraduate algebra, calculus, or mathematics statistics OR MAT 110 or higher.

MBA 6400 - Economic and Financial Environment of Business (3)

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: 3-credits undergraduate economics OR ECO 105.

MBA 7200 - Financial Management (3)

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: 3-credits undergraduate finance equivalent to FIN 305 OR MBA 5900 OR MHR 7830.

MBA 7250 - Financial Analysis (3)

MBA 7250 provides a comprehensive review of the corporate finance function. Course focus is on detailed financial statement and ratio analysis as a tool to determine overall firm financial health and competitive position. Other topics include interest rate risk, discounted cash flow, stock (equity) valuation, and bond (debt) valuation. Risk vs. return, financial leverage and firm capital structure are also presented.
Prerequisite: MBA5900 or FIN305 or Equivalent; ECO 105 or Equivalent.

MBA 7260 - Banking Operations Management (3)

This course is an overview of main functions and services of banks. Topics include bank financial statements, measuring and evaluating the performance of banks, asset/liability management, liquidity and reserve management, managing and pricing of deposits, and management of bank capital.
Prerequisite: MBA 5900, FIN 305 or Equivalent.

MBA 7262 - Fin Markets and Institutions (3)

The course examines fundamental principles of financial intermediation, direct finance via financial markets and indirect finance via financial institutions. Topics include interest rates and their role in valuation of financial assets, financial asset pricing in general, and the types and characteristics of trading in various financial markets. The course explores the function, pricing, and institutional structures of financial markets, differences among instruments and institutions that operate within the financial system. Finally, financial regulations to ensure financial stability are examined.
Prerequisite: MBA 5900, FIN 305 or equivalent.

MBA 7265 - Money Banking and Macroeconomy (3)

This course covers the connections between money, the financial system, and the broader macroeconomy. Topics include central bank policies and how such policies affect financial markets and the economy, macroeconomic relationships between interest rates, inflation, and unemployment, and how Central Bank policies affect the economy.
Prerequisite: 3 credits undergraduate Economics.

MBA 7267 - Investment Banking (3)

This course covers investment banking starting with strategic planning and financial management, valuation of investment opportunities and corporate governance issues in investment banking process. Topics include valuation analysis, comparable companies, precedent transactions, discounted cash flow analysis, mergers & acquisitions (M&A), leveraged buyouts (LBO), corporate restructuring, and IPO analytics.
Prerequisite: MBA 7250.

MBA 7270 - Bank Auditing and Examinations (3)

This course covers analysis of bank financial statements and government banking regulations, bank operations and risks and controls. Topics include bank financial statements, bank operations, bank organizational structures, government regulation of the Banking Industry including the recent Dodd-Frank Act, various deposit systems and accounts, and audit objectives and procedures.
Prerequisite: MBA 5900, FIN 305 or equivalent, and MBA 6150.

MBA 7292 - Investments (3)

This course offers an in-depth study of the various types of investment securities such as common stocks, bonds, warrants, options, and investments company shares. Emphasis is placed on the risk-return characteristics of these securities and their use in various investment strategies.
Prerequisite: MBA 7200 OR MBA 7250.

MBA 7293 - Portfolio Theory (3)

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 - Advanced Financial Analysis (3)

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.

Prerequisite: MBA 7200 OR MBA 7250.

MBA 7295 - Corporate Taxation (3)

An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations is provided in this course. Topics of discussion include general concepts related to gross income, business and non-business deductions, tax accounting methods, and taxable periods and gains and losses on dispositions of property.
Prerequisite: MBA 7200 OR MBA 7250.

MBA 7296 - International Finance (3)

This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short-term and long-term assets and liabilities, and finally describes international financial management from a banker's perspective. Cases are used to supplement problems.
Prerequisite: MBA 7200 OR MBA 7250.

MBA 7298 - Seminar in FinTech (3)

Seminar in FinTech explores the principles of financial technology, commonly known as FinTech. FinTech is the application of technology interfaces and processes as applied to the financial services industry. FinTech increasingly acts as a disruptive force within the delivery of traditional financial services to both consumers and business entities. This course is an introduction to FinTech concepts: its history and current state, use of technology applications, and the growing role in the delivery of financial services. Students explore FinTech's impact and disruption of traditional consumer and commercial local and global finance.
Prerequisite: MBA7250.

MBA 7301 - Business Support Systems (3)

This course investigates the increasing use of the techniques of business support systems and work flow tools for the optimum performance of manufacturing and service organizations. Students will use analytical, quantitative, and qualitative techniques and workflow tools for resource allocations, facilities design and location, process design, planning, scheduling, and quality control. An emphasis will be placed on current technologies and their applications in various industries.
Prerequisite: MBA 6300 or MBA 6350.

MBA 7302 - Project Management (3)

This course examines the use of project management to accomplish organizational goals and the unique styles of management needed to administer them. Case studies will be used to give the student a functional knowledge of project management. Topics in this course will include the role of the project manager, organizational and planning needs, cost estimation and budgeting, scheduling, resource allocation, auditing and controlling and the completion of projects.

MBA 7305 - Supply Chain Management (3)

This course focuses on supply chain concepts, supply chain processes and managing those processes to build competitive advantage in a global marketplace. Topics covered include supply chain processes from supplier to fulfillment, supply chain performance measurement, implementation and link to business strategy. Though mostly process-focused, the course covers some quantitative concepts such as demand planning, inventory management and forecasting techniques. It also covers the role of information technology and e-business in state-of-the-art supply chain management.
Prerequisite: (MBA 6100 OR MBA 6150) and (MBA 7200 OR MBA 7250).

MBA 7320 - Business Process Management (3)

Business Process Management (BPM) is the integration of all critical business functions so they are aligned with the firm's tactical and strategic plan. This course focuses on two core concepts: the discipline of BPM as a holistic management tool, and the role that technology plays in facilitating a BPM approach. BPM is a lifecycle approach that includes analysis, design, implementation, automation, and evaluation of business processes.

MBA 7592 - Global Enterprise Development (3)

This course will include the development of a global business by using partnerships with international companies and educational institutions. Students will participate in global communities and cross-cultural virtual teams to collaborate and develop an international business.
Prerequisite: (MBA 6100 OR MBA 6150) AND (MBA 7200 OR MBA 7250).

MBA 7600 - Global Marketing Management (3)

This course develops an understanding of the application of marketing and microeconomic principles and the management of the marketing functions in the international arena. This course will emphasize the need for effective marketing plans developed from a thorough analysis of the global marketplace with particular attention to cultural differences, ethical challenges, geopolitical dynamics, distribution challenges and product adaptation.

MBA 7603 - Market Research and Consumer Behavior (3)

This course examines the objectives and techniques of marketing research and the analysis of consumer behavior as tools for the effective marketing manager. Subjects addressed will include the formulation of research objectives, research design, data collection, qualitative and ethnographic studies, survey design and the analysis and interpretation of the data.
Prerequisite: MBA 7600.

MBA 7604 - New Business Ventures (3)

This course examines the challenges and requirements placed on an entrepreneur in the design and implementation of a new business venture. Subjects addressed in this course include idea generation, supporting data and information gathering, the formulation of a strategic business plan, searching for and procuring venture capital and other financing, implementation of the venture and the considerations of public offering.
Prerequisite: MBA 7600.

MBA 7606 - Business to Business and Business to Government Marketing (3)

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

MBA 7608 - Integrated Marketing Communications (3)

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

MBA 7610 - Salesmanship and Sales Force Management (3)

This course studies the design, management and motivation of an organization’s personal selling function. The subjects studied in this course include the role of sales professionals as financial contributors, change agents and relationship builders. Included in this course will be discussions on sales force structure, motivation, and augmentation of the marketing communications program, recruitment, selection and training of sales persons.
Prerequisite: MBA 7600.

MBA 7615 - Marketing Analytics (3)

Marketing analytics is an essential and increasingly important business function in today's digital and data-centered economies. Marketing data developed through sampling, modeling, and simulation and data processes must be analyzed and communicated clearly in order to recommend specific paths of action and support tactical decision-making and strategic planning within an organization. Students will gain knowledge of analytics techniques using Microsoft Excel that support the marketing function within the business environment. This course also presents foundation concepts of data visualization as a skill and discipline in and of itself, and this course uses Excel as a tool. Students registering for MBA 7615 are expected to have a working proficiency with Microsoft Excel.
Prerequisite: MBA 7600.

MBA 7710 - Seminar in Data Analysis (3)

This course is designed as a hands-on course in Business Analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course covers the data management infrastructure that supports data analysis, analytic methods, and visualization as a tool to communicate analytic results. Practical examples and hands-on exercises present an opportunity to apply concepts and techniques used in data analytics. Data visualization tools are used as a means to explore and analyze data and as a means to effectively communicate analytic results. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.
Prerequisite: MBA 6300.

MBA 7715 - Predictive Analytics (3)

This course explores how to build statistical models and implement regression analysis in real-world problems from business, economics, and marketing research and consumer behavior. Topics that will be covered include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will acquire skills not only in the mechanics of regression analysis (often by means of a statistical software package) but also in selecting appropriate models, interpreting regression results, and diagnosing regression

problems. This course will emphasize using Excel for building and implementing linear regression analysis models.
Prerequisite: MBA 6300.

MBA 7720 - Forecasting for Business Analytics (3)

This course explores how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. Topics that will be covered include: regression models, smoothing methods including Moving Average (MA) and Exponential Smoothing, and Autoregressive (AR) models, model enhancements such as second-layer models and ensembles, and various issues encountered in practice. This course will emphasize using Excel for building and implementing forecasting models.
Prerequisite: MBA 6300.

MBA 7725 - Optimization for Business Analytics (3)

This course explores how to develop, implement and use optimization techniques for determining optimal data-driven solutions for a variety of business problems. Topics that will be covered include: introduction to optimization; linear programming; integer linear programming; sensitivity analysis; linear programming models for marketing, manufacturing, ingredient blending, employee scheduling, financial investments, transportation, and resource assignment applications; and networking modeling for shortest path, maximal flow, and minimal spanning tree applications. This course will emphasize using Excel for building and implementing linear programming optimization models.
Prerequisite: MBA 6300.

MBA 7730 - Simulation for Business Analytics (3)

This course explores how to develop, implement and use simulation methods for business decision-making. Students will build simulation models to answer practical questions that are motivated by operational business decisions, such as determining optimal queuing systems, inventory policies, equipment reliability, and project management for an organization. This course will emphasize using Microsoft Excel, as well as Excel add-in as modeling tools.
Prerequisite: MBA 6300.

MBA 7800 - Topics in Finance—Derivatives (3)

The primary objective of this course is the exploration of contemporary topics in 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.
Prerequisite: Completion of at least four MBA Finance concentration courses listed above.

MBA 7805 - Strategic Planning for Sustainability (3)

Strategic Planning for Sustainability provides students an insight into how organizational leadership develops vision, mission, objectives, goals, and communication plans to create a business culture embracing sustainability. Students are provided an understanding of strategic planning techniques integrating sustainability which can improve the organization's operational and financial performance, mitigate risks, contribute to higher quality, and competitive advantage. Students will be introduced to concepts relating to costing, operational and capital improvement decision-making, risk assessment, cost/benefit and profitability analysis, supply chain, other external value relationships, avoidance of liability, and other legal implications, to show the overall value of a business strategic plan that includes sustainability.

MBA 7810 - Principles of Business Sustainability (3)

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

MBA 7815 - Sustainability and Business (3)

Sustainability and Business introduces students to two key areas for U.S.-based private businesses with respect to sustainability. First are the legal statutes and requirements at the Federal government level and compliance needs and practices related to said requirements. Second are the business operational aspects of procurement and disposal, supply chain, and business operations that align with effective and efficient sustainability practices. The alignment of efficient and effective business sustainability operational practices aid in helping to create and leverage firm competitive advantage in the global marketplace.

MBA 8795 - MBA Internship (3)

MBA students may apply for an approved internship to meet one of the two open electives in their program. An MBA internship offers students the opportunity to gain relevant work experience in business. Through this experience, the student gains a practical understanding of work in the industry, experience on the job, enhancement of skills learned in the classroom, and contacts with professionals in the business world. Upon selection for an approved internship, MBA students must complete a minimum of 150

hours of compensated or uncompensated work within a 14-week semester. MBA students must have completed a minimum 18 credits in the MBA core and have a minimum cumulative GPA of 3.3. This course is graded satisfactory/unsatisfactory.
Prerequisite: Program Chair Approval.

MBA 8799 - Thesis (3)

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 - Business Strategy (3)

This is a capstone course intended to integrate previous work in finance, accounting, marketing, economics, and management at the corporate policy and strategic decision-making level. Problems addressed relate the organization and its objectives to the environment, with the subsequent development of policy, strategy, and implementation processes. Emphasis is placed on comprehensive simulation.
Prerequisite: Completion of all MBA core requirements (MBA 6000, (MBA 6100 or MBA 6150 or MAC 7200), (MBA 6300 or MBA 6350), (MBA 7250 or (MBA 6400 and 7200)), and MBA 7600).

MCC - Community Counseling

MCC 8010 - Child and Adolescent Counseling (3)

This course teaches students the basic principles of assessment, conceptualization, and intervention with children and adolescents. A variety of developmental and multi-systemic treatment modalities will be covered including play therapy, family therapy, family and school consultation, strength-based approaches, motivational counseling, reality therapy, and the use of expressive and metaphorical techniques with an emphasis on counseling youth in community based or hospital settings. Ethical issues and issues related to cultural and generational diversity will be discussed.

MCC 8020 - Addictions Counseling (3)

This course introduces students to the basic principles of chemical dependency and "process addictions", including the issues associated with gambling and sexual addictions counseling. Various biological, pharmacological, psychological, familial, social, cultural and spiritual dimensions of addictions will be examined. Relevant theories and research in the treatment of addictions will be discussed in conjunction with basic individual, group, and family counseling interventions. An emphasis will be placed on the "Motivational Interviewing" model.

MCC 8040 - Crisis Intervention Counseling Strategies and Skills (3)

This course presents theories, strategies, and skills related to the provision of crisis intervention services for a variety of situations and populations. Models for assessing and responding to crises are discussed. Specific crisis intervention skills are taught and practiced.

MCC 8050 - Ethical Decision-Making (3)

This course expands on the counselors' basic knowledge of ethics to include a deeper understanding of the legal and moral issues involved in professional practice. The class will engage in rigorous discussion and debate of a number of complex and "real-life" situations with an emphasis on developing and honing ethical decision-making skills. Specific ethical issues related to gender, sexual, racial, cultural and generational diversity will be discussed in detail.

MCC 8060 - Advanced Counseling and Psychotherapy (3)

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

MCC 8063 - Advanced Seminar: Mindfulness Based Counseling (3)

This course will provide an overview of the construct of mindfulness and its applications in the clinical mental health counseling field. Students will be given instruction to help them to establish a personal mindfulness practice. In addition, students will review current treatment approaches that utilize mindfulness, including Mindfulness Based Cognitive therapies, Mindfulness Based addiction therapies, and Dialectical Behavior Therapy. Students of this course will be prepared to be mindfulness based in their counseling practice, and will have the prerequisite to pursue training as a mindfulness teacher from programs that provide that certification.
Prerequisite: Must be enrolled in the WU CMHC program and have chair approval or be a graduate or graduate student from a counseling or mental health training program. Crosslisted as: PSY 417.

MCC 8070 - Marriage and Relationship Counseling (3)

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

MCC 8080 - Advanced Family Counseling (3)

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

MCM - Business Communication

MCM 6100 - Multi-Media Communication (3)

This course represents a unique combination of business strategy, business analytics and big data, visualization, and the adept use of a sampling of multi-media tools (text, audio, video, and animation) and communication channels (web presence, social media, marketing campaigns). In today's hypercompetitive business environment, businesses must compete based on strategic messaging and the value of the content they provide to informed customers, suppliers, and business partners.

MCM 6101 - Communication Writing (3)

Our world is quickly becoming more complicated, diverse, and data-driven, with many new developments that are only understood by experts - so how does a business communicate to a multitude of audiences about its new capabilities? Clear and compelling business writing is key to drive funding, public awareness, and ultimately consumer adoption. Upon successful completion of this course, students will understand the basics of business communications and be able to apply components of the 'CCCD model':

Choosing (...a communication goal and strategy)
Creating (...the message)
Coordinating (...with others who are interdependent to the message)
Delivering (...the message appropriately to the right audience)

Students will also gain an understanding of how, why and the most effective way for people to communicate in business/organizational settings. This class will help prepare students to navigate a complex business world that is highly dependent on the ability to communicate well. This course places heavy emphasis on the components of writing to create clear and concise communication in all forms.

MCM 6102 - Legal and Ethical Issues (3)

Students will examine key issues in communications. Special emphasis is given to the evolution of present day interpretations of the First Amendment, conflict of interest, fair use, intellectual property, invasion of privacy, government regulation of the media, and more. Ethical theories will be explored utilizing real-world practical application.

MCM 6103 - Communication Analytics (3)

Students will acquire the knowledge necessary to establish a holistic communication presence including web page(s), blogs, social media using static and dynamic approaches to interact and inform customers, suppliers, and business partners. Students will acquire skills in creating a holistic, synergetic approach that manages the relationship with customers, both B2C and B2B (and B2B2C). Students will also learn how to implement Google Analytics and statistical analysis and visualization tools to get a clearer understanding of all communication touch points, internally and externally. Students will learn how to integrate traditional and digital techniques including email marketing, data mining for potential customer interest as well as monitoring customer complaints, and how to create a dashboard to monitor overall success in all online customer touch points.

MCM 6104 - Strategic Communication (3)

Various business and governmental policies affect everyone personally and affect the nation in countless ways. It evolves constantly while engaging a wide variety of stakeholders and different branches and levels of business and government. For this course, we will approach strategic communication and policy from an historical perspective, from the perspective of stakeholders, and examine current events in select areas of strategic communication through a political lens. Also, we will look at the mechanics of communication delivery so we will be able to recognize its different components and interactions.

MCT - Career and Technical Education

MCT 6400 - Educational Psychology (3)

This course will enable career and technical teachers to make decisions regarding appropriate instruction for students they serve. Students will learn the nature and use of measurement tools and evaluation in educational settings. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 400.

MCT 6401 - Career and Technical Education Instructional Technology (3)

The focus of this course is to assist career and technical teachers in the application of technology to enhance student learning and increase student achievement. Course topics include spreadsheets, desktop publishing, multimedia, web design, and selection/use/evaluation of instructional software appropriate for a teacher's particular career program, using the Internet, and developing an understanding of how technology can change the learning environment and the roles of teacher and learner. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 401.

MCT 6402 - Career and Technical Education Advanced Curriculum Design (3)

This course focuses on curriculum design for Career and Technical courses. Students will learn how to develop the sequence of teaching activities in Career and Technical courses as well as the content that should be taught to be state-of-the-art for the work-place. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 402.

MCT 6403 - History and Regulations of Career and Technical Education (3)

This course explores the history, philosophy, and regulations of Career and Technical Education (CTE). Each of these areas will be examined to determine how and why CTE has developed into current practices. The historical context of philosophy and regulation will be used to foster an understanding of issues expected to impact the future of CTE. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies). Crosslisted as: EDC 403.

MCT 6404 - Career and Technical Education Guidance Practices (3)

This course will emphasize the impact of career development theory and the relationship of career guidance and development to career-technical schools, community colleges, and four-year colleges. Job placement in community and school-based settings is also studied. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 404.

MCT 6405 - Career and Technical Education: Community and Business Relations (3)

This course explores strategies for developing purposeful relationships among career and technical teachers, business representatives, and the community to ensure that the needs of the students and of the business community are being met. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 405.

MCT 6406 - Career and Technical Education Assessment and Course Construction (3)

The purpose of this course is to assist career-technical teachers in learning how to develop their courses to meet the needs in the workplace, the needs of students and to 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.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies). Crosslisted as: EDC 406.

MCT 6407 - Career and Technical Student Organizations (3)

This course focuses on the history and importance of Career and Technical 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.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 407.

MCT 6410 - Multicultural Education (3)

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.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 410.

MCT 6411 - Methods of Teaching Career and Technical Education I (3)

Methods of Teaching Career and Technical Education I 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.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 411.

MCT 6412 - Career and Technical Education Classroom Management (3)

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.
Prerequisite: MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 412.

MCT 6413 - Methods of Teaching Career and Technical Education II (3)

This course is geared to meeting the developmental learning needs of career and technical education students. The effective teaching skills evident in the DPAS system and the Delaware Professional Teaching Standards will be emphasized in this course. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. Employability skills and developing integration projects will also be taught. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.
Prerequisite: MCT 6411 Methods of Teaching Career and Technical Education I and MED 6102 (for all students who began their career and technical degree programs on or after September 1, 2009. MED 6102 is the E-Folio System used for documenting and tracking student mastery of program competencies.). Crosslisted as: EDC 413.

MCT 6420 - Capstone Project for Career and Technical Education (6)

OPTION 1 – Action Research/Problem Solving Project. The candidate will apply knowledge gained from previous career and technical education courses as well as from personal and professional experiences in the field to identify and solve a classroom, content area, or school-wide problem related to teaching and learning. Components of the project will vary depending on content area and degree level (B.S. or M.Ed.). The project must include, but is not limited to: a literature review; an analysis of student demographics, context and culture; an exploration of best practices; the development of appropriate lesson plans and assessments; an analysis of the project's impact on student learning and other outcomes; information about possible legal and ethical issues; and a discussion of professional dispositions, conduct and development. Candidates will prepare an electronic presentation that describes the project and its outcomes for review/approval by the Program Chair. The presentation will be posted on the course website and in E-Folio (EDC 100 or MCT 6102). Final grade for the course will be either Satisfactory or Unsatisfactory.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It

is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
OPTION 2 – Supervised Clinical Experience (Student Teaching). The candidate will engage in a 50 day clinical experience, (45 school days and 5 days of Professional Development approved by the Program Chair) co-supervised by a college mentor provided by the Office of Clinical Studies and a school-based mentor provided by the placement school (fully certified teacher, department chair, content area supervisor, or administrator). During this clinical experience, the candidate will prepare lesson/activity/unit plans, carry out those plans, assess levels of student learning using approved College of Education (or school-mandated) formats and processes, and reflect on outcomes. The candidate will be observed at least six times during the placement using the DPAS II model or the observation/evaluation system required by the school. The same e-folio student teaching components required for other College of Education teacher preparation programs are also required for this option (reflections on and evidence of achievement of Delaware's teaching standards, etc.). *EDC 420/MCT 6420 is a dual-listed course and may be taken for either undergraduate or graduate credit.
Candidates seeking licensure are required to take and pass (with a score of 38 or higher) the PPAT. The PPAT is a nationally-normed and scored assessment of a teacher candidate's ability to apply pedagogical content knowledge and skills during student teaching. It is designed to develop more effective teachers in the classroom, identify strengths and areas for improvement of practice, allow candidates to continually refine their teaching practices, and to contribute to a development plan for professional growth.
Prerequisite: MED 6102 and approval of the Program Chair. Crosslisted as: EDC 420.

MEC - Education Counseling

MEC 6400 - Introduction to School Counseling & Theories (3)

This course will serve two purposes: to introduce school counseling candidates to the traditional counseling theories and to provide an understanding of the historical significance of school counseling as a profession. Candidates examine various psychological theories that have been used as the basis for counseling. Candidates investigate non-directive and directive client-centered approaches to counseling, including the psychoanalytic approach, the traditional Rogerian, the Adlerian, Reality Theory, and the Gestalt approach. Each theory is evaluated in terms of usability in school settings. Additionally, candidates gain an understanding about the historical context of the school counseling field and ways in which key historical events and educational reforms shaped the progression of the field.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6402 - Human Behavior and Child Development (3)

This course is designed to prepare the candidate to apply knowledge of human behavior and child development to address issues using prevention, intervention and education. Emphasis is placed on the child and adolescent cognitive, social/emotional, and physical development factors which impact on the child's learning, behavior, and the counseling process. Theoretical models of development as well as current research-based literature will be utilized.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6511 - Principles & Practices of a School Counseling Program (Capstone course) (6)

The primary focus of this course is to acquire the knowledge and skills to understand and implement a comprehensive school counseling program based on the ASCA National Model. The ASCA National Model themes of leadership, advocacy, collaboration, and systemic change and the National Model quadrants of foundation, delivery, management, and accountability are explored in detail. In addition, this course presents the challenges of the school counseling reform agenda of the past 25 years and how school counselors proactively responded to the call for providing every child with a quality education. A context is established to address what school counselors need to know and be able to do to successfully work with every student in the K-12 environment. School counselor skills including social justice advocacy, working with special populations and creating safe school environments are discussed. This is a capstone course and is to be taken immediately before the commencement of the clinical semester. This course is restricted to School Counseling candidates only; non-certification track candidates should not register. This is an online live course and weekly online synchronous meeting(s) are required.
Prerequisite: Certification track candidates; MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7701, MEC 7503, MEC 7202, MEC 7500 & MEC 7501 and at least a 3.0 cumulative grade point average.

MEC 6600 - Introduction to Drug/Alcohol Counseling (3)

This course addresses the fundamental concepts and issues necessary to gain a basic understanding of drug/alcohol counseling. Candidates 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. Candidates 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 candidates will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The candidates will be introduced to a code of ethics for the professional and will be

able to discuss its importance.

MEC 6607 - Ethical Issues in School Counseling (3)

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 for practice.
Prerequisite: College Level = Graduate, MED 6102.

MEC 6608 - Multicultural Counseling (3)

This course is created for candidates to assist in recognizing and understanding the personal and cultural dynamics that exist in schools today. This course will address the development of a "new counselor" who will form a partnership with teachers, parents and administrators that will introduce and explore strategies and techniques to address the challenges of school populations with diverse personal, cultural, cognitive, emotional and gender differences. This partnership will promote a wholesome school community of shared understanding and common educational goals.

MEC 6901 - Classification of Psychopathology (3)

The new DSM -5 classification system of psychopathology will be studied with emphasis on symptomatology, etiology, and implications for treatment modalities. Special emphasis will be given to the new research based system of diagnosis as it impacts students and educational systems. Various treatment interventions, including the adjunctive use of medications, are presented.
Prerequisite: MEC 6400 and MEC 6402.

MEC 7202 - Group Counseling (3)

Candidates investigate group dynamics and processes related to counseling theory by participating in group counseling demonstrations. This course is designed for candidates to gain group counseling skills, and self-awareness about one's own qualities, needs, motivations, and values that can either facilitate or interfere with one's effectiveness as a group participant and group leader. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. This is an online live course and a weekly online synchronous meeting is required.
Prerequisite: College Level= Graduate and MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701 and at least a 3.0 cumulative grade point average.

MEC 7213 - College & Career Readiness K-12 (3)

The purpose of this course is to enable candidates to understand, apply, and formulate programs as they apply to postsecondary planning and career readiness. Candidates will develop an understanding of the role of the school counselor, especially as this relates to developing a college-going and career readiness culture for all students, particularly students in poverty or facing other barriers to postsecondary planning. This course includes a focus on engaging students in early career awareness, planning, and making informed postsecondary choices crossing the spectrum of K-12 and using the ASCA National Model as a framework. Candidates will learn about the usefulness of data to guide academic planning, and the steps involved for transitioning students from elementary school to middle school to high school, and then to postsecondary training and college. This course also includes topics that relate to postsecondary planning, including NCAA eligibility criteria, financial literacy, financial aid, career selection, NOSCA 8 Components of College & Career Readiness, ASCA Mindsets & Behaviors Standards, completing FAFSA's, and the college admissions process.
http://nosca.collegeboard.org/eight-components
Prerequisite: College Level=Graduate, MED 6102.

MEC 7500 - Individual Counseling Skills and Strategies (6)

Individual Counseling Skills and Strategies is a 6 credit semester course that equips a novice school counselor's tool belt with tools and techniques to counsel individual students. The course provides novice counselors with opportunities to learn and apply theory, strategies, and techniques to assist students with social/emotional development, academic development, career development, and/or crisis intervention. Candidates will apply ethical and legal standards to individual counseling sessions and to real life practical applications. Candidates will learn and apply intervention strategies to meet the needs of students that reflect current issues in our schools today. This course will also provide opportunities to learn and apply a variety of data collection methods and student monitoring that may lead to the referral process. During this course, candidates will learn and practice basic counseling/interpersonal skills. *Note: All clearances (criminal background check, TB, and child protective registry) must be completed and on file prior to registering for the course. This is an online live course and a weekly online synchronous meeting is required.
Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701 and have at least a 3.0 cumulative grade point average.

MEC 7501 - Family Counseling (3)

The family structure is explored as candidates learn how to meet the needs of children at school through family counseling. Knowledge of family dynamics, social and cultural issues, and parenting education are explored as the class considers issues of sexuality, child abuse, substance abuse, sex-equity, and the impact of special needs children on the family structure. Socioeconomic, ethnic background and race are addressed in terms of their influence on children in families. Candidates will research and report on community and agency resources and referral services available for children and their families. *Note: All clearances (criminal background check, TB and child protective registry) must be completed and on file prior to registering for the course. This is an online live course and a weekly online synchronous meeting is required.
Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, and at least a 3.0 cumulative grade point average.

MEC 7502 - The Counselor as Consultant (3)

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

MEC 7503 - Special Education Law and the School Counselor's Role (3)

This course reviews special education law, including relevant statutes, cases, and regulations. Candidates will receive advanced training in the development, monitoring, and implementation of IEPs and 504 Plans as related to school counseling. The course addresses professional issues related to the school counselor's role in the evaluation, referral, monitoring, and consultation of students with special needs. In addition, this course will help to develop awareness of one's own values, attitudes, and beliefs as they relate to school counseling with students with special needs and their families.
Prerequisite: College Level = graduate and MED 6102.

MEC 7600 - Non-Certification Supervised Counseling Practicum (3)

This non-certification practicum course will give counselor candidates an opportunity to build skill development and to demonstrate competence as a student services practitioner while participating in a clinical experience outside of the K-12 school setting. Completion of this practicum does not lead to State of Delaware certification.
Candidates who choose this course option are not eligible for school counseling certification in the State of Delaware. This may impact the certification eligibility for all states. It is the responsibility of the candidate to keep current with certification requirements of states other than Delaware.
Two hundred (200) internship hours must be completed to fulfill practicum requirement for the non-certification option. Clinical course work in the Master of Education addresses the needs of diverse student populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of philosophy, ethics, and theories necessary for a helping professional. In addition to the completion of an intervention project, it is expected that the candidate will perform individual counseling, group counseling and a professional presentation.
Prerequisite: MED 6102, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, and 3.0 GPA.

MEC 7701 - Testing, Measurements, and Research in School Counseling (3)

This course is designed to prepare future school counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Candidates will explore commonly used assessment instruments that address 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 and research data will be examined. Candidates will learn how to gather information through research, such as questionnaires and follow-up studies. The methods for analyzing the data and reporting the results will be described. The use of computers and other technology in scoring and interpreting tests and other research data will be explored. An individual research project is required.
Prerequisite: College Level=Graduate, MED 6102.

MEC 7806 - Research Methods, Statistics, and Accountability in School Counseling (3)

The focus of this course is to present common research concepts that will be applied to improve the practice of school counseling. The course will stress the importance for a strong research foundation emphasizing empirically supported interventions leading to evidence based practices in a comprehensive school guidance program. Accountability is addressed in the context of the ASCA national model; activities that demonstrate the counselor and program effectiveness are discussed. Basic statistics (descriptive and inferential) and research design methods will be presented.
Prerequisite: MEC 6400 and MEC 6402.

MEC 8004 - Elementary School Counseling Fall Internship (3)

The elementary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during

academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a K-6 grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a guidance lesson plan unit based on a needs assessment and student data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8005 - Secondary School Counseling Fall Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a 7th-12th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a college and career readiness program based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8006 - Elementary School Counseling Spring Internship (3)

The elementary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a K-6 grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of a group counseling unit based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8007 - Secondary School Counseling Spring Internship (3)

The secondary school counseling internship affords an opportunity for candidates to practice and enhance skills learned during academic coursework, while obtaining close supervision from their Cooperating Counselor on-site and Clinical Faculty Mentor off-site. Candidates will demonstrate skills associated with program implementation/evaluation as outlined by ASCA, including leadership, advocacy and collaboration as they relate to academic, career/college readiness, and the social/emotional needs of children. Candidates are expected to demonstrate components of the ASCA National Model. In addition to programmatic elements, candidates are expected to participate in self-reflection and self-evaluation exercises to enhance counseling skills.
This internship is a one-semester supervised opportunity for the candidate to perform all the activities that a regularly-employed certified school counselor would be expected to perform. Candidates seeking state certification as a school counselor must be supervised on-site by a school counselor with a minimum of three years' experience in a 7th-12th grade school setting. The internship requires a minimum of 300 clock hours, including a minimum of 240 clock hours of direct service work with the remaining 60 hours of indirect service work, reflective of ASCA Best Practices.
Over the course of the semester, candidates will engage in processes congruent with the ASCA National Model, such as: 1. Candidate competency checklist (using the components of the ASCA model and Delaware DPAS II); 2. Action plans (closing-the-gap, small group and curricula) and 3. Design and implementation of an intervention project based on a needs assessment and school data.
Candidates work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Candidates will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students, through such activities as individual, small group and classroom guidance instruction.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8015 - Mental Health Seminar (3)

Unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. Schools are often one of the first places where mental health crises and needs of students are recognized and initially addressed (Froeschle & Meyers, 2004). Most students in need do not receive adequate mental health supports (Centers for Disease Control and Prevention [CDC], 2013). Research indicates 20 percent of students are in need of mental health services, yet only one out of five of these students receive the necessary services (Kaffenberger & Seligman, 2007). Furthermore, students of color and those from families with low income are at greater risk for mental health need.
Candidates in this course will gain knowledge and understanding of prevalent mental health issues in order to recognize and respond to the need for mental health and behavioral prevention, early intervention and crisis services that promote psychosocial wellness and development for all students. As a result of taking this course, candidates will be able to address barriers and assess ways to maximize success in the k-12 school environment. Candidates will impact communities and their family structure through education, prevention, and crisis and short-term intervention until the k-12 student is connected with available community resources.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MEC 8017 - School Counselor Leadership Seminar (3)

Strong leadership is the foundation for a school counselor to be effective in advocacy and collaboration work not only for children, families, and school communities, but for the advancement of the school counseling profession . The American School Counselor Association underscored the importance of leadership by placing it as one of the four major themes along with collaboration, advocacy, and systemic change. This seminar is designed to facilitate leadership and advocacy development. It explores leadership styles and advocacy models to help counselor candidates understand and prepare for future leadership roles within the context of the K-12 school setting. Candidates will gain critical knowledge of qualities, principles, skills, and styles of effective leadership and an understanding of the important role of the school counselor as a systems change agent as it relates to child advocacy and social justice work.
Prerequisite: MED 6102, MEC 6511, MEC 6400, MEC 6402, MEC 6607, MEC 7213, MEC 7502, MEC 7503, MEC 7701, MEC 7500, MEC 7501, MEC 7202, passing scores on Praxis II (#5421), all clearances and at least a 3.0 cumulative grade point average.

MED - Education

MED 6000 - Elementary Mathematics for Teachers (3)

This course is designed to build a strong conceptual understanding of basic mathematics concepts. A basic premise of the course is that mathematics is more than the memorization of rules and procedures. The course will help teachers develop a clear understanding of fundamental mathematical concepts and learn how to teach mathematics in a student-centered, participatory learning environment. Singapore Mathematics techniques will be integrated into the course. The course will be presented in a workshop format and will feature high levels of student involvement. The course will focus on the following: Place Value and Models of Arithmetic, Mental Math and Word Problems, Algorithms, and Fractions.
Prerequisite: MED 6102 and MEE 7604.

MED 6102 - E-Folio (0)

In this course, candidates will use Watermark Student Learning and Licensure (SL&L) to demonstrate their competency in various content and performance areas. This course provides access to the electronic portfolio housed on SL&L and is required for all candidates enrolled in a Degree or Certificate Program in the College of Education. E-folio is a non-credit course and does not meet as a regular class. Registration for the course requires a one-time fee which provides candidates with access to the electronic portfolio for the duration of their program. Candidates must (1) enroll in this course at the beginning of their program and (2) open the course on Canvas and follow the instructions to activate their SL&L account. Throughout your program, assignments, documents, and artifacts from designated courses will be placed into the electronic portfolio. Completion of the portfolio is a graduation requirement.

MED 6490 - Education, Ethics, and the Law (3)

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, privacy issues, affirmative action, and the education of exceptional children.
Prerequisite: MED 6102.

MED 6801 - Building a Responsive Classroom (3)

This course will provide *in-service educators and school support staff* with opportunities to shift to a trauma-informed mindset when approaching universal (Tier I) strategies for supporting students' social-emotional and behavioral success. Participants will learn to consider developmental characteristics and the effects of trauma and ongoing toxic stress in both management and instructional contexts. Educators will build their repertoire of strategies for creating positive school or classroom community, teaching discipline, building resilience and designing active and interactive learning opportunities. Through engagement with course reading and resources, as well as with fellow practicing educators, participants will reflect on how trauma-informed approaches create the conditions for student success and will apply learning to their current school contexts and professional experiences.

MED 7201 - Fiscal Operations and Resources (3)

This course examines fiscal policy, control systems, and effective teaching methods of budget planning related to resource-allocation and improving the quality of teaching and learning. The course is designed to prepare school leaders for fiscal planning, operations, control responsibilities, financial decision making, and problem solving. The course will address state financial structures and policies, legal and ethical issues, financial management systems, and budget-building/implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity - a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.
Prerequisite: MED 6102.

MED 7404 - Brain-Based Research Instructional Strategies (3)

The course prepares educators to use a variety of instructional strategies and materials that reflect brain-based research and which have been shown to improve student achievement. Candidates will build a repertoire of research-based practices for students with a variety of learning styles and diverse needs.
Prerequisite: MED 6102.

MED 7503 - School and Community: Building a Shared Vision (3)

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. It is recommended that this course be taken early in the MED School Leadership Program.
Prerequisite: MED 6102.

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

This course explores theory and practice related to organizational behavior, development, models, and change; shared decision-

making; and instructional leadership. Major topics include the new roles of school leaders, issues related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment, enhancing student achievement, and ethics. The NELP and PSEL Standards are covered in this course as building blocks to understanding the nature of innovative school leadership throughout the program. It is recommended that this course be taken early in the MED School Leadership Program.
Prerequisite: MED 6102.

MED 7700 - The Evolving Role of a Principal: Innovative Leadership Prek-12 (3)

This course examines the role of the building principal in terms of central themes associated with effective school leadership: developing a shared vision and planning for continuous school improvement that involves all school/community stakeholders, maintaining a constant focus on growing the capacity of staff members while helping every child reach their academic and social potential, and establishing and maintaining a school culture that is positive, safe and holds high expectations for the appropriate ethical behavior of both students and staff.. 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. Key issues relevant to all schools, from PreK – 12, are addressed. It is essential to successful school leadership that the candidates be risk takers, do critical thinking of the various issues they will encounter and be innovative or proactive problem solvers for student success in a collaborative approach with staff and families.
Prerequisite: MED 6102.

MED 7701 - Supervisory Leadership: Staff Selection Appraisal, and Renewal (3)

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.
Prerequisite: MED 6102.

MED 7702 - Classroom and School Culture: Creating Environments for Learning (3)

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.
Prerequisite: MED 6102.

MED 7703 - Curriculum and Teaching: Research, Theory, and Practice (3)

Students analyze theoretical models, research, and best practices relating to the improvement of teaching and learning. Topics include strategies to engage marginalized, at-risk, or low-achieving students; adapting curriculum content and delivery to meet the needs of diverse learners; techniques for improving the teaching and learning environment for all students; removing barriers to student achievement; the role of teacher expectations in shaping student learning and behavior; using assessment results to inform teaching methods; designing effective feedback strategies; implementing learner-centered and active learning practices; time-on-task tactics; and implementing grouping arrangements that promote successful learning and positive student interactions.
Prerequisite: MED 6102.

MED 7704 - Education for Equity and Social Justice (3)

This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society. The course promotes anti-discriminatory pedagogy and the value of diverse learning communities, and is designed to help educators develop teaching strategies and learning environments that are equitable and just for all students. The course explores strategies for removing barriers to student achievement and promotes equal educational access and opportunity regardless of family income, skin color, religion, gender, social group, ethnicity, sexual orientation/preference, age, cultural identity, language, or ability.
Prerequisite: MED 6102.

MED 7705 - Measurement, Accountability, and Student Learning (3)

This course will prepare educators in three areas related to assessment and accountability for the school improvement plan: (a) understanding and using sound procedures to collect, simplify, and describe data, and making inferences and decisions that can be supported by a knowledgeable analysis of data and/or relevant research; (b) understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the

learning strengths and needs of individuals and sub-groups, generating community involvement and support, and developing school-wide school improvement strategies; and (c) gaining the knowledge and skills necessary in developing and using a variety of assessments that can contribute to school improvement, improved stakeholder communications, and higher-level student learning.
Prerequisite: MED 6102.

MED 7708 - Curriculum Leadership (3)

This course examines some essential but still unanswered questions related to curriculum leadership, including the following: what should be taught; how, when, and in what environment should it be taught; who should teach it; how do we know that it has been learned; and who decides? The course will explore several key topics: developing a vision of teaching and learning that is shared by all stakeholders; the power of the hidden curriculum; history and its influence on the curriculum; society and culture, teacher and learner characteristics, environment, and academic content as curriculum influencers; working with curriculum standards; the influences of philosophy, learning theory, and sociology; people and roles in curriculum work; design alternatives and needs assessments; selecting, sequencing, organizing, and prioritizing content; making and documenting curriculum decisions; implementing curriculum changes; and evaluating the curriculum.
Prerequisite: MED 6102.

MED 7709 - Personnel Administration (3)

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

MED 7710 - Technology and the School Environment (3)

This course addresses the six Technology Standards for School Administrators (TSSA) developed by the ISTE (International Society for Technology in Education). Those standards expect school leaders to: Inspire the development of a shared vision of comprehensive integration of technology and foster a school environment and culture conducive to the realization of that vision. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. Apply technology in ways that enhance professional practice and increase the school leader's personal productivity as well as the productivity of others. Provide direction for the integration of technology tools into productive learning and administrative systems. Use technology to facilitate a comprehensive system of effective assessment and evaluation. Understand the social, legal, and ethical issues related to technology and apply that understanding in practice. Topics will also include a review of current state programs and long-range plans for school-related technology applications; computer basics; emerging technologies and their applications; productivity tools; using technology to enhance communications and manage information; using technology to change classroom/school learning environments, teacher roles, and traditional power relationships; software review, selection, and licensing; and issues related to equity and open access.
Prerequisite: MED 6102.

MED 7712 - Curriculum Development (3)

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

MED 7799 - Supervision and Curriculum Improvement (3)

This course enables educators to explore, research, and collaborate in areas of particular professional and/or scholarly interest related to supervision and curriculum. Topics will include curriculum decision making/development, curriculum delivery, refining supervisory skills, and improving school environments in order to remove barriers to student achievement. The course will examine several different comprehensive school reform projects, including such efforts as Expeditionary Learning Schools, Annenberg Challenge Schools, the Coalition of Essential Schools, the Comer School Development Project, Connect, the Accelerated Schools Project, Success for All, the Bay Area Reform Collaborative, DODDS (Department of Defense Dependents Schools) initiatives, and state-sponsored "reculturing" efforts.
Prerequisite: MED 6102.

MED 7802 - Psychology of the Gifted and Talented Learners (3)

This course is designed to help candidates identify and apply sound educational practices based on psychological principles and theories related to individuals with gifts and talents. Course content and activities address knowledge and application of principles and theories relating to understanding that learner development and individual differences, language, culture, economic status, family background, psychological responses, and/or area of disability can influence the learning of individuals with gifts and talents. Creating culturally respective learning environments to ensure intellectual, social, emotional, and physical development is addressed.

Candidates explore talent development learning how to select, use, and interpret data from a variety of formal and informal assessments to provide meaningful and challenging activities that encourage individuals with gifts and talents to explore, develop, or research their areas of interest or talent. Additional topics include learning and motivation, characteristics and incidences of giftedness, a continuum of services, and meaningful learning activities that enhance independence, interdependence, and positive peer-relationships that enable creative, productive careers in society. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7803 - Creative and Critical Thinking (4)

The focus of this course is to study the theoretical and practical aspects of creativity and critical thinking, understand characteristics of highly creative people, and explore ways to promote creativity and critical thinking. The course is an introduction to major definitions, theories, and research related to the study of creativity and critical thinking. Educators will design, implement, and evaluate instruction related to the unique learning needs of individuals with gifts and talents.
Prerequisite: MED 6102.

MED 7804 - Curriculum Design and Instructional Strategies for Gifted and Talented Learners (3)

This course is designed to help candidates identify and use appropriate curricular, instructional, and assessment strategies to meet the needs of gifted and talented learners at both the school and district level. Candidates will explore curriculum models, develop and implement differentiated instructional strategies, and design differentiated assessments for gifted and talented programs. Appropriate information/communication technology will be used in researching, preparing, presenting, and implementing lesson plans and units. The course requires candidates to complete and document 15 hours of supervised field experiences in an approved setting.
Prerequisite: MED 6102.

MED 7807 - Creativity and Critical Thinking (3)

The perspective of this course is that creativity and critical thinking are essential components of any gifted education program. Candidates will explore the nature of creativity, characteristics of highly creative people, and the importance of creativity for individual growth and development as well as its benefits for society. Instructional strategies that promote critical thinking, creative problem-solving, and inquiry-based models are introduced. The course will examine ways to design instruction that incorporates advanced, conceptually challenging, in-depth, distinctive, and/or complex content that is appropriate for individuals with gifts and talents with culturally, linguistically, and economically diverse backgrounds.
Prerequisite: MED 6102.

MED 7808 - Assessment and Evaluation (3)

The course will focus on helping the candidate to develop competence in assessing student work in an educational setting (i.e., diagnostic, placement, formative and summative assessment strategies) and understanding program evaluation. The collection, analysis, and interpretation of data results for making shared-decisions about instruction, learning, and program evaluation will be emphasized. Instructional leadership to promote data driven decisions that impact student success is explored.
Prerequisite: MED 6102 E-folio.

MED 7809 - Instructional Design (3)

Candidates will explore the systematic design of instruction. The focus of the course is on the design, production, formative evaluation, implementation, and summative evaluation of instruction. Guiding instructional change for student success is addressed.
Prerequisite: MED 6102 E-folio.

MED 7810 - Psychology of Learning (3)

Candidates will focus on the examination of major psychological theories of learning and the relationship between instruction and learning for leadership capacity. Candidates will explore and reflect upon how theories inform and support professional practice, student development, and learning. Ways psychology can be of value in facilitating the teaching-learning process will be considered.
Prerequisite: MED 6102 E-Folio.

MED 7812 - Culture and Learning Environments (3)

Candidates will inquire about the impact learning environments and a culture of learning have upon student achievement. The focus of this course is on ways teachers can establish, maintain, and promote safe, positive learning environments that promote collaboration, positive social interactions, and active engagement. Instructional leadership for helping to understanding diversity is undertaken.
Prerequisite: MED 6102 E-folio.

MED 7813 - Differentiated Instruction (3)

The course content focuses on the development and implementation of standard-based differentiated instruction for a broad spectrum of learners. Understanding approaches to assessing student learning needs, flexible teaching approaches, curriculum

modifications, and opportunities for students to work in varied instructional formats will be addressed.
Prerequisite: MED 6102 E-folio.

MED 7814 - Problem-Based Learning (3)

The course content focuses on understanding the pedagogy of problem-based learning and designing problem-based learning (PBL) instruction. Alternative assessment strategies are explored. Student-centered approaches to learning will be addressed.
Prerequisite: MED 6102 E-folio.

MED 7815 - Innovations in Teaching (3)

The course content focuses on web-based course design and online pedagogies (blended learning) to create student-centered, collaborative learning environments. Candidates will develop web-based course activities, instruction, and assessments with online technologies.
Prerequisite: MED 6102 E-folio.

MED 7816 - Advanced Studies in Teaching and Learning (3)

The course is designed to promote reflective inquiry to advance teachers' knowledge and skills through collaborative learning communities. The course content focuses on teaching practices that improve teaching, learning, and student success.
Prerequisite: MED 6102 E-folio.

MED 7817 - Professional Studies (3)

The professional studies course explores the roles between mentoring, coach specialist, and co-coaching. The course content emphasizes coaching skill development on three levels: (1) learning about self as a coach and acquiring collaborative skills to facilitate change; (2) creating productive and fulfilling relationships in the coaching role; and; (3) understanding methods for structuring a sustained process of working with two or more professional learners to enable the solve problems. Candidates explore relational, collaborative, and coaching techniques for leading transformations. The course enables educators the opportunity to implement innovative practices for coaching. The course requires that the candidate conduct synchronous conferences with another class peer on two occasions. These conferences will be scheduled at the convenience of the candidate. The candidate must have a computer and be able to access the Internet.
Prerequisite: MED 6102 E-folio.

MED 7818 - Personalization in Education (3)

Candidates will explore personalized education, blended learning, and competency education. Candidates will design and develop personalized learning units using competency-based approaches supported by blended and online learning modalities and environments.

Prerequisite: MED 6102.

MED 7819 - Design, Build, and Test (3)

Candidates will explore processes in planning, designing, and testing objects. Using evidence-based practices such as project-based and problem-based learning, candidates will design, build, and test objects. Topics included group work, collaboration, and effective communication skills.

Prerequisite: MED 6102 E-folio.

MED 7820 - Engaging All Student in Virtual Learning Environments (3)

Effective online instruction depends on learning experiences that are purposefully designed and facilitated by knowledgeable educators. Because learners have different learning styles or a combination of styles, educators should design virtual learning spaces that include multiple modes of learning. Educators previously unfamiliar, or under-familiar, with virtual teaching environments will learn how these environments work and how they can be used to successfully promote active learning for all learners. This course provides strategies that combine active learning principles with online tools so all students can encounter and engage with information and ideas, and reflect on their own learning.

MED 7996 - Practicum for Gifted and Talented Learners (3)

Candidates will engage in direct teaching experiences with individuals with gifts and talents and work collaboratively with others to be able to analyze and reflect on effective teaching practices appropriate for learners with gifts and talents. The experience will enable the candidate to demonstrate his/her knowledge and skills related to applying all of the NAGC-CEC standards. The Practicum requires candidates to complete and document 200 hours of supervised fieldwork in an approved setting.

Prerequisite: MED 6102, MED 7802, MED 7804, and (MED 7807 or MED 7803).

MED 8000 - Foundations of National Board Certification (3)

This course is about the National Board for Professional Standards Certification. Teachers will explore and reflect on the Five Core Propositions as well as the professional, ethical, socio-political, and cultural standards that serve as the architecture for accomplished teaching. Collaboration with peers and NBC teachers is a central component of the course.
Prerequisite: MED 6102.

MED 8001 - Content Knowledge (3)

This course supports the expectations as stated in the Five Core Propositions and National Board Professional Teaching Standards Component 1, Content Knowledge. Candidates for National Board Certification understand the importance of their subject matter, pedagogical practices, and the role of technology to develop learners' academic, social, and cultural development and knowledge of ethics. Candidates will demonstrate knowledge of and pedagogical practices for teaching their content area on the National Board Professional Teaching Standards examination.
Prerequisite: MED 6102 and MED 8000.

MED 8002 - Differentiated Instruction (3)

This course supports the expectations of the Five Core Propositions and the National Board Professional Teaching Standards Component 2, Differentiation in Instruction. Candidates will plan differentiated instruction tailored to each student's distinct abilities and foster effective communication skills for maximum student growth and individual success. Candidates' class-based portfolio entries will include written commentaries and samples of students' work.
Prerequisite: MED 6102 and MED 8000.

MED 8003 - Teaching Practice and Learning Environment (3)

This course supports the expectations of the Five Core Propositions and National Board Professional Teaching Standards Component 3, Teaching Practice and Learning Environment. Candidates study best practices that support the social, ethical, and academic development of every learner. Candidates will submit written commentaries and video recordings that show teacher-learner interactions.
Prerequisite: MED 6102 and MED 8000.

MED 8004 - Effective and Reflective Practitioner (3)

This course supports the expectations of the Five Core Propositions and National Board Professional Teaching Standards Component 4, Effective and Reflective Practitioner. The focus of the course is to understand and practice strategies of an effective and reflective practitioner. Candidates' written commentaries require that they show (a) evidence of effective assessment practices, (b) the ability to effectively plan differentiated instruction that impacts student learning, and (c) the ability to contribute to the profession through collaboration with families, community, and colleagues.
Prerequisite: MED 6102 and MED 8000.

MED 8005 - Professional Inquiry (3)

The course content emphasizes self-study learning, self-reflection, and using data results from one's practice to improve the teaching-learning process. Candidates will identify a classroom practice for improvement that was highlighted from the data collected from the National Board Certified (NBC) portfolio. Candidates will design a plan to incorporate the new information into their practice and will take a leadership role in addressing problems of practice in their building and/or district. Each candidate will prepare a presentation explaining and summarizing his or her classroom research, thereby generating teacher knowledge, fostering collaboration with others, and working collaboratively within a professional learning organization.
Prerequisite: MED 6102 and MED 8000.

MED 8804 - Action Research (6)

The capstone course emphasizes the role of Teacher-as-Researcher and the value of conducting classroom and school-based action research. The semester course prepares students to conduct action research studies that will enhance professional practice and directly involve the candidates in the process of educational improvement.
Prerequisite: MED 6102.

MED 8806 - Data in Action (3)

The capstone course for the Interdisciplinary Studies degree emphasizes the role of Teacher-as-Researcher and the value of conducting classroom and school-based action research. The semester course prepares students to conduct action research studies that will enhance professional practice and directly involve the candidates in the process of educational improvement.
Prerequisite: MED 6102.

MED 8900 - Practicum in School Leadership (3)

This course provides opportunities for M.Ed. candidates to engage in leadership-related, authentic, supervised field experiences in approved school settings. The course requires the M.Ed. in School Leadership candidate to perform, analyze, and reflect on a specific

set of tasks involving real responsibilities of school leaders. Completion of these tasks normally requires 100 hours of field-based work. The additional required hours of 140-200 are taken in the Internship Course required with this course. 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 College of Education Conceptual Framework, and are linked to the National Educational Preparation Standards (NELP). The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is taken in conjunction with MED 8904 or MED 8905. A lab fee is required.
Prerequisite: MED 6102.

MED 8903 - Administrative Internship 3 Credits (3)

This course requires a minimum of 180 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 "critical incidents" that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required.
Prerequisite: MED 6102.

MED 8904 - Administrative Internship 4 Credits (4)

This course requires a minimum of 240 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 "critical incidents" that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required.
Prerequisite: MED 6102.

MED 8905 - Administrative Internship 5 Credits (5)

This course requires a minimum of 300 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 "critical incidents" that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required.
Prerequisite: MED 6102.

MED 8906 - Administrative Internship 6 Credits (6)

This course requires a minimum of 360 documented hours of work with a school-based mentor (principal or assistant principal), the completion of a variety of real school leadership tasks, and the assumption of real school leadership responsibilities. The hours are documented in an Internship Journal/Log. The journal also requires descriptions, analyses, and reflections related to at least 14 "critical incidents" that occur during the internship period. Internship hours do not need to be full-time or consecutive. The course involves collaboration with a school-based mentor, other M.Ed. candidates, and with a college-based mentor. Advising seminars are scheduled at regular intervals throughout the semester. This course is normally taken in conjunction with MED 8900, but may be taken separately by those candidates who need an Administrative Internship to satisfy state licensure/certification requirements. A lab fee is required.
Prerequisite: MED 6102.

MEE - Elementary Studies

MEE 7204 - Teacher Leadership and Collaboration (3)

This course has been designed to assist K-6 and middle/secondary level education teacher candidates in developing the attributes, knowledge, skills, and strategies necessary to serve as a teacher leader. The course will explore teacher leadership in a variety of capacities including but not limited to instruction/curriculum development, assessment, school reform, classroom management, technology, advisory/mentoring, on-going professional development, and collaboration. A strong emphasis will be placed on ethical

issues related to teaching and learning. Appropriate and effective oral and written communication skills will also be discussed. Moreover, teacher candidates will apply research and critical thinking skills to demonstrate scholarship related to issues in teacher leadership.
Prerequisite: MED 6102 and MEE 7604.

MEE 7601 - Education of Diverse Populations and Exceptional Children (3)

This course will provide students with a variety of teaching strategies that enhance teaching and learning in an inclusive, multi-cultural classroom including students with exceptionalities. Students will explore ways to better understand how context and culture affect teaching and learning, and will acquire strategies to support learning for students whose first language is not English as well as for children of special needs. Emphasis will be placed on an understanding of how student learning is influenced by factors such as: poverty, prior learning, race, language of origin, culture, gender, health, family structure, religion, and community. IEP and 504 Development will be practiced.
Prerequisite: MED 6102 and MEE 7604.

MEE 7603 - Instructional Strategies in Elementary Education (3)

Instructional Strategies (Kindergarten through Grade Six) is designed to provide teacher education candidates with an opportunity to study about, reflect upon, question, become knowledgeable about, and develop skills in using a variety of instructional methods while applying and practicing these methods in a collaborative and constructive setting. Participants will learn how to plan and present instruction clearly, as well as how to establish and maintain an effective learning environment.
Major topics include: characteristics of effective instructional strategies and their impact on various learners; differentiated instruction; planning for instruction; developing effective lessons using a variety of approaches & technologies; assessment of student learning; and professional development. Attention is focused on the learner and the interpretation of physiological, psychological, sociological, emotional, cultural, linguistic, and environmental factors which influence learning.
Prerequisite: MED 6102 and MEE 7604.

MEE 7604 - Technology for Instruction (3)

This course prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.1 tools (e.g., content management systems, social networks, e-portfolios), digital video, and virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data.

Prerequisite: MED 6102.

MEE 7607 - Health and Physical Education (3)

This course focuses on teaching the mind, body, and spirit components of a healthy lifestyle. Particular emphasis will be placed on the important role of exercise, family and community, work and diet in maintaining good health. Recent findings and reports in medicine, exercise, diet, and nutrition will be discussed. This course includes health services, health education, and healthy school environments.
Prerequisite: MED 6102 and MEE 7604.

MEE 7631 - Child Growth and Development (3)

This course is a survey and examination of development from the prenatal period through adolescence with emphasis on the characteristics of children who are in kindergarten through grade six. Social, cognitive, and physical development are included. Appropriate interventions for students with developmental gaps are a focus. The role of the family in child development and safety for young children are included. Students are required to prepare a case study of a child in grades K-6.
Prerequisite: MED 6102 and MEE 7604.

MEE 7632 - Language and Literacy (3)

This course explores the development of oral language and literacy skills in children. Candidates develop a practical understanding of structured literacy instruction in major skill domains including phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, both listening and reading comprehension, and written expression. Specifically, instruction includes a multi-componential instructional focus on all of the following components of evidence-based reading instruction: language acquisition, literacy development, phonological processing, phonics and word recognition development, spelling, fluency, and automaticity development, vocabulary development, text comprehension development, assessment administration, and interpretation, letter formation, orthographic processing, morphological awareness, the structure of language, language-based learning disabilities, written expression, and interventions for struggling readers. Teacher candidates examine language and its relationship to developing literacy in English based on one's native language. Teacher candidates develop an awareness of social and cultural language differences, language acquisition of young children across cultural and linguistic groups, assessment and

instructional strategies of language and communication, and facilitation of literacy about the six components of reading.
Prerequisite: MED 6102 and MEE 7604.

MEE 7633 - Integrated Methods to Teaching Elementary Language Arts/Reading (3)

This course enables candidates to build upon and apply knowledge of the elements of science-based reading practices with a focus on current state and national content standards in order to plan for a series of sequenced lesson plans. Emphasis is on the development of lesson plans and sequences of instruction that reflect the use of a variety of methods and materials for teaching the skills of language arts and reading and the integrated process between reading and writing. Establishing objectives, including critical thinking objectives, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Course activities and learning continue to build candidate skills related to phonological processing, phonics and word recognition development, text comprehension development, orthographic processing, morphological awareness, the structure of language, and written expression.
Prerequisite: MED 6102, MEE 7604, MEE 7603 and MEE 7632.

MEE 7634 - Integrated Methods for Teaching Elementary Social Studies (3)

Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences with other major content areas). A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MEE 6102, MEE 7604 and MEE 7603 .

MEE 7636 - Fine Arts & Literature for Children and Adolescents (2)

This course is a study of literature for children and is designed to introduce teacher candidates to a wide range of genres including classics and contemporary materials. Particular attention is given to diverse representations in children's literature and the importance that diversity and equitable representation in children's literature play in social and emotional development. Candidates utilize their knowledge of the major components of literacy and learner development to create literacy-rich learning environments with attention to student development, culture, and families. Candidates explore instruction connected to the Language Comprehension strand of Scarborough's Rope as they design activities to build vocabulary, text comprehension, and oral language. Candidates develop interactive read-aloud to develop morphological and phonological awareness in young readers. Candidates build activities to strengthen student's written expression as well.
Prerequisite: MED 6102 and MEE 7604.

MEE 7637 - Integrated Methods for Teaching Elementary Mathematics (3)

Students are introduced to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how mathematics can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604, and MEE 7603 .

MEE 7638 - Integrated Methods for Teaching Elementary Science (3)

The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required.
Prerequisite: MED 6102, MEE 7604 and MEE 7603.

MEE 7996 - Practicum I (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into

Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MEE 7997 - Practicum II (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: MED 6102, MEE 7996 On file with the Office of Clinical Studies, A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Corequisite: MEE 8805.

MEE 7998 - Practicum III (1)

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

MEE 8801 - Student Teaching/Internship (9)

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Elementary Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings, grades K-6. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. College of Education target score for the PPAT is 43 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Chair approval is required for course registration.

MEE 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements of Task 2 in PPAT and with elements of PPAT

Tasks 3 and 4. For candidates student teaching in fall 2016 or later, this course must be taken concurrently with Practicum II. Prerequisite: MED 6102, MEE 7604. Corequisite: MEE 7997.

MGT - Management

MGT 6400 - Global Leadership (3)

This course focuses on the classical and modern aspects of organizations and the role of managers as leaders and facilitators of change. Organizational theory and design are introduced to understand the implementation of policy within the organization. This course emphasizes design concepts that impact employee motivation, interpersonal relationships, group dynamics, leadership, teams, culture, ethics, and global challenges in today's changing environment.

MGT 6502 - Academic Research Writing (3)

This course is an introduction to academic business writing and research. The course primarily focuses on understanding current business research topics and concepts, developing information literacy prowess, critically analyzing and evaluating literature resources, and writing in an academic and scholarly voice. The course is intended to prepare graduate business management students for researching and writing about real-world business situations (leadership, management, and organizational problems, challenges, and issues) from an academic and scholarly perspective while learning and implementing APA style and mechanics.

MGT 7300 - Business Finance (3)

This course provides for the non-financial manager in mind and will allow students to learn to develop the financial skills necessary to evaluate proposed business projects, analyze company performance and apply finance and accounting principles with confidence. The focus will be types of business formations and industries, interpreting financial statements, key performance indicators, profit vs loss, business planning, operational planning and budgeting, and business financing.

MGT 7395 - Management Development (3)

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.

MGT 7504 - Ethical Issues in Management (3)

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 7507 - Strategic Management (3)

The conceptual review of Strategic Management is all about identification and description of the strategies that managers can carry so as to achieve better performance and a competitive advantage for their organization. An organization is said to have competitive advantage if its profitability is higher than the average profitability for all companies in its industry. Strategic management can also be defined as a bundle of decisions and acts which a manager undertakes and which decides the result of the firm's performance. The manager must have a thorough knowledge and analysis of the general and competitive organizational environment so as to make the right decisions.

MGT 7508 - Change Management (3)

This course will develop the individual's abilities in effectively managing change management. In order to remain strategically viable in today's public and private organizational environments, the importance of managing organizational change has increased. This course provides a blend of theory and practical management application in managing organizational change through examining different approaches and perspectives in order to be more innovative in today's organization.

MGT 7591 - Leadership and Communication (3)

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 7667 - Diversity in the Workplace (3)

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 7750 - Strategy and Decision-Making (3)

This course provides the framework for making organizational decisions in a disciplined and strategic way. Students will evaluate contributions and limitations of the various schools of strategy while utilizing various decision-making theories and

practices. Students will diagnose strategic positions, evaluate alternative courses of action in a wide range of decision-making situations and make the best decisions based upon your objectives. Explores the role of strategy and its creative use through the various schools of strategic design that include planning, analysis, visionary processes, mental and emergent processes, negotiation, and environment. Describe and discuss the contributions and limitations of the various schools of strategy and how strategy impacts organizations. In this course, students have the opportunity to develop an understanding of their strategic preferences and decision-making ability as practicing managers and leaders.

MGT 7900 - Topics in Management (3)

This course addresses different topics of interest in the management discipline. It is conducted in a seminar 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.

MGT 8000 - MSM Business Simulation (3)

The MGT 8000 is the capstone course designed to integrate previous MSM coursework into a real-world business strategy simulation. The MSM core builds and improves skills in the areas of leadership, strategy, decision-making, ethics, and change, which will be demonstrated within the business simulation. Students will integrate research and theory in complex business problem solving as part of the course.
Prerequisite: MGT 6400, MGT 7300, MGT 7750, and MIS 7000 with a minimum grade of C-.

MGT 8150 - MSM Internship (3)

MSM students may apply for an approved internship to meet one of the two open electives in their program. An MSM internship offers students the opportunity to gain relevant work experience in business. Through this experience, the student gains a practical understanding of work in the industry, experience on the job, enhancement of skills learned in the classroom, and contacts with professionals in the business world. Upon selection for an approved internship, MSM students must complete a minimum of 150 hours of compensated or uncompensated work within a 14-week semester. MSM students must have completed a minimum 18 credits in the MSM core and have a minimum cumulative GPA of 3.3. This course is graded satisfactory/unsatisfactory. Prereq: Completion of 18-credits in MSM core.
Prerequisite: Program Chair approval required.

MGT 8800 - Integrative Independent Study Project B (3)

The MGT 8800 Integrative Independent Study Project is the culminating three credit hour course that combines theory and practice executed through a research methodology for the application of knowledge and skills which were acquired in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.
Prerequisite: Program Chair approval required.

MHC - Mental Health Counseling

MHC 6401 - Theories of Counseling (3)

Classic and contemporary theoretical approaches to counseling are examined in this course including major personality theories, counseling theories and learning theories. Clinical applications incorporating the influence of cultural diversity are also emphasized as well as the formation of a personal theory of counseling.

MHC 6402 - Human Development (3)

This course explores developmental processes from conception through adulthood. The interaction of environmental and genetic factors is stressed. Theories of individual and family development and transitions across the life span are considered with an emphasis on the nature and needs of persons at various developmental stages and cultures and the impact of these stages on mental health.

MHC 6501 - Tools, Techniques, and Strategies of Counseling I (3)

This course teaches introspective skills in order to develop a therapeutic relationship, maintain ethical boundaries, interview and counsel, and to cultivate self-awareness within the field of clinical mental health counseling. The course emphasizes the centrality for students to be nonjudgmental, reflective, and authentic towards one's internal perceptions of self, others, values, beliefs, and environment in order to fully engage in the helping profession. Specific learned skills are basic listening, self-awareness, stress management, self-care, mindfulness, empathy, and other practices that promote positive counseling outcomes.

MHC 6502 - Tools, Techniques, and Strategies of Counseling (3)

This course teaches the principles of helping relationships, essential interviewing and counseling skills, and general intervention strategies relevant to the provision of culturally responsive clinical mental health counseling services. Emphasis is placed on skills

and strategies that promote psychological resilience, enhance motivation, and assist clients in the prevention, management, and/or remediation of various issues including crises, developmental transitions, and ongoing dysfunctional behaviors
Prerequisite: MHC 6401 and MHC 6501.

MHC 6505 - Ethics and Practices of Clinical Mental Health Counseling (3)

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

MHC 6901 - Diagnosis and Treatment of Psychopathology (3)

The classification system of psychopathology is studied with emphasis on symptomatology, etiology, and implications for treatment modalities with special emphasis given to multiaxial diagnosis. Various treatment interventions, including the adjunctive use of medications, are presented.
Prerequisite: MHC 6401, MHC 6402, and MHC 6505.

MHC 7202 - Group Counseling (3)

This course introduces students to the theory, research, ethics, and practice of group counseling. Basic principles of group formation, group dynamics, group process, group development, and group leadership are emphasized for various types of groups. Students participate in an experiential group activity for a minimum of 10 hours.
Prerequisite: MHC 6401, MHC 6502, and MHC 7501.

MHC 7203 - Counseling for Career Development (3)

This course provides a lifespan perspective on work/career. The impact of career development theory on the counseling process and the relationship of career guidance and development to college, vocational/technical schools, and job placement in community and school-based settings are studied and discussed. The availability of specialized career counseling resources for diverse client populations and those with special needs is investigated.
Prerequisite: MHC 6505.

MHC 7501 - Family Counseling (3)

This course recognizes the importance of the family and family counseling as a viable modality in the treatment of mental and emotional disorders. Major areas of study include the history and development of family counseling, classic and contemporary theoretical approaches, key concepts, skills and techniques used in the assessment and treatment of a family. Characteristics of healthy and dysfunctional family systems are explored as well as special concerns such as the impact of divorce, abuse, addictions, domestic violence, single-parent households, minority stress, poverty, etc. on a family system. The concept of family-of-origin and the use and development of a genogram is emphasized.
Prerequisite: MHC 6401, MHC 6402, MHC 6501, MHC 6502, and MHC 6505.

MHC 7605 - Counseling Diverse Populations (3)

This course explores the social, psychological, cultural, economic, and environmental influences that affect various client populations. Counseling tools to meet the special needs of women, men, racial and ethnic minorities, the disabled, and other diverse groups are examined.

MHC 7805 - Appraisal Techniques (3)

This course is a survey of psychological tests and instruments used in clinical mental health counseling settings. Principles of statistics and measurement, administration, scoring, interpretation, and use of various appraisal instruments are covered. Specific skill training in conducting clinical counseling intake interviews is addressed. Cultural biases that occur in the assessment and testing of clients is also discussed.
Prerequisite: MHC 6401, MHC 6505, and MHC 6901.

MHC 7806 - Methods of Research and Program Evaluation (3)

This course covers the principles and practice of counseling research and program evaluation. Qualitative, quantitative, and single-case design research methods are covered. Statistical methods used in conducting research and program evaluation are presented in addition to models of needs assessment and program evaluation. The use of research to inform evidence-based practice and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies are discussed.
Prerequisite: MHC 6401 and MHC 6505.

MHC 7905 - Practicum (4)

The Practicum clinical field experience is comprised of 100 total clock hours of supervised counseling experience in a mental health agency setting, a group supervision seminar, site supervision, and faculty supervision. The focus is a broad orientation to the clinical

aspects of the field of mental health counseling with strong emphasis being placed on personal and professional identity and self-development. The course consists of basic/core counseling skills and intervention strategies and techniques, and exploration of the role of the clinical mental health counselor in a mental health agency setting.
Prerequisite: MHC 6402, MHC 6502, MHC 6901, MHC 7605, MHC 7501, MHC 7202, MHC 7805, MHC 7806 and MHC 8020, all minimum grade of B.

MHC 8011 - Advanced Seminar: Counseling Children & Adolescents (2)

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

MHC 8012 - Advanced Seminar: Evidence Based Family Treatment (2)

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

MHC 8020 - Addictions Counseling (3)

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

MHC 8030 - Human Sexuality Counseling (2)

This course is an overview of sexuality issues encountered in the practice of counseling including: anatomy and physiology related to human sexual response; varieties of sexual behavior; sociocultural context of human sexuality; sexuality issues across the lifespan; sexuality issues related to ethnicity, race, gender, sexual orientation, illness, disability, and abuse; counseling skills and techniques for assessing and counseling human sexuality issues; and ethical issues related to human sexuality counseling. During the course, students will be challenged to explore personal values, attitudes, and comfort level related to counseling sexuality issues.
Prerequisite: MHC 6501, MHC 6502, and MHC 7605, all minimum grade of B.

MHC 8061 - Advanced Seminar: Humanistic Counseling (2)

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

MHC 8062 - Advanced Seminar: Cognitive-Behavioral Counseling (2)

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

MHC 8063 - Advanced Seminar: Mindfulness-based Counseling (2)

The Mindfulness-based Counseling Seminar will be a combination of learning theoretical Mindfulness-based Counseling material (through lecture and discussion) and practicing the skills of the Mindfulness-based Counselor. As those skills are largely dependent on the presence and person of the Counselor, this Seminar will put much emphasis on personal growth and self-knowledge.

MHC 8064 - Motivational Interviewing (2)

This course introduces students to the processes and concepts of Motivational Interviewing, a collaborative, person-centered counseling style for addressing ambivalence about change. Originally developed in the context of treating substance use disorders, MI is designed to strengthen intrinsic motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere or acceptance and compassion.
Prerequisite: MHC 6401, MHC 6501, MHC 6502.

MHC 8065 - Spirituality and Counseling: Advanced Seminar (2)

This course explores the application of basic and advanced counseling skills to spiritual and existential themes that arise in counseling. Using role-plays, reflection journals, and group presentations, students will practice assessing implicit and explicit themes, helping clients to identify healthy coping, labeling spiritual struggles, and clarifying personal and communal values. The American Counseling Association's Code of Ethics and multicultural competences, and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) competencies will guide the discussion of ethical practice and violations, as well as the role of counselor self-awareness and countertransference when addressing spiritual themes in counseling.
Prerequisite: MHC 6501, MHC 6502, and MHC 7605, all minimum grade of B.

MHC 8066 - Neurodevelopment and Counseling: Advanced Seminar (2)

By participating in this class, students will be supported in becoming better able to intentionally use neuroscience and related tools

to assess and treat client concerns. Knowledge of neuroscience and its applications to assessment and treatment allows for broader insight into clients' internal processing and enhances case conceptualization of a client's behaviors, emotions, and cognitions and related treatment planning.
The course teaches advanced counseling skills, strategies, and techniques relevant to trauma-informed clinical care. Students will demonstrate their ability to conceptualize cases from a neurodevelopmental perspective and will generate neurodevelopmentally aware interactions as counselors through targeting different brain systems. They will successfully explain how early experiences alter and affect the unfolding of the individual's neurodevelopment.

MHC 8092 - Seminar: Consultation for Counselors (2)

This course introduces students to the theory, research, and practice of professional consultation. Students develop, implement, and evaluate a consultation project to be included in their professional portfolio. Students participate in a consultation exercise to enhance their academic performance.
Prerequisite: MHC 6402, MHC 6502, MHC 6901, MHC 7605, MHC 7501, MHC 7202, MHC 7805, MHC 7806 and MHC 8020, all minimum grade of B.

MHC 8093 - Seminar: Supervision for Counselors (2)

This course introduces students to the methods, models, and practices of clinical supervision. Students will participate in a supervision project to practice basic supervision skills and evaluate the performance of counselors which will be included in their professional portfolio.
Prerequisite: MHC 9001 and all respective prerequisites.

MHC 8094 - Psychopharmacology for Counselors (1)

This course is an introduction to psychopharmacology, the types of medications used in clinical mental health settings, and their side effects. Practical issues of clinical assessment, client referral, and strategies for coordination of treatment involving medication are discussed.
Prerequisite: MHC 6505.

MHC 9001 - Internship (4)

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

MHC 9002 - Internship II (4)

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

MHE - Higher Education

MHE 7001 - Academic Research and Writing (3)

Strong skills in research and writing are critical for leaders in higher education. The course will focus on strengthening writing skills in a variety of academic and professional contexts. Candidates will also learn to interpret, critique, and analyze published research.
Prerequisite: MED 6102.

MHE 7100 - History of American Higher Education (3)

A survey of the foundations of higher education and the development of American higher education. Attention will be given to major events and policies that have impacted higher education in the United States. Candidates will gain an understanding of and appreciation for the ways in which past events have contributed to the current issues in American higher education.
Prerequisite: MED 6102.

MHE 7101 - Equity and Inclusion in Higher Education (3)

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

Prerequisite: MED 6102.

MHE 7102 - Leadership and Ethical Decision Making in Higher Education (3)

This course will explore current leadership theory and systems behavior in the context of administrative practice. A key focused element will target leadership and management, and ethical decision making in higher education. The impact of context, culture, power, politics, change, communications and organizational leadership is a focus.
Prerequisite: MED 6102.

MHE 7103 - Current Issues and Financial Trends in Higher Education (3)

This course examines current issues and financial trends that affect various elements of higher educational leadership and administration. Candidates will intensively review selected issues. Topics will focus university and community college leadership.
Prerequisite: MED 6102.

MHE 7200 - Introduction to Administration in Higher Education (3)

This course provides an overview of higher educational systems, examines theory and practices of higher education professionals, and explores disciplines, issues, and organizational structures of differing post-secondary institutions. This course is intended for new or current practitioners, or those transitioning to higher education. Course objectives introduce students to historical context, understanding varying organizational cultures, effects of various professional and disciplinary perspectives, financial challenges and working knowledge of higher education systems.
Prerequisite: MED 6102.

MHE 7202 - Data Driven Strategic Planning (3)

This course examines how data can be used in decision-making processes that support strategic direction, and aid in identifying short-term and long-term goals. Students will learn to identify and analyze operational, financial, and institutional data that is relevant to educational vision, mission, and institutional values. Using the data results identified, students will craft desired future state, and learn to prioritize, plan, and develop strategic plans to reach the transformational desired state.
Prerequisite: MED 6102.

MHE 7201 - Law and Policy in Higher Education (3)

Leaders in higher education administration operate within organizations, their communities, and across different levels of government. This course is designed to explore the relationship between laws and public policy and the impact that they have on administrative leaders. It draws on the base of research and theory of process in law and public policy through the study of current issues. Topics include Non Discrimination, academic integrity, Title IX, the American Disabilities Act, free speech, the Family Educational Rights and Privacy Act, hazing, the Health Insurance Portability and Accountability Act and due process.
Prerequisite: MED 6102.

MHE 7300 - Introduction to Student Affairs (3)

This course will provide an introduction to the field of student affairs. It will explore student-centric areas such as residence life, career education, campus activities, academic advising, service learning, civic engagement, fraternity and sorority life, student conduct, international education, counseling, and disability services.
Prerequisite: MED 6102.

MHE 7301 - Student Development Theory and Contemporary College Students (3)

This course provides a comprehensive study of student development theories that will serve as a framework for understanding college student growth. Candidates will examine and reflect upon how student development theories inform and support professional practice and student learning. This course will examine the importance of understanding the perspectives of students from diverse generations, cultures, and backgrounds. Candidates will apply research and theory to current issues in student affairs through case studies and student projects.
Prerequisite: MED 6102.

MHE 7302 - Assessment of Student Learning Outside of the Classroom (3)

The course will focus on helping candidates develop competence in assessing student learning and understanding program evaluation. The collection, analysis, and interpretation of data for making decisions about services and opportunities will be emphasized. Leadership to promote data-driven decisions that impact student success is explored.
Prerequisite: MED 6102.

MHE 7400 - Teaching and Learning Theories in Higher Education (3)

This course provides candidates with the pedagogical and andragogical approaches and methods needed to effectively educate students in higher education. The candidates will explore learning theories and strategies. This course will focus on student centered learning to enhance engagement and active learning. Candidates will develop methods of instruction to appeal to various student populations. Candidates will reflect and develop their personal teaching philosophy.
Prerequisite: MED 6102.

MHE 7401 - Teaching Strategies and the Adult Learner (3)

This is an overview course that will explore various research based teaching strategies for the adult learner. Instructional design for face-to-face classroom, technology infused classrooms and online environments will be examined. Student centered teaching strategies that enhance critical thinking and deeper learning, such as simulation, problem based learning, collaboration and teamwork activities and interactive computer based learning will be discussed.
Prerequisite: MED 6102.

MHE 7402 - Assessment and Evaluation (3)

The course will focus on helping the candidate to develop competence in assessing student work in an educational setting (i.e., diagnostic, placement, formative and summative assessment strategies) and understanding program evaluation. The collection, analysis, and interpretation of data results for making shared-decisions about instruction, learning, and program evaluation will be emphasized. Instructional leadership to promote data driven decisions that impact student success is explored.
Prerequisite: MED 6102.

MHE 7403 - Curriculum Development (3)

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

MHE 7500 - Field Experience (3)

This course provides opportunities for candidates to engage in leadership-related, supervised field experiences in an area of their choice. Candidates must perform, analyze, and reflect on a specific set of tasks involving real responsibilities. Completion of these tasks normally requires 120 hours of field-based work. 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. Candidates are encouraged to pursue an area in which they have not had direct experience.
Prerequisite: MED 6102.

MHE 7600 - Action Research Project (3)

Students will develop a scholarly paper utilizing APA format, employing a problem-oriented Action Research methodology to complete their selected capstone project. This methodology can be used for new development, quality improvement, information gathering, or work integrated learning experience. Action Research requires that the researcher must be a stakeholder in the project, and will involve a partnership with an institution or an expert in their intended field.
Prerequisite: MED 6102; Chair approval is required to register. Chair approval will be granted upon verification of (1) a 3.0 GPA; (2) successful completion of the Foundations of Higher Education certificate/concentration, AND (3) successful completion of either the Teaching in Higher Education, Administration in Higher Education, or Student Affairs in Higher Education certificate.

MHR - Human Resources

MHR 6001 - Upskilling the Workforce (1)

This one-credit graduate course provides an overview of the principles and techniques that Human Resource professionals can employ to upskill, or reskill, their organization's workforce to meet the changing business needs and increase team effectiveness.

MHR 6002 - Human Performance Improvement (1)

This one-credit graduate course provides an overview of the field of Performance Improvement. Students will explore various performance improvement initiatives and the role of performance consultant.

MHR 6003 - Intro to HR Consulting (1)

This one-credit graduate course provides an overview of the principles and skills for Human Resource consultants. The course reviews the consulting process from contracting to implementing solutions. Students will gain an understanding of the key competencies required for HR consultants.

MHR 6004 - Future of Human Resources (1)

This one-credit graduate course surveys the various technological and societal trends that are impacting Human Resource Management. Students will examine human resource skills and strategies that will help prepare them personally for the future changes in the profession and to be strategic transformation partners ensuring that the HR function of an organization is built for the future.

MHR 6005 - Comparative Labor and Employment Relations (1)

This one-credit graduate course surveys the range of approaches to labor and employment relations in various developed and developing nations. The course compares various aspects of employee relations in other nations (e.g. unionization, labor-management relations, government intervention, and adopted models of employees relations) to the practices in the United States.

MHR 6006 - The Chief Human Resource Officer (1)

This one-credit graduate course provides an overview of the competencies required for effective Chief Human Resource Officers (CHRO) to meet the current and future needs of organizations. Students will explore methods to ensure that CHRO are strategic partners in meeting organizational objectives.

MHR 6503 - Law, Regulation and the Workplace (3)

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 - Compensation Administration: Issues and Practices (3)

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 - Training and Development (3)

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 - Design and Development of Human Systems (3)

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 7510 - People Analytics (3)

People analytics and HR metrics are transforming how Human Resource Professionals contribute to the success of organizations. People analytics is a data-driven approach to strategically managing human capital. This course will provide students with the analytical tools to support improved organizational decision-making. This course provides students with a conceptual understanding of the HR metrics and analytics field and process, as well as hands-on application of practical HR metrics and analytics.

MHR 7600 - International HR (3)

This course examines human resource management issues that exist in the international business environment. Topics to be included are: how to adapt corporate processes/procedures to fit within each country's cultural and legal framework while still being aligned to the overall business strategy. Learn how to design and implement procedures and programs that will engage a global workforce. Discuss global compensation strategies that are aligned with the organization's business objectives. Communication differences from a cultural standpoint as they relate to human resource issues will also be addressed.

MHR 7650 - Compensation and Benefits (3)

This course examines issues and practices in compensation administration and their impact on the work environment. Topics discussed include wage and salary administration, pay models, incentive plans, linking performance to pay, legislation affecting compensation, and employee benefits. The ways in which these issues and practices are integrated into unionized and non-unionized environments are also explored. The history of benefits and compensation allows students to analyze historical trends and the evolution of this field.

MHR 7800 - Seminar in Human Resource Management (3)

This course focuses on the professional practice of human resource management and the role of the practitioner in today's diverse, multi-cultural, global organizations. Emphasis is placed on the ethical utilization and development of human resources within the context of performance management and organizational processes. Major themes include participation through teams, innovation, results orientation, and stability and control within environments that are in constant states of flux and change.

MHR 7830 - Finance and Accounting for Managers (3)

This course provides a summary of essential accounting and financial concepts as they impact upon the use of resources in an

organization. The focus is on accounting reports, financial statements, ratio analysis, budgets, forecasting, and profit and cost relationships. MHR 7830 meets the MBA undergraduate finance pre-requisite but cannot be used as an MBA elective.

MHR 7850 - Seminar in Organizational Development (3)

This course examines concepts and techniques of organizational development (OD) and planned change management. The course explores the history and development of organizational structure and design principles and an overview of OD diagnostics and interventions to improve organizations. Students will examine human resources' role in the change process and the human resource professional as a change agent.

MHS - Homeland Security

MHS 7000 - Contemporary Issues in Homeland Security (3)

Students will gain an understanding of the concept of Homeland Security and its relevance in today's society. The macro and micro definition of Homeland Security will be thoroughly discussed. An in-depth review of the events which placed Homeland Security as a top priority of the U. S. Government will be made. Students will be given an overview of the statutory authority given to officials in the various government entities who have responsibility for Homeland Security. This overview will include a review and discussion of the Homeland Security Act of 2002 and the U. S. Patriot Act. Review and discussion of the structures of federal, state and local entities responsible for Homeland Security and the means in which they are coordinating their efforts with each other are examined. Other areas related to Homeland Security will be addressed to include: hazards, safety and security, mitigation and preparedness, response and recovery, communication and technology. Finally, the course will include a discussion of how tighter Homeland Security could threaten a person's civil liberties.
Crosslisted as: MAJ 7000.

MHS 7001 - Sociology of Terrorism (3)

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

MHS 7002 - Legal Aspects and Policy of Homeland Security (3)

This course presents the overarching legal framework for counter-terrorism, particularly as it relates to global issues. The course will address constitutional, statutory, and regulatory issues relating to counter-terrorism law enforcement activities, including both authorizations and limitations.
Crosslisted as: MAJ 7002.

MHS 7003 - Risk Assessment and Management (3)

Students will be exposed to the study of risk assessment and management in the context of Homeland Security. Topics will include threat assessment, analysis and management of critical infrastructure, resources and locations by both law enforcement and private industry. The course will include national threat assessment, analysis and management while emphasizing practical local and regional issues as well as hands-on planning utilizing case studies.
Crosslisted as: MAJ 7003.

MHS 7004 - Crisis Leadership (3)

The focus of this course is the study of the crisis phenomenon as it affects law enforcement and private industry. Topics include hostage/barricade incidents, workplace violence, school violence, product tampering, and major case issues. Emphasis is placed on the decision-making process. Protocols for dealing with several types of incidents and the behavioral issues of perpetrators will be discussed. Topics will also include crisis management theory, planning responses to crisis, formation of crisis management response teams, and dealing with the aftermath of crisis situations.
Crosslisted as: MAJ 6606.

MHS 7005 - Border and Transportation Security (3)

This course will examine Homeland Security as it applies to border protection and security of critical infrastructures. Students will examine the prevention of and response to terrorist attacks within the context of border and transportation security. Issues will be examined from a pro-active, problem-solving perspective.

MHS 7006 - Topics in Intelligence (3)

This course will investigate current topics relating to intelligence activities in the context of Homeland Security. The course will also address constitutional, statutory, regulatory, and public policy issues relating to intelligence activities, including both authorizations and limitations.

MHS 7007 - Strategic Planning in Homeland Security (3)

Students will learn to customize and create icons, attributes, templates, palettes and chart properties that complement their investigations. Students will build their importing and analytical skills while learning techniques for manipulating charts created with mass data. Emphasis will be placed on learning the analysis tools and how they can be used to examine chart focus and to find commonalities within and between charts. Students learn more about attributes and will be introduced to analysis attributes and how they can be used for analysis.

MHS 7008 - Fundamentals of Bio-Terrorism (3)

This course will explore biological weapons and agents, their methods of dissemination and exposure, as well as effects and treatments. Bioterrorism will be examined from an international and domestic perspective by identifying impending threats to the U.S. as well as countries or terrorist groups with the existing capability or possibility for the development of bio-agents and attacks. Federal and local preparedness will be addressed with an emphasis on identification of potential threats and expedient, efficient responses. Bio-attacks and war games will be explored with a focus on potential casualties and socioeconomic impact.

MHS 7009 - Emergency Management Processes, Policy, and Administration (3)

This course investigates current topics relating to emergency management in the context of homeland security. The course will address constitutional, statutory, regulatory, and public policy issues relating to emergency management activities, including both authorizations and limitations.

MHS 7010 - The Emergency Management Cycle (3)

This course investigates the emergency management cycle. The course will address key components and processes of disaster preparedness, response, recovery, and mitigation.

MHS 7011 - Organizational Continuity (3)

This course examines organizational continuity as a concept and as a practice. The course will explore each of the commonly accepted Continuity Capability Elements (CCEs), as described by the Federal Emergency Management Agency (FEMA).

MHS 7012 - History, Policy, and Legal Aspects of the US Intelligence Enterprise (3)

This course will provide students with a comprehensive overview of the modern US Intelligence Enterprise from the World War II era to present. The course will address constitutional, statutory, regulatory, and public policy issues relating to the application of intelligence activities in both foreign and domestic environments. Additional course content will focus on the criticality of protecting the privacy, civil rights and civil liberties of US citizens during domestic intelligence activities.

MHS 7013 - Applying the Intelligence Process (3)

This course investigates the six-step process used to generate unbiased intelligence analysis for use in policy and operational plan development. The course will include in-depth analysis of the specific process which includes, Planning and Direction, Collection, Processing, Analysis, Dissemination and Feedback.

MHS 7014 - Intelligence to Protect the Homeland (3)

This course expands the student’s knowledge about protecting the homeland by analyzing and applying the foundational concepts of intelligence. Specific areas of analysis and discussion will include: the intersection between homeland security and criminal intelligence: the organizations responsible for implementing intelligence in the homeland; the growth of state and locally operated fusion centers; and the integration of private sector organizations seeking to protect US critical infrastructure.

MHS 7020 - Capstone (3)

Students will complete a capstone project that will be designed to meet a need of either the student's current workplace or a selected human service agency and may include program development, evaluation or other research needs identified by the agency. The student's project will have a practical application and benefit to the host organization. The capstone may be more of a creative project, such as an executive position paper, a documentary project or designing a new program based on quantitative or qualitative data from a variety of sources. Students may also complete a practicum/internship project that is an intensive mentored experience in the field of homeland security. Students are assigned an individual faculty member who will provide guidance throughout the process.

MHS 7021 - Capstone (3)

A unique component of the emergency management concentration is that students will have the opportunity to complete preparations, practice exams, and application materials to prepare them to sit for the pre-eminent entry-level emergency management certification. The Capstone course is designed to walk students through the application and preparation steps for AEM certification, which provides further added value relative to employer needs and job applicant qualifications.

MHS 7033 - Research Methods in Criminal Justice (3)

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.
Prerequisite: MHS student. Crosslisted as: MAJ 6633.

MIS - Management Information Systems

MIS 7000 - IT in Business (3)

This course provides a foundation in the basics of information systems (IS) for graduate business students. Students will learn how a business-driven IS strategy and a technology-enabled business strategy can improve business success and enable new business opportunities. The course will also address how information systems impact a business's ability to expand and meet changing demands. In addition, students will learn the potential risks and challenges associated with information technologies.

MLL - English Language Learning

MLL 7401 - Structure of English Language in ELL (3)

This course is designed for educators working with English Language Learners (ELL) in grades K-12. Participants in this course will examine the syntactical structure of the English language and its connections to other languages. Participants will gain knowledge of the ways in which ELL students acquire a syntactical understanding of the English Language in the domains of listening, speaking, reading and writing. An emphasis will be placed on the importance of adapting content area instruction and language for ELL students in order to promote academic language proficiency. This course will demonstrate practical strategies and techniques that educators can use to improve instruction for ELL students in academic content areas
Prerequisite: MED 6102.

MLL 7402 - Second Language Acquisition in ELL (3)

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. This course requires placement in a K-12 setting.
Prerequisite: MED 6102.

MLL 7403 - Assessment of Second Language Learners (3)

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 instructional improvement. 30 hours of tutoring are required.The ESOL Praxis must be taken and passed.
Prerequisite: MED 6102, MLL 7406.

MLL 7405 - Teaching Literacy for ELLs (3)

The relationship of literacy skill (listening, speaking, reading, and writing) development and the second language acquisition process is examined. Social and cultural language differences, second language acquisition, developmental stages, metacognitive theory, research-based theory, instructional implications, and practical classroom applications will be emphasized. The process by which the aforementioned factors elucidate and strengthen ELLs' second language literacy development is linked to instruction. Action research and study of an ELL's language and literacy development is required in a K-12 setting.
Prerequisite: MED 6102, MLL 7402.

MLL 7406 - Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12) (3)

During this course, current principles, practices, and methodologies for teaching limited English proficient students 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. Six hours of classroom observation and subsequent analysis of the teaching of reading/writing in ELL are required in a K-12 or equivalent setting. Please note that this course is not offered in summer semesters.
Prerequisite: MED 6102, MLL 7402, MLL 7405.

MOL - Organizational Leadership

MOL 6100 - Leadership Foundations (3)

This course discusses various models of leadership applicable to organizations. Students will have the opportunity to examine their own leadership styles in the light of these models. The course will also encompass research, theories, and models of communication in organizations as they relate to effective leadership. 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 - Group Processes and Facilitation Skills (3)

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. This course also examines the maximization of communication effectiveness to overcome barriers to group formation and facilitation in the ultimate achievement of organizational goals.

MOL 6400 - Leadership and People (3)

This course examines leadership issues peculiar to people in organizations. The questions of appropriate responsibility and reasonable obedience are explored. Dimensions of motivating and motivation are discussed. Organizational culture and its implications for leadership are studied in detail. Finally, issues in diversity are surveyed.

MOL 6600 - Legal and Ethical Aspects of Organizations (3)

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 6700 - Innovation & Crisis Leadership (3)

Crisis leadership and innovation are integral to an organization's ability to survive and thrive in today's global environment. This course provides students with an understanding of crisis control, innovation and adaptability functions in organizations and business. Students will learn how to cultivate creativity, innovation and crisis adaptability in themselves, others, and the organizations in which they live and work. Students will also explore how and why innovations succeed or fail. Students will draw insights from the most innovative and successful organizations and explore their approaches to handling unpredictable critical situations. Theoretical conceptualizations of creativity, innovation and adaptability, as well as practical applications of crisis leadership and adaptability will be explored.

MOL 6800 - Global Performance Management (3)

This course looks at the characteristics and competencies needed to lead in a global business environment. Various theories relating to leadership, including transformational and servant leadership are discussed. Topics included in the course are differences between leadership and management, innovation and change, decision-making, coaching employees, team effectiveness, negotiation, and challenges facing leaders in a global environment.

MOL 6900 - Communication & Teams (3)

This course will focus on leadership, communications, and teams in a global context, exploring how successful leaders have built effective organizations through essential competencies, diverse relationships, vision, cultural awareness, global teams, and communications within and across businesses. This course will also examine the broad cultural differences among domestic and global teams which impact communication and leadership to affect far-reaching and rapid social changes.

MOL 6950 - Current Topics in Leadership (3)

In order to be successful, a leader needs to be able to meet the current challenges associated with leading. This course examines the traits and behaviors of successful leaders in meeting the current challenges for organizations. Topics included in the course are developing and communicating vision and strategy, engaging employees in the change process, analyzing the internal and external business environment in preparation for the future of the organization, managing diversity, utilizing innovation in the decision-making processes, and global factors affecting leaders in the current world environment.

MOL 7500 - High Performance Teams (3)

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.

MPA - Public Administration

MPA 6501 - Seminar in Public Administration (3)

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

MPA 6503 - Administrative Law (3)

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 - State and Local Financial Management (3)

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 - Public Budgeting Systems (3)

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 7502 - Analysis of Public Policy (3)

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 - Special Topics in Public Administration (3)

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 - Reading Education

MRD 6201 - Causes of Reading Difficulties (3)

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

MRD 6202 - Foundations of Reading (3)

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

MRD 6203 - Brain-based Reading Instruction (3)

Candidates will explore brain-based reading strategies for teaching and learning. The course focuses upon designing instruction and

assessment strategies that capitalize on brain-based research.
Prerequisite: MED 6102 E-folio.

MRD 6204 - Phonemic Awareness and Auditory Processing (3)

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

MRD 6205 - Literacy Skills for Early Childhood (3)

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

MRD 6206 - Developmental Aspects of Reading Instruction (3)

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

MRD 6208 - Vocabulary and Comprehension Development for Middle School and High School (3)

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

MRD 6209 - Authentic and Differentiated Instruction for Reading (3)

Candidates explore principles of differentiated instruction that address different plans, formats, and strategies in the classroom. The focus of the course is to inquire about instructional practices, implement differentiated instruction for reading instruction, infuse a differentiated instructional process for reading skills across the curriculum, and reflect upon the effectiveness of the teaching-learning process.
Prerequisite: MED 6102 E-folio.

MRD 7801 - Language Development (3)

This course is a detailed study of the relationship of language to reading. Social and cultural differences and similarities, typical and atypical language development, theories of language acquisition, effective language models, 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. Strategies and skills for reading, spelling, language development, and writing instruction are demonstrated and applied (CEC Standard Six – Language).
Prerequisite: MED 6102.

MRD 7802 - Process and Acquisition of Literacy (3)

This course explores the facets of literacy at a foundational level. Content addresses the teaching of literacy through time, instructional approaches in educational theory, and Hollis Scarborough's Reading Rope. Major understandings of the course include the essential elements necessary to develop proficient readers and writers. Through an exploration of both historical and current trends and instructional practices to utilize in the classroom, participants will develop an understanding of early language development, growth and development of the brain, processing skills and early aesthetic and kinesthetic experiences to developing literacy (reading, writing, and spelling) The relationship of literacy to stages of development is linked to instruction. Participants will explore research to gain a deep understanding of the strands of literacy which intertwine to create conditions to develop skilled readers. The course provides an overview of learning that will intensify with additional courses in the major.
Prerequisite: College Level=Graduate AND (MED6102).

MRD 7803 - Strategies and Materials for Teaching Reading and Writing (3)

Candidates study the rationale for and implementation of integrated reading and writing programs. Emphasis is on phonics and word recognition development, fluency and automaticity development, morphology and vocabulary development and text comprehension. Additionally, the connection between reading and writing is explored and strengthened, incorporating writing strategies within each aspect of development. Establishing objectives, including critical thinking, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Candidates are required to model/demonstrate strategies for reading and writing in classrooms other than their own and conference with teachers. MRD 7801 and 7802 are pre-requisites.

Prerequisite: MRD 7801 and 7802 (for Reading Specialist candidates only) College Level Graduate AND MED 6102 AND ((MRD7801 GPA 2.00 AND MRD7802 GPA 2.00) OR Major=Instruction: Teaching and Learning- M.Ed. OR Major=Instruction: Teacher of Reading-M.Ed.).

MRD 7804 - Literature and Non-Fiction Books/Materials for Children and Adolescents (3)

Students examine literature for its own sake and its relationship to reading and the content areas. Knowledge of literature to incorporate it effectively in an integrated curriculum is the major focus. Students are required to demonstrate the integration of subject areas with a literary genre. Students are also required to read and study a minimum of 36 books appropriate for children and adolescents. An additional focus of this course is the variety of texts available and strategies for selecting and evaluating all materials for instruction. Please note: This is a semester course.
Prerequisite: MRD 7803.

MRD 7806 - Writing Assessment and Instruction (Cert Candidates, only) (3)

This is a three credit course designed to focus on writing development of children within the K-12 environment. Candidates will learn about the history of teaching writing. Students in this course will learn about the processes of writing development including types and purposes of writing. Candidates will complete activities to prepare them to assess student writing and design differentiated lessons to support growth and development in acquiring writing skills. Candidates will examine research and trends related to state and national standards in writing. The course includes opportunities for design and implementation of writing lessons including reflection and evaluation of lesson effectiveness. Candidates will also spend time investigating appropriate strategies and routines to support students who struggle in reading and writing. Attention and time will be spent recognizing and understanding the forms of diversity present in writing development and their importance in learning to write. This course is required by Delaware State Department of Education for candidates who are pursuing a Reading Specialist certificate rather than a degree.
Prerequisite: MED 6102; College Level=Graduate and Non-degree or Graduate Certificate status.

MRD 7815 - Application of Strategies for Teaching Content Area Reading (5)

Theories of the reading process and reading to learn in content areas are explored. Emphasis is upon practical strategies and techniques for acquiring knowledge through reading in a variety of subject areas. Students will demonstrate strategies and techniques to develop comprehension, critical thinking, vocabulary, study and organizational skills and fluency/reading rate in content areas. Reading strategies for before, during, and after, as well as students' self-monitoring techniques will be examined and applied as they relate to content areas. Additionally, this course requires 20 hours in school-based settings. The majority of time will be used to observe and reflect upon instruction and the use of reading strategies and techniques in the content areas. At least half of the observation time must be in grades seven and above. Further application of assessment and correction strategies as applied in content areas is required. In preparation for reading coach/mentor responsibilities, candidates will prepare and present a professional development program to their classmates or in a school based setting if possible.
Prerequisite: MRD 7804.

MRD 7903 - Diagnosis and Correction of Reading Difficulties (6)

Diagnosis and correction of literacy difficulties requires knowledge and expertise in the areas of growth and development, test administration, drawing diagnostic conclusions based upon data, background information and observation. Toward that end, the nature of reading problems and methods, techniques, and materials used in diagnosing and remediating reading-related difficulties are studied in detail. Attention is focused on the learner and interpretation of physiological, psychological, sociological, and educational factors which influence reading achievement. Provisions are made for the identification, analysis and interpretation of informal and formal measures of reading performance and for the development of instructional strategies employed in the remediation process. Appropriate assessment 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 of the two students and simulations. A grade of B is the minimum passing grade.
Prerequisite: MRD 7804.

MRD 7920 - Practicum in Reading (6)

This practicum is a six hour course and is designed to prepare candidates for reading specialist and reading coach/mentor responsibilities. Candidates will complete activities to prepare them to professionally journey beyond the classroom. The course includes further application/design of assessment programs and correction strategies for K-12 students, self-evaluation of the candidate's teaching of reading effectiveness, observation and peer conferencing of other Language Arts teachers, and interviews of school based and district level reading personnel. The candidate needs to define roles and responsibilities, research and prepare a reading curriculum for the candidate's school, research and write parent involvement strategies for K-12 students, prepare multi-ethnic and multicultural school based programs, write a state/organizational grant and explore/discuss simulations of activities/problems encountered serving as a reading specialist/resource person. The candidate will also mentor pre-service teachers. This course cannot be taken with other courses.
This course is required by Delaware State Department of Education for candidates who are pursuing a Reading Specialist certificate

rather than a degree.

Prerequisite: MRD 7815, MRD 7903 with a minimum grade of B (3.0).

MRD 7930 - Coaching Adult Learners (3)

This course is a three credit hour course designed to prepare candidates to effectively coach other professionals and/or develop professional development activities representative of best practices in their respective fields and for adult learners. Candidates will complete activities to prepare them to coach adult learners. Topics covered include adult learning theory, models of coaching, and principles of collaborative feedback.
Prerequisite: MED 6102, MRD 7815, MRD 7903.

MRD 7970 - Practice in Reading Research (5)

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. MRD candidates will need to present a passing Praxis II 5302 (164 minimum score) in order to receive their final grade for this course. An exit interview with an advisor or Program Chair is also required as a graduation checkpoint. NOT OFFERED IN THE SUMMER
Prerequisite: MED 6102, MRD 7815, MRD 7903 with a minimum B overall GPA.

MSE - Special Education

MSE 7100 - Foundations of Special Education: Historical, Legal, and Theoretical Perspectives (3)

This course sets the foundational groundwork and knowledge for teacher candidates in learning the science and art of teaching students with exceptionalities. The course covers historical, academic, and pedagogical theories and content for the teacher candidates. This course is designed as an introduction to special education for the graduate level student who wishes to gain a greater understanding of the intricacies of special education from a historical, legal, and theoretical standpoint. The course explores the history of special education in order to understand the ethical and moral responsibilities of working with individuals with special needs. As a result of history, legal perspectives are explored, especially the landmark federal law, IDEA. Theoretical concepts are introduced including current best practices in special education, as well as on overview of services including the development of an IEP.
Prerequisite: MED 6102 E-Folio.

MSE 7402 - Applied Behavior Analysis (3)

This course focuses on understanding, interpreting and using behavior programming in classroom management. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior, while creating a learning environment that fosters active engagement for students with exceptional learning needs. This learning environment will encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy through the use of direct motivational and instructional strategies. The skills necessary to effectively manage the behavior of the children entrusted to their care, while providing guidance and direction to other individuals will also be addressed.
Prerequisite: MED 6102 and MSE 7403.

MSE 7403 - Diagnosis/Assessment/IEP Development for Exceptionalities (3)

Within this course, 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 along with understanding the legal policies and ethical principles of measurement and assessment. Measurement theory and practices for addressing issues of validity, reliability, norms, and bias are also discussed. Concepts related to the use and limitations of various types of assessments are examined. The implementation of correction techniques for assessed weaknesses is explored and experience is gained with using formally evaluated strengths and weaknesses to develop an Individualized Education Program (IEP). Standardized and informal test results are evaluated and analyzed in relation to student achievement, curriculum development, and instructional improvement. Legal policies and ethical principles related to measurement and assessment are also included.
Prerequisite: MED 6102.

MSE 7404 - Assistive Technology (3)

This course is designed to help professionals in schools understand a range of assistive technology options for students with exceptionalities. 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.

Prerequisite: MED 6102.

MSE 7405 - Curriculum in Special Education (3)

A framework for understanding evidence-based instructional strategies to individualize instruction for teaching students with exceptional learning needs is provided. Content curriculum & instruction is aligned to the student's content certification subject area and/or grade level, as well as DE adopted CCSS or National Standards. The course places particular emphasis on portfolio assessment and learning styles. Students examine curriculum models and teaching techniques. The adaptations of the learning environment for students with exceptionalities is also a major focus of this course.
Prerequisite: MED 6102, MSE 7402, MSE 7403 and MSE 7901.

MSE 7406 - Transition Planning & IEP Implementation for Students with Disabilities (3)

The transition planning process is a critical component to meeting the needs of students with exceptionalities. This course will focus on the collaborative consultation in transition planning and establishment/measurement of postsecondary outcomes for students with disabilities. Elements of the course will include: establishment of a transition team, data collection strategies, approaches to transition planning (person-centered, family-centered, and person-family-centered), awareness and understanding of community and state agency resources, and postsecondary outcomes, services and supports. Students will complete performance based tasks that prepare them to plan and implement with fidelity, transition plans for students with disabilities.
Prerequisite: MED 6102.

MSE 7407 - Teaming/Collaboration with Families & Communities (3)

This course focuses on the importance of family participation in the Individualized Education Program (IEP) planning processes. It focuses on the design and implementation of systemic processes, practices, and procedures to offer families of children with exceptionalities the routine support and partnership needed to meet their needs. The course will focus on the skills, knowledge and dispositions needed for coordinated planning and communication between teachers and early intervention staff. Partnering with community resources and agencies is also a critical element to the success of the collaboration between schools, families and those in surrounding communities.
Prerequisite: MED 6102.

MSE 7409 - Methods of Instruction in Academic Standards and Functional Skills (3)

This course provides candidates with knowledge and skills related to a variety of evidence-based instructional practices that can enhance the academic learning and everyday functioning of students with severe intellectual disabilities or ASD. The course will cover techniques that are useful for group as well as individualized instruction, and will include practices appropriate for special as well as inclusive environments. The course will also address such topics as: how to select and use developmentally-appropriate technology, team planning, assessment, finding and managing resources, and collaboration with all stakeholders (including families, regular education teachers, school leaders/supervisors, paraprofessionals, and specialists).
Prerequisite: MED 6102, MSE 7501.

MSE 7501 - Introduction to Autism & Severe Disabilities (3)

This course provides an introduction to issues related to the identification and assessment of students with autism spectrum disorder or severe disabilities. The concepts of inclusion and non-categorical educational identification and teaching are emphasized. It also presents identification instruments, assessment systems and their relation to theoretical models about these disabilities, and reviews the relationship between assessment and educational planning. A clinical component of observation and analysis of severe disabilities is included.
Prerequisite: MED 6102.

MSE 7502 - Educating Preschoolers with Special Needs (3)

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 the development of preschoolers who have a variety of exceptionalities, and present them with strategies to plan for these children as they are included within an inclusive learning environment. 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.
Prerequisite: MED 6102.

MSE 7506 - Functional Communication for Individuals with Autism and Severe Intellectual Disabilities (3)

In this course students will learn identification methods and teaching strategies for students with Autism and severe disabilities. The concepts of behavioral principles, curriculum development, teaching alternative skills, and use of functional communication are addressed. A clinical component of observation and analysis of Autism and severe disabilities is included. Also, students are expected to develop an instructional lesson to promote a functional skill that can be used across environments, and to expand student learning.
Prerequisite: MED 6102, MSE 7501.

MSE 7507 - Competency-Based Practicum in Behaviorally-Based Teaching Techniques (3)

This course will provide the knowledge and skills necessary for teachers to implement developmentally and situationally appropriate, evidence-based interventions to children and adolescents with Autism Spectrum Disorders in a variety of educational settings. Students in the course will be expected to demonstrate satisfactory levels of proficiency in selecting, adapting, applying, and assessing the effectiveness of interventions such as (but not necessarily limited to): antecedent package, behavioral package, comprehensive behavioral treatment for young children, joint attention intervention, modeling, naturalistic teaching strategies, peer training package, pivotal response treatment, schedules, self-management, and story-based intervention. In addition to regularly scheduled class/seminar time, this course requires fifty (50) hours of supervised fieldwork in an approved setting
Prerequisite: MED 6102, MSE 7402, MSE 7501, MSE 7409, and MSE 7506.

MSE 7603 - Assessment of Young Children (3)

Preschool teachers need to understand how formal and informal assessments, when developmentally appropriate in design and purpose, are beneficial for young children. This course focuses on understanding and using appropriate assessments when planning and implementing educational services and programs for very young children (ages 3-5). Students will learn the value of multiple assessments, how to select appropriate rating systems and measures, and how to record and apply results. The course will emphasize accommodations and modifications for children with exceptionalities, as well as how to build programs and services based on learning styles and strengths.
Prerequisite: MED 6102.

MSE 7604 - Technology for Instruction (3)

This course prepares candidates to successfully integrate digital media and technology into learner curricula. Through demonstrations, hands-on use, and application projects, candidates gain experience with the roles digital tools play to support teaching methods and learning strategies associated with a continuum of learning approaches and goals. Candidates develop skills in digital citizenship and copyright, HTML, creating an online presence, social learning and collaboration, differentiation using technology, digital storytelling, use of Web 2.1 tools (e.g., content management systems, social networks, e-portfolios), digital video, virtual worlds, and common software packages in order to design and formatively assess engaging learning communities. Embedded in the course are the skills needed to use close reading strategies both in personal use and in designing digital lessons around Common Core Literacy Standards with students. Candidates will also learn how to access and collect data as they move through the Delaware Performance Appraisal System II (DPAS II) training modules.
Prerequisite: MED 6102.

MSE 7605 - Differentiation of Instruction for Young Children (3)

Teachers who practice differentiated instruction will plan, teach, and arrange the classroom environment to meet each child's unique needs and interests. This course will focus on differentiating multiple elements including classroom content, processes, products, and the learning environment. The course will include teaching strategies in all subject areas designed to meet a variety of needs and to enhance student learning. Candidates with learn how to engage all students more effectively and set different expectations for task completion based on personalized learning needs.
Prerequisite: MED 6102.

MSE 7607 - Emergent Literacy for Young Children (3)

A child's journey to learning language begins the day they are born. Their literacy development progresses as they grow and develop. In this course, candidates will focus on language acquisition, more specifically, how young children birth to grade 2 learn to understand and use language to express their ideas, thoughts, and feelings when in communication with others. Teacher candidates will also learn about the skills most important to development of literacy, including early speech and language development, phonological processing, phonics and word recognition, and the interaction with print that occurs in young children beginning at birth and continuing through their preschool years.
Prerequisite: MED 6102.

MSE 7901 - Diagnosis/Assessment of Reading Difficulties for Non-Reading/Literacy Majors (3)

The nature of reading problems and the methods, techniques, and materials used in diagnosing and remediating language-based learning disabilities are studied in detail. Focus is on the learner and the interpretation of physiological, psychological, sociological, and educational factors, which influence reading achievement. Practical experiences are provided as they pertain to the administration and interpretation of informal and formal assessment of reading performance. Candidates will engage in the development of evidence-based interventions and instructional strategies employed in the remediation process. This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Course activities include a study of typical and atypical literacy development with attention to language-based learning disabilities. Candidates will complete performance tasks and assignments aligned to the

appropriate grade level/subject area for their content certification. As part of this course, candidates are required to work one on one with a PK-12 student with mild to moderate exceptionalities. During the 25 hours of interaction, candidates will be engaged in informal reading assessment administration and interpretation. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs related to phonological processing, phonics and word recognition, fluency and automaticity development, orthographic processing or morphological awareness. Candidates will use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms.
Prerequisite: MED 6102.

MSE 7991 - Practicum I in Special Education (1)

Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II). Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates should take the appropriate Praxis II exam and select Wilmington University as a score recipient. Passing scores are a prerequisite for entry into Practicum II. ETS Vouchers may be purchased at the Wilmington University bookstore or directly through the ETS website.
Prerequisite: MED 6102. A Federal and Delaware CBC (Criminal Background Check) Report sent/delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD and a completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MSE 7992 - Practicum II in Special Education (1)

Practicum II is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students. Candidates must **take the appropriate Praxis II Content Knowledge Examination** by the end of the semester in which they are enrolled in Practicum II and designate Wilmington University as a score recipient. **Praxis II must be passed prior to Student Teaching/Teaching Internship as a condition of entry into Student Teaching/Teaching Internship.**
Prerequisite: MED 6102, MSE 7991. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Corequisite: MSE 8805.

MSE 7993 - Practicum III in Special Education (1)

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. MSE Practicum III placements are in inclusive learning environments serving students with identified / diagnosed learning needs. Fieldwork is supported by 30 hours of Practicum seminar sessions. Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates enhance instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses. Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons from full units within an approved classroom setting, as well as working with individual students.
Prerequisite: MED 6102, MSE 7991, MSE 7992. On file with the Office of Clinical Studies; A Federal and Delaware CBC (Criminal Background Check) Report, and a TB/PPD report. Submitted into Taskstream a new completed CPR (Child Protection Registry Form). A completed Practicum Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for

placement in Spring.

MSE 8001 - Teaching Exceptional Children Seminar I (3)

Seminar I is a structured, field-based, semester-long course that requires ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paraeducators or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.

Seminar I is the start of a series of field-based courses in which the teacher refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Teacher Growth and Support System (DTGSS).

Throughout each seminar candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities.

MSE 8002 - Teaching Exceptional Children Seminar II (3)

Seminars II-IV are structured, field-based, semester-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paraeducators or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.

Seminar II-III-IV complete the series of field-based courses in which the teacher refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Teacher Growth and Support System.

Throughout each seminar, candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities.

MSE 8003 - Teaching Exceptional Children Seminar III (3)

Seminars II-IV are structured, field-based, semester-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paraeducators or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.

Seminar II-III-IV complete the series of field-based courses in which the teacher refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Teacher Growth and Support System.

Throughout each seminar, candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities.

MSE 8004 - Teaching Exceptional Children Seminar IV (3)

Seminars II-IV are structured, field-based, semester-long courses that require ARTC teachers to describe, analyze, and reflect on classroom experiences in the role of teacher of record or Paraeducator, pursuing the ARTC Concentration of M.Ed. Special Education degree. Paraeducators or teachers are provided support and coaching by an ARTC Coach assigned to them at the start of their experience.

Seminar II-III-IV complete the series of field-based courses in which the teacher refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Teacher Growth and Support System.

Throughout each seminar, candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities.

MSE 8005 - Professional Growth Portfolio (0)

Professional Growth Portfolio is a non credit bearing course that enables M.Ed. Special Education Alternative Route to Teacher Certification (ARTC) Teachers who have completed their degree requirements but still remain under the state ARTC classification, pending completion of their final DPAS II cycle, to receive support and coaching from the WilmU ARTC program.

This coaching and support will cover all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II.

Candidates will continue to address their professional growth opportunities in the form of professional learning, additional coursework if needed, and ARTC Seminars.

Professional Growth plans are developed during their degree completion in the Seminar courses and through completion of the Praxis Performance Assessment for Teachers. Teachers will identify strengths, challenges, and opportunities for growth. Monitoring, analysis, and reflection of the growth plan will enable the teacher to demonstrate professional growth across areas of the teaching profession. This plan will align with and/or be included in the Component IV: Professional Responsibilities of the DPAS II evaluation cycle.

MSE 8102 - Legislation and Implementation of Policy and Procedure (3)

Relevant laws and policies at federal and state levels are reviewed. Emphasis is on the implementation of mandates, policies, procedures, and professional ethics. By examining current issues and decisive legislation in special education, the course provides candidates with the knowledge and skills to put research and policy into practice.
Prerequisite: MED 6102, MSE 7403, MSE 7405, MSE 7901.

MSE 8802 - Student Teaching in Special Education (9)

This supervised field experience requires at least 80 full student teaching days. Areas of concentration are Special Education. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher Candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. Student Teaching is graded Satisfactory/Unsatisfactory.
Note: Once candidates pay for the course, they will need to purchase an ETS voucher from the Bookstore to be used at ETS.org to activate a PPAT account. Successful completion of the PPAT is required for degree completion and conferral. College of Education's target score for the PPAT is 43 points. Additional details about the PPAT will be explained during the mandatory student teaching orientation.
Prerequisite: A new Federal and Delaware CBC (Criminal Background Check) Report sent / delivered to the Office of Clinical Studies in its original sealed envelope. A new TB/PPD, Health Authorization Form and completed CPR (Child Protection Registry Form) uploaded into Taskstream. A completed Student Teaching Fieldwork application in Taskstream by the deadlines of February 1 for placement in Fall and August 1 for placement in Spring. Program Chair approval is required for course registration.

MSE 8805 - Performance Assessment (3)

This course provides candidates with essential knowledge and skills related to appropriate assessment strategies and helps candidates understand how to equitably and effectively assess student learning. Candidates learn how to make data-driven decisions that align with both curricular goals and student instructional needs, and to use data to reflect on the effectiveness and quality of their own teaching. Candidates learn how to use data to help solve instructional problems such as closing the learning/achievement gaps that are indigenous to most classrooms. The course aligns with the requirements of the PPAT, which will help the candidate to be prepared to meet data collection and analysis expectations that will be encountered during student teaching. This course must be taken concurrently with Practicum II.
Prerequisite: MED 6102 . Corequisite: MSE 7992.

MSN - Nursing

MSN 6500 - Leadership Roles in Advanced Nursing Practice (3)

As an introduction to graduate studies, this course seeks to orient the student to graduate education. This course builds on the classical and modern aspects of organizations and the role of managers as leaders and facilitators of change. Theoretical frameworks and organizational theory and design are introduced to support students' understanding of how to implement policy within and practice settings. This course emphasizes design concepts that impact employee motivation, interpersonal relationships, group dynamics, leadership, teams, and organizational culture in the context of both emerging theory and current/future innovation and evidence-based practice. Students will develop the ability to apply quality improvement principles in care across the continuum.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)

MSN 6502 - Contemporary Concepts in Advanced Practice Roles (3)

The course provides an opportunity for graduate nursing students to explore the philosophical and theoretical foundations in advanced levels of nursing practice. Current and future trends will be explored including information literacy, technology, quality, and safety. Interprofessional collaboration will be explored and applied to the student's professional practice. Socialization to the role of advanced level of nursing practice will be introduced.

MSN 6603 - Advanced Physiology/Pathophysiology (3)

This course focuses on advanced concepts of normal physiology and pathology of major body systems and highlights relationships among systems. Knowledge of normal physiology at the cellular level provides the student with a basis for interpreting deviations from healthy states. Concepts are addressed across the lifespan. Variations from normal and abnormal pathophysiologic processes are presented.

MSN 6608 - Evidence Based Practice in the Health Professions (3)

This course provides a comprehensive examination of research methodologies and evidence-based practice (EBP) to nurses engaged in graduate study. The student's scholarly research will facilitate prepared translations, synthesis, application, and dissemination of nursing knowledge to improve health outcomes. Students will engage in clinical experiences and collaborate in analyzing organizational process improvement initiatives through relevant clinical inquiry, data collection, and dissemination. Collaborating with an interdisciplinary team, students will develop and implement an evidence-based practice change project that supports positive patient outcomes and demonstrates sustainability through evidence-based research evaluation.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)
Prerequisite: MAT 308 or equivalent undergrad statistics course, MSN 6502.

MSN 6609 - Advanced Concepts in Pathophysiology and Pharmacology (3)

(Includes 20 Clinical Hours - Clinical Clearance Must be Completed Prior to Start of Course)
This course focuses on advanced concepts of normal physiology of major body systems and highlights relationships among systems. Knowledge of normal physiology provides the students with a basis for interpreting health deviations. Variations from normal and pathophysiologic processes across the life span are presented. 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. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy.
Prerequisite: MSN 6502.

MSN 6610 - Advanced Physical Assessment for Nurse Leaders (3)

(Includes 25 Clinical Hours - Clinical Clearance Must be Completed Prior to Start of Course)
This course focuses on developing advanced health assessment skills. Core concepts include promotion of health and wellness. Emphasis will also be placed on the physical, developmental, psychosocial, and cultural dimension of clients across the life span.
Prerequisite: MSN 6502.

MSN 6611 - Instructional Technology for Nurse Educators (3)

This course will provide students with the information necessary to ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies that maximize learning and teaching. The course provides direction for the integration of technology tools into productive learning. The social, legal, and ethical issues related to technology will be examined to apply in practice. Emerging technologies and their applications, productivity tools, using technology to enhance communications and manage information, using technology to change classroom environments, instructor roles, selection of software and licensing, and issues related to equity and open access will be explored.

MSN 6612 - Nurse Executive Seminar I (3)

As an introduction to graduate studies, this course seeks to orient the student to graduate education. This course builds on the classical and modern aspects of organizations and the role of managers as leaders and facilitators of change. Theoretical frameworks and organizational theory and design are introduced to support students' understanding of how to implement policy within and practice settings. This course emphasizes design concepts that impact employee motivation, interpersonal relationships, group dynamics, leadership, teams, and organizational culture in the context of both emerging theory and current/future innovation and evidence-based practice. Students will develop the ability to apply quality improvement principles in care across the continuum.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)
Prerequisite: MSN 6500, MSN 6502.

MSN 6613 - Nurse Executive Seminar II (3)

This course will build upon the principles in the Nurse Executive Seminar I. The course will explore the nurse executive role as it relates to administrative actions such as staffing and budgeting. This course will focus the leadership executive concentration student on organizational practices, employment law, and delegation. Issues related to human resource management such as staffing, interviewing, termination, turnover, and views of both non-unionized and unionized nursing workforces will be explored. Concepts such as advocacy, civility, healthcare technologies, shared governance, lateral violence, the expanding role of the advanced practice nurse, and healthcare markets will be addressed.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)
Prerequisite: MSN 6500, MSN 6612, MGT 6501.

MSN 6615 - Public Health Essentials (3)

Public Health Essentials provides the student with the key tenets and concepts of public health, the history of public health and central public health principles of access, equity, health promotion and prevention, policy development and quality care. Theories, practices, social, behavioral, environmental, and biological factors that contribute to individual and community health outcomes will be addressed through interactive learning strategies with the application of the concepts to understand and prevent public health problems.

MSN 6616 - Epidemiology Health Professions (3)

Epidemiology provides the student with an introduction to epidemiology and biostatistics as applied to public health problems. The course will introduce students to the principles and methods of epidemiologic investigation, appropriate summaries, and displays of data, and the use of classical statistical approaches to describe the health of populations. The distribution and determinants of health and disease in human populations will be explore. Epidemiological research using technology and public health informatics will also be introduced.

MSN 6617 - Population Health for Health Professionals (3)

(Includes 32 clinical hours - Clinical clearance must be complete prior to start of course)
This course will introduce the fundamental concepts and conceptual frameworks of population health science. Prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations related to population health will be examined and evaluated. Students will analyze epidemiological, biostatistical, and environmental data related to individuals and aggregates to synthesize interventions related to health promotion, clinical prevention, and access to care. Students will apply these principles along and assess health and illness related to population health. Thirty-two clinical hours will be completed in this course.
Prerequisite: MSN 6502.

MSN 6620 - Application of Research for Evidence Based Practice (3)

The Nurse Practitioner Program is pleased to announce an exciting change in the Core Curriculum. We have replaced the current MSN 6608- Evidence Based Practice in the Health Professions. With a new course: MSN 6620- Application of Research for Evidence Based Practice. All students who were admitted From Fall 2020 forward are required to take the new course. In addition, any student admitted before Fall 2020 who has not taken a research course must take MSN 6620. This research course was designed to prepare students for the application of clinically-relevant evidence based knowledge in the clinical setting, as well as bridge Nurse Practitioner students to the DNP program.
Prerequisite: MAT 308 or equivalent undergrad statistics course.

MSN 6646 - Philosophy and Ethics in Advanced Nursing Roles (3)

This course in professional nursing explores the integral principles guiding ethical behavior, closely examining the intersection of ethics and nursing practice. Bioethics principles, such as autonomy, beneficence, non-maleficence, and justice, serve as guiding principles. The curriculum delves into key concepts like moral distress, moral hazard, moral community, and moral resilience, offering a comprehensive study of ethical language within theoretical, legal, procedural, scientific, and technological bioethics. Students engage with interdisciplinary collaboration through ethical dilemmas, enhancing critical thinking and writing skills. Beyond theoretical exploration, the course addresses real-world challenges, including moral distress, utilizing reflective practices and self-care resources. Emphasizing the advocacy of safe practice, the course equips students with practical skills to navigate ethical considerations in healthcare, fostering a commitment to ethical conduct for the well-being of both patients and healthcare professionals.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)

MSN 7000 - Independent Study in Nursing (3)

Students may earn one to three credits through individualized projects with faculty guidance. Projects supplement selected aspects of the program, including research, clinical practice, or theory.

MSN 7310 - Legal Issues in Nursing Practice (3)

(Fall I and Online Only)
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.
Prerequisite: MSN 6502.

MSN 7320 - Practices in the Realm of Nursing and the Law (3)

(Fall II and Online Only.) (28 Clinical Hours - Clinical Clearance Must be Completed Prior to Start of Course)
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.

Prerequisite: MSN 7310, MSN 6502.

MSN 7340 - Practicum: Post Master's Legal Nurse Consultant (3)

This course serves as a practicum for the post-master's legal nurse consultant student. The student will complete a minimum of 40 hours with a preceptor in the legal field in order to expand his/her expertise. Students work with an individual faculty member who will provide guidance. This course is scheduled as a directed study.

MSN 7350 - Forensic Nursing: Clinical and Legal Implications (3)

(Summer I and Online Only)
In this course, the student will examine the specialty of forensic nursing as it is implemented in health care delivery systems in the US and internationally. Theory and concepts related to forensic nursing practice will be explored, as well as the application of the nursing process as it relates to forensic nursing clients. The relationship among forensic nursing, the justice system, and community-based referral systems will be explored from the perspective of delivering comprehensive patient and victim-centered care utilizing a multidisciplinary team approach. Specific social issues will be addressed, including sexual assault, intimate partner violence, elder abuse, child abuse, and other human rights violations impacting the practice of forensic nursing, our communities at large and the utilization of health care resources.

MSN 7701 - Child Development and Assessment (3)

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. Practice sessions enable the student to refine history and physical assessment skills.
Prerequisite: MSN 6603, MSN 7702, MSN 7703.

MSN 7702 - Advanced Adult Health Assessment (3)

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult/adolescent client/family. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using diagnostic reasoning skills and critical thinking. 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, cultural dimensions of clients in primary care. Practice sessions with faculty and colleagues will create an opportunity for students to refine communication, gathering of historical information, advanced physical assessment skills, and developing a plan of care that is mutually agreeable to the client/family. At the conclusion of the course, students will be expected to perform a complete health assessment, give a comprehensive case presentation which includes appropriate diagnostic reasoning and critical thinking.

Prerequisite: MSN 6603, MSN 7703.

MSN 7703 - Advanced Pharmacology (3)

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.
Prerequisite: MSN 6603.

MSN 7704 - Primary Care I: Acute and Chronic Care of Children (3)

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.
Prerequisite: MSN 6603, MSN 7701, MSN 7702 MSN 7703 and MSN 7705.

MSN 7705 - Primary Care II: Acute and Chronic Care of Adults (3)

This course will focus on providing primary care to young, middle aged, and older adults using a holistic approach. Health promotion and disease prevention using theoretical frameworks and professionalism in practice are emphasized. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions using evidence-based research and guidelines while maintaining individual patient/family needs are an expectation. Culture, diversity, equity, inclusion, and self-directed care will be enmeshed in all aspects of the course. Using a collaborative approach, emerging technology, advocacy, and leadership to promote superior health care outcomes are educational goals.

Prerequisite: MSN 6603, MSN 7701, MSN 7702 and MSN 7703.

MSN 7707 - Primary Care III: Gender Health Issues (3)

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.
Prerequisite: MSN 6603, MSN 7702, MSN 7703, MSN 7705 and MSN 7701.

MSN 7710 - Integrative Pathophysiology, Pharmacology and Physical Assessment (for Nurse Leaders) (3)

This course integrates advanced concepts of pathophysiology, pharmacology, and physical assessment within the contexts of individuals, families, and populations using exemplars in course content.
Prerequisite: BSN, Acceptance into MSN Leadership Program, Clinical Credentialing Clearance, Admission into Post MSN certificate program, BSN Dual Credit Advantage.

MSN 7741 - Politics and Policy in the Healthcare System (3)

This course is designed to empower students with the expertise to influence and navigate health policies at the systemic level, employing political acumen and strategic insight. Students will explore the intricate landscape of health policymaking, unraveling the nuances of legislative, regulatory, and healthcare delivery, along with associated financial issues. Profound insight will be gained into political intricacies that shape policies within the healthcare system. Students with examine the direct influence of health policies on advanced nursing roles. Analysis of the nurse leaders' role in health policy development will emphasize the pivotal contribution that nurses make to the shaping of the future of healthcare.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)

MSN 7750 - Teaching and Learning in Nursing (3)

(Includes 15 Clinical Hours - Clinical clearance must be complete prior to start of course)
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.
Prerequisite: MSN 6502.

MSN 7752 - Clinical Teaching and Evaluation (3)

(Includes 32 Clinical Hours - Clinical Clearance Must be Complete Prior to Start of Course)
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.
Prerequisite: MSN 6502.

MSN 7753 - Curriculum Development (3)

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.

MSN 7754 - Educational Leadership field practicum (3)

This course serves as a practicum for the post-master's educator track student. The student will complete a minimum of 40 hours with a preceptor in the educator field to expand his/her expertise. Students work with an individual faculty member who will provide guidance. This course is scheduled as a directed study.

MSN 7755 - Executive Leadership field practicum (3)

This course serves as a practicum for the post-master's executive track student. The student will complete a minimum of 40 hours with a preceptor in the executive field to expand his/her expertise. Students work with an individual faculty member who will provide guidance. This course is scheduled as a directed study.

MSN 8103 - Certificate Family Practicum I (3)

(167 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 166 clinical hours in the semester.

Prerequisite: MSN 6603, MSN 7701, MSN 7702 and MSN 7703.

MSN 8110 - Family Practicum I (3)

(120 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides continuous guidance in all of the areas. Students are expected to complete 120 clinical hours in the semester.
Prerequisite: MSN 6502, MSN 6608, DNP 7104, MSN 6603, MSN 7701, MSN 7702 and MSN 7703.

MSN 8203 - Certificate Family Practicum II (3)

(167 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance, but the student can function autonomously. Students are expected to complete 166 clinical hours in the semester.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8103.

MSN 8213 - Family Practicum II (3)

(120 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance in some but not all of the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 240 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7705, MSN 8110, MSN 6502, MSN 6608, DNP 7104.

MSN 8223 - Family Practicum III (3)

(120 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides occasional guidance but the student can function autonomously in the areas. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 360 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 7707, MSN 6502, MSN 6608, MSN 8110, MSN 8213, DNP 7104.

MSN 8303 - Certificate Family Practicum III (3)

(167 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to independently generate a full assessment, differential, and treatment plan. Students are expected to complete 166 clinical hours in the semester or the final cumulative amount of 500 hours.
Prerequisite: MSN 6603, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7707 MSN 7705, MSN 8103, MSN 8203.

MSN 8330 - Family Practicum IV (3)

(120 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input but the student is able to generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester, or a cumulative amount of 480 hours.
Prerequisite: MSN 6603, MSN 6502, MSN 6608, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 7707, MSN 8110, MSN 8213, MSN 8223, DNP 7104.

MSN 8343 - Family Practicum V (3)

(120 Clinical Hours)
The clinical emphasis affords the student an opportunity to integrate knowledge and skills learned in all other courses into the practice role. Collaboration with other providers, with individual patients, and with families is stressed. The student will be expected to demonstrate the clinical course objectives with a clinical faculty who provides collaborative input when necessary but the student is able to generate a full assessment, differential, and treatment plan. Students are expected to complete 120 clinical hours in the semester towards the final cumulative amount of 600 hours to graduate.

Prerequisite: MSN 6603, MSN 6502, MSN 6608, DNP 7104, MSN 7701, MSN 7702, MSN 7703, MSN 7704, MSN 7705, MSN 7707, MSN 8110, MSN 8213, MSN 8223, MSN 8330.

MSN 8348 - Psychopharmacology for the Advanced Practice Nurse Across the Lifespan (3)

This course explores advanced concepts of the neuro-pathophysiology of mental illness, and pharmacokinetics and pharmacodynamics of drugs used in the psychopharmacologic treatment and clinical management of various psychiatric disorders across the lifespan. The course reflects current scientific knowledge of the neurobiology of mental illnesses, and the application of psychopharmacology to clinical problems. Genomics will also be addressed with regards to psychological conditions. Indications for use of psychotropic medications, side effects, compliance issues, and interactions will be discussed. Emphasis is placed on the understanding of psychotropic drug effects for each disorders studied and the relationship to advanced nursing practice interventions. The course will also address the role of the PMHNP in compliance with regulations and standards that define scope of practice and prescriptive authority for practitioners prescribing psychiatric medications.
Prerequisite: FNP board certification and acceptance into the PMHNP program.

MSN 8349 - Therapeutic Modalities and Psychiatric Conditions Across the Lifespan (3)

Building on the diagnostic skills mastered in the student's previous Advanced Health Assessment, this course focuses on the epidemiology of selected psychological disorders and the tools needed to obtain an accurate assessment and differential diagnosis of common clinical variations in health patterns in adults and children with mental illness. Emphasis is placed on the use of assessment techniques essential to the management of disorders across the lifespan. The course will focuses on strategies to integrate and promote physical and behavioral health.Therapeutic modalities related to group and individual psychotherapy such as Cognitive Behavioral Therapy, Exposure and Dialectical Therapy, as well as brain stimulation treatments such as ECT will be reviewed with indications for use in monotherapy or as an adjunct to pharmacotherapy. This course will also address the role of the PMHNP related to health promotion, leadership, ethical and legal decision making, health policy and advocacy, quality improvement and safety, and inter professional practice, including scope of practice issues.
Prerequisite: FNP board certification, acceptance into the PMHNP program, and MSN 8348.

MSN 8350 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan I (3)

This course presents common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, and MSN 8349.

MSN 8351 - Psychiatric Mental Health Conditions and Therapeutic Interventions Across the Lifespan II (3)

This course expands on common mental health disorders seen in primary care settings within the scope of practice of the PMHNP. This course identifies pathophysiology, clinical presentations, interventions, and outcomes of common mental health disorders across the lifespan. Importance is placed on early screening, diagnosis, and treatment.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, and MSN 8350.

MSN 8352 - Psychiatric Mental Health Management of Serious Conditions in Vulnerable Populations Across the Lifespan: Family/Group (3)

This course focuses on selected theory and interventions for individuals and groups that are utilized by the PMHNP in planning, implementing, and evaluating care within the appropriate system for adults and children with psychiatric disorders. Theories of various treatment modalities, therapeutic communication and evidence based standards of care; along with use of clinical practice guidelines are also emphasized. This course will also focus on serious mental conditions, the psychosocial impact on populations at risk and applicable treatment modalities family/group.
Prerequisite: FNP board certification, acceptance into the PMHNP program, MSN 8348, MSN 8349, MSN 8350, and MSN 8351.

MSN 8353 - Certificate Psychiatric Mental Health Practicum I (3)

(100 Clinical Hours)
This is the first of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This first internship focuses on individual and/or group therapy. Special focus is on patient individual and group therapy and education as an intervention to improve outcomes. The students engage in beginning implementation of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.

Prerequisite: MSN 8348 and MSN 8349.

MSN 8354 - Certificate Psychiatric Mental Health Practicum II (3)

(200 Clinical Hours)
This is the second of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This second internship focuses on management of individual and/or group therapy and education as an intervention to improve outcomes. The students show progression of management of common to more complex conditions within the scope of the APN role. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.
Prerequisite: MSN 8353.

MSN 8355 - Certificate Psychiatric Mental Health Practicum III (3)

(200 Clinical Hours)
This is the third of three clinical internships that focuses the NP student on primary assessment and diagnostic skills needed to determine appropriate therapeutic interventions in adults or children exhibiting signs of mental illness. This third internship continues to focus on the management of individuals with common, complex and severe mental illness as appropriate to the APN role and the clinical setting. The focus is on education as an intervention to improve outcomes. This practicum will require hours in group and individual therapy and applies learning outcomes as identified in the clinical management series in an adult, child or lifespan clinical setting.
Prerequisite: MSN 8354.

MSN 8400 - Capstone (3)

These courses form the culminating experience for students pursuing the Education and Executive Practice tracks in the Nursing Leadership concentration. The student may complete a thesis, project, or practicum. The thesis involves a quantitative or qualitative study with a focus in clinical practice, education, or administration. A project may be undertaken to identify and solve a problem. The practicum is an intensive mentored experience in either nursing education or executive practice. Students are assigned an individual faculty member who will provide guidance throughout the process.

MSN 8500 - Capstone (3)

These courses form the culminating experience for students pursuing the Education and Executive Practice tracks in the Nursing Leadership concentration. The student may complete a thesis, project, or practicum. The thesis involves a quantitative or qualitative study with a focus in clinical practice, education, or administration. A project may be undertaken to identify and solve a problem. The practicum is an intensive mentored experience in either nursing education or executive practice. Students are assigned an individual faculty member who will provide guidance throughout the process.
Prerequisite: MSN 8400.

MSN 8600 - Capstone (3)

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.

MSN 8700 - Capstone (3)

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.
Prerequisite: MSN 8600.

MSN 8705 - Nurse Leadership Capstone I (3)

This capstone course serves as the first part of the MSN Leadership Program's capstone experience. This process enhancement project focuses on the Process Do Study Act (Performance Improvement/Process Enhancement) project which in Capstone Project I focuses on the plan and do components of problem identification, theoretical research, critical analysis, and literature review in the context of nursing practice, administration, policy, or education. Students will engage in a comprehensive Plan, Do, Study, Act of the chosen topic, laying the foundation for evidence-based practice, ethical considerations, and the integration of leadership strategies.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)
Prerequisite: BSN, Admission into MSN Leadership, BSN or acceptance into BSN Dual Credit Advantage, Acceptance in MSN Leadership program, clinical credentialing in compliance, completion of all track specific MSN Leadership courses. Post MSN LDR Certificate admission.

MSN 8706 - Nurse Leadership Capstone II (3)

This capstone course serves as the second part of the MSN Leadership Program's Capstone Project. Capstone Project I focused on problem identification, theoretical research, critical analysis, and literature review in the context of nursing practice, administration, policy, or education. In Capstone II, students will focus on the final components of the PDSA study and act components of the chosen topic, focusing on the next steps towards completing program enhancement by providing STUDY and ACT components for this Process Enhancement (Performance Improvement project) through evidence-based research, ethical considerations, and the integration of leadership strategies. The culminating project will include the dissemination of the work through a multi-media presentation and comprehensive paper.
*This course is aligned with the AACN Essentials (Domains/Competencies/Sub-competencies/Clinical Concepts)
Prerequisite: BSN, Admission into MSN Leadership, BSN or acceptance into BSN Dual Credit Advantage, Acceptance in MSN Leadership program, clinical credentialing in compliance, completion of all track specific MSN Leadership courses.

MSN 8900 - Nurse Leadership Portfolio (3)

(Taken Last)
The Nurse Leadership Portfolio is a reflection of the student's individual accomplishments and experiences related to leadership growth and development during the graduate nursing program. The portfolio is developed throughout the program, initiating in MSN 6500 Leadership Roles in Advanced Nursing Practice. This 3-part composition includes a reflective narrative on the connections between the AACN Essentials of Graduate Nursing Education (2011) and the MSN graduate program competencies; revisiting, analyzing, and reflecting upon one's leadership SWOT analysis completed upon entry to the MSN program; establishing a thoughtful leadership development plan for future aspirations; and crafting a presentation that reflects on the journey of self-discovery. **Chair approval is required before enrolling in this course. Your portfolio is taken after all coursework is complete.**
Prerequisite: MSN Leadership Core and selected track courses.

MSP - Sport Management

MSP 7500 - Business Strategy in Sport Management (3)

The course will focus on the strategic challenges sport firms must address to compete in the global economy. In addition to discussing management practices and techniques, this course will examine various aspects of the sport industry, such as professional sport, collegiate sport, recreational and Olympic sport, scholarships given for athletics, and the global sport industry segments. Each student will gain a better understanding of business strategies and business tools used in professional, Olympic, college sport and international sport. Students will understand how to utilize business strategies in the sport industry. Students will demonstrate the ability to develop and implement business strategies in sport organizations. Through this course, students will demonstrate the ability to develop business strategies within a sport organization setting.

MSP 7501 - Sport Ethics and Leadership (3)

The course will explore the major ethical issues in sport management. The class will provide students with an overview of the development of ethical standards applied to sport, including the concepts of fair play, sportsmanship and character development. The class will also examine contemporary issues in sport and the associated leadership success and failures.

MSP 7502 - Sport Economics and Finance (3)

This course will examine financial and economic measurements used in the sport industry. Topics will include government or public financing, sponsorships, naming rights and television rights. Evaluation of finance options in the profit and non-profit sector. Research and discussion on the problems and issues of the economics and labor impact of sport on the economy will be highlighted.

MSP 7503 - Graduate Internship Sport Management (3)

The internship is designed as "real-life" work experience in a setting which allows students to consolidate knowledge, apply skills and techniques, and organize a philosophical framework vital for success in their chosen field.
Prerequisite: MSP 7500.

MSP 7504 - Sport Law, Governance and Compliance (3)

This course concentrates on the areas of sport law, sport governance and sport compliance issues required of sport administrators. The legal aspects covered in the course include tort law, anti-trust legislation, Title IX and disability laws, and risk management and the impact on sports. Governance and compliance deals with the administrative function necessary to assist in sport management and includes: constitutional items, incorporation, roles of the various staff and committee positions in addition to developing policies.

MSP 7506 - Sport Service and Event Marketing (3)

Because of the unique atmosphere of sports, the marketing of sports varies greatly from traditional marketing. This course examines the application of marketing as it applies to sport service marketing, public relations, and recreation. The use of case study experiences and traditional course work will be utilized in this course. A segment of the course includes the organization of

fundraising.

MSP 7507 - Recreation, Event and Tourism (3)

The course will uncover the keys to business success in the commercial recreation, event and tourism sector. The class will provide a practical overview of the business planning process, industry specific concepts and content including multinational recreation, sustainability, entrepreneurial and operations management perspectives of the RET industry.

MSP 8800 - Olympic Experience Capstone (3)

The MSP 8800 Olympic Experience Capstone is a culminating course for the Master of Science in Management (M.S.M.) with a concentration in Sport Management. The course combines theory and practice executed through research and case study analysis on USA Olympic initiatives assigned by Colorado Springs Olympic Training Center executive and administrative staff. The course is a comprehensive and integrative experience. The research uses a case study format and is completed in pairs or teams. The course concludes with a 5-day immersion experience and research presentation at the USA Olympic Training Center in Colorado Springs, CO (group travel expenses are in addition to tuition costs). This course runs either Fall I or Spring II during Reading Week. Other M.S.M. majors can take the course with academic approval from the MSP or M.S.M. program Chair.
Prerequisite: 18 credits and MGT 6502 and Chair Approval.

NPM - Nonprofit Management

NPM 7300 - Seminar in Nonprofit Management (3)

Seminar in Nonprofit Management introduces graduate business students to selected concepts and principles necessary for the successful management of a nonprofit organization (NPO). Knowledge of the types of nonprofits, their governance, the importance of partnerships and collaborations, and the ability of NPO managers to prepare and deliver presentations to stakeholders are emphasized.

NPM 7310 - Nonprofit Management (3)

Nonprofit Management provides students with a thorough examination of the management of multiple nonprofit stakeholder relationships and partnerships. These include leadership and best-practice-management of organization associates, volunteers, board of directors, funders and the stakeholder group who benefit from the organization's work. Strategic partnership models relevant to optimizing operations towards sustainability and meeting the organization's mission are explored, including the advantages and challenges associated with nonprofit organizational collaborations and partnerships. Specific topics include stakeholder relationship management, training of stakeholders, partnership models, managing shared resources, advocacy v. lobbying and associated human resource considerations.

NPM 7320 - Nonprofit Governance (3)

Nonprofit Governance addresses all aspects of governance of nonprofit organizations. Nonprofits operate under a governance structure that has both similarities to for profit organizations, as well as nuances that make nonprofits unique. This course will provide the student with a grounded understanding of nonprofit governance starting with a broad organizational strategic perspective as well as operational tactical perspectives. Nonprofit Governance examines these issues from an operational perspective, giving students important insights into how nonprofit boards should govern the organization and what role staff must play in that effective governance. Specific topics in this course include board management, organization articles of incorporation and bylaws, shared leadership models and strategic planning.

NPM 7330 - Nonprofit Sustainability (3)

Nonprofit Sustainability considers both the financial and non-financial impact effectiveness of a nonprofit. Revenue generation is a key enabler to helping nonprofits deliver their mission to their stakeholders. Nonprofit organizations depend on multiple streams of revenue to support operations, such as annual campaigns, corporate and government grants, individual donations, planned giving, program fees, special events and social enterprise ventures. This course will provide insight on methods to measure impact, raise revenue and manage the financial health of the nonprofit organization. Topics covered will also include usage of online methods to support revenue generation.

OLI - Organizational Leadership - Learning and Innovation

OLI 7100 - Personal Mastery and Communities of Practice (3)

Key to workplace learning, performance excellence, continued improvement and innovation is the personal mastery of thoughtful reflection, self-assessment and professional development among organizational members. In this course students are encouraged to create a plan for their own leadership development using a variety of self-assessment tools, mindfulness and reflection exercises to identify opportunities for their own growth and development. Communities of practice and workplace teams are vital vehicles for knowledge creation and sharing. During this course, students are also encouraged to bond with other cohort members in a

community of practice focused on leading organizational learning, improvement and innovation.
Prerequisite: EDD 6102.

OLI 7101 - Disciplined Inquiry and Writing (3)

This course aims to create consumers of published research. Students will learn to interpret, analyze and evaluate the quality of published research. Students will focus on reading and evaluating published research related to a problem of practice being considered for their dissertation projects. Students will also be expected to strengthen their writing skills and learn how to adapt their writing style to various academic and professional contexts.

OLI 7102 - Organizational Learning Theory, Culture and Practice (3)

Continual learning at the individual, team and organizational levels is vital to the continued success and growth any organization. Strategic advantage flows to the organization that can learn faster and manage its knowledge and talent resources more effectively than the competition. Becoming a learning organization depends on an organization's ability to create a learning culture, including the structures and processes that support learning and foster continual growth and development at the individual, team, and organizational levels.

OLI 7103 - Teams, Teaming and Knowledge Management (3)

Greater collaboration and knowledge sharing are required to meet the demands for organizational change and innovation prompted by an increasingly volatile, unpredictable and complex world environment. While teams figure prominently in the work of many organizations, new more dynamic ways of organizing to collaboratively address problem solving, the needs for change and innovation are finding their footing in more organizations. This course deals with the teaming processes that facilitate knowledge sharing and collaborative work.

OLI 7104 - Talent Development and Workplace Learning (3)

An organization's employees are its most valuable resources. This course concentrates on strategies and techniques for finding and hiring the "right" talent, then creating opportunities that motive and engage employees in the continual learning and professional growth that serves both their own and organizational development needs.

OLI 7105 - Technology and Organizational Learning (3)

Technology can be a catalyst for organizational learning and development. This course focuses on the use of appropriate technologies for integrating learning, knowledge management, and organizational development. Case studies are used to explore how technology can be used foster curiosity, collaboration and learning at all levels of the organization. Students examine and experiment with how mobile devices, social media, various information technologies and web-based tools can be used be used to support workplace learning.

OLI 7106 - Assessment and Evaluation Methods (3)

Assessment and evaluation are integral components of organizational efforts to continually improve performance, develop talent capabilities and generate innovation. The course provides students with the basic research tools necessary to design, execute, analyze, and report assessment and evaluation results needed to guide organizational decision-making and action. Assignments in the course will focus on finalizing the problem of practice identified in OLI 7101 and exploring practical solutions for addressing the problem of practice.
Prerequisite: Grade of B or better in OLI 7101.

OLI 7201 - Problem Centered Research in Organizational Learning- I (3)

In this course, students use the problem of practice identified in OLI 7101 and refined in OLI 7106 as a catalyst for learning more about the nuances of various inquiry methods, especially those most useful in action research settings. This course focuses on refining inquiry questions and exploring ways of addressing the problem of practice that will lead to possible interventions for implementation in the applied dissertation research project, known as a dissertation in practice.
Prerequisite: Grade of B or better in OLI 7101 and OLI 7106.

OLI 7202 - Problem Centered Research in Organizational Learning-II (3)

This course is the second of two courses designed to prepare students to conduct dissertation research that is focused on a problem of practice and possible interventions that can be implemented and evaluated to determine if desired outcomes have been achieved. Students will continue to receive on-going assistance in developing the framework for their applied dissertation research project, known as a dissertation in practice.
Prerequisite: Grade of B or better in OLI 7101, OLI 7106 and OLI 7201.

OLI 7301 - Leading Organizational Improvement and Innovation (3)

In order for any change or innovation to take flight it must create value for others, it must be something that is wanted or needed by individuals or organizations. This course requires students to bring both critical and creative thinking to bear in sensing and responding to changes in the environment that create opportunities for improvement and/or innovation. The success of any system/process improvement or innovation is determined by its adoption and sustained use, so the factors that influence and hinder

the change/innovation adoption process are also explored. Phenomena such as open innovation and crowd sourcing will be explored, as well as other keys to innovation in a networked world.

OLI 7302 - Leadership Communication (3)

Leadership is a communicative art. Whether it be exciting others about a vision for the organization's future, exhorting the troops to action, telling a story to better connect with others, listening with an open heart and mind, persuading a resistant public, or relating with a group of diverse stakeholders, leadership requires excellent communication skills. This course engages students in an array of learning activities designed to enhance and fine-tune the communication skills of those who wish to lead artfully with integrity, empathy and power. Authentic communication is at the heart of an effective leader's ability to empathize, inspire, engage, motivate, resolve conflicts, persuade, and influence others. Technologies play an ever-changing role in how we communicate with stakeholders both within and outside the organization, so the course will also consider how leaders can use technologies to good advantage in communicating with stakeholders.

OLI 7303 - The Strategic Role of Employee Engagement & Workplace Satisfaction (3)

Increasingly employee engagement and work satisfaction are seen as keys to employee retention and organizational productivity and innovation. This course explores the latest research on employee engagement and workplace satisfaction, as well as the strategic value of employee engagement programs in optimizing performance, increasing organizational loyalty and citizenship, and generating organizational innovation. Engagement issues are considered from both the organization and individual employee perspectives. The measurement of employee engagement and workplace satisfaction is also covered in the course.

OLI 7304 - Business Acumen and Strategic Leadership of Learning, Improvement and Innovation (3)

Those responsible for leading learning must understand the business of the organization and how financial concerns shape organization decisions. This course provides an in-depth examination of how organizational learning fits into the strategic planning of the organization and its future. It focuses on the organizational mission as well as the environment in which the organization operates. Students examine the social, political, economic, legal and technology forces (business and environmental surveillance) that may impact an organization's mission and results and use that information to generate new strategies for learning that support the future growth and development of the organization.

OLI 7305 - Ethics, Organizational Citizenship and Social Responsibility (3)

This course focuses specifically on the ethical issues that can arise as workplace learning and human resource professionals work to foster greater learning, collaboration, knowledge sharing and innovation in an organizational context. Issues like intellectual property rights, employee surveillance, privacy, social networking while at work, talent development and employee loyalty, freedom of expression, competing values will be explored from a learning perspective.

OLI 7402 - Facilitating Adult Learning (3)

Workplace learners are adults who are very diverse in their growth and development needs, as well as their previous learning experiences. This course focuses on adult development theory and andragogy and how these theories can inform workplace learning design and implementation for a diverse population. The role of work in adults' lives will be explored along with the importance of being an adult lifelong learner to ensure workforce value. Attention will be focused on the art of facilitating adult learning in both face-to-face and technology-mediated learning options.

OLI 7401 - Universal Design for Learning (3)

Optimizing learning opportunities and activities for all learners is at the heart of universal design for learning. Students focus on how the universal design principles apply to developing and implementing workplace learning goals, methods, materials and delivery. Students are encouraged to use their creativity in thinking about how to provide multiple means of what is to be learned and assessing the effectiveness of these multiple opportunities for learning.

OLI 7403 - Workforce Trends and Leading Talent Development (3)

Those responsible for leading or managing the talent development function in organizations must be aware of how the available workforce is changing in terms of demographics and the knowledge, attitudes, behaviors and skills sets they bring to the workplace. After learning how to gauge the critical competencies needed by the organization's workforce and leadership, students learn how to design and implement learning opportunities for talent and leadership development.

OLI 7404 - Addressing Diversity in Workplace Learning (3)

Workplace diversity is both a valued and challenging fact of today's organizational life. Diversity enriches the resource base of the organization while creating needs to acknowledge, understand and embrace the differences that occur due to race, ethnicity, culture, socioeconomic background, gender, sexual orientation, disability, life experience, and veteran status. This course focuses on how organizations can create experientially based learning opportunities that will enhance employees' abilities to work effectively in a multi-cultural environment. The course develops the knowledge and skills necessary for designing, implementing and evaluating diversity initiatives that foster equity, inclusion and effective work relationships among all organizational members.

OLI 7405 - Motivating Employee Engagement in Workplace Learning and Professional Development (3)

Employees must be motivated and engaged in their own professional development both for themselves and the organization. Engaged employees drive improved organizational performance and can be the source of innovation that will helps create the organization's future. In this course students will grapple with how to foster engagement in workplace learning as a means of increasing employee satisfaction, as well as team and organizational productivity. Special attention will be paid to strategies for engaging employees in creating the future of the organization through innovation. The research on employee engagement in professional growth and development will be explored as the foundation for students developing their own strategies for motivating interest and engagement in learning and innovation opportunities provided by the organization.

OLI 7500 - Special Topics Course (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available time slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7501 - Special Topics Course (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available time slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7502 - Special Topics Course (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available time slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7503 - Special Topics Course (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available time slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7504 - Special Topics Course (3 Credits Each)

Students may take up to five Special Topics courses. Special Topics course are either student or faculty initiated during the summer institute at the close of Year 1. During the summer institute, students and/or faculty interested in creating a class around a special topic of interest not covered in program coursework or other graduate coursework offered by the university present ideas to students with an eye toward persuading at least six students to commit to taking the course. Special Topics courses will be designed collaboratively by faculty and students and offered in available time slots during the second half of second year or first half of third year. Program chair approval is required for these offerings.

OLI 7600 - Guided Study Course (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7601 - Guided Study Course (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7602 - Guided Study Course (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7603 - Guided Study Course (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 7604 - Guided Study Course (3 Credits Each)

Guided study courses are one on one learning experiences collaboratively designed by individual students and their mentors based on students' interests and career goals. Learning goals and outcomes must be clearly delineated and coursework designed to be completed within the seven-week block format. Program chair approval is required for these offerings.

OLI 8001 - Internal and External Organizational Consulting (3)

Human resource and learning professionals are often viewed as providing consulting services to the "business" units in their organization. Many of these professionals also see themselves developing their own consulting businesses as the next step in their career. This course focuses on the role of the consultant as well as the key steps necessary in developing effective client-consultant relationships. Issues that all consultants face whether working from an internal or external position are also addressed—issues such as speaking truth to power, resistance, time pressures and timing, accountability and authenticity are explored in the context of case studies. During this course students establish relationships with their field mentor and a possible host organization for their consulting project.

OLI 8002 - Consulting Project Execution and Reporting (3)

This course covers the execution and reporting of students' individual or collective consulting experience. Although this course is listed in the third year, work on this project flows out (OLI--8001). With program chair approval and field mentor guidance, students are required to contract with a host organization for the execution of specific work and project reporting. Consulting projects will vary with host organization needs and student expertise. Completion is required by Fall Block I of the third year.
Prerequisite: Grade of B or better in OLI 8001. Consulting contract must be completed no later than Fall Block I of third year.

OLI 9000 - Applied Research Dissertation Project I (3)

Building on coursework completed in the research core courses, students work on their applied dissertation in practice project with advisement from a faculty member to complete a proposal that is approved by the student's advisor and at least one other committee member. If not already obtained, committee approval of proposed research and successful completion of HSRC R&R protocol is a desired outcome for OLI 9000. Once approved the student can execute the project.
Prerequisite: Grade of B or better in OLI 7202 and completion of all coursework with a B- or higher. Must have a cumulative GPA of 3.0 or higher.

OLI 9001 - Applied Research Dissertation Project II (3)

This is the second course in the applied research sequence and a continuation OLI 9000. The expected outcome for this course is the completion of the dissertation in practice project with an oral presentation and a written document suitable for publication as a doctoral dissertation.
Prerequisite: Satisfactory completion of OLI 9000.

OLI 9004 - Applied Research Dissertation Project Sustaining (0)

Students who do not complete their applied research project when enrolled in OLI 9001 will be permitted to enroll in 9004 on a continuing basis for a maximum of six blocks in order to receive academic advisement. Failure to complete the Applied Research Project within the six block timeframe will result in dismissal from the program.
Prerequisite: Satisfactory completion of OLI 9001.

PSC- Prevention Science

PSC 7000 - Introduction to Prevention Science (3)

This course provides an interdisciplinary overview to prevention theory, research, and practice. A common core of concepts, methods, and terminology is presented. Although topics vary, examples of issues covered in past courses include health risks such as malnutrition, school failure, delinquency, child abuse and neglect, and family and community-based interventions designed to counteract risk factors and promote healthy development. This course would be the prerequisite for all other courses.
Prerequisite: PSC 7001, PSC 7002, and PSC 7003.

PSC 7001 - Graduate Level Prevention Science Content (3)

This course can be any graduate level content course directly related to Prevention Science. This class can be transferred from another graduate level program, with approval from the program chair.

PSC 7002 - Graduate Level Prevention Science Practice (3)

This course can be any graduate level practice course directly related to Prevention Science. This class can be transferred from another graduate level program, with approval from the program chair.

PSC 7003 - Graduate Level Research Methods (3)

This course can be any graduate level research course. This class can be transferred from another graduate level program, with approval from the program chair.

PSC 7004 - Implementing Prevention Practices (3)

This course engages students in a Prior Learning Assessment (PLA) focused on the implementation of prevention practices and strategies. Students who have had practical experience in prevention science will document these experiences in a portfolio.

PSC 7101 - Human Development and Prevention Science (3)

Interdisciplinary study of theories and research on human development across the lifespan with a focus on prevention science, risk, and resilience.
Prerequisite: PSC 7001, PSC 7002, and PSC 7003.

PSC 7102 - Families and Prevention Science (3)

Introduction to current theory and research about micro and macro forces related to family relationships and development through the life course with a focus on prevention science, risk, and resilience.
Prerequisite: PSC 7000.

PSC 7103 - Community Well-Being and Prevention Science (3)

This course is designed to promote an understanding of the factors associated with developing and implementing prevention practices and programs to promote healthy communities. It provides a comprehensive overview of the relevant skills and theories including: ecological/systems theory/models; community theories (sense of community, social capital, environmental psychology), critical social theory, social justice, and social determinants of wellbeing.
Prerequisite: PSC 7000.

PSC 7104 - Designing and Adapting Preventive Interventions (3)

Analysis and development of program delivery systems, curricula and evaluation models. Innovative effective prevention and intervention programs from theoretical, applied, and outcome evaluation perspectives.
Prerequisite: PSC 7000, PSC 7101, PSC 7102, PSC 7103.

PSC 7201 - Applied Research Methods and Skills 1: Qualitative (3)

Introduction to process of qualitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Engages the student with a range of current qualitative data collection, display and analysis methods, and overviews basic quantitative methods for use in mixed mode studies. Highlights the strengths, limitations and conditions of quality for specific data collection and analysis methods in the context of particular research methodologies. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7202 - Applied Research Methods and Skills 2: Quantitative (3)

Introduction to process of quantitative research and methods in prevention science; techniques of research, data collection, and data analysis procedures. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.

PSC 7203 - Applied Research Methods and Skills 3: Mixed Methods Research (3)

An introduction to mixed methods research as a distinct methodology in prevention science research. Topics include the value and use of this approach, philosophical assumptions, various types of design, and approaches to designing and conducting mixed methods research. Highlights the strengths, limitations and conditions of quality for specific data collection and analysis methods in the context of particular research methodologies. Includes an exploration of software innovations that support digital data storage, display and analyses. Lastly, explores the principles of ethical research practice and guides students to incorporate ethics concerns into their research.
Prerequisite: PSC 7201 and PSC 7202.

PSC 7301 - Guided Study (3)

Guided Study allows independent learning in a structured format with the guidance and feedback of a mentor.

Prerequisite: PSC 7000, PSC 7101, PSC 7102, PSC 7103, PSC 7104, PSC 7201, PSC 7202 and PSC 7203.

PSC 7302 - Guided Study II (3)

Guided Study allows independent learning in a structured format with the guidance and feedback of a mentor.
Prerequisite: PSC 7301.

PSC 8000 - Applied Inquiry Research I (3)

This course will provide the opportunity to apply existing theories and knowledge to address real-world issues. The Project Chair will guide the student in identifying a research question or questions that exist in the real world. Students will formulate a statement of the problem, a brief review of the literature, methods to be used, anticipated results, and potential implications of the project. Students will be prepared to verbally present their proposal to the Project Chair and project committee member(s) by the semester's end.
Prerequisite: PSC 7000, PSC 7101, PSC 7102, PSC 7103, PSC 7104, PSC 7201, PSC 7202 and PSC 7203.

PSC 8001 - Applied Inquiry Research II (3)

Utilizing evidence based findings and practice inquiry skills, the student will synthesize and integrate newly acquired knowledge and skills in the implementation of their project. Prior to data collection or interventions, students will complete the National Institute of Health (NIH) course, "Protecting Human Research Participants", and produce a copy of their NIH-issued completion certificate. If applicable, the Project Chair will also guide the student through Wilmington University's Human Subjects Review Committee. With received approval, students begin to implement their selected project.
Prerequisite: PSC 8000.

PSC 8002 - Applied Inquiry Research III (3)

Students continue to implement their project, prepare a scholarly paper for submission, measure outcomes, ensure sustainability of the project, and disseminate results. Students must present their work in a scholarly manner to colleagues and faculty. The completed project, presentation, and scholarly paper are required for completion of this course and subsequent graduation.
Prerequisite: PSC 8000 and PSC 8001.

PSC 8004 - Applied Inquiry Research Continuation (3)

Students in this course continue to meet the requirements of their Applied Inquiry Research (dissertation) project, which was not completed in the series of courses PSC 8000, PSC 8001, and PSC 8002. Students will continue to implement and report the results of their Applied Inquiry Research, meeting all the criteria of their proposal and submitting the completed written dissertation. Once the Applied Inquiry Research project is complete, the student will present the results to their Committee to determine successful completion. This course must be taken on a continual basis to remain in good standing in the program until the PSC project is completed.
Prerequisite: PSC 8001 and PSC 8002.

PSY-Trauma-and-Resilience

PSY 6100 - Trauma and the Brain (3)

This course provides an overview and theoretical background of trauma and the impact trauma and toxic stress have on individuals, communities, and organizations. We will explore the range of responses to trauma from physical, cognitive, emotional, and interpersonal perspectives. A focus will be placed on the neurobiological effects of adversity on individuals and how health can be affected throughout the lifespan. In addition to adversity experienced at the individuals level, the courses will explore the prevalence and impact of trauma experienced at the community level. We will explore ways to promote healing and recovery at both levels through evidence-based approaches. Students will not only become aware of trauma, its prevalence, and related effects, but they will also develop an understanding of those affected by trauma and apply this knowledge to their own life, to those around them, to their communities, and to their professions.

PSY 6200 - Resilience and Self-Care (3)

Practitioners and educators who work with individuals at risk of having experienced trauma in their lives are especially vulnerable to experiencing secondary trauma and for developing compassion fatigue or other negative consequences of their work. This course is designed to provide the background needed to help individuals better understand compassion fatigue, vicarious trauma, secondary trauma, and the related outcomes. An emphasis will be placed on prevention of, and healing from, compassion fatigue and secondary trauma. The concept of resiliency, both at an individual and organizational level, the factors that promote it, and the current research related to building resiliency in individuals and communities will be discussed. In addition, the course will focus on the professional's current self-care status which will include effective stress management methods for containment/control of unwanted distress and ways to build resiliency and healing.
Prerequisite: PSY 6100.

PSY 6300 - Leadership in Trauma-Informed Approaches (3)

Once leaders understand the prevalence and the impact of trauma and adversity on individuals' mental and physical health and the importance of prevention, recovery, and healing, they must lead the effort to become trauma-informed personally and professionally at home, work, church, etc. This course focuses on the key components of a trauma-informed approach (TIA) and the most effective ways to implement a TIA in a variety of settings. Guiding principles of a TIA, specific trauma-informed developmental models, and evidence-based interventions will be discussed. In addition, skills such as collaboration, problem-solving, and conflict resolution will be developed as necessary tools for leading and implementing a trauma-informed approach.
Prerequisite: PSY 6100.

RES - Research

RES 7105 - Statistics for Research (3)

This course provides a survey of statistical techniques to support doctoral research in business and the social sciences. Basic statistical concepts will be reviewed, and the student will be introduced to methods of organizing, interpreting, and presenting quantitative data. Students will gain an understanding of which statistical methods are appropriate for analyzing different research datasets, and how to develop proper statistical interpretations from those analyses. Topics include descriptive statistics, hypothesis testing, probability distributions, sampling and sampling distributions, testing for significance, multiple regression, and regression analysis.
Prerequisite: LDR 7000.

RES 7106 - Disciplined Inquiry I (3)

The Disciplined Inquiry (I & II) sequence is designed to develop more reflective, systematic, critical, and creative approaches to investigating management and organizational problems and their possible solutions. Students will learn to be both more informed consumers of published research and more skilled practitioners of applied research. Students will gain an appreciation for and experience with quantitative, qualitative and mixed methods approaches to inquiry, as well as practice using a variety of computer-based tools for thinking about problems, collecting and analyzing data, and presenting research results.
Prerequisite: LDR 7000.

RES 7107 - Disciplined Inquiry II (3)

Following RES 7106, this course continues to acquaint students with the dissertation research process and to help them visualize ways to frame their research interests and develop related research questions. The dissertation process is the most important of a doctoral program and building the skills to successfully complete that process is a key objective for the DBA program. Understanding the characteristics of good quantitative research is fundamental. Developing the ability to properly analyze and clearly and accurately communicate research results is also a critical function of a doctoral program. The course will investigate the design of quantitative research methods and develop an understanding of the strengths and weaknesses of the different research approaches.
Prerequisite: RES 7105, RES 7106.

RES 7111 - Research Design (3)

In this course, students will establish the framework for their dissertation research and establish a dissertation committee. They will develop expertise in using the relevant literature and will develop a solid reference list using correct APA format. Students will also prepare a draft of dissertation Chapter 1.
Prerequisite: RES 7105, RES 7106, RES 7107.

RES 7112 - Research Analysis (3)

This doctoral-level course provides comprehensive training in quantitative and qualitative analysis methodologies using SPSS and MAXQDA software tools. Designed to equip students with the essential skills for conducting rigorous data analysis, the course covers fundamental statistical techniques, including hypothesis testing, and how to develop proper statistical interpretations from their analyses, alongside qualitative analysis techniques such as coding, thematic analysis, and content analysis. Through hands-on exercises and real-world applications, students will learn to navigate both software platforms proficiently, ensuring they are well-prepared to undertake sophisticated data analysis for their dissertations and future research endeavors.
Prerequisite: RES7106, RES7107, and RES7111.

SEC - Computer and Network Security

SEC 6010 - Planning for Information Security (3)

This course addresses the necessity of developing accurate Business Continuity Plans and the security implications. Within this scope, emergency response, business resumption, and disaster recovery will be evaluated as critical components for the process. Through a review of the planning process, risk impact assessment and a variety of methods and models will be considered to assist in

understanding risk as well as variety of RISK Assessment frameworks.

SEC 6015 - Cloud Security Essentials (3)

This course introduces students to cloud security. This course is designed for students with little to no practical cyber security experience or background. This course provides students with basic terminology, concepts and security philosophy for cloud. This course introduces students to:

- Cloud security defensive and offensive protection;
- Identify the security benefits and responsibilities when using cloud;
- Understand access control and access management vital for cloud;
- Understand the different data encryption methods to secure sensitive data;
- Describe and design secure network access to cloud; and
- Determine which services can be used for security logging and monitoring.

Topics include an overview of information security frameworks, traditional and cloud security, network infrastructure security, security and cryptography, information security policy, and defense in depth. Understand cloud security from both a tactical and strategic perspective. Students are introduced to multiple cloud platforms, deployment models and protection tools, techniques, and strategies.

SEC 6030 - Operating System and Computer Systems Security (3)

The student's basic network and operating system skills will be expanded to include planning, implementation, and auditing of a system's security package. The following topics are covered: Security Principles (Windows 2000 Security Architecture, Linux Security), Account Security (Securing Accounts, Passwords, Password Aging, and Verification of System State), File System Security (Windows 2000, XP File Security, NAS Storage Security), Accessing Risk (Key loggers, Sniffers, Port Scanning), Risk Analysis (Viruses, Patches, Packaging Techniques), and Encryption.
Prerequisite: SEC 6010.

SEC 6040 - Web and Data Security (3)

This course will help students build a security policy and SOP for an organization which is implementing a new network, applications and web infrastructure. Topics include the following: Security Education and Advisory, Risk Management, Threats to IT Assets, Encryption, Standards and Compliance, and Security Testing and Implementation.
Prerequisite: SEC 6010.

SEC 6050 - Security Data Analytics (3)

This course covers the concepts, drivers, challenges, and techniques for developing business analytics for security solutions. Various supporting technologies will be discussed. Also covered are techniques for managing the project life cycle in the design and development of analytic solutions using best practices. Different methods of information delivery such as query and data analysis, visualization dashboards, ODS vs OLAP, and trending scorecards are explored.
Prerequisite: SEC 6010.

SEC 6060 - Incident Handling and Response (3)

Incident Handling and Response: This course will teach students the Incident Response foundation. Students will learn how to help IT staff detect, respond to, and recover from security incidents. These types of plans address issues like cybercrime, data loss, and service outages that threaten daily work. Students will build incident response plans, evaluate security policy and plan, assigning roles and responsibilities, creating and using an effective incident response operation, and how to monitor its performance. Students will build skills and knowledge in these areas by performing exercises that simulate real-world problems.
Prerequisite: SEC 6010.

SEC 6070 - Penetration Testing (3)

This class builds upon ethical security practices by performing prescribed techniques while increasing the student's knowledge, skills, and abilities. Topics covered include ethics, standards, methodologies, tools/techniques, and legal ramifications. Summative report development and presentations of findings will be included.

SEC 6080 - Industrial Control Systems (ICS) Security (3)

Industrial Control Systems are the heart of America's vital power, water, and manufacturing facilities. The security of these systems are often linked with generic operating systems like Microsoft Windows and are often connected to the Internet and should be under greater scrutiny. Students will research how ICS functions, the critical infrastructure that they support as well as steps that can be taken to improve the overall security of ICS systems.

SEC 6082 - SCADA Architecture (3)

This course provides students with an understanding of the SCADA and ICS environments architecture from a security architecture

perspective. The security emphasis includes strategies for patching, upgrading, backup, recovery, and business continuity issues. The course also provides students with the knowledge needed to identify SCADA components and how those components function as a system.

SEC 6084 - SCADA Risk Management and Auditing (3)

This course teaches students the necessity of performing risk management and auditing on SCADA and ICS systems and environments. It helps students develop risk management and auditing frameworks, as well as the core skills necessary to audit a SCADA system/environment and to manage risks.

SEC 6086 - SCADA Security Awareness and Standards (3)

SCADA Security Awareness and Standards is a course designed to teach students to assess, develop, and deliver a SCADA/ICS security awareness programs within an organization. The course also provides students with information regarding various industrial standards related to SCADA systems and environments.

SEC 6090 - Topics in Information Assurance (3)

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

SEC 7050 - Information Assurance Integration/Capstone (3)

This course combines the three integration efforts toward a) integrating the enterprise, b) integrating the IS function, and c) integrating IS technologies.

Prerequisite: Successful completion of six core IST courses (18 credits), and SEC 6010, and at least two additional required courses within the Information Assurance concentration. .

SEI - Social and Emotional Intelligence

SEI 6600 - Introduction to Social & Emotional Intelligence (3)

This course offers a comprehensive overview of the principles and practical applications of social intelligence (SI) and emotional intelligence (EI). Through assessments, experiential exercises, and case studies, students will consider the four abilities of Emotional Intelligence along with S.P.A.C.E: The Skills of Social Interaction. They will explore the fundamental techniques for working with others, navigating difficult conversations, resolving conflict, and value negotiating. Finally, through personal application and self-analyzation of SI & EI principles, students will increase their potential for more effective leadership, communication, teamwork, conflict resolution, and their ability to excel in a diverse range of settings.

SEI 6610 - Emotional Literacy (3)

This course will introduce students to the concept of emotional literacy, which is the fundamental recognition and understanding of emotions crucial to personal and interpersonal development. Through both theoretical and practical exercises, students will learn that emotions are not contradictory to reason but rather essential to both thinking and expression. Furthermore, they will learn that the recognition of emotions has the potential to amplify, rather than hinder the communication process. This is distinct from emotional expression, where emotions can take precedence to the point that rational thought becomes challenging. Additionally, students will learn to express emotions productively, striking a balance between authentic self-expression and social appropriateness. By the end of this course, students will have a well-rounded understanding of emotional literacy and possess tools to help them foster healthier relationships and make more informed decisions in both personal and professional contexts.

SEI 6620 - Adult Stages of Being (3)

This course delves into the impact of social and emotional intelligence on the various stages of adult growth and development. Students will explore the ways in which social connections, loneliness, and emotional barriers shape the adult experience. By examining the challenges inherent to adulthood, students will gain insight into emotional barriers that can lead to misplaced identity. Through case studies and applicable exercises, students will acquire the skills necessary to strengthen social and emotional connections and fortify their capacity to be resilient in the face of life's challenges across the adult lifespan.

SEI 6630 - Social & Emotional Intelligence in the Workplace (3)

Through this course, students will gain insight into the fundamental components of a workplace characterized by social and emotional intelligence. They will consider Goleman’s Emotional Competence Framework, while assessing their own self-management and relational awareness. In addition to self-application, students will learn methods for developing socially and emotionally intelligent employees. This will be done by focusing on the development of abilities, providing effective performance feedback, implementing change diplomatically, honing negotiation/conflict resolution techniques, and crafting strategies to make a positive

impact while earning a loyal following.

SOC - Case Management for Human Services

SOC 6323 - Law and Practice in Human Services (3)

This course examines how the law impacts the delivery of human services in both direct ways through the civil and criminal court system and indirectly through the laws and regulations that define the rules, responsibilities, and entitlements of clients receiving support services. Topics will include child welfare, guardianships, involuntary commitments, competence, and civil rights. Special attention will also be given to the varying ethical duties and professional values within the human services and legal professions.

SOC 6600 - Social Inequality, Social Change, and Community Building (3)

Social stratification is the separation of groups and affects various categories including, but not limited to; race, ethnicity, sex, gender identity, sexual orientation, religion, and socioeconomic status. When looking to build and strengthen communities, those working in the helping professions must first look around to see what systemic inequalities and injustices are occurring in the community and society as a whole. By examining inequality in these categories helping professionals can look further into changing policies, laws, and social climate on an individual and systemic level as well as influencing the health, well-being, and functioning of individuals and groups in society.

SOC 6601 - Case Management Interventions and Strategies (3)

Professionals working in community service fields are often called upon to carry case loads and utilize collaborative skills with other agencies in the community to help clients establish self-empowerment. Case Management is a comprehensive job that includes understanding client vulnerabilities and societal attitudes, interviewing and assessment skills as well as having connections to other agencies in the community that can help the client reach their goals. This course will give students the information they need to perform these tasks including; understanding vulnerable client population, interviewing skills, performing intake assessments and bio psychosocial assessments, documentation and note taking, establishing goals and identifying community resources to create treatment plans.

SOC 6604 - Case Management: Advocacy Skills & Client Services (3)

Learning to speak and act on behalf of oneself or advancing the interests of one client is a critical tool for human services practitioners. This course will focus on both formal and informal advocacy skills. The end result if to develop skills that are empowering and lead to effective change and greater well-being.

SOC 6605 - Ethical Practice in Case Management (3)

This course will focus on understanding ethical boundaries and consideration in helping relationships. As human services professionals, practitioners need to respect the dignity and welfare of all people, honor cultural diversity, and promote social justice while acting with integrity and staying within professional ethical boundaries.

SOC 6606 - 21st Century Globalization (3)

21st century globalization will explore the diversity of the world's developed and developing nations. During this course, students will review the gap that exists between nations with a special emphasis on cultural aspects of communications, values, social welfare, gender status, and the influence of social and public policies, trade, and technology. In addition, students will also examine the role of conflict and migration, and, the challenges they pose, in the global context.

SOC 6607 - Culture & Communication (3)

Culture shapes communication. Understanding how the cultural context influences and affects communication across different cultures can help bridge international, and intercultural, misunderstandings. Learning self-awareness, and identifying individual ethnocentric perspectives will foster the ability to communicate our own ideas to those of another culture. This course will orient students to high context and low context cultures, sources of power distance, collectivistic and individualistic cultures, high and low context cultures, and review cultural dimensions related to workplace settings as well as those more relevant to interpersonal interactions.

SOC 6610 - Human Services Helping Skills (3)

The Helping Profession is a broad term for a profession that can take individuals on many different career paths. Regardless of the path, you might choose, most have selected this field because they want to help people. The word help is also very broad, but in this class, we will hone in on how to define what help actually means and how we can create and build specific skills to be successful in work with others, regardless if that work is with individuals, groups, families, or organizations.

SOC 6620 - Human Behavior & Human Systems (3)

Human services professionals work with people from all backgrounds, ages, ethnic and socio-economic groups, experiencing a wide variety of problems. They need to be grounded in understanding human development and human behavior, and know how the social environment influences both. As a foundation course working in the human services, this course will explore major theories of

human development, compare physiological, neurological, psychological, emotional, spiritual, and social stages of human development and how they influence human behavior, apply micro, mezzo, and macro theories to explain, assess, and plan interventions with individuals, groups, organizations, and communities, and analyze cultural influences in human systems.

SOC 7100 - Ethical Financial Leadership in Human Services (3)

Students will evaluate and analyze the role of ethical financial leadership in Human Services organizations, including the effects on the organization and its stakeholders when ethical lapses in financial matters occur. Students will examine and reflect on classic and contemporary leadership theories, societal and personal values and ethics, multiculturalism in leadership, diversity, equity and inclusion, and leadership through conflict and change. Students will evaluate what it means to lead Human Services organizations ethically and compassionately while managing competing financial priorities in pursuit of the organization's mission, vision, and values. Students will apply their learning to real-world contexts, preparing them to meet the challenges for which they will be responsible as ethical financial leaders in local, national, and global Human Services settings.

SOC 7476 - Pandemics, People, & Plagues (3)

Plagues, epidemics, and disease outbreaks have been a constant in human society for thousands of years. The 2020 Corona Virus pandemic reminds us of the complex relationships between disease, environment, and social institutions. This course will explore how epidemics, pandemics and outbreaks have shaped social responses to disease, affected human relationships, and shaped institutions and governance.

SOC 7610 - Responding to Human Trafficking (3)

According to the United Nations Office on Drugs and Crime, trafficking in persons is a growing global enterprise. Within the domestic United States, human trafficking has been recognized by the U.S. State Department as both a criminal and social problem. This course will focus on learning to recognize and develop an in-depth understanding of the issues surrounding human trafficking, and how the human services field can respond to both the problem of human trafficking and the victims of trafficking. Students will examine the general definitions of human trafficking, list the indicators that point to possible trafficking, review human trafficking cases, describe the victim identification process, analyze available resources for victims, and develop a case plan to help victims achieve autonomy.

SOC 7650 - Investigating Human Trafficking & Interviewing Victims (3)

This course will focus on developing an in-depth understanding of the issues surrounding the investigation of human trafficking. Students will review best practices in investigating different types of trafficking cases, new helpful investigation tools, trafficking victim identification, interview protocols and policies and laws that govern victim interviews, factors to consider to secure victim testimony and cooperation, hurdles to expect when interviewing trafficking victims, victim trauma and memory, and factors to consider when establishing a Task Force.

TEL - Teaching English Language

TEL 6000 - Theories of Language Learning (3)

This course focuses on research about how languages are learned. Topics include input, output, interaction, developmental sequences, age, the Critical Period Hypothesis, correction, individual differences, and the classroom environment. Students will identify and learn about common myths related to language learning and examine the research that refutes such misconceptions. Students will complete a structured external assignment as part of the course requirements.

TEL 6110 - Foundations of TESOL Methods (3)

This course introduces students to a brief and relevant history of teaching English language with emphasis placed on current, effective approaches and issues. Students will examine strengths and drawbacks of a variety of approaches, while also considering the role of concepts such as agency, interaction, and identity. The course will also explore contexts of learning that take into account age, proficiency, culture, and social aspects of learners' identities and how these affect the teaching and learning dynamic. Students will acquire the foundational knowledge that will allow them to understand the rationale and process of designing and implementing instruction. Students may complete a field experience as part of the course requirements.

TEL 6220 - Application of TESOL Methods (3)

Building on the foundation established in the previous course, students will learn about effective curriculum design, lesson planning, material development, and facilitating interaction. Through course assignments, students will learn to apply various planning and implementation techniques to teaching and learning contexts which are relevant to their own interests and experiences. The course will also introduce students to specific strategies in the teaching of the four skills: listening, speaking, reading, and writing. The course also addresses the basics of assessing language learning in the classroom. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110.

TEL 6500 - Linguistics for TESOL (3)

This course provides an overview of the field of linguistics and its central role in the teaching of English. The focus will be primarily on three major domains of linguistics, namely phonology, syntax, and pragmatics. Students will learn about oral communication and the sound system of English (phonology). They will also examine the major views of grammar and language structure (syntax), as well as language use in context (pragmatics). The course will focus on how these three domains impact English language teaching and learning. Students will complete a structured external assignment as part of the course.

TEL 7210 - Academic Reading & Writing (3)

This course emphasizes the skills and strategies needed to teach English language reading and writing skills to students planning to pursue post-secondary studies in an English environment. This course will focus on major theories and practices in academic reading and writing pedagogy, including intercultural rhetoric, connections between reading and writing, the role of grammar, academic integrity, and effective feedback. The course will focus heavily on lesson planning, material development, and assessment of academic writing tasks. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7215 - Academic Listening & Speaking (3)

This course emphasizes the skills and strategies needed to teach English language listening and speaking skills to students planning to pursue post-secondary studies in an English environment. The course will focus on the differences between general English language teaching and English language teaching for academic studies. Students in the course will learn about the challenges of listening and speaking in an academic setting and will develop appropriate lesson plans, materials, and assessments to address these challenges. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7330 - Technology & Language Learning (3)

Students will learn about how technology in language learning has evolved over recent years in order to understand the current state of this field. The majority of the course will address both skills-based technology applications and integrated approaches to technology use in language learning. The course will also take into account technology's role in language learning depending upon accessibility, context, and technological advancements. Students will complete a structured external assignment as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7440 - Language Assessment (3)

In this course students will learn about major principles of assessment such as reliability, validity, and bias. They will understand the benefits and drawbacks of various testing types, including standardized testing. Emphasis will be placed on designing authentic and reliable classroom assessments for the four skills: listening, speaking, reading, and writing. Students will also examine issues in grading and consider the value of non-testing measures as ways to assess learning. Students may complete a field experience as part of the course requirements.
Prerequisite: TEL 6110 and TEL 6220.

TEL 7575 - Culture in Language Learning (3)

English language classrooms are crucial points of intercultural interaction and communication. In order to create a culturally responsive classroom, instructors must be aware of and sensitive to cultural differences both in terms of language and expectations. In this course, students will become aware of their own cultures and those of others. They will learn how culture impacts discourse, the notion of face, non-verbal communication, individuals' roles, expectations in the classroom, and adjustment issues. The information and activities in the course will be applicable to all contexts of English language teaching and learning. Students will complete a structured external assignment as part of the course requirements.

TEL 7770 - Global Contexts of ESL (3)

This course will consider English instruction and learning and the questions who, what, when, where, why, and how. Who is learning English and who is teaching it? What are the current approaches in terms of both content and variety? When is English being taught? Where are significant changes to the learning of English taking place? Why do individuals and countries pursue English language education? How is English being studied around the world? Students will learn about language policy, implementation, consequences of choices, and topics currently under debate. Students will complete a project that will require in-depth analysis of a particular country's context for English language instruction and learning. Students will complete a structured external assignment as part of the course requirements.

TEL 8100 - Capstone: Teaching English (3)

The culminating capstone for the MS TESOL program will allow students to demonstrate their knowledge of the key theories and strategies of TESOL that they have studied throughout the program. Students will complete assignments throughout the course leading to a final paper with a literature review, an in-depth project proposal, and a reflection. Through the course and its assignments, students will demonstrate their capability in TESOL research, theory, practice, and reflection. Students may complete a

field experience and a structured external assignment for the course.
Prerequisite: Program Chair Approval.

DIRECTORY

Board of Trustees

Officers

Chairman
The Honorable Joseph J. Farnan, Jr.
Farnan, LLP
Attorneys At Law
Wilmington, DE

Vice Chairman
Thomas E. Leipold
Director (Retired)
E.I. duPont de Nemours and Company
St. Petersburg, FL

Members

Robert C. Cole, Jr.
President and CEO (Retired)
Blue Cross Blue Shield of DE
Wilmington, DE

Alan D. Ellingsworth
Director of Security
A. I. Hospital for Children
Wilmington, DE

Michael J. Farnan
Farnan, LLP
Attorneys at Law
Wilmington, DE

Larry D. Gehrke
President
Bellevue Realty Corporation
Wilmington, DE

Mariam Koohdary
Deputy General Counsel
AstraZeneca
Wilmington, DE

David F. Marvin
Chairman
Marvin and Palmer Associates, Inc.
Wilmington, DE

Lawrence H. Miller
Vice President and Campus Director (Retired)
Stanton/Wilmington Campus
Delaware Technical Community College
Newark, DE

Edmund Pribitkin, M.D., F.A.C.S.

Chief Medical Officer
Professor
Department of Otolaryngology
Head and Neck Surgery
Thomas Jefferson University Hospital
Philadelphia, PA

John J. Ray III
President & Chief Executive Officer
Owl Hill Advisory, LLC
Naples, FL

Dana P. Robinson
Senior Vice President (Retired)
Hawthorn, a PNC Company
Philadelphia, PA

The Honorable Sue. L Robinson
Farnan, LLP
Attorneys at Law
Wilmington, DE

Allen L. Samuels
Youth Interventionist
City of Wilmington
Office of the Mayor
Wilmington, DE

Tracy T. Woodson, Ed.D.
Principal
Springer Middle School
Wilmington, DE

Colonel Melissa A. Zebley
Superintendent
Delaware State Police
Dover, DE

Harry E. Deppert
Trustee Emeritus
Senior Vice President for Finance (Retired)
Atlantic Aviation Corporation
Wilmington, DE

Dorothy M. Peoples
Trustee Emeritus
President
Robert C. Peoples, Inc.
Bear, DE

Thomas S. Shaw
Trustee Emeritus
Executive Vice President and COO (Retired)
Pepco Holdings, Inc.
Wilmington, DE

Professor Emeritus

The faculty listed below have obtained the status of Professor Emeritus.

The rank of Professor Emeritus is assigned to individuals who have achieved the academic rank of Associate Professor or Professor at Wilmington University and have retired after fifteen or more years of distinguished service.

Betty J. Caffo
Provost and Vice President for Academic Affairs
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University

Tish Gallagher
Academic Online Liaison
B.S.N., Capital University
M.S., University of Delaware
Ph.D., Widener University

Barbara M. Raetsch
Dean, College of Education
B.A., Winthrop College
M.Ed., The University of Georgia
Ed.D., The University of Georgia

John S. Szczechowski
Program Coordinator, English
College of Arts and Sciences
B.A., Pennsylvania Military College
M.S., Temple University
Ed.D., Nova University

Brenda Thomas
Associate Professor, Clinical Mental Health Counseling Program
B.A., University of Pennsylvania
M.A., University of Delaware
P.h.D., Trinity Theological Seminary

Mickey Turnbo
Chair, Academic Computing
A.A.S., Community College of the Air Force
B.S., New School University
M.S., State University of New York

Ronald C. Watts
Program Coordinator, Doctoral Studies, College of Education
B.A., Philadelphia College of Art
M.A., American University
Ed.D., American University

Adjunct Faculty

The adjunct faculty listed below have attained the rank of "Adjunct Professor" as of 3/31/24.

Rodney E. Altemose
B.A., York College
M.S., Shippensburg University
Ed.D., Wilmington University

Sara R. Andersen
B.A., Trenton State College
M.S., Central Michigan University

Alisa E. Anderson
B.A., DeSales University
M.A., West Chester University

Marc E. Anderson
B.S., The Johns Hopkins University

M.A.S., The Johns Hopkins University

Ginger F.V. Angstadt
B.A., Delaware State University
M.F.A., Catholic University of America
Ph.D., Texas Tech University

Eric I. Arnoth
B.S., West Chester University of Pennsylvania
M.A. University of Delaware

Jennifer L. Bennett
A.S., Delaware Technical & Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University

Sandra L. Bennett
B.S., West Chester University
M.Ed., West Chester University

Danielle D. Bergez
B.A., University of Pittsburgh
M.Ed., University of Pennsylvania

Nia A. M. Brown
B.A., Pennsylvania State University
J.D., Temple University

Lauren Pearce Brueckner
B.A., James Madison University
M.S., Wilmington University

Andrea M. Bukay
B.A., Philadelphia College of Art
M.S., Wilmington University

Jacqueline Burgos-Cousin
B.S., State University of New York College at Buffalo
M.S., Wilmington University
Ed.D., Wilmington University

Richard H. Burton
B.S., University of Delaware
M.B.A, Drexel University

Christopher C. Chandler
B.S., Wilmington College
M.S., University of Delaware

Dennis T. Clark
A.A.S., Delaware Technical & Community College
B.B.A., Wilmington College
M.B.A, Wilmington College

Holly Conley
B.S., Wilmington College
M.B.A, Wilmington University

Sandra Countley

B.S., Cheyney State University
M.S., Antioch University
Ed.D., Temple University

Jeffrey C. Cousin
B.S., University of Tennessee
M.B.A., Widener University

Patrick S. Crowe
B.F.A., Rochester Institute of Technology
M.A., Savannah College of Art and Design

Michael S. Czarkowski
A.A., Middlesex Community College
B.S., Wesley College
M.B.A., Wilmington College
Ed.D., Temple University

Barbara D. Danley
A.A., Wimington University
B.S., Wilmington University
M.S., Wilmington University
M.S., Wilmington University

Patricia A. DePlasco
A.A.S., Delaware Technical and Community College
B.S., University of the State of New York
M.S., University of Maryland University College
Ed.D., Wilmington University

Suzanne E. Donovan
B.A.,Moravian College
M.Ed., Chestnut Hill College
Ed.D., Wilmington University

Carlos A. Escudero
B.S., Monteray Institute of Technology in Higher Education (ITESM)
M.B.A., Wilmington University
D.M., University of Phoenix

Joseph D. Euculano
B.S., Jacksonville State University
M.B.A, Wilmington College

Michelle R. Foster
B. S., Wilmington University
M.Ed., Wilmington University

Linda H. Frazer
B.A., University of Mary Hardin-Baylor
M.A., University of Notre Dame
Ph.D., University of Texas at Austin

Scott E. George
B. A., University of Maryland
M.A., George Washington University

Rebecca Ghabour
B.A., Elon University
Ph.D., University of Delaware

Julie-Marie T. Gladden
B.S., Wilmington College
M.S., Wilmington College

Leo-Rey C. Gordon
B.Sc., University of West Indies, Jamaica
M.A., University of Delaware
Ph.D., University of Delaware

Lois E. Grande
B.A., San Diego State University
M.A., Arizona State University
Ph.D., Arizona State University

Dawn L. Green
B.S., Temple University
M.S., Drexel University

Sherri J. Hageman
B.S., Wilmington University
M.S., Wilmington University

Amy M. Herb
B.S., Wilmington University
M.S., Wilmington University

Dianna L. Hiott
A.A., Wilmington College
B.S., Wilmington College
M.Ed., Wilmington College

Kenneth L. Hudock
B.S., Clarion University of Pennsylvania
M.Ed., Salisbury State University

Mark Hufe
B.S., Hofstra University
M.S., Stevens Institute of Technology
Ed.D., Wilmington University

Nora A. Hufe
B.A., Adelphi University
M.Ed., Wilmington University

Tia L. Jones
B.S., Widener University
M.B.A., Widener University
M.Ed., Widener University

Anthony J. Julis
B.S., Iowa Wesleyan College
M.S., North Carolina State
Ph.D., North Carolina State

Jane Kaltenbaugh
B.S., Indiana University of Pennsylvania
M.Ed., Wilmington College

Mike C. Karia

L.L.B., Gujarat University
M.Com., Gujarat University
M.B.A, Fairleigh Dickinson University

Samantha C. Kelley
B.S., University of Delaware
M.Ed., University of Delaware

Anne C. Knapper
B.S., Wilmington College
M.B.A, Wilmington College

Richard D. Krett
A.A.S., Delaware Technical and Community College
B.S., Wilmington College
M.S., Wilmington College
Ed.D., Wilmington College

Holly J. Langley
B.S., University of Delaware
M.I., University of Delaware
Ed.D., University of Delaware

Anne E. Lara
B.S.N., University of Delaware
M.S., University of Delaware
Ed.D., Wilmington University

Frederick W. MacCormack
B.S., University of La Verne
B.S., Park College
M.S., University of Arkansas
M.S., Wilmington College

Angus N. MacLennan
B.A., The American University
M.A., The American University

Sonia Mangla
B.A., Panjab University
M.S., Panjab University
Ph.D., Panjab University

Varina Marshall
B.S., Wilmington College
M.S., Wilmington College
D.B.A., Argosy University

Gabrielle G. McClure-Nelson
B.A., Temple University
M.B.A, University of Delaware
D.B.A., Wilmington University

Nancy A. McDonald
B.S., Clarkson University
M.B.A., Widener University
Ed.D., Drexel University

Michael P. McGay
B.S., St. John's University

M.B.A., Wilmington University

Richard E. Minutella
B.S. University of Delaware
M.B.A, Wilmington University

Susan L. Moore
B.S., Wilmington University
M.S.M., Wilmington University

Sean E. Moriarty
B.A., St. Anselm College
M.S., Northeastern University
Ed.D., Wilmington University

Angel R. Partie
B.S. Wilmington University
M.F.A., Full Sail University

Jeff S. Peck
A.A., Brevard Community College
B.A., Rollins College
J.D., Widener School of Law

Keith Pettiford
B.S., Coppin State University
M.B.A., Wilmington University
D.B.A., Wilmington University

Ciro C. Poppiti
B.A., Princeton University
J.D., Widener University

William H. Post
B.A., University of Delaware
M.Ed., Salisbury State University

Dana Rahmel
B.S., Rutgers University
M.S.Ed., University of Pennsylvania

Ryan H. Rainey
B.A., Pepperdine University
J.D., Loyola Law School
M.Ed., Wilmington University

Rebecca A. Richmond
B.A., University of North Florida
Psy.D., Argosy University

Linda A. Rinaldi
B.A., Temple University
J.D., Temple College

John R. Rolfe
A.A.S., Delaware Technical & Community College
B.S., Wilmington University
M.S., Wilmington University

Rachael S. Rudinoff

B.A., University of Alabama
M.S., Bank Street College of Education
M.A., University of Delaware

John R. Satterfield
B.A., Swarthmore College
M.A., University of Delaware
D.B.A., Wilmington University

Douglas R. Scappa
B.S., York College
M.S., Wilmington College
Ed.D., Wilmington University

MaryAn K. Scarbrough
M. Ed., University of Delaware

Robert A. Schirmer
B.S., Drexel University
M.B.A., Wilmington University
Ph.D., Pacific Western University

Mark W. Seifert
B.S., University of Delaware
M.S., Wilmington College

Deval H. Shah
B.E., Stevens Institute of Technology
M.Eng., Stevens Institute of Technology

Michael T. Sheffield
B.S., Rutgers University
M.B.A, Wilmington College

Marilyn R. Siebold
B.A., University of Delaware
M.S., Wilmington University

David A. Silverman
B.A., St. John's University
M.B.A., St. John's University
D.B.A., Wilmington University

Anand K. Singh
A.A., Delaware Technical and Community College
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Wilmington University

Elizabeth A. Slater
B.A., University of Delaware
M.Ed., Wilmington College

Robyn F. Smith
B.A., American University
M.A., University of South Australia
J.D., Nashville School of Law

Karen E. Spring
B.A., University of Delaware

M.S.W., Bryn Mawr College

Sherri L. Strobel
B.A., Elizabethtown College
M.Ed., Wilmington University

Frederick M. Thompson
B.A., Charleston Southern University
M.S.M., Wilmington University
D.B.A., Wilmington University

John A. Tinger
B.A., Rutgers University
A.S.N., Exelsior College School of Nursing
MA.Ed., University of Phoenix

Billie E. Travalini
A.S., Widener University
B.A., University of Delaware
M.A., Temple University

Laurel E. Wagenheim
B.A., Kean College of New Jersey
M.B.A., Fairleigh Dickinson University

Reshid X. Walker
B.S., King's College
M.S., Pace University
Ed.D., Wilmington University

Sharon T. Weaver
B.A., Catholic University of America
M.Ed., University of Delaware

Bonnie S. Whitlock
A.A., Wilmington University
B.S., Wilmington University
M.S., Wilmington University
Ed.D., Fielding Graduate University

Nancy Carol Willis
B.S., University of Delaware
M.B.A., Wilmington College

David F. Wooley
A.A., Wilmington College
B.B.A., Wilmington College
M.B.A, Wilmington College

Christy A. Vanderwende Wright
B.S., University of Delaware
M.S., Wilmington University

Kevin B. Wright
A.S., Northern Virginia Community College
B.S., Wilmington College
M.Ed., Wilmington College

John A. Yeomans
B.A., University of Delaware

M.S., Wilmington College

Mary Beth Youse
B.A., Shippensburg University
M.Ed., Wilmington University

Content Section

Administration

Executive Team/Administrative Cabinet

President	LaVerne T. Harmon, Ed.D.
Executive Director, Office of the President	Donna M. Quinn
Assistant Vice President, Office of the President	Maria F. Hess, Ed.D.
Assistant Vice President, Office of the President	Angela C. Suchanic, Ed.D.
Senior Vice President and Chief Operating Officer, Administrative Operations & Student Services	Erin J. DiMarco, Ed.D.
Assistant Vice President, Student Support & Financial Services	Bonnie L. Kirkpatrick, Ed.D.
Assistant Vice President and Chief Information Officer	Peter E. Lutus, B.S.C.S.
Assistant Vice President, Student Transfer Services and Dean of Campus Locations	Robert P. Miller, M.S.
Assistant Vice President, Student Access & Success Services	Mary Ann Westerfield, Ed.D.
Senior Vice President/Chief Financial Officer & Treasurer	Lloyd A. Ricketts
Vice President, Student Affairs and Alumni Relations	Tina M. Barksdale, Ed.D.
Assistant Vice President, Student Affairs and Dean of Students	Regina Allen-Sharpe, Ed.D.
Assistant Vice President, Alumni Relations & Development and Director of Athletics	Stefanie A. Whitby, Ed.D.
Vice President, Administrative & Legal Affairs	Christian A. Trowbridge, J.D.
Assistant Vice President, Administrative & Legal Affairs	Joseph P. Aviola, Jr., Ed.D.
Assistant Vice President and Chief Human Resources Officer	Nicole L. Romano, Ed.D.
Vice President, Institutional Advancement	Jacqueline R. Varsalona, Ed.D.
Assistant Vice President, University Relations	William F. Swain, M.B.A.
Vice President, Academic Affairs	Denise Z. Wells, Ed.D
Assistant Vice President, Academic Affairs	Matthew H. Davis, Ed.D.
Assistant Vice President, Academic Affairs and Partnerships	Kathy Kennedy-Ratajack, D.B.A
Assistant Vice President, Academic Affairs and Dean of Online and Experiential Learning	Sallie A. Reissman, Ed.D.

Academic Deans

College of Business	Robin B. Weinstein, Ed.D.
College of Education and Liberal Arts	Tyler A. Wells, Ed.D.
College of Health Professions and Natural Sciences	Aaron M. Sebach, Ph.D.
College of Online and Experiential Learning	Sallie Reissman, Ed.D.
College of Social and Behavioral Sciences	Edward L. Guthrie, Ed.D.
College of Technology	Anthony J. Carcillo, D.B.A.

A full listing of administrators and contact information for University instructional locations can be found at www.wilmu.edu.

ADDENDUM

Effective **May 1, 2022**, the following changes are based on functionality and efficiency and support our student-driven mission and strategic goals:

- Disciplines that fell under the College of Arts and Sciences (CAS) will now be a part of existing colleges. The new college names listed below reflect this change:
- The College of Health Professions will become the **College of Health Professions and Natural Sciences.**
- The College of Education will become the **College of Education and Liberal Arts**. (Liberal Arts is now a division.)

Index