



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 approximately 10,000 students of diverse backgrounds.

The program of day, evening, and weekend classes serves traditional high school graduates as well as non-traditional

## A

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

### **Middle States Commission on Higher Education**

3624 Market Street  
Philadelphia, PA 19104-2680  
(215) 662-5606

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

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

## N

It is the policy of Wilmington University not to discriminate on the basis of sex, disability, race, age, color, religion, national or ethnic origin, marital status, or sexual or affectional preference in its educational programs, admission policies, employment practices, financial aid, or other school-administered programs.

This policy is enforced by federal law under Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Wilmington University actively supports the rights of students with disabilities to have equal access to education. Wilmington University makes every reasonable effort to 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 Student Accessibility Services (SAS) is located in the Student Center, Room 100. For more information, please contact the Office of Student Accessibility Services at (302) 637-1000 or visit our website at [www.wilmington.edu/sas](http://www.wilmington.edu/sas).

**Academic Information .....1**

Academic Awards ..... 1  
Academic Policies ..... 1  
    Academic Complaint/Appeal of a Final  
    Course Grade/Request for Hearing..... 1  
Attendance ..... 2  
Course Numbering System..... 2  
Dual Degree Policy..... 2  
Enrollment as an Auditor ..... 3  
Grades/Academic Progress..... 3  
Probation and Academic Standing ..... 3  
Registration ..... 5  
Alternative Credit Methods ..... 6  
Graduation ..... 7  
Graduate Educational Values/Competencies..... 7  
Graduation Competencies..... 7  
Privacy Policy..... 7  
Student Conduct ..... 8

**e Graduate Admissions Process .....9**

Program 118fd, u0

Post-Master's Certificate  
in Mental Health Counseling..... 80  
Post-Master's Certificate  
in Child and Family Counseling..... 80

**College of Technology.....81**

Information Systems Technologies..... 81  
Information Assurance Concentration ..... 84  
Management and MIS Concentration ..... 84  
Corporate Training Skills Concentration ..... 84  
Internet/Web Design Concentration..... 84

**Course Descriptions .....86**

**Directory..... 136**

Board of Trustees ..... 136  
Faculty

**Wilmington University reserves the right to change**

with the Program Coordinator 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 Coordinator, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Coordinator.

### **Appeal of a Final Course Grade**

A student who seeks to appeal a final grade in a course should first speak with the faculty member concerned. If the student wishes to proceed further with the appeal, the student should formally communicate with the Program Coordinator 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 Coordinator, the student should submit a letter to the appropriate Academic Dean. This letter should include the specific reason(s) for setting aside the decision of the Program Coordinator.

### **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 Assistant Vice President for Academic Affairs to determine if the matter warrants a hearing before the Academic Review Committee. This letter should include the specific reason(s) for taking the student's grievance beyond the Academic Dean. If the Assistant Vice President determines that a hearing is appropriate, the Academic Review Committee will be convened and a copy of the student's letter will be forwarded to the committee. Should the Assistant Vice President determine that a hearing is not warranted, the student will be so informed within 10 business days. The decision of the Academic Review Committee or the Assistant Vice President will be final.

## **A**

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' regulations, attendance must be taken for all enrolled veterans in each class learning session.



University (See the Program Coordinator for specific course requirements.), but the completion of the two degrees does not have to occur simultaneously. As long as a student earns the minimum additional credits and the specific program requirements are met, the second degree may be completed at a later time.

## **E** **A**

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).

## **G** **/A** **P**

### ***Full-time Graduate Students***

Nine credit hours per semester constitute a full-time graduate course load. For international graduate students, Master of Science in Nursing students, Doctor of Education, and Doctor of Business Administration 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 Coordinator. Students who are denied approval to take a course load in excess of 14 credits per semester may appeal in writing to the Vice President for Academic Affairs.

### ***Grade Point Average (GPA)***

A student's grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of credit hours attempted, excluding courses in which the grade of "S" is recorded. For transfer students, credits earned include transfer credits; however, the cumulative grade point average is computed only on courses attempted at Wilmington 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", "FA" and "NA" are used in computing the grade point average. Courses with grades of "F", "FA" and "NA" are counted in attempted credit hours and receive zero quality points.

### ***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.

### ***"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 expires.

### ***Pass/Fail Option***

Students may gain approval from their Program Coordinator to enroll in selected courses on a pass/fail basis. This option is limited to two courses beyond the 15 credit hours permitted for 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).

## **P** **A** **S**

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

### **e following leads to academic probation:**

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

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

A graduate student placed on probation will be called in for advisement by the appropriate Program Coordinator. While on probation, a student may enroll in no more than three courses per semester with no more than two courses in any one block; it is strongly recommended that a student enroll in no more than one course per block.



A suspended student may be reinstated on probationary status by presenting a written appeal to the Academic Review Committee chairperson. A suspended student must wait one full semester after the suspension was issued before submitting an appeal to the Academic Review Committee Chairperson.

### *International Students*

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

If an international student has not previously attended an accredited English-speaking college or university, he/she will be required to take the TOEFL and obtain a score of at least 61 on the Internet-based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours from an accredited American institution.

### *Transfer Credit Policy*

Up to six credit hours of graduate study from a fully accredited graduate unit  
te ~~6000~~ credit

must be completed by the Friday following the first class meeting. Failure to withdraw before the withdrawal deadline results in a grade of “FA” or “NA.”

### ***Repeating a Course***

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

## **A C M**

Wilmington University grants academic credit for work completed through six alternative credit sources. These sources are in addition to transfer credit which may be granted for work completed at another academic institution. A brief description follows. Additional information may be found on the University website, the Academic Program Guide or from Academic Advising.

### ***Challenge by Examination***

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

### ***Directed Study***

Directed study is available only under extenuating circumstances for students who are approved by their Academic Dean or Program Coordinator 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.

### ***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 Coordinator 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 pass/fail basis. A maximum of six (6) credits may be earned through the independent method.

## G

Students must satisfy degree and course requirements as outlined in the catalog in effect at the time of initial enrollment as a degree candidate. Once students interrupt their program for one year or more, it will be necessary to satisfy the degree requirements as outlined in the 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





2. **Proof of Language Proficiency.** Minimum TOEFL scores of 61 on the Internet-based test (IBT) or 173 on the computer-based test (CBT), minimum IELTS score of Band 5.5 or greater, or the successful completion of 12 credit hours that shows English-related coursework



# FINANCIAL AID

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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.

## F F F A G S

### *Federal Student Loans*

**Federal Direct Student Subsidized Loan.** This loan is based on need. The federal government pays the interest on the loan from the date of first disbursement until the student goes into repayment, which is six months after graduating, withdrawing from college, OR enrolling for less than six credits.

**Federal Direct Student 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. Students can elect to make quarterly interest payments or have the interest capitalized (added back to the principal) until they enter repayment. Like the subsidized loan, the loan goes into repayment six months after graduating, withdrawing from college, OR enrolling for less than six credits.

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 provide some supplemental living expenses as well as pay college costs. Detailed information on these programs

- **Federal Direct Stafford Subsidized Loan.** This loan is based on need. The federal government pays the interest on the loan from date of first disbursement until the student goes into repayment, which is six months after graduating OR withdrawing from University, or dropping below six credits in enrollment.
- **Federal Direct Stafford Unsubsidized Loan.** This loan

In addition to GPA standards, students must progress at a 75% completion rate. This also includes all withdraws and repeated classes, each one counts once.

(example: English 101 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 75% of the credits attempted. Successful completion is defined as earning an "A", "B", or "C" in a course. Students who fall below the 75% rate will be placed on financial aid probation for a term and will remain eligible for aid if the student signs an academic contract, which details the academic requirements the student is expected to meet. Prior to registering for a subsequent term, students on academic contracts must meet with their respective Financial Aid Officers for an academic review of the most recent term. Students who do not adhere to the academic contract may lose financial aid eligibility or may

## U L

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

Located in the Robert C. and Dorothy M. Peoples Library Building on the New Castle campus, the main library holds a collection of over 192,000 volumes and more than 450 periodicals in print and microfilm. The library features state-of-the-art technologies with resources accessible through the Internet, including online catalog, e-books, and electronic databases providing access to reference materials and thousands of full-text journals.

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

## **G S**

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

## **C S**

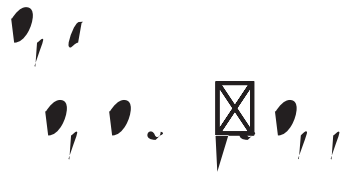
The University offers a variety of career-related services for students: job fairs, placement, career-related workshops, career counseling, on-campus recruiting and interviewing, job postings, resume assistance, and career assessment. These career services are a part of the services provided by the Office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

COLLEGE OF



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D  
B



A

***Admission***

Please refer to “ e Graduate Admissions Process” section for general graduate admission information. For consideration and admission to the Doctor of Business Administration program, applicants must present evidence of the following:

- 1.

## 6. Professional

- 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. Assess the knowledge and skills that are essential to leading, mentoring, and managing change in a contemporary business environment and be able to apply them effectively at strategic levels.
- c. Formulate an understanding of the issues facing business leaders in a contemporary global environment and develop strategies to effectively address those issues.
- d. Evaluate contemporary management models and theories and propose appropriate strategies to apply them in multiple business environments.

### *Program Design*

The DBA degree requires the completion of 54 semester credit hours distributed as follows: common core course requirements, 21 credit hours; program core course requirements, 24 credit hours; and dissertation or research project requirements, 9 credit hours. The program course work is designed to be completed within a 2 ½ year time frame. The dissertation or culminating research project will require additional time to complete, typically a year. 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.

Students who have not met the prerequisite background in business may enroll in appropriate courses that carry no credit toward the DBA degree.

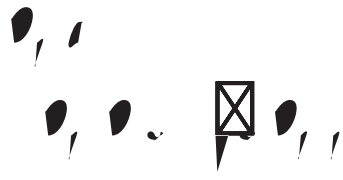
### *Advancement to Doctoral Candidacy*

At or near the completion of the student's course work, but



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M  
B



A

***Admission***

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college,

- b. Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation and apply them appropriately to management.
  - c. Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.
4. Information Literacy
- a. Access, use, and evaluate information effectively, efficiently, and appropriately.
  - b. Evaluate the reliability of information sources and content.
  - c. Use technology to effectively locate and communicate information.
5. Ethics
- a. Demonstrate knowledge and application of

MBA 6100 Managerial Accounting  
MBA 6300 Quantitative Business Analysis  
MBA 6400 Economic and Financial Environment of Business  
MGT 6501 Organization Theory and Design  
MBA 7200 Financial Management  
MBA 7592 Global Enterprise Development  
MGT 6503 Leadership Development and Change Management  
MBA 7600 Global Marketing Management  
MBA 8800 Business Strategy

**One of the following three courses:**

MBA 7301 Business Support Systems  
MBA 7302 Project Management  
IST 7060 Project and Change Management

**2 Electives**

***MBA Electives***

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

***Major Field Examination***

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

# C A S F

Students who wish to receive a Certificate of Advanced Study in Finance must complete any five finance courses listed in the Concentration in Finance above, in addition to any prerequisites for them. Please contact the MBA Program Coordinator for details and the most current list of applicable finance courses. You may obtain a Graduate Certificate

for

## C S MIS A

Students who wish to receive a Certificate of Advanced Study in MIS may obtain it from the College of Technology upon completing the five MIS courses listed in Concentration in MIS above. You may obtain a Graduate Certificate Program Form from the Semester Guide or by downloading it from the Wilmington University Registrar's webpage.

## MBA M C M

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

- MBA 6100 Managerial Accounting
- MBA 6300 Quantitative Business Analysis
- MBA 6400 Economic and Financial Environment of Business
- MBA 7200 Financial Management
- MGT 6501 Organization Theory and Design
- MGT 6503 Leadership Development and Change Management

**One of the following two courses:**

- MBA 8101 Marketing Simulation
- MBA 8800 Business Strategy

**Concentration in Marketing Management**

- MBA 7600 Global Marketing Management
- MBA 7602 Marketing Communications, Salesmanship & Customer Service
- MBA 7603 Market Research and Consumer Behavior

**Two of the following three courses:**

- MBA 7604 New Business Ventures
- MBA 7606 Business-to-Business and Business-to-Government Marketing
- MTL 6601 Seminar in Supply Chain Management

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

program and the professional certification is in an appropriate field of study. Examples of professional certifications include: Certified Public Accountant; Certified Production and Inventory Manager; Certified Financial Planner; Six Sigma Green or Black Belt; and Senior Professional in Human Resources. Students who wish to be considered for graduate-level credit should apply to the MSM Program Coordinator.

### *Program Purpose*

The purpose of the Master of Science in Management program is to provide the management practitioner with scholastic depth and contemporary 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 recognizes 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*

Students will have an advanced level of applicable knowledge in the following areas as appropriate to one's field of study:

1. Oral Communication
  - a. Speak with confidence, clarity, and conciseness.
  - b. Research, prepare, and deliver professional presentations.
2. Written Communication
  - a. Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
  - b. Use appropriate APA format for scholarly writing.
3. Digital Information Application
  - a. Apply digital information systems to research, analysis, and communication.
  - b. Apply digital information systems to research, analysis, and communication.
  3.
    - b.

### *MSM Program Requirements*

The MSM program is based upon the students working in a wide range of organizations; they must be adept at understanding the relationship of one's self to the organization in a way that brings them to a level of mastery. The program consists of twelve 3 (three) credit hour courses. Two of the courses (six credit hours) pertain to the student's graduate integrative, independent study project. The other ten courses (thirty credit hours) provide an in-depth exposure to core

# MSM H R C M

To fulfill the requirements for the MSM with a concentration in Human Resource Management, students must complete an 18-credit hour business management core, a 12-credit hour concentration and six elective credits. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace. The 12 courses listed below are required for completion of the MSM with a concentration in Human Resource Management.

- MGT 6501 Organization Theory and Design
- MGT 6503 Leadership Development and Change Management
- MGT 7400 Analysis of Decision Making
- MGT 7710 Integrative Independent Study Project A
- MGT 7800 Strategy in Organizations
- MHR 6503 Law, Regulation and the Workplace
- MHR 7508 Design and Development of Human Systems
- MHR 7800 Seminar in Human Resource Management
- MHR 7830 Finance and Accounting for Managers
- MGT 8800 Integrative Independent Study Project B



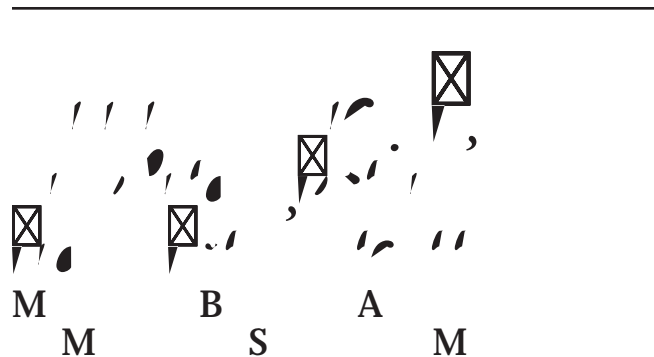
**One of the following five courses:**

- MOL 6600 Legal and Ethical Aspects of Organizations
- HCA 7740 Legal Aspects of Health Care
- MAJ 7202 Legal Aspects of Homeland Security
- MHR 6503 Law, Regulation and the Workplace
- MPA 6503 Administrative Law

**MSM C**  
**P A**

To fulfill the requirements for the MSM with a concentration in Public Administration, students must complete an 18-credit hour business management core, a 12-credit hour concentration plus six elective credits. While some course sequencing is necessary, the program is designed to permit students to complete requirements at their own pace. The 12 courses listed below are required for completion of the MSM with a concentration in Public Administration.

- MGT 6501 Organization Theory and Design
- MGT 6503 Leadership Development and Change Management
- MGT 7400 Analysis of Decision Making
- MGT 7710 Integrative Independent Study Project A
- MGT 7800 Strategy in Organizations
- MPA 6501 Seminar in Public Administration
- MPA 6503 Administrative Law
- MPA 7202 Public Budgeting Systems
- MPA 7502 Analysis of Public Policy
- MGT 8800 Integrative Independent Study Project B
- 2 Electives



The Honors Program allows Wilmington University undergraduates majoring in most of the College of Business programs to earn their Bachelor of Science degree and their MBA or MSM degree in just five years. The program is designed for students who have demonstrated academic ability and the desire to begin their professional career with all of the higher educational credentials required for success in their chosen profession. Students from the following undergraduate majors may be eligible for the Honors Program: Accounting, Business Management, Finance, Human Resources, Marketing, Organizational Management, and Sports Management. Note: Admission to this program is by invitation only.

Continuation in the Honors Program is contingent upon continuous enrollment, with no more than one full semester (15 weeks) between undergraduate and graduate degree programs. Upon a break in enrollment of more than one semester, students will be dropped from the program and will have to complete all credit requirements in the standard MBA or MSM program.

***Program Competencies***

Upon graduation, students will meet the graduation competencies of their selected undergraduate and graduate majors.

***Program of Study***

With a total requirement of 150 credits, the Honors Program follows existing undergraduate and graduate core requirements. The program requires completion of the University's current general education requirements and College of Business Core. The specific Program Core remains the same except that nine (9) business and free elective credits are replaced with an internship and two graduate courses: MGT 6501, Organization Theory and Design and MGT 6503, Leadership Development and Change Management. These six (6) credits are used to complete the undergraduate requirements. The remaining 30 credits are used to complete the graduate requirements. All graduate concentrations are available. See the MBA and MSM degree descriptions above. Other than the requirements for MGT 6501 and MGT 6503, which have been taken as part of the undergraduate program dual core degree

# COLLEGE OF



*Educational Leadership*  
*Organizational Leadership*

*Applied Technology in Education*  
*Career and Technical Education*  
*Elementary & Secondary*  
*School Counseling*  
*Elementary Studies*  
*ESOL Literacy*

*Instruction: Gifted and Talented*  
*Instruction: Teaching and Learning*  
*Reading*  
*School Leadership*  
*Secondary Teaching: Grades 7-12*  
*Special Education*

## C E V

We believe that excellent educators must also be learners, sharing challenging ideas and successful practices with their colleagues. Through mutual support and interaction with parents and community, our graduates will provide a classroom and school climate that supports social development, stimulates intellectual growth, and encourages creativity.

We envision our students, as they take their places as educators, to be “Professional Partners, Creating Environments for Learning.”

## M

The College of Education at Wilmington University prepares students for a professional career in working with children in the stages from birth through adolescence. Students have experiences that provide knowledge, theory and opportunities for educator candidates to work with children from a variety of socioeconomic backgrounds, ethnic groups, and education settings. Translating theory into practice is the primary purpose of the professional education programs. The programs center on the understanding of the structure and sequence of the content taught, the characteristics of the student population being taught, and the application of basic principles of learning that reoccur in the research on effective teaching.

## C F

Our Conceptual Framework emanates from the vision and mission statements of the University and the College of Education; reflects the College’s philosophy, purposes, and goals; and is composed of specific Program Attributes that we deem essential for the effectiveness of educator preparation programs. By being structured around the Program Attributes, every preparation program in the College of Education directly reflects the Conceptual Framework.

This document can be found on the Wilmington University website in its entirety.

## A

The College of Education is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

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



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

EDD 9001 Dissertation/Capstone Project  
 EDD 9002 Dissertation/Capstone Project  
 EDD 9004 Dissertation/Capstone Project Continuation  
 (if needed - 0 credits ½ tuition)

***Dissertation/Capstone Project***

***Program Requirements***

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

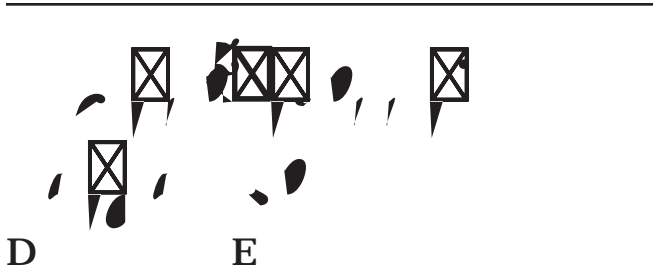
- Phase I: Admission  
(completing the application procedures)
- Phase II: Course Completion (completing 36 credit hours)
- Phase III: Field Component Completion  
(completing 12 credit hours)
- Phase IV: Degree Candidacy  
(completing degree candidacy review which includes completion of Phases II & III, a written content assessment and candidacy meeting with faculty advisors)
- Phase V: Dissertation/Capstone Project Completion  
(completing the dissertation/Capstone Project and related oral presentation—9 credit hours)

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

<b>Coursework</b>	<b>(36 credits)</b>
<b>Field Components</b>	<b>(12 credits)</b>
<b>Dissertation/Capstone Project</b>	<b>(9 credits)</b>

***Course Requirements***

- EDD 7000 Experiential Learning: Leadership Issues
- EDD 7106 Disciplined Inquiry I
- EDD 7107 Disciplined Inquiry II
- EDD 7101 Pluralistic Communities: Administrative Issues
- EDD 8102 Leadership Practicum
- EDD 7202 Leadership Dynamics and Data-Driven Decision Making
- EDD 7204 e Art of Leadership
- EDD 7100 Curriculum Engineering
- EDD 7105 Leadership, Equity, and Educational Law
- EDD 7300 Policy Sys./Analysis, Evaluation & Implementation
- EDD 7301 Finance, Resource Development & Implementation
- EDD 8103 Internship
- EDD 7200 Supervisory Behavior
- EDD 7201 Managing Human and Material Resources
- EDD 7402 Problem-Centered Research I
- EDD 8104 Field Experience and Portfolio Assessment
- EDD 9000 Dissertation/Capstone Project



***Admission***

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

1. Completed graduate (Ed.D.) application accompanied by a non-refundable application fee.
2. Official transcripts from an accredited college or university verifying completion of a bachelor's and

should demonstrate the student's design and analytical skills, as well as the student's ability to write for a professional audience.

***Program Requirements***

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

- Phase I: Admission  
(completing the application procedures)
- Phase II: Course Completion including Electives  
(completing a minimum of 36 credits hours)
- Phase III: Field Component Completion  
(completing a minimum of 6 credit hours)
- Phase IV: Degree Candidacy  
(completing degree candidacy review which includes Phases II and III, a written content assessment and candidacy meeting with faculty)
- Phase V: Dissertation/Capstone Project Completion  
(completing the dissertation/capstone project and related oral presentation — 9 credit hours)

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

<b>Coursework Including Electives</b>	<b>(36 to 42credits)</b>
<b>Field Components</b>	<b>(6 to 12 credits)</b>
<b>Dissertation/Capstone Project</b>	<b>(9 credits)</b>
<b>Total – 57</b>	

***Course Requirements***

- EDD 7000 Experiential Learning: Leadership Issues
- EDD 7106 Disciplined Inquiry I
- EDD 7107 Disciplined Inquiry II
- EDD 7101 Pluralistic Communities: Administrative Issues
- EDD 8102 Leadership Practicum
- EDD 7202 Leadership Dynamics and Data-Driven Decision Making
- EDD 7204 e Art of Leadership
- EDD 7300 Policy Systems/Analysis, Evaluation, and Implementation
- EDD 7200 Supervisory Behavior
- EDD 7201 Managing Human and Material Resources
- EDD 7402 Problem-Centered Research I
- EDD 7403 Problem-Centered Research II or elective
- EDD 8104 Field Experience and Portfolio Assessment
- EDD 9000 Dissertation Project
- EDD 9001 Dissertation Project
- EDD 9002 Dissertation Project
- EDD 9004 Dissertation Project Continuation  
(if needed – 0 credits ½ tuition)

PLUS ELECTIVES to complete 57-credit graduation requirement

***Dissertation/Capstone Project***

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

***Qualifications for Degree***

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## **Human Resource Management**

EDD 7502/MBA 6490	Legal Environment of Management
EDD 7527/MHR 6503	Law, Regulation and the Workplace
EDD 7528/MHR 7508	Design and Development of Human Systems
EDD 7530/MHR 7830	Finance and Accounting for Managers

## **Organizational Leadership**

EDD 7535/MOL 6300	Communication for Leaders
EDD 7538/MOL 6500	Decision Making for Leaders
EDD 7540/MOL 6600	Legal and Ethical Aspects of Organizations
EDD 7541/MOL 7100	Performance Measurement and Control
EDD 7542/MOL 7200	Marketing and Event Management
EDD 7543/MOL 7300	Organizational Reality
EDD 7544/MOL 7500	High Performance Teams
EDD 7561/MSM 7400	Analysis of Decision Making
EDD 7562/MSM 7700	Statistical Concepts Applied to Organizational Research and Practice

## **Public Administration**

EDD 7551/MPA 6503	Administrative Law
EDD 7552/MPA 7202	Public Budgeting Systems
EDD 7553/MPA 7502	Analysis of Public Policy

## **Nursing and Health Care**

EDD 7051/HCA 7720	Health Policy and Economics
EDD 7052/HCA 7730	Health Insurance and Reimbursement
EDD 7053/HCA 7740	Legal Aspects in Health Care
EDD 7524/MGT 7504	Ethical Issues in Management
EDD 7527/MHR 6503	Law, Regulation and the Workplace
EDD 7528/MHR 7508	Design and Development of Human Systems
EDD 7600/MSN 6501	Advances in Nursing Science
EDD 7601/MSN 6603	Advanced Physiology/Pathophysiology
EDD 7602/MSN 6641	Philosophical Perspectives of Nursing Leadership
EDD 7603/MSN 6645	Bioethics in Nursing Practice
EDD 7604/MSN 6650	Critical Analysis of Systems of Care
EDD 7605/MSN 7310	Legal Issues in Nursing Practice
EDD 7606/MSN 7320	Practices in the Realm of Nursing & the Law
EDD 7607/MSN 7330	Entrepreneurship for Nurses
EDD 7608/MSN 7701	Child Development and Assessment
EDD 7609/MSN 7702	Advanced Adult Health Assessment
EDD 7610/MSN 7703	Advanced Pharmacology
EDD 7611/MSN 7709	Geriatric Assessment and Health Promotion
EDD 7613/MSN 7750	Teaching and Learning in Nursing
EDD 7614/MSN 7752	Clinical Teaching and Evaluation
EDD 7615/MSN 7753	Curriculum Development
EDD 7616/MSN 7741	Politics and Policy in the Health Care System

EDD 7705/MED 7705 Measurement, Accountability, & Student Learning

EDD 7710/MED 7710 Learning Technology and the School Environment

In addition, EDD students may take courses as electives from the Doctor of Business Administration (DBA) program as available and provided that they meet any prerequisite requirements. Students should consult with their advisor or Program Director for more information about this and other EDD program developed electives.



### *Admission*

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

1. A graduate application for admission accompanied by a non-refundable application fee.
- 2.



and national agendas. For some teachers, ICT is a specific content area responsibility, and most teachers use some forms of ICT every day in their classrooms. The increased presence of ICT in the schools has created educational opportunities and challenges unknown just a few years ago. Consequently, several critical needs have emerged:

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

The Master of Education: Applied Technology in Education program addresses the above needs by fostering an application-level of practical expertise at an intermediate level of experience.

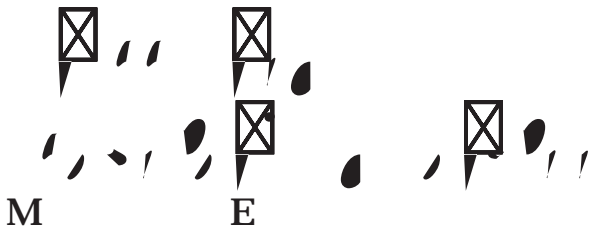
The technology courses included in the program are based upon the National Standards for Technology in Teacher Preparation issued by the International Society for Technology in Education.

### *Course Requirements*

#### **Core Courses**

MED 6490 Education, Ethics, and the Law

MED 7503



### ***Admission***

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor’s degree.
3. Two letters of recommendation.
4. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and a writing sample.
5. Results from the Test of English as Foreign Language (TOEFL) for international students.

### ***Program Purpose***

The purpose of the Master of Education in Career and Technical Education program is to provide professional development and certification opportunities for teachers who wish to pursue professional development, Delaware C&T 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. Students will learn methods to successfully communicate the content and skills of their subject area as well as to develop effective teaching strategies to ensure that students are receiving the best instruction possible while increasing student achievement.

\* Note: The Delaware Department of Education changed the name of this certificate to: Skilled and Technical Sciences Teacher.

### ***Program Competencies***

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

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

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

### ***PRAXIS I Requirements***

Career and Technical Master -10ias301.06 st (112 22

be duplicated at the graduate level if already taken at the undergraduate level. These are dual listed courses and will have additional and differentiated assignments.

## *Curriculum*

### **Basic Instruction**

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

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

\* Courses required for Delaware C&T certification

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

- MCT 6402 Advanced Curriculum Design
- MCT 6403 History and Regulations of Career and Technical Education
- MCT 6404 Career and Technical Education Guidance Practices
- MCT 6407 Career and Technical Student Organizations
- MCT 6405 Career and Technical Education: Community and Business Relations
- MAS 7651 Adolescent Growth and Development
- MAS 7652 Reading in the Content Areas
- MRD 7901 Diagnosis/Assessment of Reading Difficulties for Non-Reading/Lit Maj

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

- MED 6490 Education, Ethics, and the Law\*\*
- MED 7708 Curriculum Leadership\*\*
- MED 7201 Fiscal Operations and Resources\*\*
- MED 7503 School and Community: Building a Shared Vision\*\*
- MED 7701 Supervisory Leadership: Statewide



### *Program Competencies*

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



## *Program Competencies*

The College of Education has 14 program competencies derived from the Delaware Professional Teaching Standards and the College of Education Conceptual Framework. Teacher candidates will demonstrate knowledge, skills, and dispositions required to:

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

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proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

9. Know and use a variety of standards-based language



### *Program Design*

Students are expected to satisfactorily complete all requirements associated with the Instruction: Gifted and Talented program.

The program consists of courses totaling 33 credit hours.

The program is normally completed in two years, although accelerated options are possible. A culminating three-credit







3.2 Use a wide range of assessment tools and practices to plan and evaluate reading instruction in order to support the classroom teacher in the assessment of individual students.

3.3 Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to assist the classroom teacher in using assessment to plan instruction for all students.

3.4 Use a wide range of assessment tools and practices to plan and evaluate effective reading instruction in order to communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

#### 4. Creating a Literate Environment

4.1 Apply foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by assisting the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic backgrounds of students.

4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interest, and cultural and linguistic backgrounds.

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

- 15 or 18 course credits for a cluster of graduate study in reading
- 35 credits required for the master's degree. Subsequently, students may apply for the Reading Specialist certificate through the Department of Education. Documentation of a passing Praxis II score (560) will also be required.

### ***Program Requirements***

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

Completion of the degree includes successful completion of core courses, clinical courses, and a research course. Fifteen (15) semester credits of core courses in language, literacy, content area reading, literature and non-fiction materials for children and adolescents, and measurement, accountability and student learning are required. The required clinical sequence includes twenty (20) semester credits with a minimum of 289 clock hours of practice. All of the core courses require some collaboration and practice in schools. The research seminar is three (3) semester hours and includes analyses of research and conducting research. All MRD courses require interaction with children and/or teachers and paraprofessionals at multiple grade levels.

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

A research project is required. This research project may be qualitative or quantitative and designed for a classroom, school, or on a district level. Research is also conducted with the children participating in the reading clinics, and may be assigned by the course instructor to meet the requirements of this course.

An electronic portfolio is required for all students beginning the program in fall 2009.

### ***Qualifications for a Degree***

To qualify for a Master of Education in Reading, a student must complete all courses: core and clinical, for a total of 35 semester credits. The Knowledge of Reading Test (KRT), which assesses knowledge of basic reading skills, strategies and materials, must be taken online at the beginning of their

program and during either MRD 7920, Practicum In Reading, or MRD 7950, Seminar in Reading Research. The PRAXIS II Reading Specialist test (0300) must also be taken and passed using State of Delaware passing criteria (560) prior to graduation. A cumulative grade point average (GPA) of 3.0 must be maintained throughout the program. The program must be completed within five years.

### ***Course Requirements***

Master of Education in Reading leading to State Certification as a Reading Specialist (35 credits)

#### **Core Courses**

MRD 6102 E-Folio (0 credits)

MRD 7801 Language Development

MRD 7802 Process and Acquisition of Literacy

MRD 7803 Strategies and Materials for Teaching

6102 Seminars for Teaching rates of 18 0



*is program is nationally recognized by the Educational Leadership Constituent Council and the National Council for the Accreditation of Teacher Education.*

### ***Admission***

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor’s degree. Send official transcript(s) directly to Wilmington University from the identified college or university.
- 3.

Qualifying Paper, and a capstone portfolio and internship journal completed as part of the leadership practicum and internship.

### *Program Design*

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

00200

0200

MED 7708 Curriculum Leadership

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

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

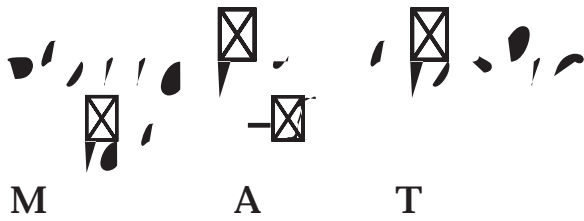
Wilmington University courses approved for Delaware Certification Administrative:

**School Leader II, School District Superintendent/  
Assistant Superintendent**

MED 6490 Education, Ethics, and the Law

MED 7590 School Leadership, Theory and Practice

MED 7201



*A Delaware State-approved program for Secondary Teaching*

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

***Admission***

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor’s degree. Send official transcript(s) directly to Wilmington University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
4. Results from the Test of English as Foreign Language (TOEFL) for international students.

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

***Program Purpose***

The Master of Arts in Secondary Teaching program prepares teachers to meet the academic and social needs of students.

The program is built on a model of the teacher as learner, researcher, and facilitator of knowledge. The program is based

### *Outcomes Assessment*

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

### *Program Design*

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

To be eligible for the program, a teacher candidate must hold a degree in a secondary content area from a regionally-accredited college or university. At entry, previous transcripts of teacher candidates will be carefully reviewed to determine if they have completed the content area coursework that satisfies national standards. Any omissions in such coursework must be completed before student teaching. Also prior to MAS 7801, Practicum/Pedagogical Approaches to Teaching in the Middle and High School, the teacher candidate must pass all sections of PRAXIS: Math, Reading, and Writing (or relevant exemption test) and the appropriate PRAXIS II 9-12 high school level content area test(s). Additional content area coursework may be necessary for teacher candidates who have not met content requirements and have not been initially successful in completing the PRAXIS II test(s).

As is the current master's degree in Elementary Education (for elementary teachers), the MAT program is an attractive route into middle level and high school teaching for individuals coming into the field from other professions. In a relatively short period of time (1 1/2 to 2 years), the program will prepare teacher candidates to teach students at the middle and high school level using the candidate's previously acquired content major. When they complete the program, successful teacher candidates will enter or move forward in the teaching

to encourage teacher candidates to interact with exceptional students and students from different socioeconomic, gender, racial, language, geographic and ethnic groups.

A second area of importance for teacher candidates is the realization that they work with students, families, and communities in ways that reflect the dispositions expected of teachers as delineated in professional, state, and institutional standards. MAT teacher candidates must recognize, develop, and model dispositions that are expected of professional educators.

In order to assess a teacher candidate's initial dispositions and multicultural values, the College of Education administers inventories - "Inventory of Beginning Teacher's Dispositions Survey," and "Multicultural Inventory- during clinical courses in the program.

Because of the importance accorded to these surveys, teacher candidates are expected to participate fully and to comply with these tasks as assigned.

### *Course Requirements*

#### **Secondary Requirements:**

#### **Secondary Teaching: Grade 7-12**

- MAS 6102 E-Folio Electronic Portfolio (0)
- MAS 7651 Adolescent Growth and Development (3)
- MAS 7603 Strategies for Effective Teaching (3)
- MAS 7652 Reading in Content Areas (3)
- MAS 7601 Education of Diverse Populations & Exceptional Children in the Middle and High School (3)
- MAS 7602 School in a Multicultural Society (3)
- MAS 7604 Technology for Instruction (2)
- MAS 7701 Classroom Culture and Student Behavior (3)  
(Prerequisite: MAS 7603 Strategies for Effective Teaching)
- MAS 7996 Practicum I (1)
- MAS 7997 Practicum II (1)
- MAS 7998 Practicum III (1)
- MAS 7801 Practicum/Pedagogical Approaches to Teaching in the Middle and High School (4)

(Prerequisites include: MAS 7601, MAS 7602, MAS 7603, MAS 7604, MAS 7651, MAS 7652, MAS 7701, MAS 7998 and passing all sections of PRAXIS I: Math, Reading, and Writing (or relevant exemption tests), the appropriate PRAXIS II 9-12 high school Content Area Test, and completion of all required courses in a content major).

- MAS 8800 Applied Assessment and Research in the Classroom (3)

(This course may be taken the semester prior to or in conjunction with MAS 8801, Student Teaching/Internship.)

- MAS 8801 Student Teaching/Internship (9)

(Admission to MAS 8801, Student Teaching/Internship requires successful completion of MAS 7801 and all courses and prerequisites complete for MAS 8801).

NOTE: Teaching 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 8800 and MAS 8801.

### *Qualifications for Degree*

An electronic portfolio—E-Folio—and journals are required for the clinical experience. The portfolio must demonstrate a mastery of program competencies based on the Delaware Professional Teaching Standards and related to the College of Education Conceptual Framework. The program must be completed within five years.



*This program is nationally recognized by the Council for Exceptional Children and the National Council for Accreditation of Teacher Education*

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

### ***Admission***

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

1. A graduate application for admission accompanied by a non-refundable application fee.
2. An official transcript from an accredited college, university, or other degree-granting institution, verifying completion of a bachelor's degree. Send official transcript(s) directly to Wilmington University from the identified college or university.
3. An interview with an Admissions Counselor, Program Advisor, or the Program Coordinator and the completion of a writing sample.
- 4.









roles of advanced caregiver, leader, teacher, and participant in and/or conductor of research. Nurses prepared at the graduate level also have the opportunity to influence health policy and to practice with a high level of autonomy in a variety of settings.

### ***Accreditation***

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

#### **Commission on Collegiate Nursing Education**

One DuPont Circle, NW, Suite 530

Washington, DC 20036-1120

202-887-8476

### ***Goals***

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

1. Function effectively in advanced nursing practice roles.

insurance coverage for students. Students are encouraged to maintain separate RN professional liability insurance coverage, but this is not required.

e 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***

is program can be completed in 28 to 32 months. Students must complete all courses, consisting of 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Students are required to complete 600 clinical hours. Courses are not listed in the order of completion.

### ***Family Nurse Practitioner Course Requirements***

#### **Core Courses (12 credits)**

MSN 6501	Advancement of Nursing Science
MSN 6606	Research in Nursing Practice
MSN 7741	Politics and Policy in the Healthcare System
MSN 7750	Teaching and Learning in Nursing

#### **Related Courses (6 credits)**

MSN 6603	Advanced Physiology/Pathophysiology
MSN 7703	Advanced Pharmacology

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

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

### ***Possible Course Sequence***

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#### **Fall**

MSN 6501	Advancement of Nursing Science (Fall I)
MSN 6603	Advanced Physiology/Pathophysiology

#### **Spring**

MSN 7702	Advanced Adult Health Assessment (Spring I)
MSN 7701	Child Development and Assessment (Spring II)

#### **Summer**

MSN 8110	Practicum I—Family Practicum
MSN 7703	Advanced Pharmacology

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#### **Spring**

MSN 8214	Practicum III— Family Practicum
MSN 7707	Primary Care III: Gender Health Issues (Spring I)
MSN 6606	Research in Nursing Practice (Spring II)
OR	
MSN 7750	Teaching and Learning in Nursing (Spring II)

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#### **Spring**

MSN 8223	Practicum III—Family Practicum
MSN 7707	Primary Care III: Gender Health Issues (Spring I)
MSN 6606	Research in Nursing Practice (Spring II)

#### **Summer**

MSN 8330	Practicum IV— Family Practicum
MSN 6606	Research in Nursing Practice (Spring II)
OR	
MSN 7750	Teaching and Learning in Nursing (Spring II)

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#### **Fall**

MSN 8343	Practicum V— Family Practicum
MSN 7741	Politics and Policy in the Healthcare System (Fall I)

### ***Adult/Gerontology Nurse Practitioner Concentration***

is program requires the student to complete 48 credits, while maintaining a grade point average of 3.0 or better. Up to six transfer credits may be accepted if the course content corresponds to required courses. Student ma



*Post-MSN Certificate Course of Study*

Courses are listed in order of sequence.

**Adult Nurse Practitioner**

**(24 credits/ 500 clinical hours)**

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

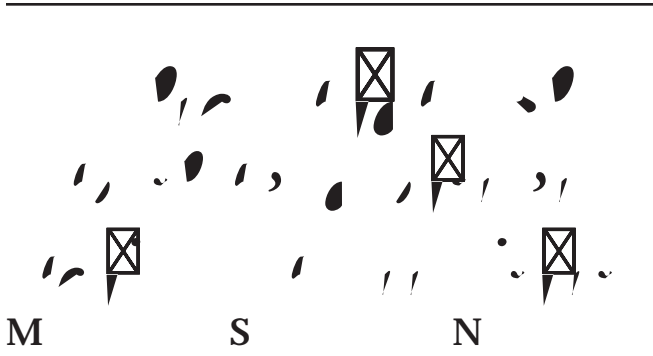
\* May be accepted as transfer credits

**Family Nurse Practitioner**

**(30 credits/ 500 clinical hours)**

- MSN 6603 Advanced Pathophysiology\*
- MSN 7701 Child Development and Assessment
- MSN 7702 Advanced Adult Health Assessment
- MSN 7703 Advanced Pharmacology\*
- MSN 7704 Primary Care I:

Advanced Pathophysiology\* (7703) Advanced Adult Health Assessment (7702) Advanced Pharmacology\* (7703) Primary Care I: (7704) Primary Care II: Acute and Chronic Care of Adults (7705) Primary Care III: Gender Health Issues (7707) Certification Adult Practicum I (8101) Certification Adult Practicum II (8201) Certification Adult Practicum III (8301)



***Admission***

Please refer to “ e 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.



8. Negotiate an appropriate role for advanced nursing practice in the context of a dynamic health care system;
9. Demonstrate advanced oral and written communication abilities;
10. Demonstrate the ability to access, use, and evaluate information and information technologies.

***Prerequisite Course Requirements***

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

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**Fall I**

MSN 8400 Capstone

**Fall II**

MSN 8500 Capstone

*Possible Course Sequence—  
Executive Concentration (Spring start)*

**Spring**

MSN 6500 Leadership Roles  
in Advanced Practice Nursing (Spring I)  
(Not for LNC students)

MSN 6501 Advancement of Nursing Science (Spring II)

**Summer I**

MSN 6606\* Research in Nursing Practice

**Summer II**

Business Elective

**Fall I**

MSN 7741 Politics and Policy in the Healthcare System  
OR  
Business Elective

**Fall II**

MSN 6607 Evidence-Based Decision Making in Nursing  
OR  
MSN 7750 Teaching and Learning in Nursing  
OR  
Business Elective

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**Spring I**

MSN 6641 Philosophical Perspectives of Nursing

**Spring II**

MSN 7741 Politics and Policy in the Healthcare System  
OR  
MSN 7750 Teaching and Learning in Nursing  
OR  
Business Elective

**Summer I**

MSN 7741 Politics and Policy in the Healthcare System  
OR  
MSN 7750 Teaching and Learning in Nursing  
OR  
Business Elective

**Summer II**

MSN 6607 Evidence-Based Decision Making in Nursing  
OR  
Business Elective

**Fall I**

MSN 8400 Capstone

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**Fall II**

MSN 8500 Capstone

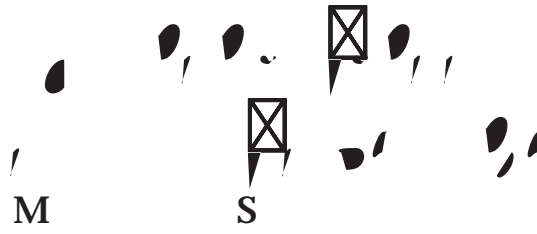


2. Fill a leadership role in executive nursing practice

COLLEGE OF



*(formerly the Division of Behavioral Science)*



M

S

*Admission*



*Administration of Human Services*

*Administration of Justice*

*Community Counseling\**



*Child and Family Counseling*

*Mental Health Counseling*

### *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 blocks and weekend modular 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 or individual capstone project 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 organization (Bsd1sbasB0710eD77e D(s)0nb) san ser177nd organization (0)

**Core Courses**

All students must satisfactorily complete the following core courses:

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professional practitioners in the field and weaves the themes of scholarship, professional experience, ethics, and technology into the courses to meet the goals and objectives of the program.

### ***Program Design***

The Master of Science in Administration of Justice is designed to meet the educational needs of emerging managers and scholars who will be challenged by the many complex issues in criminal justice and private sector settings in the future. Emphasis is placed on producing scholarly practitioners who have the theoretical, operational, and practical educational foundation to be successful in their professional fields. The concentrations in “Leadership and Administration” and “Criminal Behavior” provide the opportunity for specialized studies. There is also a more general approach for those with other interests.

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

Additionally, the program has a built-in flexibility that respects the professional and personal commitments and responsibilities that today’s learners have while pursuing their goal of advanced academic studies. Classes are presented in semester-long, seven-week blocks and weekend modular offerings, as well as Distance Tutorials to conveniently fit the busy schedules of the students. The program is designed to be completed in two years of continuous study but may be accelerated by some students. Students will build a personalized schedule in consultation with their individual faculty advisor.

### ***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 in residence. A total of four courses may be chosen from an area of specialized concentration. The remaining three courses are taken as electives from any of the courses offered in the program which may include up to three courses from the Distance Tutorial format. Students who do not declare a specialization will take a total of seven electives from any of the courses offered in the Master of Science in Administration of Justice program.

NOTE: A master’s thesis is not required; however, students who plan to continue studies in a doctoral program are encouraged to write a master’s thesis, which is offered as a three-credit elective. Thesis supervision will be arranged through individual application to the Program Coordinator. Quantitative Applications in Criminal Justice (MAJ 6632) is a prerequisite to Thesis Supervision (MAJ 6900).





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

1. A graduate application for admission to Wilmington University and a non-refundable application processing fee.
2. Official transcripts sent directly to the Wilmington

### **Technological Skills**

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

### **Knowledge**

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

### **Personal and Professional Identity**

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

## ***Course Requirements***

### **Required Core Course Curriculum (33 credits)**

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

### **Required Field Experiences (15 credits)**

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

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## C A                      S

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

### **Area Specialization Core Courses**

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

### ***Admissions Requirements***

The following are required for admission:

1. A completed Wilmington University application
2. Official transcripts with degree conferral for master's degree in counseling or closely related area
3. Current resume
4. Interview (with the Registrar or the Graduate Program Coordinator)

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- International students only: the results of the Test of English as Foreign Language (TOEFL).

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

### ***Program Purpose***

The express purpose of Wilmington University's Master of Science program in *Information Systems Technologies* is to satisfy workplace needs for talented employees with advanced knowledge about managing information systems. Students completing the program will better understand 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, to capitalize on the interdisciplinary nature of modern information systems and the settings in which they are implemented, the MS-IST includes four career concentrations.

### ***Program Competencies***

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

#### **I. Oral Communication**

- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

#### **Written Communication**

- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Utilize appropriate APA format for scholarly writings.

#### **II. Disciplined Inquiry**

- Utilize quantitative, qualitative and scientific reasoning to solve problems.
- Exercise 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.

#### **III. Information Literacy**

- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

#### **IV. Ethics**

- Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession.

#### **V. Integration Component**

- Identify systemic interrelationships.
- Apply a Systems Thinking Approach to identify benefits, disadvantages, and synergies of an Information System.

#### **VI. Business Application**

- Synthesize creative solutions recognizing the interdependence of various components in an organizational system.
- Demonstrate the ability to apply various models concerning planning, organizing, controlling, and actuating an informational environment within a modern organization.

### ***Program Design***



### *MS-IST Program Requirements*

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

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

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

A minimum foundation of essential prerequisite knowledge is

needed for the MS-IST program. This knowledge is provided by the following courses:

## C / C T

A concentration/career track consists of five or more related electives that prepare a student for a specialization. Tracks are, by definition and implementation, multidisciplinary, often involving courses in a college other than the College of Technology. For example, the Training Skills specialization in an academic track may be taken in the College of Education and in the College of Business.

### ***Information Assurance Concentration/Career Track:***

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

MAJ 6610	White Collar Crime
MAJ 7000	Contemporary Issues in Homeland Security
SEC 6010	Planning for Information Security
SEC 6020	Security Issues Concerning RFID Technology Applications
SEC 6030	Operating System and Computer Systems Security
SEC 6040	Web and Data Security
SEC 6090	Topics in Information Assurance

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

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

MBA 7594	Creativity in Management
MGT 6501	Organization eory and Design
MGT 7400	Analysis of Decision Making
MGT 7504	Ethical Issues in Management
MGT 7591	Leadership and Communication
MGT 7710	Integrative Independent Study Project A
MGT 7900	Topics in Management
MHR 7830	Finance and Accounting for Managers

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

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

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

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

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

DSN 6010	Streaming Media
DSN 6020	Human Computer Interaction
DSN 6030	Advanced Multimedia and Animation
DSN 6050	Markup Languages Advanced Authoring
DSN 6060	Database/Web Design Integration
DSN 6080	Internet Development/Design for Competitive Advantage
DSN 6090	Topics in Internet/Web Design

### ***Supervised Field Experience/Internship***

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

**ere are three possible options for students at this juncture in the program:**

- The first option provides students following the Internet/Web Design Concentration/Career Track

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

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

### *Qualifications for Degree*

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

WCU Site

**AHS 6600** **3 credits**  
***Survey of Human Services***

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

**AHS 6610** **3 credits**  
***Administration of Human Service Organizations***

This course will provide basic knowledge, theory and skills in the administrative aspects of the human service delivery system. Issues of supervision, management and development of paid and volunteer staff will be addressed. Fiscal administration, including the creation of budgets, grant and 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** **3 credits**  
***Legal and Ethical Issues  
in Human Service Administration***

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** **3 credits**  
***Research, Design and Evaluation of Programs  
in Human Services***

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.





DBA 8000

**DSN 6010**

**3 credits**

***Streaming Media***

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

**DSN 6020**

**3 credits**

***Human Computer Interaction***

Human-Computer Interaction (HCI) involves studies of the interaction among people, computers, and interactive devices.

Workshops, projects, and assignments will be used to explore the design and evaluation of interactive systems.



**EDD 7000**

**3 credits**

***Experiential Learning: Leadership Issues***

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

**EDD 7100**

**3 credits**

Using basic principles of organizational behavior, this course explores how context matters to the sites engaged in change by investigating an organization—its history, culture, and particular factors that influence how it operates when engaged in systematic reform or improvement efforts.

**EDD 7300** **3 credits**  
***Policy Systems/Analysis, Evaluation, and Implementation***

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

**EDD 7301** **3 credits**  
***Finance, Resource Development and Implementation***

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

**EDD 7402** **3 credits**  
***Problem-Centered Research I***

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

**EDD 7403** **3 credits**  
***Problem-Centered Research II***

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

**EDD 8102** **3 credits**  
***Leadership Practicum***

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

**EDD 8103** **3 credits**  
***Internship***

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

**EDD 8104** **3 credits**  
***Field Experience and Portfolio Assessment***

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

**EDD 9000-9004** **9 credits**  
***Dissertation Project***

This course involves extensive work by the student with advisement from a faculty member. A pre-arranged plan of the project must be completed and be reviewed and approved by the student's advisor and one other committee member. This work may involve extensive on-going research/writing by the student on a research project or in topic inquiry with advising from one or more faculty members (100 percent of class).

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**EDT 6010**

**3 credits**

***Instructional Applications of Technology***

the design, development, and evaluation of digital learning experiences for the purpose of facilitating digital-age learning





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**

<p><b>MAJ 6612</b> <span style="float: right;"><b>3 credits</b></span>  <i>Drugs and Society</i>            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.</p>	<p><b>MAJ 6618</b> <span style="float: right;"><b>3 credits</b></span>  <i>Contemporary Issues in Corrections</i>            This course will explore the current and controversial issues impacting modern corrections. Discussions will focus on the shifting philosophies and ideologies in the field and the practical effect these changes have on the effectiveness and efficiency of correctional policies and day-to-day operations. Complex case studies will be utilized to allow the student to act as policy maker and decision maker in real life correctional scenarios.</p>
<p><b>MAJ 6613</b> <span style="float: right;"><b>3 credits</b></span>  <i>Mental Health and the Law</i>            The purpose of this course is to acquaint the criminal justice practitioner with the mental health field and the interaction between the two. Psychological evaluations, testing issues, insanity defense, forensic psychiatry, expert testimony, and the role of the mental health professional in criminal justice issues are included as discussion topics. Case studies and current issues will be presented in a seminar format.</p>	<p><b>MAJ 6619</b> <span style="float: right;"><b>3 credits</b></span>  <i>Forensic Behavior Analysis</i>            This course will examine the behaviors that are exhibited by criminals based upon an analysis of critical behavioral markers. Behavior will be reviewed from a variety of perspectives, including criminological, psychological, and physiological. Crime scene analysis will be discussed as a source of profiling criminal behavior, and the use of the polygraph will be explored as an attempt to examine diagnostic tools to predict and explain deviance and criminal behavior.</p>
<p><b>MAJ 6614</b> <span style="float: right;"><b>3 credits</b></span>  <i>Addiction Studies</i>            This course will review the addictive behaviors that professionals in the criminal justice system encounter on a regular basis. Substance and behavioral addictions will be reviewed in the context of victims and offenders. A variety of treatment protocols will be discussed to equip the criminal justice professional with the background to deal effectively with these criminal issues.</p>	<p><b>MAJ 6620</b> <span style="float: right;"><b>3 credits</b></span>  <i>Criminal Justice System: Policy and Process</i>            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.</p>
<p><b>MAJ 6615</b> <span style="float: right;"><b>3 credits</b></span>  <i>Therapeutic Strategies for Criminal Justice Offenders</i>            This course presents an overview of the strategies and various protocols that are used in the rehabilitation and counseling of criminal offenders who are incarcerated or assigned to residential facilities through judicial referrals. Institutional and non-institutional programs will be reviewed.</p>	<p><b>MAJ 6621</b> <span style="float: right;"><b>3 credits</b></span>  <i>Law and Social Control</i>            The social control functions of the law will be examined, with a focus upon specific issues of criminal law. The course will cover the law of criminal justice.*</p>
<p><b>MAJ 6616</b> <span style="float: right;"><b>3 credits</b></span>  <i>Judicial Procedures</i>            This course presents the legal framework for the study of criminal justice. Starting with an overview of the United States Constitution, the student will learn due process, probable cause, and the basic underlying concepts. Issues of search warrants, arrests, interrogation, and the trial process will be discussed. This course is especially useful and highly recommended for those students who have not had previous law courses or those who are not currently working in the criminal justice arena.</p>	

**MAJ 6632** **3 credits**

***Quantitative Applications in Criminal Justice***

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

**MAJ 6633** **3 credits**

***Research Methods in Criminal Justice***

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

**MAJ 6701** **3 credits**



**MAJ 7003** **3 credits**

***Risk Assessment and Management***

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

**MAS 7602** **3 credits**

***School in a Multicultural Society***

Students will examine schooling and the local, regional, and national demographics of cultures in American society. Concepts and strategies for infusing cultural understanding into the classroom will be presented, and standards for

**MAS 6102** **0 credits**

***E-Folio***

This course provides access to the electronic portfolio that is required for all students in the Master of Arts in Secondary Teaching program who began their coursework on or after September 1, 2008. This is a non-credit course and does not meet as a regular class. The course requires an initial fee which provides students with instructions and ensures their access to the electronic portfolio for a period of six years. Students must enroll in this course at the beginning of their programs because documents, assignments, and artifacts from other courses will be placed into the electronic portfolio.

**MAS 7601** **3 credits**

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

Students will learn about and apply concepts directly relating to the educational needs of all learners presented in the classroom. Assessment instruments used to identify eligibility for specialized instruction and/or related services and the use of evaluation data appropriate to the design and implementation of individualized educational programs (IEPs) will also be studied and applied to the professional and ethical responsibilities required of general education teachers in multi-cultural settings. Interventions for specific disabilities, as generated by evaluation data, will be created. Federal, state, and local legislation, regulations, policies, and procedures will be reviewed and analyzed as appropriate to the delivery of services to students with special needs. The social, emotional, and intellectual characteristics of gifted students will be examined, including an analysis of identification procedures and service delivery models. Pedagogy and resources that support IEP goals and objectives for gifted students will be presented. A research paper reviewing least restrictive environment (LRE) issues will be required, as will classroom observation in a special education resource and/or general education classroom.

***Prerequisite: MAS 6102***

and study of the reading behavior of a secondary student are required. *Prerequisite: MAS 6102*

**MAS 7701**

**3 credits**

*Classroom Culture and Student Behavior*

is course is an in-depth study of practical techniques applied

semester prior to or in conjunction with MAS 8801, Student Teaching/Internship. *Prerequisite: MAS 7801*

**MAS 8801**

**9 credits**

*Student Teaching/Internship*

Students participate in a clinical immersion, which includes 60 full days of student teaching in a secondary school. A supervisor of student teaching from Wilmington University and a cooperating teacher in the school are identified to mentor and monitor each student teacher. Attention is given to placing students in schools/classrooms that reflect a diverse student population. 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 portfolio. Prerequisites: Approved application from the Office of Clinical Studies

**MBA 7296**

**3 credits**

***International Finance***

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

**MBA 7301**

**3 credits**

***Business Support Systems***

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

MBA 7606

3 credits

*Business to Business and Business to Government*

*Marketing*

The focus of this course is to explore the techniques of

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population of students. Multiple strategies will be considered for (1) planning, designing, and delivering lessons that make learning meaningful for students; (2) creating an environment in the classroom conducive to learning; and (3) treating all students equitably in the classroom. The effective teaching skills required by Charlotte Danielson's "Framework for Teaching" and by the Delaware Professional Teaching Standards will be emphasized in the course. The lesson planning and design component of the course will focus on the Delaware Content Standards for social studies, with a special emphasis on the standard for economics. Requirements include six (6) clock hours of field observation and a related project. *Prerequisite: MBE 5002*

**MBE 5004**

**3 credits**

*Methods of Teaching Business and Economics*



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 8030**



for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

**MCT 6402**

**3 credits**

**MCT 6412**

**3 credits**

***Career and Technical Education Classroom Management***

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

**MCT 6413**

**3 credits**

***Methods of Teaching Career and Technical Education II***

This course is geared to meeting the developmental learning needs of career and technical education students. Effective

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implementation at the school and district level. The course also explores major unsolved problems related to financing of public education, including: equalizing educational opportunity—a goal that has not been achieved on a nationwide scale; providing high-quality education that is equitable for all students regardless of place of residence or degree of parental affluence; and providing adequate funding in a manner that is fair to all taxpayers.

**MED 7503** **3 credits**

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

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

**MED 7590** **3 credits**

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

October 1, 2018 10:50 AM EDT

strategies for removing barriers to student achievement and promotes equal educational access and opportunity regardless of family income, skin color, religion, gender, social group, ethnicity, sexual orientation/preference, age, cultural identity, language, or ability.

**MED 7705**

**3 credits**

*Measurement, Accountability, and Student Learning*

This course will prepare educators in three areas related

Opportunity, Title IX, NCLB, etc.; labor relations strategies; and community relations.

**MED 7710**

**3 credits**

*Technology and the School Environment*

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

1. Inspire the development of a shared vision of



require at least 15 documented hours of observation/participation in an approved, authentic setting that is designed for gifted/talented students. The observations are reported in a journal using the D.A.R. format (describe, analyze, reflect).

**MED 8802**

**3 credits**

***Action Research Procedures***

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

**MED 8803**

**3 credits**

***Action Research Project***

This course replaces MED 8800 and is the capstone course for the M.Ed. degree in Instruction: Teaching and Learning





program course work. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting and 21 hours of supporting seminars. Practicum and student teaching placements are in different school settings. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. *Prerequisites: MEE 7996 and valid T.B. clearance*

**MEE 7998**

**1 credit**

*Practicum III*

This course emphasizes synthesis and evaluation but narrows the focus to the area of reading. Practicum III expects the more advanced teacher preparation student to administer a diagnostic reading inventory to one child and then devise and carry out a remediation plan for that child under the close supervision of the Practicum advisor, classroom teacher mentor, and site-based reading teacher or reading specialist. The course requires a minimum of 35 contact hours of supervised clinical experience in an approved setting and 21 hours of supporting seminars. Practicum and student teaching placements are in different school settings. A reflective set of learning activities, focusing on the theory and practice of reading is completed for Practicum III. *Prerequisites: MEE 7997, valid T.B. clearance, MEE 7632 and MEE 7633 (may be taken concurrently)*



**MGT 7800** **3 credits**

***Strategy in Organizations***

This course explores the role of strategy and its creative use through the various schools of strategic design that include planning, analysis, visionary processes, mental and emergent processes, negotiation, and environment. An appreciation of the contributions and limitations of the various schools of strategy is developed and from it emerges a coherent understanding of how strategy impacts organizations. In this course, students have the opportunity to develop an understanding of their strategic preferences as practicing managers and leaders.

**MGT 7900** **3 credits**

***Topics in Management***

This course addresses different topics of interest in the management discipline. It is conducted in a seminar or symposium format where each student is an active and involved participant. The course may be used to meet part of the elective requirements for business degree programs.

**MGT 8800** **3 credits**

***Integrative Independent Study Project B***

The MGT 8800 Integrative Independent Study Project is the culminating three credit hour course that combines theory and practice executed through a research methodology for the application of knowledge and skills which were acquired in regular course work. It is a comprehensive and integrative experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. The documentation process culminates with an approved, completed project. Project approval must be received from the project mentor.

**MHR 6503** **3 credits**

***Law, Regulation and the Workplace***

This course focuses on the legal impact and effect of regulatory agencies on the development and maintenance of human resource management programs. Common practices in hiring and firing, promotion and discipline, safety, testing, equal employment opportunities, and disability coverage are discussed.

**MHR 7900** **3 credits**

***Special Topics in Human Resource Management***

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

**MLL 7400** **3 credits**

***Methods of Teaching English as a Second Language  
(Grades 6-12)***

*\*NOTE: This course is ONLY for those students who have already taken MLL 7404.*

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

**MLL 7401** **3 credits**

***Structure of English Language in ELL***

This course is designed for educators working with English Language Learners (ELL) in grades K-12. Participants in 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

assessing progress are studied. Specific instructional strategies for second language learners recommended by experts will be analyzed. Twelve hours of clinical observation and subsequent analysis of the teaching of reading/writing are required.

**MLL 7405** **3 credits**  
*Teaching Literacy for ELLs*

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

**MLL 7406** **3 credits**  
*Methods of Teaching Language Arts/English to Second Language Learners (Grades K-12)*

During this course, current principles, practices, and methodologies for teaching limited English proficient students will be thoroughly introduced and analyzed. Students will 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. *Prerequisite: MRD 7803*

**MMA 6100** **3 credits**  
*Pre-Calculus for Certification*

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

school certification requirements in mathematics. *Prerequisite: MAT 304 or college algebra equivalent*

**MMA 6200** **3 credits**  
*Finite Math for Certification*

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

**MOL 6100** **3 credits**  
*Leadership Foundations*

This course 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** **3 credits**  
*Group Processes and Facilitation Skills*

This course emphasizes the skills and capabilities required for leadership effectiveness at the levels of self, group, organization, and society. By experientially exploring the issues of the personal effectiveness dimension of leadership, students gain an appreciation of their leadership capabilities and opportunities for growth. 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** **3 credits**  
*Leadership and People*

This course examines leadership issues peculiar to people in organizations. The questions of appropriate responsibility and reasonable obedience are explored. Dimensions of motivating and motivation are discussed. Organizational culture and its implications for leadership are studied in detail. Finally, issues in diversity are surveyed.



**MOL 6600**

**3 credits**

***Legal and Ethical Aspects of Organizations***

is 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



questioning, and reading enjoyment. Students explore materials used to implement balanced literacy programs. Establishing objectives, including critical thinking, evaluative criteria, and appropriate evaluation techniques for assessing progress are studied. Students are required to model/demonstrate strategies in classrooms other than their own and conference with teachers. *Prerequisites: MRD 7801 and 7802*

MRD 7804 **INTEGRATION OF MODERN TECHNOLOGY IN THE CLASSROOM**  
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MRD 7903

6 credits

*Diagnosis and Correction of Reading Difficulties*

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



MSE Option A courses, will add pre-k certification to the 1-8 certification in the State of Delaware.

**MSE 7990** **1 credit**  
***Practicum in Special Education***

MSE 7990 Practicum is a one-credit, supervised, structured, field-based, exploratory program that requires at least thirty-five (35) hours in an approved educational learning environment for individuals with exceptional learning needs (ELN). Fieldwork is supported by (21) hours of Practicum seminar sessions. Seminars are held weekly or monthly by faculty of the College of Education.

The MSE 7990 Practicum is intended to help teacher preparation candidates in the MSE program analyze and reflect on learning, teaching, and the school environment in relation to both the Council for Exceptional (CEC) Professional Standards and the Delaware Professional Teaching Standards (DPTS). The “capstone” experience for this Practicum is teaching a lesson in a learning environment for individuals with exceptional learning needs.

The MSE 7990 Practicum’s activities begin the process of helping the teacher preparation candidate understand and achieve College of Education Program Competencies. Practicum activities and expectations reflect the College of Education Conceptual Frameworks and are standards-driven.

The standards-based teacher preparation curriculum is linked directly to Delaware’s Professional Teaching Standards, the Council for Exceptional Children Professional Standards, and the four Domains of Professional Practice. *Prerequisites: MSE 7401, valid TB clearance*

**MSE 8101** **3 credits**  
***Severe Disabilities***

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

The concepts of inclusion and non-categorical educational identification and teaching are emphasized. A clinical component of observation and analysis of severe disabilities is included.

**MSE 8102** **3 credits**  
***Legislation and Implementation of Policy and Procedure***

Pertinent legislation at federal and state levels is reviewed. Emphasis is on the implementation of mandates, policies, and procedures. The course includes interpretation of psychological and other special reports, preparation of the special education teacher for multidisciplinary team meetings (MDT’s) and meetings with parents and other professionals to develop the

individualized education program (IEP). *Prerequisite: MSE 7403*

**MSE 8103** **3 credits**  
***Supervision and Evaluation of Special Education Programs***

Students study the relationship of research in special education to program development, administration, supervision, and evaluation. Administration of special education programs and how they interface with state, district, and school administration policies and procedures are a focus. Students are required to develop a written plan for a research-based special education program that includes personnel, methods, materials, staff development, relationship to other professionals, parent training, public relations, and budget. *Prerequisites: MSE 7401, 7402, 7403, 7404, 7990, 8101, and 8102*

**MSE 8802** **9 credits**  
***Student Teaching in Special Education***

Students participate in a supervised clinical experience for a minimum of 60 full days for nine credit hours. Each student is assigned both a cooperating teacher from a special education setting in a grade level from one through eight and a supervisor from Wilmington University. Prerequisites: MSE 7401, MSE 7402, MSE 7403, MSE 7404, MSE 8102, MSE 8103, and MSE 8101; GPA of 3.0; passing scores on PRAXIS I (Math, Reading, and Writing) and the appropriate PRAXIS II; and an approved application from the Office of Clinical Studies. Applications must be submitted by October 1 for spring placements or March 1 for fall placements. A criminal background check may be required.

**MSN 6500** **3 credits**  
***Leadership Roles in Advanced Practice Nursing***

As an introduction to graduate studies, this course seeks to re-orient the student to learning in an academic setting, communicating in the area of information literacy and

Examination of major philosophies illustrates the influences on nursing and health care. The development of concepts related to health care is examined with beginning experience in concept analysis. Models and theories that direct and guide practice are applied. The importance of research and its link to nursing science is addressed.

**MSN 6603** **3 credits**

***Advanced Physiology/Pathophysiology***

This course focuses on advanced concepts of normal physiology of major body systems and highlights relationships among systems. Knowledge of normal physiology provides the student with a basis for interpreting health deviations. Variations from normal and pathophysiologic processes are presented.

**MSN 6606** **3 credits**

***Research in Nursing Practice***

This course explores the interconnectedness of nursing theory, nursing research, and nursing practice. Concepts related to the philosophy of science and generation of knowledge are examined. Both qualitative and quantitative approaches to the research process are encouraged. Clinical projects designed to demonstrate the interrelationship of theory, research, and practice, and which relate to the area of health promotion, are addressed. An action plan is developed to serve as the application phase of the research process. Research utilization and dissemination in advanced practice are discussed. Ways to incorporate clinically-based research are investigated.

**MSN 6607** **3 credits**

***Evidence-Based Decision-Making in Nursing***

This course emphasizes the application of data analysis to the every day decision-making expected of nurses practicing at advanced levels. Students are introduced to data analysis using commercial statistics software programs (administrative, educational, practice, etc) will be provided. The use of data to apply for, administer, and evaluate grants will also be addressed.

**MSN 6641** **3 credits**

***Philosophical Perspectives of Nursing Leadership***

This course acquaints students with selected philosophies which have influenced health care, nursing, and clinical ethics. Understanding and debating the philosophical bases of health care support the development of one's personal philosophy of nursing leadership. Students explore their values, analyzing how personal and professional values shape professional practice, decision-making, and system development. Students consider the philosophical bases and utility of contemporary

aspects of nursing practice, including holistic care, transcultural influences, and complementary therapies.

**MSN 6645** **3 credits**

***Bioethics in Nursing Practice***

This course will introduce the student to bioethical concepts that impact upon nursing practice. Students will focus on ethical concepts as they apply to LNC and nursing practice. Conceptual, factual, and normative issues will be explored to provide the framework within which many arguments of biomedical ethics are formulated.

**MSN 7000** **1-2 credits**

***Independent Study in Nursing***

Students may earn one or two credits through individualized projects with faculty guidance. Projects supplement selected aspects of the program, including research, clinical practice, or theory.

**MSN 7310** **3 credits**

***Legal Issues in Nursing Practice***

This course provides an overview of the legal process and an introduction to the legal issues nurses face in their clinical practice. Case examples and case analysis methods discussed in class will provide nurses with information on risk management and patient advocacy strategies that positively impact health care delivery.

**MSN 7320** **3 credits**

***Practices in the Realm of Nursing and the Law***

This course will introduce the student to the field of Legal Nurse Consulting as a specialty practice within nursing. Exploration of the roles nurses play in the legal field, introduction of legal concepts applicable to nursing practice, and analysis of medical-legal scenarios will provide the student with exposure to a variety of career options within the practice of Legal Nurse Consulting.

**MSN 7330** **3 credits**

***Entrepreneurship for Nurses***

This course will familiarize students with the development of a business plan. Students will learn marketing concepts with relevance to marketing LNC services to attorneys, insurers, and facilities. Skills related to office management and billing will also be addressed. Issues related to professional presentation of self will be highlighted.

**MSN 7340** **3 credits**

***Practicum: Post Master's Legal Nurse Consultant***

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.

**MSN 7350** **3 credits**

***Forensic Nursing: Clinical and Legal Implications***

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** **3 credits**

***Child Development and Assessment***

This course focuses on advanced comprehensive physical, psychosocial, developmental, and cultural assessment of the child within the context of his/her family and community. Determination of the health status of children from infancy to adolescence through evaluation of a variety of data collection techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. Practice sessions enable the student to refine history and physical assessment skills. *Prerequisite: MSN 6603, MSN 7702*

**MSN 7702** **3 credits**

***Advanced Adult Health Assessment***

This course focuses on developing advanced health assessment skills appropriate for delivery of primary care to the adult client. The course will provide the student with necessary skills to advance beyond basic history and physical examination to using initial diagnostic reasoning skills. Assessment skills will be refined for the determination of the health status of young, middle, and older adults in the clinical laboratory setting. Students will broaden their ability to recognize abnormal findings within the context of the physical examination. Core

concepts will be included regarding promotion of health



**MSN 7707**

**3 credits**

***Primary Care III: Gender Health Issues***

This course focuses on providing primary care with special emphasis on gender-related health issues. An epidemiological framework will be applied to the study of health problems. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are addressed.

*Prerequisites: MSN 6603, MSN 7702, MSN 7703*

**MSN 7708**

**3 credits**

***Primary Care IV: Acute and Chronic Care of Geriatrics***

This course focuses on providing care to the older and elderly adult using a life span approach. Health promotion and disease prevention is stressed. Assessment, diagnosis, and management of acute episodic illnesses and stable chronic health conditions are emphasized. Aspects of differential diagnosis are addressed. Concepts of epidemiology are explored and applied. The importance of a theoretical model for primary care delivery is stressed. The student applies health promotion, disease

will be expected to demonstrate the clinical course objectives

120 clinical hours in the semester, or a cumulative amount of 240 hours. *Prerequisite: MSN 6603, 7702, 7703, 7709, 8111*



**SEC 6010**

**3 credits**

*Planning for Information Security*

is course addresses the necessity of developing accurate Business Continuity Plans. Within this scope, emergency response, business resumption, and disaster recovery will be

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