

WELCOME TO WILMINGTON COLLEGE

Wilmington College has a rich history of excellence in teaching and scholarship. Since its founding in 1862, the college has grown from a small school to a nationally recognized institution. In 1948, the college celebrated its 86th anniversary, and in 1968, it marked its centennial. Today, with over 10,000 students, Wilmington College continues to uphold its tradition of academic excellence and personal attention to each student.

The college's commitment to excellence is reflected in its diverse academic programs, including liberal arts, business, education, and health care. In 2005, the college was named one of the "Best Colleges in America" by U.S. News & World Report. This recognition is a testament to the college's dedication to providing a high-quality education and a supportive learning environment for all students.

Wilmington College is a member of the National Association of Independent Colleges and Universities (NAICU) and the National Association of Christian Colleges and Universities (NACCU). The college's commitment to academic excellence and personal attention to students is a cornerstone of its identity. We invite you to join our community and experience the difference that makes Wilmington College a truly exceptional place to learn and grow.

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The College Mission

Wilmington College is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students.

Wilmington College is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. We strive to provide a high-quality education that prepares our students for the challenges of the 21st century. Our faculty members are dedicated to providing a supportive learning environment and fostering a sense of community among our students.

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A Message from the President

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John Doe
President

Academic Information 1

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The Graduate Admissions Pr.....20o1TTThe Gra6GWAl(r)6(...)6(dmission.....)TJ/Span /Acext (35m ()TjEMC 4.85 0 Td(.....)

Transfer Credit Policy

Transfer credit is granted to students who have completed college-level courses at an accredited institution. The policy is based on the following criteria:

- Accreditation:** The institution must be accredited by a recognized agency.
- Course Equivalency:** The course must be equivalent to a course offered at the University of North Carolina.
- Grade Requirement:** A grade of C- or better is required for credit to be granted.
- Maximum Credit:** A maximum of 15 semester hours of transfer credit is allowed for undergraduate students.
- Prerequisites:** Prerequisites for the course must be met.

Grading

Academic Integrity

Academic integrity is a fundamental principle of the University of North Carolina. It is defined as the adherence to the highest standards of honesty and ethical behavior in all academic work. This includes, but is not limited to, the following:

- Plagiarism:** Copying or using the work of others without proper citation.
- Unauthorized Collaboration:** Working with others on assignments when it is not permitted.
- Unauthorized Access:** Accessing or using electronic resources without proper authorization.
- Cheating:** Using unauthorized materials or information during an examination.
- Fabrication:** Inventing data or sources for research.

Course Numbering System

The course numbering system is used to identify the level and content of a course. The first two digits represent the level of the course, and the last two digits represent the course number.

Undergraduate Courses

- 000-099: General Education courses
- 100-199: First-year undergraduate courses
- 200-299: Second-year undergraduate courses
- 300-399: Third-year undergraduate courses
- 400-499: Fourth-year undergraduate courses

Graduate Courses

- 5100-5600: Master's degree courses
- 6100-8999: Doctoral degree courses
- 7100-9100: Professional courses (e.g., law, medicine)

Grade Point Average (GPA)

The Grade Point Average (GPA) is a measure of a student's academic performance. It is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. The scale for GPA is as follows:

- A: 4.0
- B: 3.0
- C: 2.0
- D: 1.0
- F: 0.0

Grading System

The grading system is used to evaluate student performance in a course. The grades are as follows:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Marginal
- F: Failure
- I: Incomplete

"I" Grade for Incomplete Work

Table 1. Graduate Grading System

Grade	Numerical Equivalent	Quality Points	Explanation
A	95-100	4.00	Excellent.

Registration

THE GRADUATE ADMISSIONS PROCESS

... (13 ...) ...

... (302) 295-1117.

Program Admission

...

Degree Candidacy

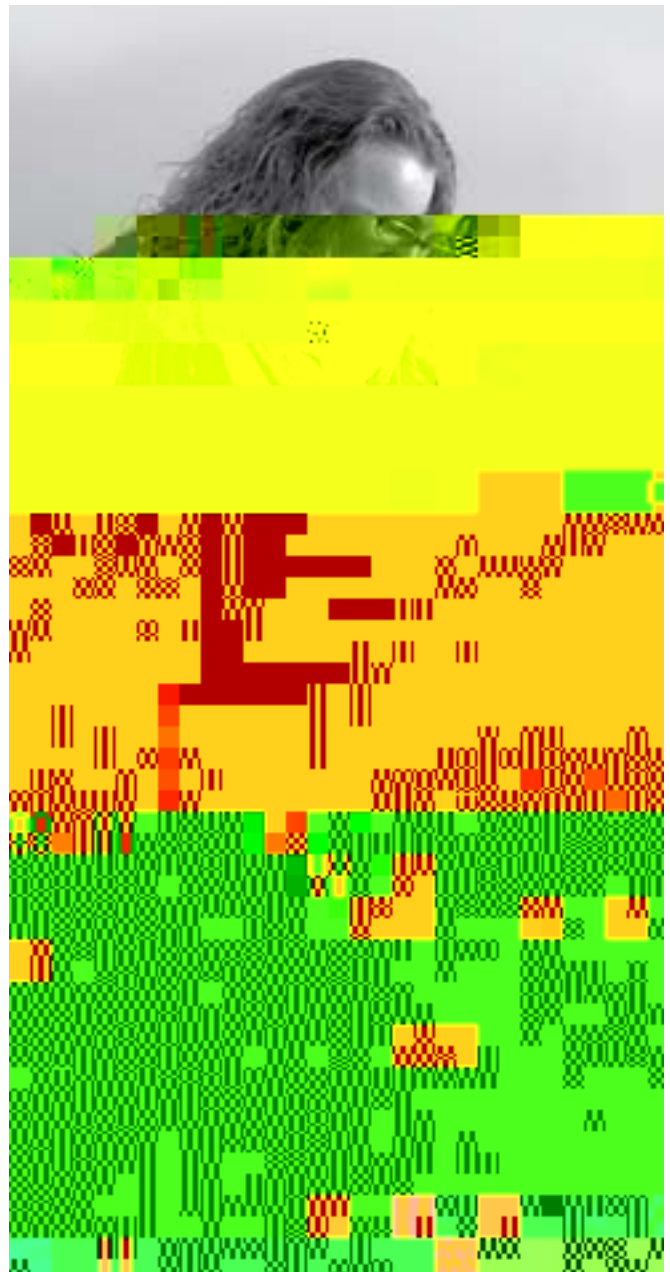
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- End of the fourth graduate course or at the completion of 12 credit hours.
- End of the thirteenth course or at the completion of 39 credit hours.

... 3.0 ...

College Policies Regarding Applicants with Felony Convictions

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→ 1200 $\frac{1}{100}$ = 12 $\frac{1}{100}$ = 12%

The Alumni Association

The Alumni Association is a non-profit organization that was established in 1972. It is a 501(c)(3) organization and is dedicated to promoting the interests of the alumni of the University of the Pacific. The Association's primary purpose is to foster a sense of community among the alumni and to provide them with the resources and support they need to succeed in their careers and lives. The Association also works to promote the University's mission and values and to support its academic and research programs. The Association's activities include organizing reunions, providing financial aid to students, and promoting the University's public relations. The Association's membership is open to all graduates of the University of the Pacific, and it is a privilege to be a part of this organization. The Association's website is www.upac.edu/alumni.

DIVISION OF BEHAVIORAL SCIENCE



Master of Science Degree Programs:

- Master of Science in Applied Behavior Analysis
- Master of Science in Psychology
- Master of Science in Applied Behavior Analysis (Specialty in Autism Spectrum Disorders)

Certificates:

- Certificate of Completion in Applied Behavior Analysis
- Certificate of Completion in Psychology
- Certificate of Completion in Applied Behavior Analysis (Specialty in Autism Spectrum Disorders)

ADMINISTRATION OF HUMAN SERVICES

MASTER OF SCIENCE

Admission

The Department of Administration of Human Services offers a Master of Science degree in Applied Behavior Analysis. The program is designed to prepare students for careers in the field of applied behavior analysis. The program is a two-year, full-time program. The program is accredited by the Behavior Analysis Certification Board (BACB).

1. The program requires a minimum of 30 credit hours of graduate-level coursework. The program is a two-year, full-time program. The program is accredited by the Behavior Analysis Certification Board (BACB).
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The program is designed to prepare students for careers in the field of applied behavior analysis. The program is a two-year, full-time program. The program is accredited by the Behavior Analysis Certification Board (BACB).

Program Purpose

The purpose of the Administration of Human Services program is to prepare students for entry-level positions in human services. The program is designed to provide students with the knowledge and skills necessary to work in a variety of human service settings, including community mental health centers, substance abuse treatment centers, and social service agencies. The program is a two-year program that includes coursework in human services, social work, and general education. The program is accredited by the Council on Social Work Education (CSWE) and the American Association of Colleges of Social Work (AACSW).

Program Design

The Administration of Human Services program is a two-year program that includes coursework in human services, social work, and general education. The program is designed to provide students with the knowledge and skills necessary to work in a variety of human service settings, including community mental health centers, substance abuse treatment centers, and social service agencies. The program is a two-year program that includes coursework in human services, social work, and general education. The program is accredited by the Council on Social Work Education (CSWE) and the American Association of Colleges of Social Work (AACSW).

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Administration of Human Services Program Competencies

1. Demonstrate a commitment to social justice and the well-being of all people.
2. Demonstrate the ability to work effectively with diverse populations.
3. Demonstrate the ability to assess and intervene with individuals, families, and communities.
4. Demonstrate the ability to work in a team and to collaborate with other professionals.
5. Demonstrate the ability to communicate effectively with clients, colleagues, and the community.
6. Demonstrate the ability to apply ethical principles and standards in practice.
7. Demonstrate the ability to use research and evidence-based practice in the field.
8. Demonstrate the ability to work in a variety of human service settings.
9. Demonstrate the ability to work with underserved and vulnerable populations.
10. Demonstrate the ability to work in a multicultural and multiracial society.

Program Requirements

The Administration of Human Services program requires a minimum of 33 credit hours for graduation. The program is a two-year program that includes coursework in human services, social work, and general education. The program is accredited by the Council on Social Work Education (CSWE) and the American Association of Colleges of Social Work (AACSW).

Course Requirements

Students must complete the following courses to meet the requirements for the degree. The courses are listed in the following table:

Core Courses

- 6600
- 6610
- 6620
- 6630
- 6640
- 8100
- 8200

Electives

- 7610
- 7620
- 7630
- 7640
- 7650
- 7660
- 7670
- 7680
- 7690
- 8110

ADMINISTRATION OF JUSTICE CRIMINAL JUSTICE FOR THE 21ST CENTURY

MASTER OF SCIENCE



Admission

The following are the admission requirements for the Master of Science in Criminal Justice for the 21st Century program:

1. Completion of a bachelor's degree with a minimum GPA of 2.5 and a minimum of 120 credit hours. A fee of \$25.00 is required.
2. Submission of a resume and a letter of intent. The letter of intent should be a minimum of one page and a maximum of two pages. It should include the following information: (a) your interest in the program, (b) your career goals, and (c) your reasons for choosing this program.
3. Submission of two letters of recommendation from individuals who can attest to your academic and professional abilities. (2).
4. Submission of a current criminal record check.
5. Submission of a current photograph.
6. Submission of a current transcript showing a minimum GPA of 2.5. The transcript should include all courses completed during the last 60 credit hours of your undergraduate program. The transcript should also include the number of credit hours earned in each semester. The transcript should be sent to the Office of Admissions, 365, University Avenue, New York, NY 10001.

The program is designed to provide students with a comprehensive understanding of the criminal justice system and the role of law enforcement. The program includes coursework in criminal law, criminal procedure, criminal justice administration, and criminal justice research. The program also includes a practicum experience where students can apply their knowledge in a real-world setting.

Program Purpose

The purpose of the Master of Science in Criminal Justice for the 21st Century program is to provide students with the knowledge and skills necessary to advance their careers in the criminal justice system. The program is designed to be a comprehensive and rigorous program that prepares students for the challenges of the 21st century. The program includes coursework in criminal law, criminal procedure, criminal justice administration, and criminal justice research. The program also includes a practicum experience where students can apply their knowledge in a real-world setting.

Program Design

The program is designed to provide students with a comprehensive understanding of the criminal justice system, including the roles of law enforcement, the courts, and corrections. The curriculum is structured to ensure that students gain both theoretical knowledge and practical skills through a combination of classroom instruction and experiential learning opportunities.

The program includes a variety of courses that cover the history and evolution of the criminal justice system, as well as the current challenges and trends. Students will also have the opportunity to engage in internships and fieldwork, which are essential for developing the professional skills and ethical standards required in this field.

By the end of the program, students should be able to analyze complex criminal justice issues, apply legal principles, and communicate effectively in a professional setting. The program is designed to prepare students for a variety of careers in law enforcement, corrections, and the legal system.

Administration of Justice Program Competencies

1. Analyze the structure and function of the criminal justice system.

5. Evaluate the impact of social and cultural factors on the criminal justice system.

6. Apply legal principles to real-world scenarios.

7. Demonstrate effective communication skills.

8. Understand the role of the courts in the criminal justice system.

9. Analyze the effectiveness of law enforcement practices.

10. Evaluate the impact of corrections on public safety.

11. Apply ethical standards in professional practice.

12. Demonstrate the ability to work in a diverse and multicultural environment.

Program Requirements

The program requires a minimum of 36 credit hours to be completed. Students must maintain a minimum cumulative GPA of 2.0 throughout the program. Additionally, students are required to complete a capstone project or thesis as a final requirement for graduation.

E: Quantitative Applications in Criminal Justice (6632), Thesis Supervision (6900).

1.8 0

Course Requirements

Students must complete the following courses with a grade of C or better to be eligible for graduation. The following courses are required for all students. The following courses are required for students who are not completing a minor. The following courses are required for students who are completing a minor. The following courses are required for students who are completing a minor in a specific field. The following courses are required for students who are completing a minor in a specific field.

Core Courses

The following courses are required for all students. The following courses are required for students who are not completing a minor. The following courses are required for students who are completing a minor. The following courses are required for students who are completing a minor in a specific field. The following courses are required for students who are completing a minor in a specific field.

- 6600 Introduction to Psychology
- 6602 Psychology of Learning
- 6603 Psychology of Development
- 6604 Psychology of Abnormality
- 6633 Psychology of Research Methods

Community Counseling Program Competencies

Communication Skills

1. Demonstrate effective verbal and written communication skills.

Technological Skills

2. Demonstrate the ability to use technology effectively in the counseling process.

Knowledge

3. Demonstrate knowledge of the history and development of the counseling profession.
4. Demonstrate knowledge of the ethical and legal standards of the counseling profession.
5. Demonstrate knowledge of the cultural, social, and economic factors that influence the counseling process.
6. Demonstrate knowledge of the various models and approaches to counseling.
7. Demonstrate knowledge of the role of the counselor in the community.

Personal and Professional Identity

8. Demonstrate the ability to establish and maintain a professional identity.
9. Demonstrate the ability to engage in self-reflection and professional development.

Required Core Course Curriculum (33 credits)

- 6401 Introduction to Counseling (3 credits)
- 6402 Counseling Theories (3 credits)
- 6502 Assessment & Testing in Counseling (3 credits)
- 6505 Research & Statistics in Counseling (3 credits)
- 7202 Group Counseling (3 credits)
- 7203 Career Counseling (3 credits)
- 7605 Community Counseling (3 credits)
- 7805 Practicum I (3 credits)
- 7805 Practicum II (3 credits)

Supplemental Optional Electives

7701 (3 credits)

7702 (3 credits)

48

Qualifications for the Master of Science Degree

48

3.0

Students are evaluated throughout the program in three major areas:

1. *Academic Performance:* Students must maintain a minimum cumulative GPA of 3.0.

2. *Interpersonal Skills:* Students must demonstrate the following skills:

- Effectiveness in close interpersonal relationships
- Ability to establish facilitative relationships with many
- Flexibility and openness to feedback and learning
- Self-awareness, openness to self-examination, and
- Appropriate attitudes

3. *Ethical Behavior:* Students must demonstrate the following skills:

Post-master's Certificate in Mental Health Counseling

CERTIFICATE OF ADVANCED STUDIES

Area Specialization Core Courses

6401

6901

8020

8040

8050

8060

Admissions Requirements

1. Completion of a master's degree in counseling or a related field
2. Completion of a minimum of 18 semester hours of graduate coursework in counseling or a related field
3. Completion of a minimum of 12 semester hours of graduate coursework in counseling or a related field
4. Completion of a minimum of 6 semester hours of graduate coursework in counseling or a related field

Post-master's Certificate in Child and Family Counseling

CERTIFICATE OF ADVANCED STUDIES

The Post-master's Certificate in Child and Family Counseling is a 12-credit program designed for individuals who have earned a master's degree in a related field and wish to gain advanced knowledge and skills in the field of child and family counseling. The program consists of the following courses:

Area Specialization Core Courses

- 6901 Child and Family Counseling
- 7501 Child and Family Counseling
- 8010 Child and Family Counseling
- 8030 Child and Family Counseling
- 8070 Child and Family Counseling
- 8080 Child and Family Counseling

Admissions Requirements

1. Possession of a master's degree in a related field
 2. Completion of prerequisite coursework
 3. Submission of a statement of purpose
 4. Submission of letters of recommendation
- The program is designed to be completed within two years of enrollment. Students must maintain a minimum cumulative GPA of 3.0 throughout the program. For more information, please contact the program coordinator.

DIVISION OF BUSINESS

Master of Business Administration Degree Programs:

- M.B.A. in Business Administration
- M.B.A. in Business Administration with a Concentration in International Business
- M.B.A. in Business Administration with a Concentration in Management Information Systems
- M.B.A. in Business Administration with a Concentration in Supply Chain Management
- M.B.A. in Business Administration with a Concentration in Business Analytics

Master of Science Programs:

- M.S. in Business Administration
- M.S. in Business Administration with a Concentration in International Business
- M.S. in Business Administration with a Concentration in Management Information Systems
- M.S. in Business Administration with a Concentration in Supply Chain Management
- M.S. in Business Administration with a Concentration in Business Analytics

Certificate Programs:

- Certificate in Business Administration (International Business)
- Certificate in Business Administration (Management Information Systems)
- Certificate in Business Administration (Supply Chain Management)
- Certificate in Business Administration (Business Analytics)

Business Division Vision

To be a leading provider of business education and research, preparing students for the challenges of the 21st century.

Mission Integration Statement

The Division of Business is committed to providing high-quality education and research that prepares students for the challenges of the 21st century. We are dedicated to fostering a global perspective, promoting innovation, and developing leaders who are socially responsible and ethically sound. Our programs are designed to provide students with the knowledge, skills, and experiences necessary to succeed in a rapidly changing business environment. We are committed to academic excellence, continuous improvement, and a strong sense of community. Our faculty and staff are dedicated to providing a supportive and challenging learning environment for all students. We are committed to the highest standards of academic integrity and ethical conduct. Our programs are designed to be flexible and responsive to the needs of our students and the business community. We are committed to providing a high-quality education that prepares students for the challenges of the 21st century.

Accreditation



The Division of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). This accreditation ensures that our programs meet the highest standards of quality and are recognized by employers and other educational institutions.

Sigma Beta Delta

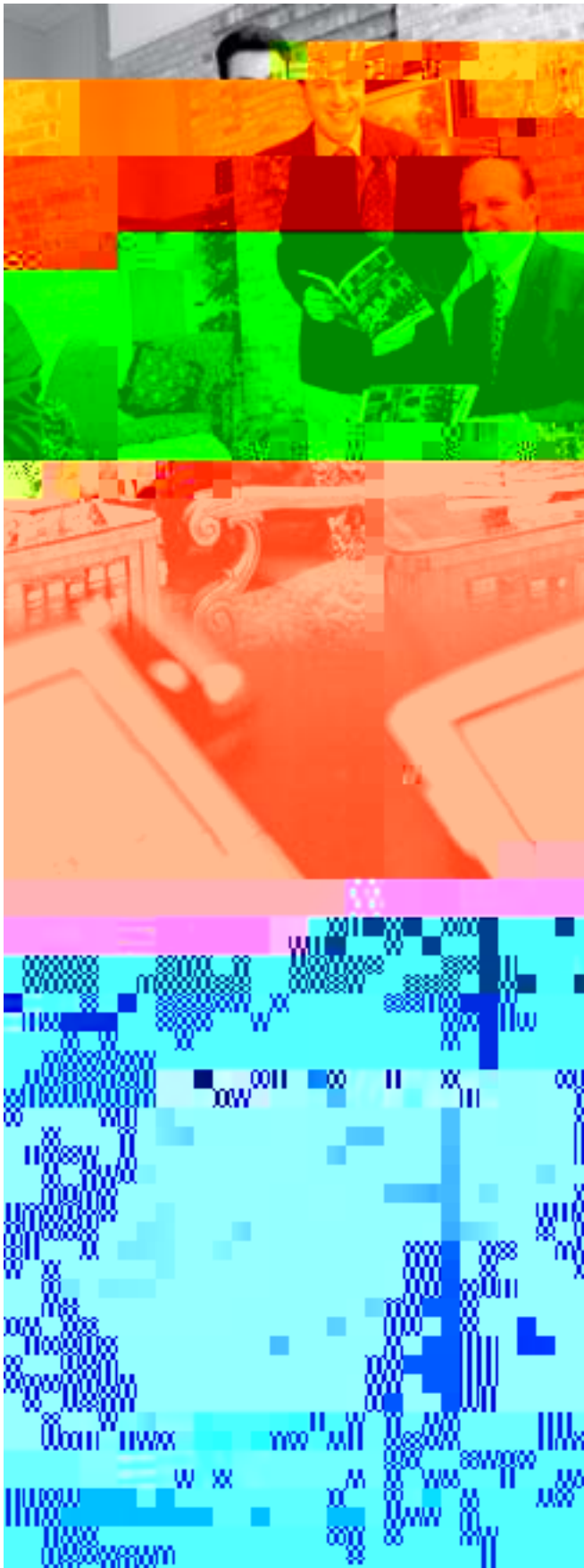
Sigma Beta Delta is a national honor society for business students. It recognizes students who have achieved academic excellence in their business programs. Membership in Sigma Beta Delta is a mark of distinction and a testament to a student's hard work and dedication. The society provides a platform for students to share their experiences, network with peers, and engage in leadership activities. It is a privilege to be a member of Sigma Beta Delta and a source of pride for our students.

Business Course Prerequisites

Business courses are designed to be sequential, and students must complete prerequisite courses before enrolling in more advanced courses. Prerequisites are listed for each course in the course catalog. It is important for students to carefully review the prerequisites for each course to ensure they are prepared to succeed. If a student is missing a prerequisite, they should consult with an advisor to determine the best course of action. Prerequisites are essential for ensuring that students have the necessary knowledge and skills to succeed in their business programs.

BUSINESS ADMINISTRATION

MASTER OF BUSINESS ADMINISTRATION



Admission

The following *The Graduate Admissions Process* is a summary of the process for admission to the Master of Business Administration program. The process is designed to ensure that the program is a good fit for the applicant and that the applicant is qualified for the program.

1. The first step in the process is to apply to the program. This involves completing an application form and submitting it to the admissions office. The application form includes information about the applicant's background, education, and work experience.
2. The second step is to take the GRE (Graduate Record Examination) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the GRE is used to determine if the applicant is qualified for the program.
3. The third step is to take the GMAT (Graduate Management Admission Test) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the GMAT is used to determine if the applicant is qualified for the program.
4. The fourth step is to take the TOEFL (Test of English as a Foreign Language) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the TOEFL is used to determine if the applicant is qualified for the program.
5. The fifth step is to take the IELTS (International English Language Testing System) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the IELTS is used to determine if the applicant is qualified for the program.
6. The sixth step is to take the SAT (Scholastic Assessment Test) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the SAT is used to determine if the applicant is qualified for the program.
7. The seventh step is to take the ACT (American College Testing) test. This is a standardized test that measures a person's ability to understand and analyze written material. The score on the ACT is used to determine if the applicant is qualified for the program.

The admissions office will review the applicant's application and test scores. If the applicant is accepted, the admissions office will contact the applicant to discuss the next steps in the process.

The admissions office will also provide information about the program, including the curriculum, faculty, and student life. The admissions office will also provide information about the application process, including the deadline and the required documents. The admissions office will also provide information about the financial aid process, including the application and the required documents.

Professional Certification Option

The Professional Certification Option is a program that allows students to earn a professional certification in a specific field while completing their degree. This option is available for students who are interested in careers in fields such as nursing, education, and business. The program typically requires students to complete additional coursework and a practicum experience. Students who complete the program successfully will receive a professional certification in their chosen field, in addition to their degree. This certification can be a valuable asset in the job market, as it demonstrates a high level of expertise and commitment to the profession. The Professional Certification Option is a great way for students to gain hands-on experience and advance their careers in their chosen field.

Program Purpose

The purpose of the Professional Certification Option is to provide students with the opportunity to gain specialized knowledge and skills in a specific field. This program is designed to prepare students for the demands of the professional workforce by providing them with the necessary coursework and practical experience. The program is structured to ensure that students receive a comprehensive education in their chosen field, including both theoretical and applied knowledge. By completing the Professional Certification Option, students will be better equipped to enter the workforce and succeed in their careers. The program also provides students with the opportunity to network with professionals in their field and gain valuable insights into the industry. Overall, the Professional Certification Option is a valuable program that helps students achieve their career goals and advance their education.

**Admission to the MBA Program
and Advancement to Degree Candidacy**

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5. ...
6. ... (...) ...
7. ... 6501, ...

... 6501, ...

* ... 6501, ...

MBA Course Requirements

... 6100 ... 6300

MBA with a Concentration in Health Care Administration

18-
18-

MBA with a Concentration in Management Information Systems

Students must complete 21-credit hours of graduate coursework, including 15-credit hours of core coursework and 6-credit hours of concentration coursework. The 12-credit hour requirement for the concentration is met by completing the following courses:

- 6100 Strategic Management
- 6300 Business Law
- 6400 Business Ethics
- 6501 Business Statistics
- 7200 Business Analytics
- 6503 Business Information Systems
- 8800 Business Information Systems

Concentration in MIS:

- 7000 Business Information Systems
- 7020 Business Information Systems
- 7040 Business Information Systems
- 7060 Business Information Systems
- 7100 Business Information Systems

Students must complete 12-credit hours of concentration coursework, including 36-credit hours of total graduate coursework.

Certificate of Advanced Study in MIS

Students must complete 12-credit hours of graduate coursework, including 6-credit hours of concentration coursework. The 6-credit hour requirement for the concentration is met by completing the following courses:

Qualifications for Degree

Students must complete 12-credit hours of graduate coursework, including 12-credit hours of concentration coursework. The 12-credit hour requirement for the concentration is met by completing the following courses:

3.0. Students must maintain a minimum cumulative GPA of 3.0.

Program Requirements

1. The program must be written in C++ and must be able to read data from a file named "input.txt". The file contains a list of numbers, one per line. The program must calculate the sum of all the numbers and output the result to a file named "output.txt".

2. The program must use a loop to read the numbers from the file. The loop must continue until the end of the file is reached. The program must use a variable to store the sum of the numbers.

3. The program must use a function to calculate the sum of the numbers. The function must be named "sum" and must take a pointer to the first element of the array and the number of elements as arguments. The function must return the sum of the numbers.

4. The program must use a pointer to the first element of the array to pass the array to the function. The program must use the number of elements to pass the size of the array to the function.

5. The program must use a pointer to the first element of the array to pass the array to the function. The program must use the number of elements to pass the size of the array to the function.

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8. The program must use a pointer to the first element of the array to pass the array to the function. The program must use the number of elements to pass the size of the array to the function.

9. The program must use a pointer to the first element of the array to pass the array to the function. The program must use the number of elements to pass the size of the array to the function.

10. The program must use a pointer to the first element of the array to pass the array to the function. The program must use the number of elements to pass the size of the array to the function.

7740

7202

7502

8800

8800

MSM with a Concentration in Human Resource Management

MSM with a Concentration in Transportation and Business Logistics

18- 12- 12-

18- 15- 12-

6501

7591

7400

7710

7800

6503

7508

7800

7830

6501

7591

7400

7710

7800

6601

6667

6668

7600

7601

8800

8800

MSM with a Concentration in Public Administration

Electives

18- 12- 12-

Qualifications for Degree

36 (12) 3.0

6501

7591

7400

7710

7800

6501

6503

Admission

6. ... (2) ... (3) ... (4) ... (5) ...
7. ...
8. ...
9. ...
10. ...
11. ...

Program Design

The program is designed to provide students with a comprehensive understanding of the field. It includes a variety of courses that cover both theoretical and practical aspects of the discipline. The program is structured to allow students to progress from introductory to advanced levels of study. The curriculum is designed to be challenging and to provide students with the skills and knowledge necessary for success in their field. The program is designed to be flexible and to allow students to tailor their studies to their interests and career goals. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study.

New Castle Weekend Program

The New Castle Weekend Program is designed to provide students with a high-quality educational experience. The program is designed to be flexible and to allow students to tailor their studies to their interests and career goals. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study.

- (2) ... (3) ... (4) ... (5) ...

Georgetown Weeknight Program

The Georgetown Weeknight Program is designed to provide students with a high-quality educational experience. The program is designed to be flexible and to allow students to tailor their studies to their interests and career goals. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study.

Course Requirements and Program Sequence

The program requires a minimum of 12 credit hours. The program is designed to be flexible and to allow students to tailor their studies to their interests and career goals. The program is designed to be a high-quality educational experience that prepares students for the workforce and for further study.

- 6100 ...
- 6200 ...
- 6300 ...
- 6400 ...
- 6500 ...
- 6600 ...
- 7100 ...
- 7200 ...
- 7300 ...
- 7400 ...
- 7500 ...
- 8800 ...

Doctor of Education Degree Programs:

- Educational Leadership
- Educational Policy

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Admission

The Doctor of Education in Educational Leadership program is designed for individuals who have a master's degree in education or a related field and who are currently employed in a leadership position in a school or educational organization. The program is a full-time, three-year program that includes coursework, research, and a dissertation. The program is designed to prepare individuals for leadership roles in education and to provide them with the knowledge and skills necessary to lead and improve educational organizations.

1. Applicants must hold a master's degree in education or a related field from an accredited institution.
2. Applicants must have a minimum of three years of professional experience in a leadership position in a school or educational organization.
3. Applicants must have a minimum cumulative GPA of 3.0 in their master's degree program.
4. Applicants must submit a letter of recommendation from a current or former supervisor.
5. Applicants must submit a statement of purpose.

Dissertation Project

Students must complete a dissertation project (9 credits).

Qualifications for Degree

Students must complete 57 credits with a minimum GPA of 3.0. Students must complete a dissertation project (9 credits).

Purpose

The purpose of this program is to prepare students for careers in organizational leadership. The program includes coursework in leadership, organizational behavior, and strategic management.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

Program Competencies: 8T-3efmsddpetedCoedCoedCo26(a)(a)-1.28

Admission

Students must have a master's degree in a related field and a minimum GPA of 3.0. Students must complete a dissertation project (9 credits).

1. Students must complete a dissertation project (9 credits).
2. Students must complete a minimum of 57 credits with a minimum GPA of 3.0.
3. Students must complete a minimum of 12 credits in leadership studies.
4. Students must complete a minimum of 12 credits in organizational behavior.
5. Students must complete a minimum of 12 credits in strategic management.
6. Students must complete a minimum of 12 credits in research methods.

Students must complete a dissertation project (9 credits).

Information Systems Technology

7060/	7060	
7061/	7061	

Business Administration/Management

7060/	7060	
7061/	7061	
7500/	6100	
7501/	6300	
7502/	6490	
7503/	7200	
7504/	7294	
7505/	7296	
7506/	7301	
7507/	7410	
7508/	7594	
7520/	6501	
7521/	6601	
7522/	6667	
7523/	6668	
7524/	7504	
7525/	7591	
7526/	7600	

Human Resource Management

7502/	6490	
7520/	6501	
7524/	7504	
7527/	6503	
7528/	7508	
7529/	7800	
7530/	7830	

Organizational Leadership

7060/	7060	
7524/	7504	
7535/	6300	
7538/	6500	
7540/	6600	
7541/	7100	
7542/	7200	
7543/	7300	
7544/	7500	
7560/	7395	
7561/	7400	
7562/	7700	

Public Administration

7543/	7300	
7544/	7500	
7560/	7395	
7561/	7400	
7562/	7700	
7550/	6501	
7551/	6503	
7552/	7202	
7553/	7502	
7527/	6503	
7528/	7508	
7529/	7800	
7524/	7504	
7535/	6300	
7538/	6500	
7540/	6600	

Nursing and Health Administration (Law) 7528 (Regulation 554) 9305thicaly in O
EDD7528/MHR 7508 Economic 10.2 0 Td(D)6(ecision 0dmi.4 Td3EDD7528/MHR 7508)Tj/S

CAREER AND TECHNICAL EDUCATION

MASTER OF EDUCATION



Admission

The student must have a bachelor's degree in a field related to education or a related field. The student must have a minimum GPA of 3.0. The student must have completed the following courses:

1. Education 300
2. Education 301
3. Education 302
4. Education 303
5. Education 304
6. Education 305

Program Purpose

The purpose of the program is to provide students with the knowledge and skills necessary to become effective educators. The program is designed to be completed in two years. The program includes the following courses: (6) Education 300, Education 301, Education 302, Education 303, Education 304, & Education 305. The program also includes a practicum experience. The program is designed to be completed in two years. The program includes the following courses: (6) Education 300, Education 301, Education 302, Education 303, Education 304, & Education 305. The program also includes a practicum experience.

Program Competencies

1. Demonstrate an understanding of the role of the teacher in the learning process.

2. Demonstrate an understanding of the role of the teacher in the learning process.

3. Demonstrate an understanding of the role of the teacher in the learning process.

4. Demonstrate an understanding of the role of the teacher in the learning process.

5. Demonstrate an understanding of the role of the teacher in the learning process.

6. Demonstrate an understanding of the role of the teacher in the learning process.

7. Demonstrate an understanding of the role of the teacher in the learning process.

8. Demonstrate an understanding of the role of the teacher in the learning process.

9. Demonstrate an understanding of the role of the teacher in the learning process.

10. Demonstrate an understanding of the role of the teacher in the learning process.

11. Demonstrate an understanding of the role of the teacher in the learning process.

12. Demonstrate an understanding of the role of the teacher in the learning process.

13. Demonstrate an understanding of the role of the teacher in the learning process.

14. Demonstrate an understanding of the role of the teacher in the learning process.

PRAXIS I Requirements

1. Demonstrate an understanding of the role of the teacher in the learning process.

2. Demonstrate an understanding of the role of the teacher in the learning process.

3. Demonstrate an understanding of the role of the teacher in the learning process.

4. Demonstrate an understanding of the role of the teacher in the learning process.

5. Demonstrate an understanding of the role of the teacher in the learning process.

Curriculum

Basic Instruction

Option A - Certification Program

Option C - Administrative Program

- ** 6490
- ** 7708
- ** 7201
- ** 7503
- ** 7701
- ** 7706 (8 - -8)
- ** 7707 (9-12)
- **

Clinical Component

- 6420 (6 units)

Qualifications for Degree

(30 units) (6 units)

Program of Study

Certificate Courses

- 5000
- 5001
- 5002
- 5003
- 5004

Economics for Educators Certificate Program

Purpose

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

Admission

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

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

Outcomes Assessment

The program's outcomes are assessed through a variety of methods, including direct and indirect measures. Direct measures include student self-reports, peer evaluations, and faculty observations. Indirect measures include employer feedback, alumni surveys, and graduation rates. The assessment process is ongoing and allows for continuous improvement of the program.

Program Competencies

1. The student will be able to apply the principles of business law to a variety of situations.
2. The student will be able to analyze and synthesize information to solve complex business law problems.
3. The student will be able to communicate effectively in writing and speaking.
4. The student will be able to demonstrate professional ethics and integrity.
5. The student will be able to work effectively in a team environment.
6. The student will be able to identify and evaluate legal issues in business transactions.
7. The student will be able to apply legal reasoning to business scenarios.
8. The student will be able to understand the role of law in business operations.
9. The student will be able to identify and evaluate legal risks in business decisions.

- f 7501 > c st . u l p k p
- f 7502 . u p k c . u p l c p
- f 7701 p s c l p s c p c . p . . .

Program Prerequisites

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

Course Requirements

- 7401 (3)
- 7402 (3)
- 7403 (3)
- 7404 (3)
- 8102 & 610/ & 1.4 () / () 2.70 (8102) / ()

ELEMENTARY STUDIES

MASTER OF EDUCATION

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

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

2005-2006

2005

Admission

125(125(61+2-

Program Purpose

The purpose of the program is to provide a safe and secure environment for the children of the program. The program is designed to provide a safe and secure environment for the children of the program. The program is designed to provide a safe and secure environment for the children of the program.

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Program Competencies

1. ...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
4. ... 4()6
 ... 6(...) 1.8- / ... () ()

Program Design

Students must complete 11 units of coursework, including 36 credit hours of coursework. The program is designed to provide students with a strong foundation in the field of education, with a focus on the needs of gifted and talented students. The program includes coursework in areas such as curriculum development, assessment, and instructional strategies. Students will also have the opportunity to gain practical experience through internships and fieldwork.

Course Requirements

Leadership Courses

- 6490 Leadership in Education
- 7503 Leadership in Education
- 7701 Leadership in Education
- 7702 Leadership in Education
- 7705 Leadership in Education
- 7710 Leadership in Education

Course of Study in Gifted and Talented Education

- 7400 Course of Study in Gifted and Talented Education*
- 7802 Course of Study in Gifted and Talented Education (4 units)*
- 7803 Course of Study in Gifted and Talented Education (4 units)*
- 7804 Course of Study in Gifted and Talented Education (4 units)*

Capstone Course

- 8800 Capstone Course

Qualification for Degree

Students must complete 36 credit hours of coursework with a minimum GPA of 3.0. The program is designed to provide students with a strong foundation in the field of education, with a focus on the needs of gifted and talented students. The program includes coursework in areas such as curriculum development, assessment, and instructional strategies. Students will also have the opportunity to gain practical experience through internships and fieldwork.

Delaware Certification

Teacher of Gifted and Talented Students

Students must complete 31, 2003; 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100. These courses also constitute a Course of Study in Gifted and Talented Education.

Delaware Certification Administrative – School Leader I

Students must complete 24 units of coursework, including 12 units of coursework in the field of education. The program is designed to provide students with a strong foundation in the field of education, with a focus on the needs of gifted and talented students. The program includes coursework in areas such as curriculum development, assessment, and instructional strategies. Students will also have the opportunity to gain practical experience through internships and fieldwork.

Admission

The following table shows the number of students who were admitted to the university in each year from 1990 to 2000. The number of students is given in thousands.

1. The number of students who were admitted to the university in each year from 1990 to 2000 is given in the following table.
2. The number of students who were admitted to the university in each year from 1990 to 2000 is given in the following table.

Outcomes Assessment

... assessment ...
 ... 36 ...
 ... 3.0 ...

Qualification for Degree

... 36 ...
 ... 3.0 ...

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

... 24 ...
 ... 12 ...

Program Design

... 36 ...

Course Requirements

- 6490
- 7503
- 7590
- 7701
- 7702
- 7703
- 7704
- 7705
- 7708
- 7710
- 7799
- 8800

Course of Study: Supervision and Curriculum

Program Competencies

1. Analyze the impact of the environment on the health of the community and the role of the nurse in promoting health and preventing disease.
2. Apply the nursing process to the care of the patient, including assessment, diagnosis, planning, implementation, and evaluation.

... 36 ...

Course Requirements

Core Education Courses

- 6490
- 7701
- 7705
- 7708

Reading Courses

- 7802
- 7803
- 7804
- 7805

Clinical Courses

- 7801
- 7901
- 7902

Research Course

- 7950

Qualifications for a Degree

... 36 ... 3.0 ...

State Certification

...

English Language Learner (ELL) Course of Study

... 18 ...

7400 ... 6-12

7401

7402

7403

7404

-6

7602

...

7603

7403

...

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

Admission

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

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

Program Competencies

1.

• Analyze the relationship between the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.
2.

• Describe the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.

• Describe the structure and function of the cell and the organization of the organism.
3.

• Analyze the relationship between the structure and function of the cell and the organization of the organism.

• Explain the relationship between the structure and function of the cell and the organization of the organism.

• Describe the structure and function of the cell and the organization of the organism.

Qualifications for a Degree

... 36 ... (), ... 7801, 7802, 7803, 7804, 7805, 7901. ... (0300) ... 3.0 ...

Course Requirements

... (36 ...)

Core Courses

- 7801 ...
- 7802 ...
- 7803 ...
- 7804 ... / ...
- 7705 ...

Clinical Courses

- 7805 ...
- 7901 ...
- 7902 ...
- 7920 ... (6 ...)
- 7921 ...

Research Course

- 7950 ...

Certificate of Advanced Study (15 credits)

- 7801 ...
- 7805 ...
- 7901 ...
- 7902 ...
- 7950 ...

State Certification as Reading Supervisor

- 12 ...
- 7701 ...
- 7708 ...
- 6490 ...
- 7503 ...

English Language Learners (ELL) Course of Study

- 18- ...
- 7400 ... 6-12
- 7401 ...
- 7402 ...
- 7403 ...
- 7404 ... / ... -6
- 7602 ...
- 7403 ... / ...
- 7603 ...

Admission

The admission process for the program is as follows:

1. The applicant must submit a completed application form and a recent photograph.
2. The applicant must have a minimum grade point average (GPA) of 2.5 on a 4.0 scale.
3. The applicant must have completed the prerequisite courses for the program.
4. The applicant must have a minimum score of 100 on the GRE General Test.
5. The applicant must have a minimum score of 18 on the TOEFL iBT test.
6. The applicant must have a minimum score of 5.0 on the IELTS Academic test.
7. The applicant must have a minimum score of 6.0 on the PTE Academic test.

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2. The applicant must have a minimum grade point average (GPA) of 2.5 on a 4.0 scale.
3. The applicant must have completed the prerequisite courses for the program.
4. The applicant must have a minimum score of 100 on the GRE General Test.
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4. The applicant must have a minimum score of 100 on the GRE General Test.
5. The applicant must have a minimum score of 18 on the TOEFL iBT test.
6. The applicant must have a minimum score of 5.0 on the IELTS Academic test.
7. The applicant must have a minimum score of 6.0 on the PTE Academic test.

Program Purpose

The purpose of the program is to provide students with a comprehensive education in the field of [field]. The program is designed to prepare students for careers in [industry]. The program includes a variety of courses, including [list of courses]. The program also includes a variety of extracurricular activities, including [list of activities]. The program is designed to be a challenging and rewarding experience for all students.

1. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

Program Competencies

1. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

2. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

3. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

4. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

5. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

6. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

7. Mengidentifikasi dan menganalisis kebutuhan belajar siswa dalam proses pembelajaran;

Delaware Administrative Certification Courses*

Program Purpose

The purpose of this program is to provide students with the knowledge and skills necessary to enter the workforce as a... The program is designed to be comprehensive and to provide students with a strong foundation in... The program is designed to be comprehensive and to provide students with a strong foundation in... The program is designed to be comprehensive and to provide students with a strong foundation in...

Program Competencies

Students completing this program will be able to demonstrate the following competencies: 1. 2. 3. 4.

- 1. ...
- 2. ...
- 3. ...
- 4. ...

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6(-1.8 -1.4 (4.6 / /) 0 () 1.8 0 ()6(-)8) 3)32

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The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

Program Requirements

The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

7801 (Sum of Squares / Recursion)

The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers. The program shall be designed to calculate the sum of the squares of the first n natural numbers.

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Master of Science Degree Program:

Information Systems Technologies

Certificate:

Information Systems Technologies

**INFORMATION SYSTEMS
TECHNOLOGIES**

MASTER OF SCIENCE

Admission

The following are the admission requirements for the Master of Science Degree Program in Information Systems Technologies:

- A graduate application for admission accompanied by a fee of \$100.

Program Competencies

1. Analyze and design information systems that meet the needs of an organization.

1.

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

MS-IST Program Requirements

36-credits - 12 courses (including 6 core courses)

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

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

These courses provide the foundational knowledge and skills necessary for success in the MS-IST program. They cover topics such as business fundamentals, information systems concepts, and professional communication.

Information Systems Foundations

100 - Introduction to Information Systems
 300 - Information Systems Management
 310 - Information Systems Security

Business Foundations

101 - Business Fundamentals
 305 - Business Law
 310 - Business Ethics (301)

310 - Business Ethics (301)
 310 - Business Ethics (301)

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

Master of Science in Nursing Degree Programs:

- **Master of Science in Nursing (MSN):** This program is designed for nurses who want to advance their careers and gain leadership skills. It typically includes courses in research, statistics, and nursing practice.
- **Master of Science in Nursing (MSN) with a specialization in Clinical Nurse Leader (CNL):** This program prepares nurses to work in clinical settings as leaders and educators. It includes courses in clinical practice, research, and leadership.
- **Master of Science in Nursing (MSN) with a specialization in Nurse Practitioner (NP):** This program prepares nurses to work in clinical settings as advanced practice nurses. It includes courses in clinical practice, research, and leadership.



... ..

Program Purpose

... ..

Accreditation

... ..

2.
3.
4.
5.
6.
7.
8.
9.
10.

Prerequisite Course Requirements

... ..

308

... ..

308

5100

Nurse Practitioner Concentrations

Program Design

... ..

The following table provides a summary of the data presented in the previous sections. The data is organized into two main categories: **Demographics** and **Performance Metrics**. Each category includes several sub-sections with corresponding data points.

Demographics:

- Age Group:** The majority of participants (65%) fall within the 18-35 age range, with a smaller proportion (25%) aged 36-50, and 10% aged 51-65.
- Gender:** The sample is predominantly female (70%), with 30% being male.
- Ethnicity:** The largest ethnic group is White (55%), followed by Black (20%), Hispanic (15%), and Asian (10%).

Performance Metrics:

- Test Scores:** The average score across all participants was 78%, with a range from 65% to 95%.
- Completion Time:** The average time taken to complete the test was 45 minutes, with a range from 30 to 60 minutes.
- Retention Rate:** The retention rate for the test material was 85% over a 30-day period.

Family Nurse Practitioner Concentration

The following table provides a summary of the data presented in the previous sections. The data is organized into two main categories: **Demographics** and **Performance Metrics**. Each category includes several sub-sections with corresponding data points.

Demographics:

- Age Group:** The majority of participants (65%) fall within the 18-35 age range, with a smaller proportion (25%) aged 36-50, and 10% aged 51-65.
- Gender:** The sample is predominantly female (70%), with 30% being male.
- Ethnicity:** The largest ethnic group is White (55%), followed by Black (20%), Hispanic (15%), and Asian (10%).

Performance Metrics:

- Test Scores:** The average score across all participants was 78%, with a range from 65% to 95%.
- Completion Time:** The average time taken to complete the test was 45 minutes, with a range from 30 to 60 minutes.
- Retention Rate:** The retention rate for the test material was 85% over a 30-day period.

140-260
240-360 (2-3)

Certificate Program Competencies

Nurse Practitioner

- 1.
- 2.
- 3.

Post-MSN Certificate Course of Study

Adult Nurse Practitioner (24 credits/ 500 clinical hours)

- 6603
- 7702
- 7703
- 7705
- 7707
- 8101
- 8201

8301

Family Nurse Practitioner (30 credits/ 500 clinical hours)

- 6603
- 7701
- 7702
- 7703
- 7704
- 7705
- 7707
- 8100
- 8200
- 8300

Gerontology Nurse Practitioner (24 credits/500 clinical hours)

- 6603
- 7702
- 7703
- 7709
- 7708
- 8102
- 8202
- 8302

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

- 7701
- 7704
- 7707
- 8100
- 8200
- 8300

Adult Nurse Practitioner

– seeking Gerontology Nurse Practitioner

(15 credits/500 clinical hours)

7709	
7708	
8102	
8202	
8302	

NURSE PRACTITIONER: WOMEN'S HEALT

Pediatric Nurse Practitioner

– seeking Family Nurse Practitioner

(18 credits/500 clinical hours)

7702	
7705	
7707	
8100	
8200	
8300	

Women's Health Nurse Practitioner

– seeking Family Nurse Practitioner

(18 credits/500 clinical hours)

7701	
7704	
7705	
8100	
8200	
8300	

Program Design

The program is designed to meet the needs of the nursing profession and the community. It is a four-year program that includes a pre-nursing year and three years of nursing education. The program is designed to be flexible and to allow students to complete their degree in a timely manner. The program is designed to be challenging and to provide students with the knowledge and skills they need to succeed in the nursing profession. The program is designed to be comprehensive and to cover all the areas of nursing education. The program is designed to be up-to-date and to reflect the latest developments in the nursing profession. The program is designed to be accessible and to provide students with the resources they need to succeed. The program is designed to be supportive and to provide students with the encouragement they need to succeed. The program is designed to be a model of excellence in nursing education.

Accreditation

The program is accredited by the National League for Nursing (NLN) and the Commission on Collegiate Nursing Education (CCNE). The program was first accredited by the NLN in 1988. The program was re-accredited by the NLN in 1996. The program was re-accredited by the NLN in 2001. The program is currently accredited by the NLN and the CCNE.

NLNAC

6100 University Blvd
Cincinnati, OH 45221-0006
Phone: 212-363-5555

The program is accredited by the Commission on Collegiate Nursing Education (CCNE). The program was first accredited by the CCNE in 2001. The program is currently accredited by the CCNE.

Commission on Collegiate Nursing Education

530 North Dearborn Street
Chicago, IL 60610
202-887-8476

Goals

The program has the following goals:

1. To provide students with the knowledge and skills they need to succeed in the nursing profession.
2. To provide students with the resources they need to succeed.
3. To provide students with the encouragement they need to succeed.

Program Competencies

The program has the following competencies:

1. To provide students with the knowledge and skills they need to succeed in the nursing profession.
2. To provide students with the resources they need to succeed.
3. To provide students with the encouragement they need to succeed.
4. To provide students with the support they need to succeed.

PPFA Nurse Practitioner program will

- Graduates of the PPFA Nurse Practitioner program will
- Admission requirements specific to PPFA must

... ..

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

AHS 6600

3 credits

Survey of Human Services

This course provides a survey of the human services field. It covers the history, philosophy, and practice of human services. The course also examines the role of human services in society and the impact of social and cultural factors on human behavior. Students will learn about the various professions and organizations that provide human services, including social workers, counselors, and community health workers. The course will also explore the challenges and opportunities in the field of human services.

AHS 6610

3 credits

Administration of Human Service Organizations

This course focuses on the management and administration of human service organizations. It covers the principles of organizational behavior, human resources management, financial management, and program evaluation. Students will learn about the structure and function of human service organizations, including the role of the administrator. The course will also explore the challenges and opportunities in the field of human service administration. Students will gain a comprehensive understanding of the various aspects of human service administration, from the selection and supervision of staff to the development and evaluation of programs. The course will also discuss the importance of ethical and legal issues in the field of human service administration.

AHS 6620

3 credits

Legal and Ethical Issues in Human Service Administration

This course examines the legal and ethical issues that arise in the field of human service administration. It covers the principles of law and ethics, and the application of these principles to the practice of human service administration. Students will learn about the various legal and ethical issues that can arise in the field, including issues related to confidentiality, informed consent, and the use of force. The course will also explore the importance of ethical and legal issues in the field of human service administration, and the role of the administrator in ensuring that these issues are properly addressed.

AHS 7650 **3 credits**
Managing Children and Family Services

This course provides students with the knowledge and skills necessary to manage children and family services. Students will learn about the role of the manager in this field, including how to develop and implement policies and procedures, manage staff, and provide support to clients. The course also covers topics such as child abuse, neglect, and family violence.

AHS 7660 **3 credits**
Grant Management and Fundraising in the Human Service Environment

This course focuses on the management of grants and fundraising in the human service environment. Students will learn about the grant cycle, from proposal development to evaluation, and the importance of fundraising for human service organizations. The course also covers topics such as grant writing, budgeting, and financial management.

AHS 7670 **3 credits**
Alcohol and Other Drugs Program Management

This course provides students with the knowledge and skills necessary to manage alcohol and other drugs programs. Students will learn about the role of the manager in this field, including how to develop and implement policies and procedures, manage staff, and provide support to clients. The course also covers topics such as assessment, intervention, and relapse prevention.

AHS 7680 **3 credits**
Administering Programs for Senior Adults

This course focuses on the management of programs for senior adults. Students will learn about the unique needs of this population and how to develop and implement programs that meet those needs. The course also covers topics such as assessment, intervention, and evaluation.

AHS 7690 **3 credits**
Volunteer Management

This course provides students with the knowledge and skills necessary to manage volunteers. Students will learn about the role of the manager in this field, including how to develop and implement policies and procedures, manage staff, and provide support to clients. The course also covers topics such as recruitment, training, and evaluation.

AHS 8100 **3 credits**
Guided Practicum in Administration of Human Services

This course is a guided practicum in the administration of human services. Students will gain hands-on experience in the field, working with human service organizations and applying the knowledge and skills they have learned in their coursework. The course is designed to provide students with the opportunity to develop their professional skills and prepare for a career in human services administration.

AHS 8110 **3 credits**
Guided Practicum – Part II

This course is a guided practicum in the administration of human services, continuing from AHS 8100. Students will gain hands-on experience in the field, working with human service organizations and applying the knowledge and skills they have learned in their coursework. The course is designed to provide students with the opportunity to develop their professional skills and prepare for a career in human services administration.

AHS 8200 **3 credits**
Capstone Project in Human Services Administration

This course is a capstone project in human services administration. Students will apply the knowledge and skills they have learned in their coursework to a real-world project. The project will involve identifying a problem in the field, developing a plan to address the problem, and implementing the plan. The course is designed to provide students with the opportunity to demonstrate their ability to apply their knowledge and skills in a practical setting.

... () ...

DSN 6020 **3 credits**
Human Computer Interaction

... () ...

DSN 6030 **3 credits**
Advanced Multimedia and Animation

... () ...

DSN 6050 **3 credits**
Markup Languages Advanced Authoring

... () ...

DSN 6060 **3 credits**
Database/Web Design Integration

... () ...

DSN 6080 **3 credits**
Internet Development/Design for Competitive Advantage

... () ...

DSN 6090 **3 credits**
Topics in Internet/Web Design

... () ...
Prerequisites: ... 6000- ...

EDD 7000 **3 credits**
Experiential Learning: Leadership Issues

... () ...

... 9003, ... 9004.

EDT 6000 **3 credits**
Computer Basics for Teachers

... (...) ...

EDT 6010 **3 credits**
Instructional Applications of Technology

... 6000, ... *Prerequisite:* 6000

EDT 6020 **3 credits**
Emerging Trends in Educational Technology

... 6000 and 6010. ... *Prerequisite:* 6010

EDT 6030 **3 credits**
Electronic Delivery Systems

... (...) ...

EDT 6040 **3 credits**
Special Topics in Educational Computing

... (...) ... *Prerequisites:* 6020 and 6030

HCA 7700 **3 credits**
Seminar in Health Care Administration

... (...) ...

HCA 7720 **3 credits**
Health Policy and Economics

... (...) ...

HCA 7730 **3 credits**

Health Insurance and Reimbursement

This course covers the fundamentals of health insurance and reimbursement. It includes topics such as the history of health insurance, the role of the government, and the various types of health insurance plans. Students will learn about the reimbursement process, including how to bill for services and how to manage the financial aspects of a health care organization.

HCA 7740 **3 credits**

Legal Aspects in Health Care

This course explores the legal aspects of health care, including the role of the law in the health care system. It covers topics such as malpractice, patient rights, and the legal responsibilities of health care providers. Students will learn about the various legal issues that can arise in a health care setting and how to avoid them.

HCA 7745 **3 credits**

Marketing in the Health Care Sector

This course focuses on marketing in the health care sector. It covers the basics of marketing, including market research, product development, and promotion. Students will learn about the unique challenges of marketing in a health care setting and how to develop effective marketing strategies.

HCA 7900 **3 credits**

Special Topics in Health Care Administration

This course covers special topics in health care administration. It includes topics such as quality improvement, patient safety, and the role of the administrator. Students will learn about the various challenges that health care administrators face and how to address them.

IRM 6020 **3 credits**

Ethical Issues in Information Technology

This course explores ethical issues in information technology. It covers topics such as privacy, security, and the responsible use of technology. Students will learn about the various ethical dilemmas that can arise in a health care setting and how to resolve them.

Prerequisites: This course requires a minimum grade of C in HCA 7730 and HCA 7740.

IRM 6030 **3 credits**

Human Factors in Information Systems

This course focuses on human factors in information systems. It covers the interaction between humans and computers, including the design of user interfaces and the evaluation of system usability. Students will learn about the various factors that can affect human performance in a health care setting and how to optimize it.

Prerequisites: This course requires a minimum grade of C in IRM 6020 and HCA 7740.

IRM 6060

3 credits

Expert Systems/Decision Support Systems

This course covers the design and development of expert systems and decision support systems. It includes topics such as knowledge representation, inference, and user interface design. The course is designed for students with a background in computer science or information systems.

Prerequisites:

IRM 6000, IRM 6010, IRM 6020, IRM 6030, IRM 6040, IRM 6050

IRM 6080

3 credits

Enterprise-wide Competitive Solutions

This course focuses on the implementation of enterprise-wide competitive solutions. It covers topics such as strategic planning, market analysis, and the development of competitive advantage. The course is designed for students with a background in business administration or information systems.

IST 7100

3 credits

IT Policy and Strategy

1) Develop and evaluate IT policies and strategies that align with organizational goals and objectives.

2) Analyze the impact of IT on organizational performance and identify areas for improvement.

3) Evaluate the risks associated with IT and develop strategies to mitigate them.

4) Develop and implement IT governance frameworks.

5) Analyze the impact of IT on organizational culture and change management.

Prerequisites: 7000, 7020, 7040; *Corequisite:* 7060

IST 8100

3 credits

Integrating the Enterprise, IS Function, and IS Technologies

1) Analyze the relationship between the enterprise, the IS function, and IS technologies.

2) Evaluate the impact of IS technologies on the enterprise and the IS function.

3) Develop strategies to integrate the enterprise, the IS function, and IS technologies.

Prerequisites: 8101

IST 8101

3 credits

Field Experience/ Internship

1) Gain practical experience in the field of information systems.

2) Apply theoretical knowledge to real-world situations.

3) Develop professional skills and networking opportunities.

8100, 8101.

Field E

MAJ 6701

3 credits

Special Topic: Ireland Study Abroad

Students will study the history, culture, and politics of Ireland through a combination of lectures, readings, and fieldwork. The course will include a study tour of Ireland, where students will visit historical sites, museums, and cultural centers. The course will also include a research paper on a topic related to Irish history or culture.

MAJ 6900

3 credits

Thesis Supervision

This course provides students with the opportunity to work closely with a faculty member on their thesis project. The course will include regular meetings with the supervisor to discuss the progress of the thesis and to receive feedback on the student's writing.

... 35 ... 21 ... Prerequisite: ...

MAS 8801
Student Teaching/I

9 credits

MAS 7997 **1 credit**
Practicum II

... 35 ... 21 ... Prerequisites: 7996 ...

MAS 7998 **1 credit**
Practicum III

... 35 ... 21 ... 7997; 7652 ...

MAS 8800 **3 credits**
Applied Assessment and Research in the Classroom

... 7801 ... 8801 ...

MBA 6400 **3 credits**

Economic and Financial Environment of Business

This course provides a comprehensive overview of the economic and financial environment of business. It covers the relationship between business and the economy, the role of government, and the financial system. The course also discusses the impact of international trade and finance on the business environment. *Prerequisite:* 105.

MBA 6490 **3 credits**

Legal Environment of Management

This course examines the legal environment of management, including contract law, tort law, and intellectual property law. It also discusses the legal aspects of business transactions and the role of the legal system in business. *Prerequisite:* 105.

MBA 7200 **3 credits**

Financial Management

This course covers the financial management of a firm, including capital budgeting, capital structure, and working capital management. It also discusses the role of financial markets and the impact of financial risk on the firm. *Prerequisite:* 6100

MBA 7292 **3 credits**

Investments

This course provides a comprehensive overview of the investment process, including the identification of investment opportunities, the evaluation of investment proposals, and the implementation of investment decisions. It also discusses the role of investment banks and the impact of investment risk on the firm. *Prerequisite:* 6100, 7200

MBA 7293 **3 credits**

Portfolio Theory

This course examines the theory of portfolio selection, including the efficient frontier, the capital asset pricing model (CAPM), and the risk-return trade-off. It also discusses the role of portfolio managers and the impact of portfolio risk on the firm. *Prerequisite:* 6100, 7200

MBA 7293

Portfolio 37(l)4(t-3(37(i-21(capita)47((37(student47((37()6(ke37(i-2foliclas]TJke37(ma1(caket47((37(47(sh]TJ /T1_2describ)47

MBA 7592 **3 credits**
Global Enterprise Development
This course provides a comprehensive overview of the global business environment, including international trade, cultural differences, and global marketing strategies. Students will explore the challenges and opportunities of operating in a global market.
Prerequisite: 6300

MBA 7594 **3 credits**
Creativity in Management
This course focuses on the role of creativity in management and how it can be fostered in an organization. Students will learn various techniques and strategies to enhance creative thinking and problem-solving skills.
Prerequisites: 7600, 7592

MBA 7600 **3 credits**
Global Marketing Management
This course covers the fundamentals of marketing management in a global context. Students will learn about market research, product development, pricing, promotion, and distribution strategies for international markets.
Prerequisites: 7594, 7600

MBA 7800 **3 credits**
Current Topics in Business Administration - Finance
This course explores current trends and issues in business administration, with a specific focus on finance. Students will analyze financial statements, understand capital markets, and evaluate investment opportunities.
Prerequisites: 7600, 7594

MBA 8799 **3 credits**
Thesis
This course is a culminating experience for MBA students, where they will conduct independent research and write a thesis on a topic of their choice. The thesis will demonstrate their ability to apply business theory to a real-world problem.
Prerequisite: 7600, 7594, 7800

MBA 8800 **3 credits**
Business Strategy
This course examines the strategic management process, from environmental analysis to the formulation and implementation of business strategy. Students will learn how to identify competitive advantages and develop long-term plans for organizational success.
Prerequisite: 7600, 7594

MBE 5000 **3 credits**
Introduction to the Free Enterprise System
This course provides an introduction to the free enterprise system, including the principles of supply and demand, competition, and profit-making. Students will explore the historical and economic foundations of the free market.
Prerequisites: 12, 11

MBE 5001 **3 credits**
Applied Business Concepts for Educators
This course is designed for educators and provides practical applications of business concepts in the classroom. Students will learn how to integrate business principles into their teaching and use business cases to engage students.
Prerequisites: 12, 11, 5000

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... .. *Prerequisite:* 5001

MBE 5003 **3 credits**
Strategies for Effective Teaching of Economics/Business

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MCC 7203

3 credits

Counseling for Career Development

This course is designed to provide students with the theoretical and practical knowledge necessary to become effective career counselors. The course covers the history and development of the field, the role of the career counselor, and the various methods and techniques used in career counseling. Students will also learn about the different types of careers and the factors that influence career choice. The course is designed to be both informative and interactive, with a focus on practical application of the concepts learned.

Prerequisite: 6401

MCT 6402

3 credits

Career and Technical Education

Advanced Curriculum Design

This course is designed to provide the student with the knowledge and skills necessary to design and develop advanced curriculum for career and technical education. The student will learn to analyze and synthesize information to create a curriculum that is aligned with industry standards and meets the needs of the students. The student will also learn to evaluate and revise the curriculum as needed. The student will be required to complete a capstone project in which they will design and develop a complete curriculum for a specific career and technical education program.

MCT 6403

3 credits

History and Regulations of Career and Technical Education

This course is designed to provide the student with the knowledge and skills necessary to understand the history and regulations of career and technical education. The student will learn about the evolution of career and technical education and the role of the state in regulating the field. The student will also learn about the various laws and regulations that govern the practice of career and technical education. The student will be required to complete a capstone project in which they will research and write a paper on a specific aspect of the history or regulations of career and technical education.

MCT 6412

3 credits

Career and Technical Education Classroom Management

100 / 10

MEC 6503

3 credits

Tools and Techniques of Individual Counseling: Part II

This course is designed to provide students with a comprehensive understanding of the tools and techniques used in individual counseling. The course covers a variety of topics, including assessment, diagnosis, and treatment planning. Students will learn how to apply these skills in a clinical setting. *Prerequisite:*

6502

MEC 6600

3 credits

Introduction to Drug/Alcohol Counseling

This course provides an overview of the field of drug and alcohol counseling. Students will learn about the history of the field, the role of the counselor, and the various interventions used in treatment. The course also covers the legal and ethical aspects of the profession.

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MED 7590 **3 credits**
School Leadership: Theory and Practice

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MED 7701 **3 credits**
**Supervisory Leadership:
Staff Selection Appraisal, and Renewal**

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

... ..

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

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

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

... ..

MED 7706

3 credits

The Principalship, preK-8

This course is designed to provide the student with the knowledge and skills necessary to become an effective principal in a preK-8 school. The course covers the following topics: (1) the role of the principal, (2) the legal and ethical responsibilities of the principal, (3) the organizational structure of the school, (4) the management of the school, (5) the management of the staff, (6) the management of the budget, (7) the management of the facilities, (8) the management of the community, (9) the management of the parent-teacher relationship, and (10) the management of the student. The course is designed to be a comprehensive overview of the principalship in a preK-8 school.

MED 7707

3 credits

The Principalship, 9-12

This course is designed to provide the student with the knowledge and skills necessary to become an effective principal in a 9-12 school. The course covers the following topics: (1) the role of the principal, (2) the legal and ethical responsibilities of the principal, (3) the organizational structure of the school, (4) the management of the school, (5) the management of the staff, (6) the management of the budget, (7) the management of the facilities, (8) the management of the community, (9) the management of the parent-teacher relationship, and (10) the management of the student. The course is designed to be a comprehensive overview of the principalship in a 9-12 school.

MED 7708

3 credits

MED 7799

3 credits

Seminar in Supervision and Curriculum Improvement

This seminar is designed to provide a comprehensive overview of the field of supervision and curriculum improvement. The course covers the historical development of these fields, current research, and practical applications in educational settings. Students will engage in critical analysis of various models and theories, and will be encouraged to develop their own perspectives on effective supervision and curriculum design. The course includes a mix of lecture, discussion, and experiential learning activities.

MED 7802

4 credits

Psychology of the Gifted and Talented Learners

This course explores the psychological characteristics and needs of gifted and talented learners. It examines the theoretical foundations of giftedness, including models of intelligence and the role of environment. The course also addresses the social and emotional challenges faced by these students and provides strategies for effective identification and enrichment. Students will analyze research and apply concepts to real-world educational scenarios.

MED 7803

4 credits

Creative and Critical Thinking

This course focuses on the development and application of creative and critical thinking skills. It provides a theoretical framework for understanding the processes of creativity and critical analysis. Through various exercises, students will learn to identify and evaluate arguments, generate original ideas, and solve complex problems. The course emphasizes the importance of these skills in the field of education and beyond.

MED 7804

4 credits

Curriculum Design and Instructional Strategies for Gifted and Talented Learners

This course is dedicated to the design of effective curricula and instructional strategies for gifted and talented students. It covers the identification of these learners and the selection of appropriate content and methods. Students will explore various models of enrichment and differentiation, and will be required to design and implement their own instructional plans. The course also discusses the role of the teacher in fostering the growth and potential of these students.

(6) This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

Prerequisites: MEE 7603, (3) credits

MEE 7635 2 credits
Professional Issues Related to Family, School and Community

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

MEE 7636 2 credits
Fine Arts & Literature for Children and Adolescents

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

MEE 7637 3 credits
Integrated Methods for Teaching Elementary Mathematics

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

(6) This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

Prerequisites: MEE 7603, (3) credits

MEE 7638 3 credits
Integrated Methods for Teaching Elementary Science

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

Prerequisites: MEE 7603, (3) credits

MEE 7996 1 credit
Practicum I

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

Prerequisite: MEE 7636

MEE 7997 1 credit
Practicum II

This course is designed to provide students with a comprehensive understanding of the professional issues related to family, school, and community. The course covers a wide range of topics, including the role of the teacher, the importance of communication, and the impact of social and cultural factors on the learning process. Students will be expected to apply their knowledge and skills in a variety of contexts, including the classroom, the community, and the home.

Prerequisites: MEE 7996

MEE 7998

1 credit

Practicum III

This course is a continuation of the practicum experience. It focuses on the development of a lesson plan and the implementation of that plan in a classroom setting. The student will be required to observe a teacher and then take over the classroom for a period of time. The student will be required to write a reflective journal entry after each experience.

35 hours of classroom experience. Prerequisite: MEE 7997.

Prerequisites: MEE 7997, MEE 7632, MEE 7633 (or equivalent).

MEE 8800

3 credits

Applied Assessment and Research in the Classroom

This course is designed to provide the student with the knowledge and skills necessary to conduct research in the classroom. The student will be required to identify a research problem, design a study, collect data, and analyze the results. The student will be required to write a research paper and present the findings to the class.

Prerequisite: MEE 8801.

MEE 8801

9 credits

Student Teaching

This course is the final practicum experience for the student. It involves a full-time placement in a classroom for a period of 12 weeks. The student will be required to plan, teach, and assess the students in the classroom. The student will be required to write a reflective journal entry after each day of teaching.

Prerequisites: MEE 7997, MEE 7632, MEE 7633, MEE 8800.

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MGT 7500 **3 credits**
Performance Management - Metrics, Measurement, and Control

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MGT 7501 **3 credits**
Labor Relations and Collective Bargaining Procedures

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MGT 7504 **3 credits**
Ethical Issues in Management

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MGT 7591 **3 credits**
Leadership and Communication

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MGT 7600 **3 credits**
Legal and Ethical Aspects of Organization

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MGT 7610 **3 credits**
Principles and Strategies of Negotiation

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MGT 7667 **3 credits**
Diversity in the Workplace

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MGT 7668 **3 credits**
Public Relations

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MGT 7710 **3 credits**
Integrative Independent Study Project A

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8800 Integrative Independent Study Project B

MGT 7810 **3 credits**
Leadership, Innovation and Change

8800 Integrative Independent Study Project B

MGT 7900 **3 credits**
Leadership, Innovation and Change

8800 Integrative Independent Study Project B

MGT 7903 **3 credits**
Topics in Management

8800 Integrative Independent Study Project B

MGT 8800 **3 credits**
Integrative Independent Study Project B

8800 Integrative Independent Study Project B

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MMA 6100

3 credits

Pre-Calculus for Certification

This course is designed to prepare students for the mathematics portion of the certification exam. The course covers the following topics: sets, real numbers, complex numbers, algebraic operations, factoring, rational expressions, radicals, and functions. The course is designed to be completed in one semester. *Prerequisite:* 304.

MMA 6200

3 credits

Finite Math for Certification

This course is designed to prepare students for the mathematics portion of the certification exam. The course covers the following topics: sets, real numbers, complex numbers, algebraic operations, factoring, rational expressions, radicals, and functions. The course is designed to be completed in one semester. *Prerequisite:* 304.

MOL 6100

3 credits

Leadership Foundations

This course is designed to provide students with a foundation in leadership theory and practice. The course covers the following topics: leadership theories, leadership styles, and leadership applications. The course is designed to be completed in one semester.

MOL

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... / ...
Prerequisites: 7705, 7801, 7802, 7803,
7804, 7805, 7901, 7902

MRD 7902 **3 credits**
Diagnosis and Correction of Reading Difficulties II

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Prerequisites: 7805, 7901

MRD 7950 **3 credits**
Seminar in Reading Research

...

MRD 7920 **6 credits**
Practicum in Reading

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Prerequisites: 7705, 7801, 7802, 7803,
7804, 7805, 7901, 7902

MRD 7921 **3 credits**
Practicum in Content Area Reading

... 50
100

MSE 7401 **3 credits**
Methods/Curriculum in Elementary Special Education

This course is designed to provide the student with a comprehensive understanding of the methods and curriculum in elementary special education. The course covers the theoretical foundations, assessment, and instructional strategies for students with various disabilities. The student will learn how to design and implement individualized education programs (IEPs) and how to collaborate with general education teachers and other professionals in the field.

MSE 7402 **3 credits**
Applied Behavior Analysis

This course provides a detailed study of Applied Behavior Analysis (ABA) and its application in the field of special education. The student will learn the principles of behaviorism, the process of conducting behavior assessments, and the development of behavior intervention plans. The course also covers ethical considerations and the role of the behavior analyst in the educational setting.

MSE 7403 **3 credits**
Diagnosis/Assessment/IEP Development for Exceptionalities

This course focuses on the diagnostic and assessment processes for students with exceptionalities. The student will learn how to identify and evaluate various types of disabilities, including learning disabilities, emotional and behavioral disorders, and physical and sensory impairments. The course also covers the development of Individualized Education Programs (IEPs) and the role of the assessment team in the educational process.

MSE 7404 **3 credits**
Assistive Technology (MH, SED, LD)

This course explores the use of assistive technology (AT) for students with mental health, specific emotional/behavioral, and learning disabilities. The student will learn how to identify the needs of students and select appropriate AT devices and services. The course also covers the legal requirements for AT and the role of the AT specialist in the educational setting.

MSE 7501 **3 credits**

Introduction to Autism & Severe Disabilities
This course provides an overview of the characteristics and needs of students with autism spectrum disorders and severe disabilities. The student will learn about the latest research and best practices for the education of these students. The course also covers the role of the teacher and other professionals in the field.

MSE 7502 **3 credits**
Educating Preschoolers with Special Needs

This course focuses on the educational needs of preschoolers with special needs. The student will learn about the characteristics and needs of these children and the role of the teacher in the early childhood setting. The course also covers the development of individualized education programs (IEPs) and the use of various instructional strategies and interventions.

MSE 8101 **3 credits**
Severe Disabilities

This course provides a comprehensive study of the characteristics and needs of students with severe disabilities. The student will learn about the latest research and best practices for the education of these students. The course also covers the role of the teacher and other professionals in the field.

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

This course explores the legislative and policy framework for special education. The student will learn about the role of the federal government, state governments, and local school districts in the development and implementation of special education policies and procedures. The course also covers the role of the teacher and other professionals in the field.

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

This course focuses on the supervision and evaluation of special education programs. The student will learn about the role of the supervisor and evaluator in the field and the various methods and techniques used in the process. The course also covers the role of the teacher and other professionals in the field.

MSN 6691

3 credits

Critical Inquiry

This course is designed to provide the student with an opportunity to explore a topic of interest in depth. The student will be required to read and analyze scholarly literature, and to present and defend their findings. The course is designed to be a capstone experience for the student, and to provide them with the skills and knowledge necessary to succeed in their professional careers.

Prerequisite: 6606

MSN 7000

1-2 credits

Independent Study in Nursing

This course is designed to provide the student with an opportunity to explore a topic of interest in depth. The student will be required to read and analyze scholarly literature, and to present and defend their findings. The course is designed to be a capstone experience for the student, and to provide them with the skills and knowledge necessary to succeed in their professional careers.

MSN 7310

3 credits

MSN 7707
Primary Care III: Gender Health Issues

MSN 7707 **3 credits**
Primary Care III: Gender Health Issues

This course is designed to provide the student with a comprehensive understanding of gender health issues. The course covers the physical, psychological, and social aspects of gender health, including the impact of gender on health care access and outcomes. Students will learn to identify and address gender-related health disparities and will develop skills in providing culturally sensitive care to diverse populations.

MSN 7708 **3 credits**
Primary Care IV: Acute and Chronic Care of Geriatrics

This course focuses on the acute and chronic care of geriatric patients. It covers the unique challenges of caring for older adults, including the identification and management of common geriatric syndromes such as delirium, depression, and falls. Students will learn to assess and address the complex needs of geriatric patients, including their social and functional status.

MSN 7709 **3 credits**
Geriatric Assessment and Health Promotion

This course is designed to provide students with the skills and knowledge necessary to perform a comprehensive geriatric assessment. It covers the physical, cognitive, and functional components of the assessment, as well as the identification and management of common geriatric syndromes. Students will learn to develop and implement health promotion strategies for older adults.

(65+) This course is designed to provide students with the skills and knowledge necessary to perform a comprehensive geriatric assessment. It covers the physical, cognitive, and functional components of the assessment, as well as the identification and management of common geriatric syndromes. Students will learn to develop and implement health promotion strategies for older adults.

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

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

600
600 15
120

MSN 8400-8500 **3 credits**
Capstone

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 $f'(x) = 2x - 2$
 $f''(x) = 2$
 $f'(x) = 0 \Rightarrow 2x - 2 = 0 \Rightarrow x = 1$
 $f(1) = 1^2 - 2 \cdot 1 + 1 = 0$

2. D. D E $f(x) = x^3 - 3x^2 + 2x$
 $f'(x) = 3x^2 - 6x + 2$
 $f''(x) = 6x - 6$

Dean R. Dungan

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Joseph D. Euculano

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Mary Anne Galloway

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Vivian M. Garner

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Mary Anne Mathew

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John C. Sigler, Esq.

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Flavous D. Statham

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Donna C. Strachan-Ledbetter

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Joel H. Tau

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William A. Teats

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Jean Carter Toombs

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John W. Towns III

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Curtis Wright

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John A. Yeomans

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Linda J. Zervas

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ADMINISTRATION

Executive Team

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Academic Deans

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