

Wilmington University's renewal application to operate
as an out-of-state institution in Maryland in accordance
with COMAR 13B.02.01

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

Cecil College 107 Railroad Avenue Elkton, MD 21291

PROPOSED START DATE OF CONTINUED OPERATION. 09/2015

Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Wilmington University

Web Address: www.wilmu.edu

OPEID Code: 794800

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. Jack P. Varsalona

Mailing Address: 320 N. DuPont Highway, New Castle, DE 19720

Telephone: 302-356-6819

Email: donna.m.quinn@wilmu.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Dr. Peter A. Bailey

Title: VP, External Affairs

Mailing Address: 320 N. DuPont Highway, New Castle, DE 19720

Telephone: 302-295-1191

Email: peter.a.bailey@wilmu.edu

CERTIFICATION

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01)

Date: 3/26/2015

Signature of CEO: Jack P. Varsal

*******CERTIFICATION*******

I hereby affirm the answers given in this application and its attachments are accurate and complete. I further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13).

Date	Signature of Chief Executive Officer
------	--------------------------------------

Please Submit Information To:

**Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us**

A copy of these forms can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 01.08C(1)

<p>If the location you are applying has been annually approved for at least five years, do you wish to seek approval in the State for an extended period of time of up to 5 years?</p> <p><input type="checkbox"/> Yes, we were approved for _____ years.</p>
--

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each location, the following Supporting Documentation needs to be included only once for each entire set of applications. **CHECK EACH ITEM AS ATTACHED.**

Catalogs and Institutional Publications. COMAR 13B.02.01.20A(1)

<p>Have your catalogs, institutional publications, or awards changed since they were last submitted? <input checked="" type="checkbox"/> No If yes, please submit new copies.</p>

Application Fee accompany all renewals) COMAR 13B.02.01.08B(2)

The institution will submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs (b) an additional \$850 for each degree program over two programs. The institution should be made payable to: Maryland Higher Education Commission. The

application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

- Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

- Registration as an Out-of-State Corporation. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

- Certificate of Compliance With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

- Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

- Advertisements COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?

- Yes No **If yes, please provide copies of the new advertisements.**

- Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

- Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
Middle-Level Education	B.S.	Classroom	30	Yes

➤ NEW PROGRAMS

INSTRUCTIONS. Is the institution proposing any new programs at this location? Yes No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following **for each new program**:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

- (c) Please provide a brief description of the student population to be served by the proposed new programs.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

Yes No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance

procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?
 Yes No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? Yes No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? Yes No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? Yes No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

8. Distance Education. “Distance education” means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. “Distance education” does not include telecommunicated instruction at the student’s initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? Yes No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled “A-8: Distance Education”) to this application

Accreditation



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

WILMINGTON UNIVERSITY

320 Dupont Highway

New Castle, DE 19720

Phone: (302) 356-4636; Fax: (302) 328-9442

www.wilmu.edu

Chief Executive Officer: Dr. Jack P. Varsalona, President

INSTITUTIONAL INFORMATION

Fall Enrollment (Headcount): 9333 Undergraduate; 5648 Graduate

Control: Private (Non-Profit)

Affiliation: None

Carnegie Classification: Doctoral/Research

Approved Degree Levels: Associate's, Bachelor's, Postbaccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

Distance Education Programs: Fully Approved

Accreditors Recognized by U.S. Secretary of Education: Commission on Collegiate Nursing Education ; National Council for Accreditation of Teacher Education

Other Accreditors: International Assembly for Collegiate Business Education (IACBE); American Bar Association (ABA)- Legal Studies Program; Council for Accreditation of Counseling and Related Educational Programs (CACREP) - Clinical Mental Health Counseling Program

Accreditors Recognized by U.S. Secretary of Education: Commission on Collegiate Nursing Education ; National Council for Accreditation of Teacher Education

Other Accreditors: International Assembly for Collegiate Business Education (IACBE); American Bar Association (ABA)- Legal Studies Program; Council for Accreditation of Counseling and Related Educational Programs (CACREP) - Clinical Mental Health Counseling Program

Instructional Locations

Branch Campuses: None

Additional Locations: Burlington County College, Mt. Laurel Campus, Mt. Laurel, NJ; Cumberland County College, Vineland, NJ; Dover Air Force Base, Dover AFB, DE; Dover Site, Dover, DE; Georgetown, Georgetown, DE; JB-MDL, New Jersey, McGuire AFB, NJ; John H. Ammon Education Center, Newark, DE; Middletown Site, Middletown, DE; North Wilmington, Wilmington, DE; Wilson Graduate Center, New Castle, DE

Other Instructional Sites: Burlington County College, Pemberton Campus, Pemberton, NJ; Gloucester County College, Sewell, NJ; Rehoboth Beach Information Center, Rehoboth Beach, DE; Salem Community College, Penns Grove, NJ

ACCREDITATION INFORMATION

Status: Member since 1975

Last Reaffirmed: June 25, 2015

Most Recent Commission Action:

June 29, 2015: To acknowledge receipt of substantive change request. To approve the reclassification of the additional location at Salem Community College, 460 Hollywood Avenue, Penns Grove, NJ 08069 as an instructional site. The Periodic Review Report is due June 1, 2020.

Brief History Since Last Comprehensive Evaluation:

June 25, 2015: To reaffirm accreditation and to commend the institution for the quality of the self-study process. The Periodic Review Report is due June 1, 2020.

Next Self-Study Evaluation: 2024 - 2025

Next Periodic Review Report: 2020

Date Printed: October 23, 2015

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly withdrawn or the institution voluntarily allows its accreditation to lapse. In addition to reviewing the institution's accreditation status at least every 5 years, the Commission takes actions to approve substantive changes (such as a new degree or certificate level, opening or closing of a geographical site, or a change of ownership) or when other events occur that require review for continued compliance.

Any type of report or visit required by the Commission is reviewed and voted on by the Commission. Reports submitted for candidacy, self-study evaluation, periodic review or follow-up may be accepted, acknowledged, or rejected.

Course descriptions from the College's catalog

III. APPLICATION QUESTIONNAIRE

1. Programs

Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No	Anticipated Start-up and Regular Scheduling Cycle
Program: Middle Level Education (6-8)	B.S.	Mixed (see below)	126	yes	
<p>Required Course: EDU 102: E-Folio <i>This course is designed to provide access to the electronic portfolio that is required for all students in initial teacher preparation programs who are beginning their coursework during the fall semester of 2008 or later. As a non-credit experience, the course does not meet on a regular basis but requires an initial fee which will provide the students instructions and ensure their access to the portfolio for a period of six years. Students must enroll in this course at the beginning of their program as information from many other courses will be placed into the portfolio.</i></p>		Online	0	yes	Fall, Semester, 2015; yearly thereafter
<p>Required Course: EDU 202: School Involvement with Families and Communities <i>This course is an examination of issues related to the family, school, and community. Professional ethics, issues of diversity, and the availability of community and school resources are major focuses. In addition, an emphasis will be placed on the need for collaboration, reaching out, and the necessity of a shared vision when trying to meet and understand the joint needs of the child, family, and school. Effective parent conferencing techniques and home/school communications are stressed, in addition to how to achieve sensitive solutions to school-related problems.</i></p>		Classroom/ Online/Hybrid	2	yes	Fall, Block 1, 2015; yearly thereafter
<p>Required Course EDU 203 Instructional Technology <i>The selection, use, and production of technology to facilitate children's learning are emphasized. Course topics include word processing, spreadsheets, desktop publishing, multimedia, diagnosis and evaluation of students, as well as selection and use of instructional software and computer networks.</i></p>		Classroom/ Online/Hybrid	3	yes	Fall, Block 1, 2015; yearly thereafter
<p>Required Course: EDU 303 Contemporary Theories & Practices in Middle Level Education <i>Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. Topics include contemporary social and cultural issues, school organization, and curriculum, guidance, and student activities. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group.</i></p>		Classroom/ Online/Hybrid	2	yes	Fall, Block 2, 2015; yearly thereafter

Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No	Anticipated Start-up and Regular Scheduling Cycle
<p>Required Course EDU 306 Effective Teaching Strategies <i>This course will focus on the fundamentals of effective classroom teaching, with an emphasis on specific strategies for meeting the developmental learning needs of a diverse population of students. Multiple strategies will be considered for (1) planning and delivering lessons that make learning meaningful for students; (2) meeting the developmental and diverse learning needs of students; (3) creating an environment in the classroom conducive to learning; (4) assessing, analyzing, and reflecting upon teaching and student learning; (5) using technology to support learning; and (6) treating all students equitably in the classroom. The effective teaching skills evident in the Delaware Performance Appraisal System and the Delaware Professional Teaching Standards and the content standards delineated in the Delaware Student Content Standards will be emphasized in the course.</i></p>		Classroom/ Online/Hybrid	3	yes	Fall, Block 2, 2015; yearly thereafter
<p>Required Course EDU 312 Integrated Curriculum in Schools <i>This course examines current curricular programs and instructional methodologies while analyzing their teaching strategies, backgrounds, and purposes with an emphasis for school implementation. An understanding of the curricular models used in the instruction of various learning needs will provide pre-service teachers with information and ideas regarding innovative programs of instruction and how these programs operate at the middle level. The course also provides a fundamental understanding of a curriculum scope and sequence related to various subject areas. This knowledge is related to developing cross-curriculum sub objectives within a given curriculum guide, developing model lessons that include cross-curricular activities, including enrichment and fine arts connections.</i></p>		Classroom/ Online/Hybrid	2	yes	Spring, Block 1, 2015; yearly thereafter
<p>Required Course EDU 313 Classroom Culture & Student Behavior <i>This course is an in-depth study of practical techniques applied by teachers to deal effectively with middle level student behavior problems when such problems arise in classrooms and schools. Different students misbehave in different ways and for different reasons. As a result, not all misbehavior can be handled by teachers in the same way. In this course, middle level teacher candidates will learn about reasons for misbehavior and about several discipline models or options appropriate for middle schools that can be used by teachers when students misbehave. A clinical experience in schools is required.</i></p>		Classroom/ Online/Hybrid	2	yes	Spring, Block 1, 2015; yearly thereafter
<p>Required Course EPY 302 Educational Assessment <i>Students learn the nature and use of measurement and evaluation in educational settings. Construction of teacher-made tests and assessment portfolios are emphasized. Professionally prepared standardized achievement and aptitude tests are examined.</i></p>		Classroom/ Online/Hybrid	3	yes	Spring, Block 2, 2015; yearly thereafter
<p>Required Course EPY 303 Advising, Mentoring, & Counseling Techniques <i>Contemporary theories and practices that apply to middle level schools are reviewed and critiqued. Topics include contemporary social and cultural issues, school organization, and curriculum, guidance, and student activities. A major focus of the course is the special developmental needs of middle level students and appropriate classroom management techniques for this age group.</i></p>		Classroom/ Online/Hybrid	3	yes	Spring, Block 2, 2015; yearly thereafter

Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No	Anticipated Start-up and Regular Scheduling Cycle
Required Course EPY 401 Teaching Diverse Populations & Exceptional Children. <i>This course is the study of models of service delivery from infancy to adulthood with special emphasis on inclusion, assessment processes and procedures, prevention, and intervention strategies. Five (5) hours of clinical observation of children with special needs is included in multiple settings.</i>		Classroom/ Online/Hybrid	3	yes	Fall, Block 1, 2015; yearly thereafter
Required Course EDU 390 Practicum I. <i>This course is the study of models of service delivery from infancy to adulthood with special emphasis on inclusion, assessment processes and procedures, prevention, and intervention strategies. Five (5) hours of clinical observation of children with special needs is included in multiple settings.</i>		Classroom & school setting	1	yes	Fall, Semester 2015; yearly thereafter
Required Course EDU 391 Practicum II. <i>EDU 391 Practicum II is a structured, field-based clinical course that requires at least 35 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Student attendance at all Practicum seminars is required and must be documented. A reflective set of learning activities, focusing on the Delaware Professional Teaching Standards is completed for Practicum II. Practicum II helps the teacher candidate analyze and reflect on the classroom environment in relation to current research, components of professional practice, and the Delaware Professional Teaching Standards. Teaching a planned lesson to a class, as well as working with individual students, is required.</i>		Classroom & school setting	1	yes	Spring, Semester, 2015; yearly thereafter
Required Course EDU 392 Practicum III. <i>EDU 392 Practicum III is a structured, field-based course that requires at least 35 hours of supervised clinical experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and mentor teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 21 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education. Student attendance at all Practicum seminars is required and must be documented. A reflective set of learning activities, focusing on the theory of reading is completed for Practicum III. EDU 392 Practicum III emphasizes synthesis and evaluation but narrows the focus to the area of reading. Practicum III teaches students how to administer and interpret a diagnostic reading inventory, and then enables students to devise a remediation plan.</i>		Classroom & school setting	1	yes	Fall Semester 2015; yearly thereafter

Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No	Anticipated Start-up and Regular Scheduling Cycle
Required Course EDU 451 Student Teaching <i>EDU 451 Student Teaching is designed for Elementary K-6/Middle Level 6-8 majors. This supervised field experience requires at least 60 full student teaching days. Teacher candidates are placed with individual cooperating teachers or with teams of cooperating teachers in approved clinical settings. Teacher candidates are monitored and supported by Wilmington University supervisors. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. A minimum of 15 clock hours is scheduled by the Wilmington University supervisors to address professional issues related to the clinical semester and to provide support and assistance with the completion of the required professional portfolio. EDU 451 is graded Satisfactory/Unsatisfactory.</i>		School setting	9	yes	Spring, Semester, 2015; each fall and spring semester thereafter
Required Course EDU 499 Clinical Assessment in the Classroom <i>Clinical assessment addresses contemporary issues and practices in the field of assessment. The course will focus on developing competence in assessing student work in an educational setting. The collection, analysis, and interpretation of immediate, real-time information for making data-driven decisions about teaching and learning will be emphasized. Related topics such as conferencing techniques, reporting systems, analyzing student work, applying rubrics, and continuous assessment techniques will be discussed in the course. (This course must be taken in conjunction with student teaching.)</i>		Classroom/ Online/Hybrid	3	yes	Spring, Semester, 2015; each fall and spring semester thereafter
*Methods Course EDU 407 Integrated Approaches to Teaching Middle Level Language Arts/Reading (If an English major or minor) <i>This course includes content, methods, and demonstration of proficiency in the literacy areas of reading, written composition, listening, oral communication, grammar and usage, and spelling. Students are expected to develop materials, lesson plans, units, and methods for teaching the elements of language arts/reading in an integrated way. A team approach with other teachers and the integration of other content areas are emphasized in the course. A virtual clinical experience from schools using "best practices" is required.</i>		Classroom/ Online/Hybrid			Fall, Block 2, 2015; yearly thereafter
* Methods Course EDU 408 Integrated Approaches to Teaching Middle Level Social Studies (If a social studies major or minor) <i>Students learn selection and evaluation of teaching methods, use of curriculum, use of technology, and preparation of instructional materials appropriate for social science content. Emphasis is placed on an integrated unit approach (integrating both the social sciences and the social sciences with other, major content areas). A virtual clinical from schools using "best practices" is required.</i>		Classroom/ Online/Hybrid			Fall, Block 2, 2015; yearly thereafter
* Methods Course EDU 409 Integrated Approaches to Teaching Middle Level Science (If a science major or minor) <i>The scope and sequence of the science curriculum for elementary students are emphasized via planning integrated lessons and units of instruction and laboratory methods. The integration of the lessons/units will focus on integrating the various science disciplines and on integrating the sciences with other major content areas. A virtual clinical experience from schools using "best practices" is required.</i>		Classroom/ Online/Hybrid			Fall, Block 2, 2015; yearly thereafter

Course Title	Degree Awarded	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No	Anticipated Start-up and Regular Scheduling Cycle
<p>* Methods Course EDU 410 Integrated Approaches to Teaching Middle Level Math (If a math major or minor) <i>Students are exposed to mathematics learning strategies and the methods and strategies for teaching mathematics. Students have the opportunity to analyze programs and learning materials as they set up environments and situations which stimulate interest in learning mathematics. A special emphasis is on how math can be integrated with other major content areas in the teaching and learning process. Modeling strategies, the appropriate use of manipulatives, the integral use of calculators and computers, learning in cooperative groups, reading and writing to learn, and the other NCTM standards are the core of this course. A clinical virtual experience from schools using "best practices" is required.</i></p>		Classroom/ Online/Hybrid			Fall, Block 2, 2015; yearly thereafter

***Methods Courses (Student will take only two of the Methods courses depending on program concentration.)**

The program requires 126 credits. Of them, 82 will be offered by Cecil. The remaining 44 will be offered by Wilmington University at Elkton.

Description of the Curriculum

Purpose

The purpose of the Bachelor of Science degree in Middle Level Education is to prepare students for teaching positions from grades 6-8.

Program of Study

The Bachelor of Science program in Education combines rich and varied course offerings with extensive, supervised field experiences. Many faculty members are current practitioners (teachers, counselors, content area specialists, administrators); all faculty members have had professional experience in public schools. General Studies core courses, required of all Wilmington University undergraduates, provide a well-rounded academic foundation. Supervised field experiences are an integral part of the teacher preparation program. Teacher candidates starting their program in Fall 2013 or after must pass (using Delaware minimum score requirements) all sections of PRAXIS (core): Reading, Mathematics and Writing (or relevant exemption test) prior to registration for the first clinical experience, Practicum I (EDU 390 ) and the appropriate PRAXIS II test(s) prior to registration for the methods courses (EDU 407, EDU 408, EDU 409 and/or EDU 410). Teacher candidates should designate Wilmington University as a score recipient at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

Outcomes Assessment

Assessment of knowledge components and performance competencies is accomplished through satisfactory attainment of specific course objectives; successful completion of assignments linked to program competencies and graduation competencies; practicum evaluations from advisors and mentors; student teaching evaluations from clinical advisors, supervising teachers, and mentors; the completion and presentation of a professional portfolio; and post-graduation surveys.

Clinical Requirements

Student Internship/Teaching

Internship placements are determined by the Office of Clinical studies in conjunction with school district partnerships. Registration for Internship/Student Teaching requires prior approval from the Office of Clinical Studies and includes the following minimum requirements: 3.00 cumulative GPA, passing PRAXIS (core) and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Completion of the student teaching requirement is contingent upon the successful completion of an electronic portfolio documenting achievement of program competencies.

PRAXIS Requirements

All students must meet Delaware minimum score requirements on all three sections of the PRAXIS I and the appropriate PRAXIS II test prior to registering for any of the following courses in the Bachelor of Science program: EDU 407, EDU 408, EDU 409, and EDU 410.

Teacher Dispositions and Values

A significant element of programs for the preparation of teacher candidates deals with their proficiency in working with students from diverse backgrounds and exceptionalities to ensure that each student has an opportunity to learn. The required clinical experiences in the BS program are designed to encourage candidates to interact with exceptional students and students from different socioeconomic, gender, racial, language, geographic and ethnic groups.

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

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

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

Course Objectives

Course	Website Location of Course Syllabi and Objectives
Required Course: EDU 102: E-Folio	EDU 102 Course Description
Required Course: EDU 202: School Involvement with Families	EDU 202 Course Syllabus
Required Course EDU 203 Instructional Technology	EDU 203 Course Syllabus
Required Course EDU 303 Contemporary Theories & Practices in Middle Level Education	EDU 303 Course Syllabus
Required Course EDU 306 Effective Teaching Strategies	EDU 306 Course Syllabus
Required Course EDU 312 Integrated Curriculum in Schools	EDU 312 Course Syllabus
Required Course EDU 313 Classroom Culture & Student Behavior	EDU 313 Course Syllabus
Required Course EPY 302 Educational Assessment	EPY 302 Course Syllabus
Required Course EPY 303 Advising, Mentoring, & Counseling Techniques	EPY 303 Course Syllabus
Required Course EPY 401 Teaching Diverse Populations & Exceptional Children	EPY 401 Course Syllabus
Required Course EDU 390 Practicum I	EDU 390 Course Syllabus
Required Course EDU 391 Practicum II	EDU 391 Course Syllabus
Required Course EDU 392 Practicum III	EDU 392 Course Syllabus
Required Course EDU 451 Student Teaching	EDU 451 Course Syllabus
Required Course EDU 499 Clinical Assessment in the Classroom	EDU 499 Course Syllabus
*Methods Course EDU 407 Integrated Approaches to Teaching Middle Level Language Arts/Reading (If an English major or minor)	EDU 407 Course Syllabus
* Methods Course EDU 408 Integrated Approaches to Teaching Middle Level Social Studies	EDU 408 Course Syllabus
* Methods Course EDU 409 Integrated Approaches to Teaching Middle Level Science (If a science major or minor)	EDU 409 Course Syllabus
* Methods Course EDU 410 Integrated Approaches to Teaching Middle Level Math (If a math major or minor)	EDU 410 Course Syllabus

Recent Approval Letter

12066



MHEC
Creating a state of achievement

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Danette G. Howard
Secretary

August 15, 2012

Dr. Jack P. Varsalona
President
Wilmington University
320 North DuPont Highway
New Castle, DE 19720

Dear President Varsalona:

The Maryland Higher Education Commission has received a renewal application from Wilmington University to continue its offerings at Cecil College in Elkton, Maryland. I am pleased to inform you that Wilmington University is authorized to offer the following program at this location until August 31, 2013.

Bachelor of Science (B.S.) in Middle Level Education

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved location after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2013-2014. If applicable, the use of VA benefits for this program should be coordinated through Ms. Trish Gordon-McCown, Coordinator of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offering in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Danette G. Howard, Ph.D.
Secretary of Higher Education

DGH:SAB:mts

- C: Ms. Diane C. Hampton, Director, Institutional Relations, MICUA
- Ms. Theresa Hollander, Associate Vice Chancellor, Academic Affairs, USM

(/index.aspx)

Search...

COLLEGE OF EDUCATION (INDEX.ASPX)

Education

BACHELOR OF SCIENCE

Middle Level Education (Grades 6-8)

This program is nationally recognized by the Association for Middle Level Education (AMLE) and is accredited by CAEP (Council for the Accreditation of Educator Preparation) under NCATE Standards (the National Council for Accreditation of Teacher Education).

THIS IS A LICENSURE/CERTIFICATION PROGRAM WITH ADMISSION RESTRICTONS AND EXIT REQUIREMENTS

ADMISSION

In addition to satisfying general requirements for admission to Wilmington University, effective July 1, 2015, applicants for admission to this degree program are required by state regulation to demonstrate mastery of general knowledge. This program-entry requirement can be met by providing qualifying SAT scores and an official score report showing scores (including all sub-scores) on the ETS Praxis Core Academic Skills for Educators (ETS# 5712, 5722, and 5732). For complete information about Delaware tests and score requirements for educators, visit the State of Delaware (<http://regulations.delaware.gov/AdminCode/title14/1500/1510.shtml>) website.

Test codes and minimum score requirements for the ETS Core Series are:

Test	Score
ETS 5712 Reading	156
ETS 5722 Writing	162
ETS 5732 Mathematics	150

*NOTE: Candidates admitted prior to July 1, 2014 have until July 1, 2015 to satisfy this requirement. For more information about ETS exams (including how to register), go to: <http://www.ets.org/praxis/> (<http://www.ets.org/praxis/>)

Content and Performance Assessment Requirements

State-approved degree programs contribute to eligibility for licensure/certification as an educator in Delaware public schools. As such, all candidates must meet the content and performance assessment requirements described in DE Administrative Code, Title 14, Regulation 290, in order to be eligible for program completion and degree conferral. The regulation states, in part:

Content Assessment (This subparagraph shall take effect January 1, 2015).

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

The assessments and minimum test score requirements established by the Delaware Department of Education for this degree program and for Middle Level 6-8 certification are:

The required assessment is dependent on the candidate's area of concentration. The exam choices are:

English Language Arts, ETS test #5047 Middle School Language Arts (score of 164)

Mathematics, ETS test #5169, Middle School Mathematics (score of 165)

Science, ETS test #5440, Middle School Science (score of 150)

Social Studies, ETS test # 5089, Middle School Social Studies (score of 164)

Performance Assessment (This subparagraph shall take effect July 1, 2016.)

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

The assessment selected by Wilmington University to satisfy this requirement is the Praxis Performance Assessment for Teachers (PPAT). This assessment is administered and scored by ETS. Delaware minimum score requirements have not yet been set by the Delaware Professional Standards Board.

Candidates must check with their program advisors or program chairs to obtain current and accurate information related to the assessments and minimum scores that are required. Candidates must pass all exit assessments in order to be eligible for program completion and degree conferral.

Program Requirements

Teacher candidates are expected to complete all requirements associated with the Bachelor of Science degree with a concentration in Middle Level Education 6-8, including all course work and clinical experiences. The College of Education sets a required minimum grade of "C-" for all Education core courses (ECE, EDU, RDG, and EPY), and an overall cumulative GPA (grade point average) of 3.0.

Teacher candidates starting their programs in Fall 2013 or later must pass (using Delaware minimum score requirements) all sections of the PRAXIS Core: Reading, Mathematics and Writing (or relevant exemption test) prior to registration for Practicum I (EDU 390), and the PRAXIS II test which corresponds to the candidate's area of concentration prior to registration for the capstone clinical experience (student teaching/internship).

Teacher candidates must designate Wilmington University and the Delaware Department of Education as score recipients at the time the tests are taken, and also provide a paper copy of the ETS score report that includes all scores and sub-scores. COMPLETE score reports must be received in the College of Education main office (Peoples Building, New Castle).

EDU 102 E-Folio and EDU 203 Instructional Technology are prerequisites for all other education core courses (ECE, EDU, RDG, and EPY).

Fieldwork Requirements

PRACTICUM COURSES (PRACTICUM I, II, III)

Each of these courses requires 50 hours of field experience in an approved school setting plus 30 hours of required seminars. Although Practicum courses only require candidates to register and pay for one (1) credit for each course, the courses are actually structured as three (3) credit courses. The reason for this approach is to keep the total credit hours required for the degree to 126. Otherwise, candidates would have to register and pay for an additional 6 credits. This benefit represents a tuition cost savings of more than \$2,000.

All practicum placements are arranged by the Office of Clinical Studies in accordance with school district partnership agreements and placement protocols. Final placement decisions are made by school district officials. Candidates are not permitted to seek or make arrangements for their own placements.

The 50 hours of field experience required for each practicum will usually take place in the county where the candidate attends the seminars, although this may vary depending on availability of practicum placement classrooms. A sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old) and a completed CPR (Child Protection Registry Form) are required. For students entering the program as of Fall 2013, passing PRAXIS (core) scores are required.

CAPSTONE CLINICAL EXPERIENCE (STUDENT TEACHING/INTERNSHIP)

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

The capstone clinical experience (is a full-time, full-day placement ranging from 80 school days to one full school year in an approved setting and in a content area/grade level that corresponds to a candidate's program concentration.

Registration for the capstone clinical experience requires prior approval from the Office of Clinical Studies and the following: 3.00 cumulative GPA, no Incomplete grades, passing PRAXIS Core and PRAXIS II scores, a sealed Federal and Delaware CBC (Criminal Background Check) Report, a recent TB/PPD (less than a year old), a completed CPR (Child Protection Registry Form) and a completed health form.

Curriculum

Courses required of all Middle Level Education Candidates:

GENERAL EDUCATION REQUIREMENTS (30 CREDITS)

CTA 206 Computer Applications

or

FYE 101 First Year Experience

ECO 105 Fundamentals of Economics

ENG 121 English Composition I

ENG 122 English Composition II

ENG 131 Public Speaking

HIS 204 World History

HUM 360 Human World Views: 3500 BCE-1650 AD

or

HUM 361 Human World Views: 1650 AD-Present

PHI 100 Introduction to Critical Thinking

SCI 232 Life and Environmental Science

FINE ARTS ELECTIVE (CHOOSE ONE) (3 CREDITS)

ART 101 , ART 202 , ART 210, ART 245, ART 301, ART 302, ART 304, ART 310, ART 315; DRA 105, DRA 110, DRA 140, DRA 200; DSN 110 , DRA 307, DRA 330; DSN 110 ; MUS 101 , MUS 201; TEC 215

EDUCATION CORE/CLINICAL COMPONENTS (48 CREDITS)

EDU 102 E-folio

EDU 203 (formerly EDU 401) Instructional Technology

EDU 202 School Involvement with Families and Communities

EDU 303 Contemporary Theories and Practices in Middle Level Education

EDU 306 Effective Teaching Strategies
EDU 312 Integrated Curriculum in Schools
EDU 313 Classroom Culture and Student Behavior
EDU 390 Practicum I
EDU 391 Practicum II
EDU 392 Practicum III
EDU 451 Student Teaching
EDU 499 Clinical Assessment in the Classroom
EPY 302 Educational Assessment
EPY 303 Advising Mentoring and Counseling Techniques
EPY 401 Teaching Diverse Populations and Exceptional Children
PSY 332 Adolescent Development
PSY 333 Psychology of the Exceptional Child
RDG 305 Reading in the Content Area

Courses required for Content Area Concentrations and Minors (45 credits)

COURSES REQUIRED FOR THE MATH CONCENTRATION

EDU 410 Integrated Approaches to Teaching
Middle Level Math
MAT 121 College Math I
MAT 200 Pre-Calculus
MAT 308 Inferential Statistics
MAT 310 Calculus I
MAT 311 Calculus II
MAT 320 Finite Math
MAT 330 Discrete Math
MAT 331 Geometry
MAT 332 History of Math

COURSES REQUIRED FOR MATH CONCENTRATIONS WITH SPECIFIC MINOR CONCENTRATIONS:

Math/Science

EDU 409 Integrated Approaches to Teaching
Middle Level Science
MAT 201 Math for Teachers
SCI 305 Earth and Space Science (with Lab)
SCI 312 Physics (4 credits)
SCI 315 Applied Chemistry

Math/Social Science

EDU 408 Integrated Approaches to Teaching Social Science
HIS 300 World and Regional Geography
HIS 316 American History
POL 300 American Politics
POL 326 Public Policy and Social Issues
SOC 101 Introduction to Sociology

Math/English

COM 300 Communication Theory

EDU 407 Integrated Approaches to Teaching
Middle Level Language Arts/Reading
ENG 200 English Grammar
LIT 332 Major American Writers
or LIT 333 African American Literature
RDG 300 Language Development and Early Literacy
RDG 302 Literature for Children

COURSES REQUIRED FOR THE SCIENCE CONCENTRATION:

EDU 396 Environmental Education Practicum
EDU 409 Integrated Approaches to Teaching
Middle Level Science
MAT 121 College Math I
MAT 200 Pre-Calculus
SCI 305 Earth and Space Science w/lab
SCI 308 Statistics for the Sciences
SCI 312 Physics w/ lab (4 credits)
SCI 315 Applied Chemistry w/lab
SCI 321 Technology in the Sciences

**COURSES REQUIRED FOR SCIENCE CONCENTRATIONS
WITH SPECIFIC MINOR CONCENTRATIONS:**

Science/Math

EDU 410 Integrated Approaches to Teaching
Middle Level Math
MAT 201 Math for Teachers
MAT 310 Calculus I
MAT 311 Calculus II
MAT 320 Finite Math
MAT 331 Geometry

Science/Social Science

EDU 408 Integrated Approaches to Teaching
Middle Level Social Science
HIS 300 World and Regional Geography
HIS 316 American History
POL 300 American Politics
POL 326 Public Policy and Social Issues
SOC 101 Introduction to Sociology

Science/English

COM 300 Communication Theory
EDU 407 Integrated Approaches to Teaching
Middle Level Language Arts/Reading
ENG 200 Eng Gram
LIT 332 Major American Writers
or LIT 333 African American Literature
RDG 300 Language Development and Early Literacy
RDG 302 Literature for Children

COURSES REQUIRED FOR THE ENGLISH CONCENTRATION

COM 300 ☐ Communication Theory
COM 431 ☐ Media and Society
EDU 407 Integrated Approaches to Teaching
Middle Level Language Arts and Reading
ENG 200 English Grammar
ENG 205 ☐ History of the English Language
ENG 320 ☐ Advanced Composition
LIT 205 ☐ World/Non-Western Literature
LIT 332 ☐ Major American Writers
or LIT 333 ☐ African American Literature
RDG 300 ☐ Language Development and Early Literature
RDG 302 ☐ Literature for Children

COURSES REQUIRED FOR ENGLISH CONCENTRATIONS WITH SPECIFIC MINOR CONCENTRATIONS:

English/Math

EDU 410 Integrated Approaches to Teaching
Middle Level Math
MAT 121 ☐ College Math I
MAT 200 ☐ Pre-Calculus
MAT 201 Math for Teachers
MAT 308 ☐ Inferential Statistics
MAT 320 Finite Math

English/Social Science

EDU 408 Integrated Approaches to Teaching
Middle Level Social Sciences
HIS 316 ☐ American History
MAT 205 ☐ Introductory Survey of Mathematics
POL 300 ☐ American Politics
POL 326 ☐ Public Policy and Social Issues
SOC 101 ☐ Introduction to Sociology

English/Science

EDU 409 Integrated Approaches to Teaching
Middle Level Math
MAT 205 ☐ Introductory Survey of Mathematics
SCI 305 ☐ Earth and Space
SCI 312 ☐ Physics (4 credits)
SCI 315 ☐ Applied Chemistry

COURSES REQUIRED FOR THE SOCIAL SCIENCES CONCENTRATION:

EDU 408 Integrated Approaches to Teaching
Middle Level Social Studies
HIS 300 ☐ World and Regional Geography
HIS 316 ☐ American History
HIS 317 ☐ Military History
POL 300 ☐ American Politics
POL 326 ☐ Public Policy and Social Change

SOC 101 ☐ Introduction to Sociology
 SOC 201 Cultural Anthropology
 SOC 320 ☐ Society and Technology

**COURSES REQUIRED FOR SOCIAL SCIENCES CONCENTRATIONS
 WITH SPECIFIC MINOR CONCENTRATIONS:**

Social Science/Math

EDU 410 Integrated Approaches to Teaching
 Middle Level Math
 MAT 121 ☐ College Math I
 MAT 200 ☐ Pre-Calculus
 MAT 201 Math for Teachers
 MAT 308 ☐ Inferential Statistics
 MAT 320 Finite Mathematics
 PSY 101 ☐ Introduction to Psychology

Social Science/English

COM 300 ☐ Communication Theory
 EDU 407 Integrated Approaches to Teaching
 Middle Level Language Arts/Reading
 ENG 200 English Grammar
 LIT 332 ☐ Major American Writers
 or LIT 333 ☐ African American Literature
 MAT 205 ☐ Introductory Survey of Mathematics
 RDG 300 ☐ Language Development and Early Literacy
 RDG 302 ☐ Literature for Children
 MAT 205 ☐ Introductory Survey of Mathematics

Social Science/Science

EDU 409 Integrated Approaches to Teaching
 Middle Level Science
 MAT 121 ☐ College Math I
 MAT 200 ☐ Pre-Calculus
 SCI 305 ☐ Earth and Space Science with Lab
 SCI 312 ☐ Physics (4 credits)
 SCI 315 ☐ Applied Chemistry with Lab

Suggested Program Sequence

FRESHMAN

Semester 1

CTA 206 ☐ or FYE 101 ☐

EDU 102

EDU 203 ☐

ENG 121 ☐

MAT 121 ☐ or MAT 205 ☐

Semester 2

EDU 303 ☐

EDU 390 ☐

ENG 122 ☐

HIS 204 ☐

PHI 100 ☐

SOPHOMORE

Semester 1

Semester 2

ECO 105 

EPY 303 

EDU 391

PSY 332 

ENG 131 

Concentration

Concentration

Concentration

Concentration

Concentration

Minor

Minor

JUNIOR

Semester 1

Semester 2

EDU 392

EDU 312 

EPY 302 

EDU 313 

PSY 333 

HUM 360  or HUM 361 

RDG 305 

Concentration

Concentration

Concentration

Concentration/Minor

Minor

SENIOR

Semester 1

Semester 2

EDU 202 

EDU 451

EDU 306 

EDU 499

EPY 401 

Fine Art Elective

Methods (Concentration)

Methods (Minor)

Course Objectives

Course	Website Location of Course Objectives
Required Course: EDU 102: E-Folio	<u>EDU 102 Course Description</u>
Required Course: EDU 202: School Involvement with Families	<u>EDU 202 Course Syllabus</u>
Required Course EDU 203 Instructional Technology	<u>EDU 203 Course Syllabus</u>
Required Course EDU 303 Contemporary Theories & Practices in Middle Level Education	<u>EDU 303 Course Syllabus</u>
Required Course EDU 306 Effective Teaching Strategies	<u>EDU 306 Course Syllabus</u>
Required Course EDU 312 Integrated Curriculum in Schools	<u>EDU 312 Course Syllabus</u>
Required Course EDU 313 Classroom Culture & Student Behavior	<u>EDU 313 Course Syllabus</u>
Required Course EPY 302 Educational Assessment	<u>EPY 302 Course Syllabus</u>
Required Course EPY 303 Advising, Mentoring, & Counseling Techniques	<u>EPY 303 Course Syllabus</u>
Required Course EPY 401 Teaching Diverse Populations & Exceptional Children	<u>EPY 401 Course Syllabus</u>
Required Course EDU 390 Practicum I	<u>EDU 390 Course Syllabus</u>
Required Course EDU 391 Practicum II	<u>EDU 391 Course Syllabus</u>
Required Course EDU 392 Practicum III	<u>EDU 392 Course Syllabus</u>
Required Course EDU 451 Student Teaching	<u>EDU 451 Course Syllabus</u>
Required Course EDU 499 Clinical Assessment in the Classroom	<u>EDU 499 Course Syllabus</u>
*Methods Course EDU 407 Integrated Approaches to Teaching Middle Level Language Arts/Reading (If an English major or minor)	<u>EDU 407 Course Syllabus</u>
* Methods Course EDU 408 Integrated Approaches to Teaching Middle Level Social Studies	<u>EDU 408 Course Syllabus</u>
* Methods Course EDU 409 Integrated Approaches to Teaching Middle Level Science (If a science major or minor)	<u>EDU 409 Course Syllabus</u>
* Methods Course EDU 410 Integrated Approaches to Teaching Middle Level Math (If a math major or minor)	<u>EDU 410 Course Syllabus</u>

Educational Need

Description of Student Population to Be Served by this Program

This program will serve students who have completed one of the A.A. or A.A.T. programs in Education at Cecil College as well as individuals residing in western New Castle County (DE) or northeastern Maryland who are interested in completing a Middle Level Education B.S. degree program. Cecil College's enrollment in the A.A. and A.A.T. programs in Education reflects Cecil County's overall demographics related to gender, race, and economic status. While a majority of the students are in the 18-24 age range, Cecil College is like Wilmington University in that both institutions enroll a large number of students who are identified as "nontraditional."

2. Educational Need

The proposed program meets a critical and compelling need in northeastern Maryland for highly qualified teachers to teach at the middle school level. The importance of this preparation is well documented. "The Critical Middle: A Reason for Hope" report generated by the Maryland Middle School Steering Committee in June 2008 begins with statistics noting that in Maryland and nationally, "it is in middle school that students' progress slows, performance declines, and gaps persist." On the 2007 Maryland School Assessment, 86% of 4th graders were proficient in reading and math. By 8th grade, however, reading proficiency had dropped to 68% and math proficiency to 57%.

Two months after Maryland noted that weaknesses in middle school threaten the success of the high school reform movement, the Education Commission of the States released a report on the progress of national educational reform pointing out "the need for states to shift attention to what happens in the middle grades if meaningful high school reform is to be realized."

This Middle Level Education program will also help Maryland respond to its general shortage of qualified teachers which has resulted from career attrition, increasing student enrollments, and teacher retirements. Maryland's teacher certification programs produced only 19% (479 of the 2,557) of the beginning new teacher hires for fall 2007 in Elementary and Middle School Education.

The proposed expanded relationship between Wilmington University and Cecil College is in response to the needs of Cecil students and residents of northeastern Maryland in general for convenient and low-cost access to baccalaureate degree completion opportunities. And this demand will only increase as the populations of these counties expand as they are projected to do and the businesses in these counties likewise grow as they are also projected to do.

All three of the community colleges in the targeted geographic region have shown growth over the last five years. Cecil College has increased its enrollment by 27.8% since fall 2004 to reach its fall 2009 level of 2,676; Chesapeake College by 11.7% to reach its fall 2009 level of 2,856; and Harford Community College by 24.3% to reach its fall 2009 level of 6,702 students.

The projected growth in population of each of the four counties suggests that this pattern of enrollment growth is not likely to end any time soon. According to data provided by the Census Bureau, Caroline County's population is projected to grow by 18.8% between 2005 and 2015; Cecil's by 22.5%, Harford's by 12.4%, Kent's by 7.9%, and Queen Anne's by 16.7%. Just between 2000 and 2008, Caroline County's population grew by 11.3%, Cecil's by 16.3%, Harford's by 10.0%, Kent's by 7.9%, and Queen Anne's by 16.1%. Maryland's overall population increase was only 6.4% in that same time period.

More importantly, just as the population is increasing, the educational needs are also intensifying. And this is in an area where the level of educational attainment is relatively low. According to Census data, in 2000, only 12.1% of residents in Caroline County 25 or older had earned a bachelor's degree, 16.4% of those in Cecil County, 27.3% of those in Harford County, 21.7% of those in Kent County, and 25.4% of those in Queen Anne's County.

The growth anticipated for northeastern Maryland as a result of the 2005 Base Realignment and Closure decisions includes 30,000 new jobs in the next twenty years. Higher education is critical to prepare current and new residents for these positions. Through the Higher Education and Applied Technology (HEAT) Center, selected 4-year and graduate programs are available. However, no program in Middle Level Education is available at HEAT. Wilmington University's proposal will help meet that need.

This proposal meets a critical and compelling regional postsecondary need. It is consistent with all five of the goals of the Maryland State Plan:

Goal 1: Maintain and strengthen a system of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students and the economic and societal development needs of the state and the nation.

- Wilmington University's proposed program is recognized by the Council for the Accreditation of Educator Preparation (CAEP).
- As stated in the State Plan for Postsecondary Education, "college- and career-ready students depend on high quality teachers." This program will prepare highly qualified teachers at "the critical middle" level.
- "The Critical Middle" report notes that "few Maryland middle school teachers come to their classrooms prepared to teach the middle-level learner; virtually all complete either elementary or secondary preparation programs." The program proposed by Wilmington University is middle-school focused and meets all the standards of the National Middle School Association. No program in Maryland currently does so.
- One of the strengths of Wilmington University's program is that it fulfills one of the key recommendations made by the Education Commission of the States in its 2008 report—that preservice teachers take subject area courses in the respective department.
- Wilmington University meets the Delaware Department of Education's cut-off scores on the Praxis II. Shown below are the Praxis II cut-off scores for the two states and the

- The proposed program will assist in reaching the goal for all Marylanders to have access to postsecondary education including non-traditional students. Of the 150 Middle Level education majors in fall 2009, 45% were 25 years of age or older
- The cost for a three-credit course for students enrolled in Wilmington University's B.S. Middle Level Education is \$1014. Stevenson's charge for a three-credit course is more than a thousand dollars over that of Wilmington (\$2190). Not only is Wilmington considerably more affordable but the program offers access to Maryland students who would otherwise have to commute at least 58 miles one-way from Elkton to Stevenson to enroll in the only other Middle School education program in the state.

Goal 3: Ensure equal educational opportunity for Maryland's diverse citizenry.

- The proposed program will build on already strong partnerships that Wilmington University and Cecil College have with regional school systems to enhance teacher preparation.
- In fall 2007, more than 50% of the undergraduate enrollment in Maryland's postsecondary education were at community colleges. This proposed program will provide an important avenue for Maryland community college graduates to obtain their bachelor's degree in a critical high-demand field.
- Of the 150 students enrolled in the Wilmington University program, 53% are male and 63% are members of minority groups. This diversity will only be expanded by opening the program in Maryland.
- The proposed program will enable broader recruitment to ensure educational opportunities for a diverse population and a more diverse teacher pool for middle schools in Maryland.
- Wilmington University's middle school teacher preparation program will help Maryland's students achieve grade-level proficiencies, particularly in reading and math, by the eighth grade.

Goal 4: Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders.

- A hallmark of Wilmington University is its student centered learning focus. The vision of the University is to "distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves."
- The middle school level teaching program proposed by Wilmington University was designed around active student engagement in their own learning and the delineation of learning outcomes and assessment to determine attainment of those outcomes. Student-centered learning is especially stressed in the introductory courses to the major, the

- The Wilmington University program was developed through collaboration with local school systems to enhance the preparation of middle-school education. This focus on collaboration will extend to Maryland school districts.
- As a result of long-standing and effective dual admission and articulation agreements between Wilmington University and Cecil College, the proposed program will strengthen and enhance transfer opportunities for disadvantaged and lower income students currently enrolled in a Maryland community college.
- The addition of this program will be critical in helping the state prepare its middle school students for the changing environment they will face. As noted in “The Critical Middle” report, the federal Base Realignment and Closure (BRAC) plan will create tens of thousands of science, information technology, and engineering jobs in Maryland. The latest projection shows a mid-case scenario with a total increase of 33,500 jobs. Cecil County’s job increase as a result of the BRAC plan is projected to be 9%, Harford’s by 37%, and Northeastern Maryland will be especially impacted because of its location in the midst of the three military installations included within the BRAC plan. The math and science major and minor opportunities included in the middle level education program at WU will help to prepare current elementary- and middle-school students for the employment market they will enter. Teacher candidates will be in demand; 870 additional teachers are expected to be needed because of the impact of the BRAC plan.

(b) Comparisons to existing Maryland programs:

In Maryland, there is only one institution (Stevenson University) offering a middle-level teacher education program. Stevenson is located 58 miles and more than an hour from Elkton Station, MD. Wilmington University would enable students in northeastern Maryland to obtain a degree in middle-level teacher education in much closer proximity.

Likewise, Stevenson University launched its program in 2008. Wilmington has offered its program for twenty one years. In 2008-09, Stevenson University produced a total of 26 graduates in Elementary Education and none focused on Middle School Education. Wilmington University **graduated** 80 students with either elementary or middle school certification; nine of them had majored in Middle Level Education. In 2008-09, Wilmington University’s Middle School Education program alone had an **enrollment** of 172 students.

The Stevenson program was designed to meet the needs of teachers in grades 4-9. In comparison, the Wilmington University program is very specific to middle schools---and leads to certification only for grades 6-8. Stevenson University offers one preparation track in English/Language Arts and Social Studies and another in Math and Science. In comparison, Wilmington offers 4 distinct majors and minors (Math, Social Science, English, and Social Studies). Consequently, a student can be prepared in any combination of one of them as a major and a different one as a minor resulting in 12 discrete tracks.

Recent Approval Letter



MHEC
Creating a state of achievement

12066

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Danette G. Howard
Secretary

August 15, 2012

Dr. Jack P. Varsalona
President
Wilmington University
320 North DuPont Highway
New Castle, DE 19720

Dear President Varsalona:

The Maryland Higher Education Commission has received a renewal application from Wilmington University to continue its offerings at Cecil College in Elkton, Maryland. I am pleased to inform you that Wilmington University is authorized to offer the following program at this location until August 31, 2013.

Bachelor of Science (B.S.) in Middle Level Education

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved location after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2013-2014. If applicable, the use of VA benefits for this program should be coordinated through Ms. Trish Gordon-McCown, Coordinator of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offering in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Danette G. Howard, Ph.D.
Secretary of Higher Education

DGH:SAB:mts

C: Ms. Diane C. Hampton, Director, Institutional Relations, MICUA
Ms. Theresa Hollander, Associate Vice Chancellor, Academic Affairs, USM



MHEC

Creating a state of achievement

12066

Martin O'Malley
Governor

Anthony G. Brown
Lt. Governor

Anwer Hasan
Chairperson

Danette G. Howard
Secretary

August 15, 2012

Dr. Jack P. Varsalona
President
Wilmington University
320 North DuPont Highway
New Castle, DE 19720

Dear President Varsalona:

The Maryland Higher Education Commission has received a renewal application from Wilmington University to continue its offerings at Cecil College in Elkton, Maryland. I am pleased to inform you that Wilmington University is authorized to offer the following program at this location until August 31, 2013.

Bachelor of Science (B.S.) in Middle Level Education

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved location after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2013-2014. If applicable, the use of VA benefits for this program should be coordinated through Ms. Trish Gordon-McCown, Coordinator of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offering in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Danette G. Howard, Ph.D.
Secretary of Higher Education

DGH:SAB:mts

C: Ms. Diane C. Hampton, Director, Institutional Relations, MICUA
Ms. Theresa Hollander, Associate Vice Chancellor, Academic Affairs, USM