



WESLEY COLLEGE GRADUATE CATALOG 2015 - 2016

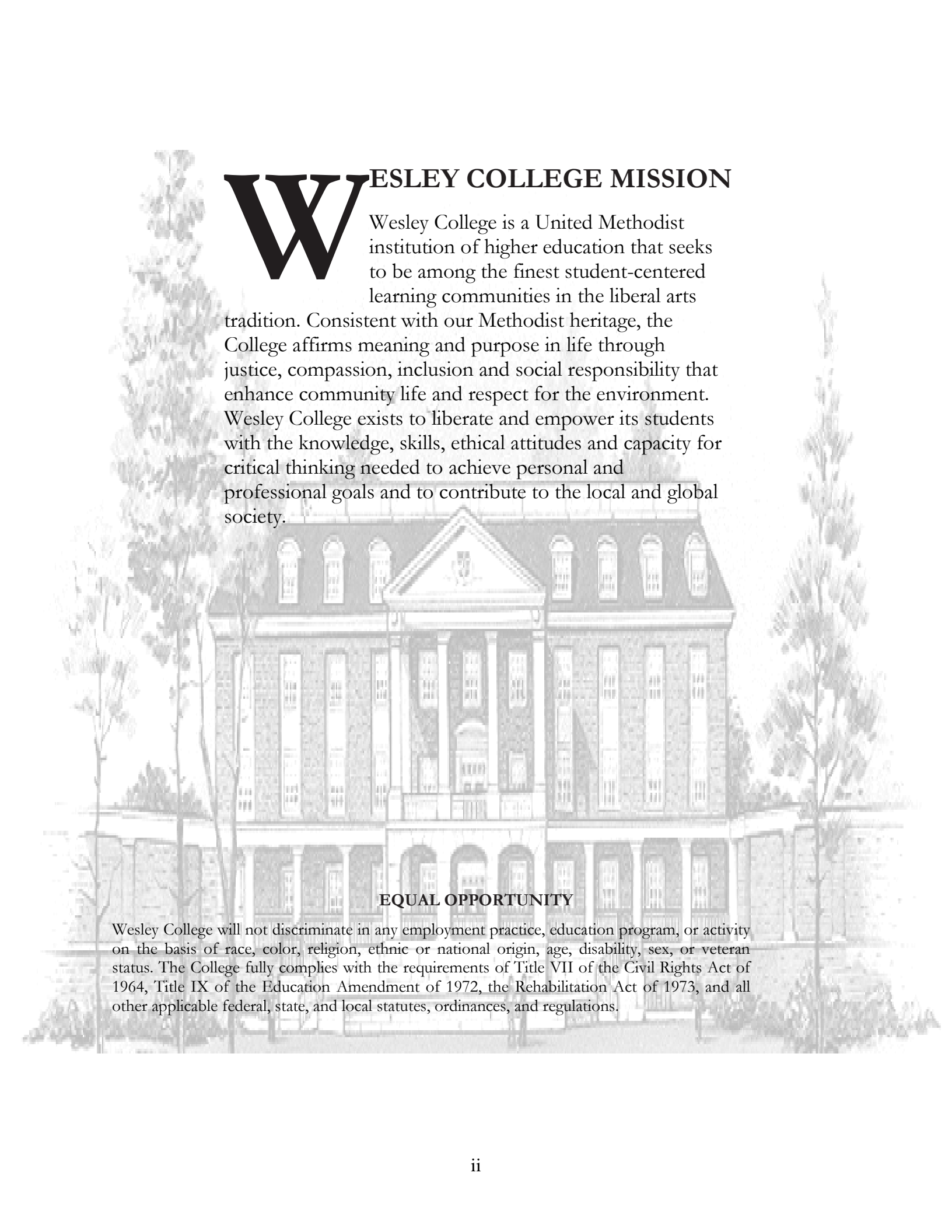
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This catalog presents the offerings and requirements in effect at the time of publication and is published for informational purposes only. This does not constitute a contract between the College and any student, or other person, or application for admission. Wesley College reserves the right to change, withdraw, eliminate or modify courses of instruction and/or academic requirements as needs and circumstances require. Accommodations will be made for current students should they be adversely affected by amendments to or changes in the curricula or policies of the College. In addition, Wesley College reserves the right to eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the College will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

A faint, grayscale background image of Wesley College's main building, a large, multi-story brick structure with a central portico supported by columns and a pedimented roof with dormer windows. The building is flanked by tall, thin trees.

WESLEY COLLEGE MISSION

Wesley College is a United Methodist institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our Methodist heritage, the College affirms meaning and purpose in life through justice, compassion, inclusion and social responsibility that enhance community life and respect for the environment. Wesley College exists to liberate and empower its students with the knowledge, skills, ethical attitudes and capacity for critical thinking needed to achieve personal and professional goals and to contribute to the local and global society.

EQUAL OPPORTUNITY

Wesley College will not discriminate in any employment practice, education program, or activity on the basis of race, color, religion, ethnic or national origin, age, disability, sex, or veteran status. The College fully complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations.

Welcome!

The Graduate Programs Committee is pleased to welcome you to Wesley College. We are proud of our history of offering affordable post-baccalaureate programs accessible not only to traditional students, but especially to working professionals and those interested in updating their intellectual and workplace skills. Wesley College is committed to excellence in teaching and education at all levels and is looking forward to your individual contributions to our learning community.

This Graduate Catalog is designed to familiarize you with the post-baccalaureate—professional certificate and masters degree—programs offered here at Wesley College. Unless otherwise indicated, the guidance and policies outlined in this document pertain to applicants to and students in all Wesley graduate programs. While the information contained in this document is known to be correct at the time of its publication, more complete information may be available online at the Wesley College website. Throughout this Catalog you will find links to supporting information maintained on the website.

Again, welcome to graduate studies at Wesley College!

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GRADUATE STUDY AT WESLEY COLLEGE

POST-BACCALAUREATE DEGREE PROGRAMS

Wesley College offers post-baccalaureate certificates and masters degrees at the Dover campus. Academic programs include Business Administration, Education, Environmental Sciences, and Nursing. Each program has specific entrance and graduation requirements. However, common to all is the goal of assisting students who desire advanced study in current theory and practice.

The graduate faculty at Wesley College is committed to excellence in their fields of study. Small class size gives students and faculty time for the in-depth examination and processing required for advanced-level study. Students are guided in classroom studies and in their fieldwork. This practical, small group interaction allows students to test their skills and receive feedback to evaluate their own progress and set goals for continued learning.

Wesley College faculty is dedicated to providing their graduate students with a rich and rewarding educational experience. Their principal aim is to ensure that graduates possess the knowledge and competencies required for career advancement and leadership. To this end, the graduate curriculum in each of the four areas is designed to give students a solid foundation in the core disciplines and the expertise to perform as leaders.

GRADUATE PROGRAMS COMMITTEE

Graduate programs at Wesley College are overseen and coordinated by the Graduate Programs Committee comprising the directors of the several graduate programs, the Chief Academic Officer (Vice President of Academic Affairs), a representative from Enrollment Management, a representative of the graduate student body, and the directors of other Wesley College sites.

The Graduate Program Committee develops, reviews and implements policies and procedures pertaining to graduate-level instruction, programs, and curriculums, and upon review recommends new graduate-level courses or programs to the faculty for approval. The committee is convened by the VPAA to hear all graduate student appeals and grievances. The Committee nominates members for the Institutional Review Board for election by the Faculty.

ADMISSION REQUIREMENTS

- An applicant must submit a completed application form and fee to the Office of Graduate Admissions.
- An applicant must request that official transcripts of all prior academic work be sent to the Office of Graduate Admissions
- Additionally, each graduate program has specific admission requirements as indicated in the detailed description

of each program in this catalog-

ADMISSION OF INTERNATIONAL GRADUATE STUDENTS

Admitted international graduate students who require a valid F-1 student visa through a Wesley College-issued I-20 form must present the following official documents at least six months before the intended semester of enrollment.

- Completed application for admission and fees
- Official transcripts from all colleges/universities (translated into English; World Education Services [WES] transcript evaluation preferred) attended outside of the United States
- Official transcripts from all colleges/universities attended within the United States [if applicable]
- Completed Wesley College International Student Agreement and Statement of Financial Support forms
- Official TOEFL score if English is not the applicant's first language (a minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test. This requirement is waived for those students who have earned a bachelor's degree at a college/university within the United States. It may also be waived by the Program Director for a student who has spent at least one year in an English-speaking environment

NON-DEGREE-SEEKING STUDENTS

Students not wishing to pursue a Wesley degree but wanting to take a single course may apply to do so by completing an application for part-time enrollment. A non-degree-seeking student may take at most six hours of coursework in a single program before being required to formally

apply for formal degree-seeking status.

A maximum of six hours of part-time credits may be transferred into a graduate degree program.

TRANSFER CREDIT

A maximum of six (6) graduate degree credits may be transferred for courses taken

at other regionally accredited institutions providing:

- The Graduate Program Director approves the request for transfer of credits
- The transfer course grade is B or better
- The transfer course credits were not used to fulfill the requirements of another degree

ACADEMIC POLICIES AND PROCEDURES

GRADING SCALE

The grading scale for graduate students is as follows:

A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Average
B-	2.67	
C+	2.33	
C	2.00	Below Average
F	0.00	Failure
I		Incomplete
W		Official Withdraw

Instructors may choose not to implement + and – gradations.

INCOMPLETE GRADES

The grade of I is given when the student has not completed course requirements because of excusable reasons. A student who receives an incomplete grade must arrange to make up all deficiencies with the faculty issuing the grade. Graduate students may retain a grade of incomplete for one calendar year. If not removed at the end of the calendar year, the grade will become an F. If a course with an incomplete grade is a prerequisite for another course, the next level course may not be taken until the grade of I is completed and replaced with a satisfactory grade. A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required to the degree program.

GRADE APPEAL

A student who contends that he/she received a grade below a B because of arbitrary or unethical behavior on the part of a faculty member may appeal the grade. Before initiating such action, the student must first attempt to resolve the issue with the faculty member. If the student is not satisfied, he/she can formally proceed by writing to the dean of the school in which the grade was assigned. The dean will meet with the faculty member and the student to examine all claims and relevant supporting materials or documents which pertain to the grade, such as the course syllabus/outline, mid-term exam, final exam, term paper, or any other outcome on which the final grade is based. If the dean supports the grade awarded, the issue is closed; the dean will officially notify the student. If no resolution can be reached, the dean will select three Graduate Programs Committee faculty members to review the grievance. This review will include separate meetings of this subcommittee and the student, then the subcommittee and the faculty member involved. The decision of the subcommittee will be final and binding on all parties.

ACADEMIC HONESTY POLICY AND PROCEDURES

In pursuit of academic excellence, Wesley College expects its students to meet the highest ethical standards. Academic standards concerning plagiarism and dishonesty prohibit:

- Concealing notes during tests
- Collusion between students in examinations
- Unauthorized cooperation on individually assigned work
- Representing another's work or ideas as one's own (including both published and unpublished work or ideas)
- Failing to give proper recognition to quoted, paraphrased, or summarized work taken from either print or electronic sources
- Submitting the same work for two different classes and/or assignments
- Submitting the same work for which one has earned a grade in a previous semester
- Copying the work of another person either with or without that person's knowledge
- Other acts of academic dishonesty

First offense

At the discretion of the instructor, one of the following will occur:

1. The student will receive a grade of zero for the assignment
2. The student will receive a grade of zero for the assignment and the student's final course grade will be reduced by at least one letter (e.g., B- to C-)
3. The student will be automatically dismissed

from the course in which the offense occurred and receive a grade of F for the course.

Subsequent offenses

Automatic dismissal from the course in which the offense occurred, with a resulting grade of F. At the discretion of the Graduate Program Committee, one of the following will occur:

- Suspension from the College
- Expulsion from the College

The College will follow the procedure below to document violations of academic honesty:

- After having proved that a student violated an academic honesty standard, the faculty member should complete and submit a "Violation of Academic Honesty Standard" notice to the Office of Academic Affairs.
- The student may appeal the violation(s) to the Graduate Program Committee. If such an appeal takes place, the student must continue to attend the class and complete all assigned work until a hearing occurs. If the hearing is not convened until after the semester ends, the student receives a grade of Incomplete (I) on his or her transcript until the case is resolved. The Office of Academic Affairs will inform the faculty member of the Committee's decision in a timely manner. If the student does not appeal,

the instructor's grade is affirmed.

- When a student is found to have violated an academic honesty standard (either by the student's own admission, material presented as proof by the faculty member, or the ruling of the Graduate Program Committee, the following notation shall be placed in the student's official academic file maintained by the Registrar's Office: "Academic Honesty Violation as determined by the Office of Academic Affairs."

Wesley College expects its faculty and administration to uphold the highest ethical standards. By their example in and out of the classroom, through publications, research, and presentations, the faculty and administration provide the ethical model that they expect their students to follow.

ACADEMIC STANDING

Graduate faculty in their respective departments determine the value of the letter grade in their major courses. Only a grade of A, B, or C is considered to be a passing grade in a graduate course. Graduate students must maintain a minimum 3.0 cumulative grade point average [GPA] to remain in good academic standing in their program area and to meet the requirements for graduation with a master's degree. Students falling below the 3.0 GPA will be placed on academic probation and will have one term (as defined within each program) to achieve the 3.0 status.

Students who are not removed from probation after one term will be dismissed from the program.

Conduct inconsistent with the ethical and professional standards of the discipline, whether occurring before or after matriculation, is grounds for dismissal from the program. See departmental guidelines for specific information on this matter.

CONTINUOUS ENROLLMENT

Following matriculation, students are required to be enrolled for courses each semester for continuous enrollment to be achieved. Students who do not apply for a leave of absence and have not enrolled for at least one semester can be dropped from the program. If students are dropped from the program, they may petition for readmission by filing a new application at least 30 days prior to the start of the semester in which the student expects to enroll.

A maximum of five calendar years from the date of matriculation is allowed for completion of the master's program.

ADVISING

Each entering graduate student is assigned a faculty academic advisor. The advisor will work cooperatively with the graduate student to facilitate progression through the program to graduation. Advisors can be changed at the initiation of either the student or the faculty. The graduate student who selects the thesis or capstone project option for

graduation will select an advisor with the program director's approval.

EXEMPTION FROM COURSE REQUIREMENTS

A student exempt from a course requirement is not exempt from the course credit(s); the student is required to substitute another course for the exempted course to earn the requisite number of credits of his or her program.

GRADUATION REQUIREMENTS

The Commencement ceremony is held in May, and the candidates for graduation are required to attend unless excused formally. Candidates completing their degree in December must submit a signed Petition for Graduation to the Registrar's Office by November 1. Those submitting petitions for the May graduation must do so by December 1. The petition must include a catalog year. A non-refundable graduation fee must also be submitted. No graduation petition will be accepted after November 1 for January completion, or after March 15 for May completion.

Candidates completing in December and May should attend the May graduation.

ACCESS TO STUDENT RECORDS

Wesley College guarantees both the privacy and the confidentiality of all student educational records and a student's right to access those records according to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. The College is unable to provide parents with their student's grades unless the student has signed a waiver. The College no longer mails final grades to parents or students; grades may be accessed electronically through the student's password account.

The official custodian of student records is the Registrar. Access to student records is limited to the student, the student's current instructors and faculty advisor, the Registrar's staff, professional counseling and administrative personnel with legitimate interests, authorized officials of government and accrediting agencies, and

persons bearing a lawful judicial order or subpoena, or any party designated by written consent of the student.

A student or former student has the right of access of his or her records; however, the College can deny such access if the student has an unpaid financial obligation to the College. Requests must be made in writing to the Registrar who will comply within forty-five working days. Following review, a student may request any portion of his or her record be expunged. Failure by the College to expunge any records may be appealed to an official hearing board established for this purpose. The hearing board's decision is final. Any student who wishes the College to withhold the release of his or her name concerning normal directory information may do so by notifying the Registrar in writing. Questions regarding the official procedures and policies of the College relating to the access to and the privacy of student records should be directed to the Registrar.

FINANCIAL INFORMATION AND FEES (2014-2015)

Graduate Student Deposit	\$250
Tuition (credit hour)	\$502
Admission Application Fee	\$50
Masters Degree Graduation	\$125
<ul style="list-style-type: none">• <u>May Graduation</u>: petitions must be received no later than March 1• <u>December Graduation</u>: petitions must be received no later than October 15. Those graduating in December have the option to participate in the May ceremony.	
Transcript Fee (per transcript)	\$10
Vehicle Registration Fee (annual)	\$50
Return Check Fee	\$35

Please see [Tuition-Related Costs](#) for more information.

FINANCIAL AID

The College's Financial Planning Office provides information about sources of **financial aid** such as Stafford Loans and the College Work Study Program. Students should file the Free Application for Federal Student Aid (FASFA) by June 1 for the fall semester, by October 1 for the spring semester, and by March 1 for the summer sessions. See online [Financial Aid](#) for more information.

Students entitled to **Veterans benefits** should contact the Registrar's Office for information about certification eligibility. See online [Veterans/Military Benefits](#) for more information.

A limited number of **Graduate Assistantships** are available for individuals admitted to graduate study. Graduate assistants receive waiver of tuition for up to seven credit hours a semester. Individuals awarded graduate assistantships work up to twenty hours each week during the academic year. Check with Program Director for availability. Please refer to the online [Graduate Assistant Handbook](#) for more information.

POST-BACCALAUREATE PROGRAMS

BUSINESS ADMINISTRATION

DEGREE

Master of Business Administration (MBA)

CONCENTRATIONS

Executive Leadership

Management

Environmental Sustainability

DESCRIPTION

The Master of Business Administration (MBA) degree is designed for professionals who choose to combine academic proficiency with practical advantage in the workplace. It is a degree that aids professionals in building skills and successfully seeking employment promotion. While the MBA program emphasizes case studies and quantitative analysis in a macro context of global business and international organizations, it also includes practical work-based projects. The diversity of student backgrounds from both business and nonbusiness fields enhances the comprehensive character of class discussion. The MBA degree is offered with three concentrations.

- Executive Leadership is a concentration designed for students who have significant work experience and are fully employed.
- The Management concentration is the best option for the person who has little work experience but who wishes to pursue a career in business.
- The Environmental Sustainability concentration is designed as an interdisciplinary approach for students interested in business systems, natural systems, and sustainable development. Courses in the concentration are integrated with the core MBA courses to provide a solid conceptual and applied quantitative background for environmental managers and organizational leaders.

ADMISSION REQUIREMENTS

The Graduate Business Committee evaluates applicants based on the following criteria:

- A cumulative grade point average of 3.00 or higher in completing a baccalaureate degree from a regionally accredited institution
- Two letters of recommendation
- A current resume
- An interview by invitation with members of the Graduate Business Committee
- It is recommended that applicants be at least twenty-five years of age.

MBA POLICIES

The MBA programs are structured in a cohort timeframe whereby students take one course at a time. A course meets one night a week for seven or nine weeks as a part of a predetermined sequence. Continuous enrollment, as noted in the overall graduate policies, is expected.

For the MBA programs, a term is defined as two courses. A course may not be repeated in the MBA programs. No more than one class session may be missed in a course.

MASTER OF BUSINESS ADMINISTRATION

Core Requirements 21 credit hours

BA501 Marketing Theory & Buyer Behavior
BA502 Business Statistics
BA503 Advanced Financial Management
BA504 Social Forces in Business
BA505 Managerial Economics
BA506 Advanced Managerial Accounting
BA507 Operations Management

EXECUTIVE LEADERSHIP CONCENTRATION
15 credit hours

BA508 Organizational Development
BA512 Legal Options in Business
BA513 International Management
BA515 Strategic Planning and Analysis
BA516 Executive Leadership

MANAGEMENT CONCENTRATION
15 credit hours

BA508 Organizational Development
BA509/514 Two Electives
BA515 Strategic Planning and Analysis
BA604/605 Research Project/Cooperative Placement

EDUCATION

DEGREES

Master of Arts in Education, Curriculum and Instruction, Advanced Preparation for Teachers
Master of Arts in Teaching with Initial Licensure
Master of Education, Curriculum and Instruction

**MASTER OF EDUCATION—
CURRICULUM AND INSTRUCTION (MA.Ed.)**
33 required semester hours

Master of Arts in Education – Advanced Preparation for certified teachers

The Master of Arts in Education (MA.Ed.) Curriculum and Instruction degree is designed for advanced preparation of the certified K-12 teacher. The goal of the degree is to build candidate's skills at reflection and research on practice. The Curriculum and Instruction program core provides the practicing teacher with the requisite knowledge and skills to become an effective teacher as described in CAEP and INTASC standards. Candidates will learn the skills of action research and be expected to demonstrate the use of action research in their classroom or school setting for the improvement of student learning. MA.Ed. Curriculum and Instruction candidates will be assigned a thesis advisor when they are accepted into candidacy. With the advisor, the candidate will develop a set of goals for the second half of their degree. The second half of the program is research-based, conducted in the candidate's

ENVIRONMENTAL SUSTAINABILITY CONCENTRATION
15 credit hours

BA518 Economics of the Environment
BA519 Quantitative Methods for Sustainability
BA520 Sustainable Business Communities
ES504 Sustainability Science
ES508 Environmental Law

classroom or school setting, and culminates in a thesis.

Core Requirements

All advanced preparation (MA.Ed.) candidates complete an eighteen- hour core. In addition, each candidate will work with their assigned advisor to choose a sequence of 4 additional courses (12 credit hours) to meet their program and professional goals. These additional courses could be an existing course of study offered by the department, or a unique combination of courses designed specifically for the candidate. MA.Ed candidates will design, implement and defend a thesis (6 credit hours) Candidacy for the MA.Ed is on the recommendation of the graduate faculty and is based on the defense of the proposal in ED 530 Research Methodology and Design.

The required eighteen-hour MA.Ed. core:

ED506A Curriculum Building
ED521 Analysis of Teaching
ED530 Research Methodology and Design
ED533 Assessment
ED534 Learning Theory
ED536 Seminar in Instructional Models

MA.Ed. Additional Course Requirements:

- Four additional course electives that align to your program of study and/or thesis topic (12 hours)
- Six (6) hours of thesis
- Candidates must prepare and defend a research proposal in ED530.

ADMISSION REQUIREMENTS: MA.Ed.

The MA.Ed. applicant must provide a completed application to the Admissions Office and submit the following:

1. An undergraduate transcript from an accredited college or university (GPA of 3.00)
2. A copy of their professional teaching certificate
3. An on-site supervisor evaluation of professional qualities (rubric provided by the Wesley Education program),
4. An official copy of their most recent DPASS II observations data **or** other school-based recommendation from their site-based supervisor

MA.Ed. COURSE ROTATION

Offered online and face-to-face; subject to change based on need and on candidate's program of study

***Fall I -7week**

ED 534 Learning Theory (3)

**ED 5XX –Elective (3)

Fall II – 7 week

ED 521 Analysis of Teaching (3)

ED 506 Curriculum Building (3)

Spring I- 7 week

ED 536 Seminar in Instructional Models (3)

*ED 5XX Elective (3)

Spring II – 7 week

ED 533 Assessment (3)

*ED 5XX. Elective (3) -optional

Fall 14 weeks

ED 530 Research Methodology & Design (3)

Spring 14 weeks

*ED 600 Thesis (6)

- * 7-week courses may be taken singly
- ** Electives and thesis may be taken in the summer sessions rather than during the academic year. Other courses are also offered in summer sessions according to need and candidate's program of study

MASTER OF ARTS IN TEACHING (MAT)

The Education Department offers the Master of Arts in Teaching (MAT) initial certification degree. Full time faculty teach all courses, assuring continuity and quality of the program.

The MAT program is a licensure program for candidates who have a baccalaureate degree in a content area (history, biology, chemistry, math, political science, English, business, etc.).

Candidates earn a master's degree, receive their initial teaching license, and are classified by the State of Delaware as highly qualified upon successful program completion. MAT candidates have the following options for program completion:

1. Wesley seniors who have completed undergraduate degree requirements may enroll in classes in the spring semester of their senior year.
2. MAT candidates who wish to complete the program in three semesters may enroll in classes in the summer.
3. MAT candidates may complete the degree part time over 2 to 3 years.

ADMISSION REQUIREMENTS: MASTER OF ARTS IN TEACHING (MAT)

To be admitted to degree candidacy the applicant must provide a completed application to the Admission Officer, and the following:

1. Official transcripts showing completion of a bachelor's degree in an appropriate content area from an accredited university or college and an overall grade point average of 3.00
2. Official copies of passing scores (Delaware) on the PRAXIS Core examination in Reading, Mathematics, and Writing.
3. Official copies of passing Praxis II scores (Delaware) in your content area
4. Resume and statement of philosophy of teaching and learning.
5. Two letters of recommendation, one of which must be an evaluation of applicant's instructional ability and attitude toward the teaching/learning process. Applicants who lack teaching *experience* should ask for a recommendation from a college instructor in their major discipline or an employer familiar with their teaching potential.

At the time of admission, the MAT applicant's transcript will be analyzed for depth of content knowledge in the major, using the Specialized Professional Associations' criteria (NCTM, NCTE, NSTA, NASPE, NCSS, etc.). Based on this analysis, candidates may be required to take further content courses in order to satisfy SPA requirements for content knowledge.

MAT candidates may be conditionally admitted to the program prior to taking and passing the Praxis tests. Passing Praxis test scores are required for admission to degree candidacy and to student teaching

Core Requirements

The MAT degree has a 21-semester hour course core and 9 student teaching hours (30 hours total)

MAT Course Rotation

Fall

ED 506A Curriculum Building **OR**
ED 536 Instructional Models

ED 534 Learning Theory **OR**
ED 519 Literacy Across the Content Areas

ED 533 Assessment **OR**
ED 522 Reflective Practitioner **AND**
ED 526 Student Teaching

Spring

ED 536 Instructional Models **OR**
ED 506A Curriculum Building

ED 519 Literacy Across the Content Area **OR**
ED 534 Learning Theory

ED 560G Motivation to Learn **OR**
ED 522 Reflective Practitioner **AND**
ED 526 Student Teaching

Summer

Courses vary based on analysis of candidate course needs and will include a practicum in May and June in a classroom to give the candidate practical experience prior to the student teaching semester.

Upon satisfactory completion of the program and upon submitting evidence of having achieved a level of performance satisfactory to the Delaware State Department of Education, graduates receive the M.A.T. and initial certification in secondary education for grades 7-12 in their content area. Graduates of the program are eligible for DE

certification at the highly qualified level for the subject in which they are prepared.

Because of the brevity of the MAT program, a grade of Incomplete will not normally be given in any of the courses. MAT degree candidates are expected to complete the work for each course in the semester in which it is taken for credit.

MASTER OF EDUCATION—CURRICULUM AND INSTRUCTION (M.Ed.). Non-licensure (30 semester hours)

The Master of Education (M.Ed.) Curriculum and Instruction degree is designed for anyone with a baccalaureate degree who has career goals related to education outside the formal K-12 school setting such as in informal education, educational consulting, higher education, or corporate education. The program has an 18 semester hour core (see MA.Ed. core) and the second half of the degree is conducted independently either on the current job site or within an internship placement obtained by the department of Education on the candidate's behalf. The M.Ed. candidate may opt to complete a project, or to write a thesis. Thesis option must be on the recommendation of the Education faculty upon defense of project proposal in ED 530. Research Methodology and Design.

ADMISSION REQUIREMENTS: Master of Education (M.Ed.)

Applicants to the M.Ed. must submit:

1. A completed graduate application to the Office of Graduate Admissions (US applicants) or the International Office of Graduate Admissions (international applicants)
2. U.S. applicants must submit all undergraduate transcripts, including their terminal degree transcript from accredited universities they attended (3.00 GPA is required for unconditional admission to candidacy)
3. International applicants must submit an official transcript analysis of their undergraduate degree that verifies the degree meets US higher education requirements, and meet additional admissions requirements as communicated by the International Programs Admission Counselors.
4. All applicants must submit a written statement of purpose for pursuing the degree.

5. All applicants must submit two letters of recommendation from a supervisor or peer who can speak to their potential for graduate work.
6. All applicants must submit a resume and career objectives.

M.Ed. Core

The M.Ed. Core requirements are the same as for the MA.Ed degree. The core courses are offered both online (US students) and face-to-face (international students on campus and local candidates who prefer face to face). The core courses are offered in the 7-week format with the exception of Research Methodology and Design, which is a 14-week course.

Upon completion of the core courses, the M.Ed. candidate will be assigned a project advisor. Together the candidate and project advisor will design the candidate's second half of the program. The courses will be electives or independent studies that support the candidate's research in the workplace of internship.

Upon satisfactory completion of the M.Ed. program, candidates will be awarded the Master of Education degree in Curriculum and Instruction with their area of concentration specified on the degree.

Advanced Course of Study Certificates

Once certified teachers have received a master's degree, colleges can meet their needs with state-approved "graduate courses of study." These are groups of courses of 6-18 credits with a common focus. The education department has four graduate courses of study:

- Graduate Course of Study in Literacy
- Graduate Course of Study in Action Research
- Graduate Course of Study in Standards-Based Teaching
- Graduate Course of Study for Reading Specialist Certification

Advanced Course of Study in Literacy

(16 credit hours)

- ED505 Developing Strategic Readers
- ED509 Teaching the Struggling Reader or Writer
- ED514 Language and Linguistics
- ED515 Methods in Process Writing
- ED523 Literature Across The Curriculum
- ED527 Portfolio Development

Advanced Course of Study in Action Research (12-15 credit hours)

- ED530 Analysis of Research Methodology and Design
- ED540, ED550, ED560, ED570 Topics In English Language Arts, Mathematics, Science, or Social Studies
- ED535 Action Research
- ED600 Thesis Credit

Upon completion of the action research project, teachers will write a professional quality article for submission for publications. The thesis credit class will function as a writing workshop focusing on collaboration, peer revising and editing. A teacher may elect to do 3 or 6 hours of thesis credit, depending on the complexity of the research design.

Advanced Courses of Study for Standards-Based Teaching (16 credit hours)

- ED506A Curriculum Building
- ED519 Literacy Across the Curriculum
- ED521 Analysis of Teaching
- ED527 Portfolio Development
- ED534 Learning Theory
- ED536 Seminar on Instructional Models

Advanced Course of Study for Reading Specialist Certification (21 credit hours)

- ED505 Developing Strategic Readers
- ED509 Teaching the Struggling Reader or Writer
- ED512 Advanced Diagnosis and Remediation of Literacy Problems
- ED513 Practicum in Literacy Teaching
- ED514 Language and Linguistics
- ED515 Methods in Process Writing
- ED523 Literature across the Curriculum

ENVIRONMENTAL SCIENCE

DEGREE

Master of Science in Environmental Science

DESCRIPTION

The Wesley College M.S. Environmental Science program has been designed for individuals seeking a broad-based environmental science education at the graduate level that can be used either to further professional aspirations or provide a platform for further graduate work. Designed to be completed in approximately two years of continuous study the curriculum accommodates the needs of the working professional by offering most courses during evening sessions and featuring an increasing number of online components.

The M.S. program emphasizes a systems-based and interdisciplinary studies approach to environmental problem solving. Coursework explores the complexity of real-world environmental challenges and their social, economic, political, as well as environmental consequences for our society's sustainability and resilience. A student-developed and -executed project or thesis provides a capstone for program studies.

Wherever possible student projects are integrated with coursework in order to emphasize tangible links between environmental science and the communities in which we live. Examples of projects include:

- Hazards assessments using geographic information systems (GIS) techniques,
- Modeling pesticide and erosion dynamics
- Assessing the impact of urban and agricultural land use on water quality
- Evaluating brownfields for development
- Predicting coastal erosion.

Research methods and techniques, environmental instrumentation, and computer applications form an integral part of the graduate program.

SPECIAL FEATURES

- Completion in approximately two years
- Most courses are taught in the evening
- Small class size
- Non-thesis and thesis options
- Blends the natural and physical sciences with policy

- Incorporates computer application skills in modeling and GIS

ADMISSION REQUIREMENTS

1. Submit a completed Wesley College Graduate Application Form with application fee
2. Send official transcripts of all prior academic work to the Office of Graduate Studies
3. Have an earned Baccalaureate degree in environmental science or related field from a regionally accredited college or university
4. Submit two letters of recommendation. At least one letter should address the academic capabilities

PROGRAM REQUIREMENTS

1. Students enrolled in the M.S. Program are required to successfully complete 30 credit hours of approved coursework with a B or better in each course
2. Students can select either the non-thesis or thesis option.
3. Each student who completes the requirements of the program with an overall average of "B" (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master's degree in Environmental Science.
4. Overall undergraduate GPA of 3.0 (4.0 scale) and a 3.0 GPA in major coursework.

CORE PROGRAM REQUIREMENTS 12 credit hours

ES500 Air Resources
ES545 Current Topics in Environmental Sciences: Soils and Water Resources
ES506 Research Methods
ES507 Experimental and Project Research
ES508 Environmental Law **or**
ES547 Environmental Policy

PROGRAM ELECTIVES 18 credit hours

ES505 Environmental Bioremediation
ES510 Environmental Ethics
ES511 Hazardous Materials Management
ES512 Hazard Assessment and Management
ES513 Introduction to Geographic Information Systems
ES520 Environmental Calculations and Treatment Methods
ES522 Spatial Analysis Using Geographical Information Systems and Image Analysis

ES525 Environmental Project Management and Control
 ES530 Current Topics in Environmental Sciences: Air Resources
 ES535 Environmental Regulatory Permitting and Risk Assessment
 ES555 Environmental Instrumentation
 ES556 Limnology
 ES575 Special Topics in Environmental Sciences:
 ES600 Environmental Sciences Integrated Thesis Project

GRADUATE COURSE OF STUDY FOR EDUCATORS

The Course of Study in Interdisciplinary Environmental Science is for educators who have completed a master's degree and who desire to work toward a "Plus 15" school district salary increment. All course work in the 15-credit-hour Course of Study can be applied toward an MS degree in Environmental Science at Wesley College.

**Select two (2) courses from Block 1,
 Select one (1) course from Block II,
 Select two (2) courses from Block III**

Block I

ES546 Soil and Water Quality
 ES530 Air Resources

ES575 Special Topics in Environmental Hydrology
 BI556 Limnology

Block II

ES547 Environmental Policy *or*
 ES508 Environmental Law

Block III

ES520 Spatial Analysis Using Geographic Information Systems and Image Analysis
 ES512 Hazards Assessment and Management *or*
 ES525 Environmental Project Management

SAMPLE M.S. DEGREE PROGRAM

First Year:

<u>Fall:</u>	<u>Spring:</u>
ES545	ES522
Elective	Elective

Summer

Elective

Second Year:

<u>Fall:</u>	<u>Spring:</u>
ES506	ES507
Elective	ES500
Elective	

Summer

Elective

NURSING

ACCREDITATION

The Wesley College Master of Science in Nursing program is accredited by:

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326.
Phone: (404) 975-5000
Fax: (404) 975-5020

MAJORS

Master of Science in Nursing (M.S.N.)
Post-Masters Certificate in Nursing Education
Both Nursing Majors are offered at the Dover campus

CONCENTRATIONS

Health Promotion and Wellness
(Clinical Nurse Specialist)

DESCRIPTION

The Master of Science in Nursing is designed for the Registered Nurse with or without a Bachelor's degree. This Clinical Nurse Specialist curriculum combines elements of the BSN for RN with Master's level nursing studies, streamlining progression toward completion of the MSN without compromising educational integrity. Developed with an understanding of the individual's unique needs and interests and of the adult learners attributes of self-accountability and high motivation, the program provides maximum flexibility and individualization of learner goals without repetition of current knowledge and skills. The program prepares the graduate for advanced practice as a clinical nurse specialist in a wide variety of health care settings to promote and maintain high level wellness and to improve health care delivery in a rapidly changing society.

SPECIAL FEATURES

- Career mobility model that allows progression without repetition
- Evening classes that meet once weekly; same day the entire program
- Full time doctoral prepared faculty teaching in small seminars
- Emphasis on expert roles in practice, research and education
- Thesis or non-thesis option

ADMISSION REQUIREMENTS

- A current United States Registered Nurse license

International nurses: Please see the Board of Nursing websites for requirements for licensure. The website <http://www.cgfns.org/> serves as a resource for international nurses seeking a license to practice nursing in the United States.

- A degree in nursing from an accredited nursing program
- A cumulative GPA of 3.0 is required for full admission. Conditional admission for those with a GPA <3.0 may be offered after review of all required materials.
- Two letters of reference

MASTER OF SCIENCE IN NURSING (M.S.N.) ASSOCIATE DEGREE OR DIPLOMA GRADUATE REGISTERED NURSE

A. Select core requirements as follows:

Communicating in the World:	3 credits
The Human Experience (Religion is required in this category)	3 credits
Scientific Literacy (A&P I and II are required in this category)	6 credits
Analysis (MA201 or PY222 is required in this category)	3 credits
Global Society-American Culture	3 credits
Global Society-non-American Culture	3 credits
Total core:	21 credits

B. Undergraduate Major Requirements:

Diploma or Associate in Science in Nursing from an accredited nursing program

C. Bridge Sequence:

NR504: Population Focused Care
NR505: Seminar in Professional Nursing
NR521: Theory & Evidence Based Practice
NR522: Health Policy

D. Graduate Sequence:

NR510: Health Promotion Across the Lifespan
NR512: Leadership in Adv. Practice Nursing
NR515: Graduate Research I

NR601: Advanced Pharmacology
NR602: Advanced Pathophysiology
NR603: Advanced Physical Assessment
NR610: Advanced Practice Nursing I
NR612: Advanced Practice Nursing II
NR616: Advanced Practice Nursing III
NR615: Graduate Nursing Research II
NR620: Thesis/Project

E. Graduate Nursing Electives:

NR500C: Special Topics In Response to Bioterrorism
NR500D: Special Topics in Forensic Nursing
NR516: The Process of Curriculum Building in Nursing
NR517: Intro to Public Health Admin
NR518: Nursing Case Management & the APN
NR600D: Special Topics Care of the Older Adult—Advanced Concepts & Application
NR604: Palliative Care, Nursing at the End of Life
NR605: Childcare Health Consultant Training Program
NR630: Ethnographic Field Techniques
NR631: Culture and Health
NR632: Ethical Decision Making
NRxxx: Graduate Special Topics

Bachelor of Science in Nursing Graduate (B.S.N.)

- A. Graduate Sequence:
As noted previously
- B. Graduate Nursing Electives

RN With Bachelor of Science in Non-Nursing Major

- A. Bridge sequence
As noted previously
- B. Graduate sequence
As noted previously
- C. Graduate Nursing Electives

POST MASTER'S CERTIFICATE IN NURSING EDUCATION

The Post Master's Certificate in Nursing Education allows those nurses prepared for clinical roles at the advanced practice level to gain the necessary knowledge for the role of nurse educator in a variety of settings. The curriculum consists of 15 credits including the teaching practicum.

Course of study is as follows:

NR636: Evaluation and Classroom Methods in Nursing Education
NR637: Theory and Process in Nursing Education
NR638: Nursing Education Practicum
NR639: Curriculum Development & Implementation

SPORT LEADERSHIP

DEGREE

Master of Arts - Sport Leadership

CONCENTRATIONS

Experiential and Adventure Leadership
Coaching Leadership
Sport Management

DESCRIPTION

Wesley College's Master of Arts in Sport Leadership program is designed for the continuing student or working professional in the fields of coaching, experiential education, physical education, sport administration, or other field who wishes to gain the qualifications to enter these professions. Course offerings are designed for individuals seeking an entry-level sport leadership position or to advance in the field. The M.A. program emphasizes development of personal and professional leadership abilities and the skills necessary to successfully lead in various roles.

SPECIAL FEATURES

- Career mobility model that allows progression without repetition
- On-line classes that meet asynchronously so you fit the study into your schedule
- Completion in two years
- Full time doctoral-prepared faculty teaching in small courses
- Emphasis on expert roles in practice, research and education
- Applied project in your interest area as a capstone field-based course

ADMISSION REQUIREMENTS

1. Submit a completed Wesley College Application Form with application fee
2. Send official transcripts of all prior academic work to the Office of Graduate Studies
3. Have a Baccalaureate degree from a regionally accredited college or university
4. Submit two letters of recommendation. At least one letter should address the academic capabilities of the candidate

PROGRAM REQUIREMENTS

1. Students enrolled in the M.A. program are required to have daily access to the Internet in order to complete assignments in a timely manner. They are to have the capability to stream video, download and upload various file types.
2. Students enrolled in the M.A. program are required to complete 21 hours of core courses and 12 hours of electives.
3. Students will complete the Research Design and Methods course and capstone Project and Field Experience course following completion of all other courses in the program.
4. Each student who completes the requirements of the program with an overall average of "B" (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master's degree in Sport Leadership.
5. Overall undergraduate GPA of 3.0 (4.0 scale).

MASTER OF ARTS - SPORT LEADERSHIP

21 CREDIT HOURS

SL508 Legal Aspect of Sport
SL509 Ethical Social Issues
SL517 Sport Leadership Organization and Administration
SL520 Sport Leadership Communication
SL514 Facility Management
SL604 Research Design and Methods
SL605 Project, Field Experience

COACHING TRACK: 12 CREDIT HOURS

SL510 Theories and Principles of Sport Management
SL511 Coaching Psychology
SL516 Injury Prevention
SL522 Training Principles and Strategies

SPORT MANAGEMENT TRACK: 12 CREDIT HOURS

SL510 Theories and Principles of Sport Management
SL518 Sport Finance
SL519 Sport Governance
SL521 Sport Promotion

EXPERIENTIAL AND ADVENTURE LEADERSHIP TRACK: 12 CREDIT HOUR

SL512 Experiential and Adventure Leadership Training (ExALT 1)

SL513 Experiential and Adventure Leadership
Training (ExALT 2)
SL515 Full Spectrum Leadership
SL Elective

COACHING CERTIFICATE: 15 CREDIT HOURS

SL508 Legal Aspect of Sport
SL511 Coaching Psychology
SL516 Injury Prevention
SL517 Leadership Organization and Administration
SL522 Training Principles and Strategies

**EXPERIENTIAL AND ADVENTURE LEADERSHIP
CERTIFICATE: 15 CREDIT HOURS**

SL512 Experiential and Adventure Leadership
Training (ExALT 1)
SL513 Experiential and Adventure Leadership
Training (ExALT 2)
SL515 Full Spectrum Leadership
SL520 Sport Leadership Communication
SL Elective

GRADUATE COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION

BA501 Marketing Theory and Buyer Behavior

Studies marketing topics such as strategic market planning, time-based competition, customer satisfaction, innovation, creativity, and research. Emphasizes competitive marketing and contemporary buying behavior. **3 credits**

BA502 Business Statistics

Includes descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests, simple, and multiple regressions are topics included. Concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses. **3 credits**

BA503 Advanced Financial Management

Examines financial planning and control for the financial and nonfinancial executive, including decisions of investment, growth, and expansion strategies, dividend policy and capital structure. Analyzes principles leads to decisions about current assets, fixed assets, debt, equity, and capital assets. Emphasizes decision-making based on quantitative analysis. Prerequisites: BA502, BA506 **3 credits**

BA504 Social Forces in Business

Studies the ethical, moral, and legal responsibilities of the manager in the business world. National, state and local laws and customs stressed as they relate to the business enterprise and the rights of workers. **3 credits**

BA505 Managerial Economics

Integrates principles and ideas from various fields of economics for management decision-making and policy formation within the firm. Includes demand and cost analysis, pricing policies, capital budgeting, and other topics of economic analysis. Prerequisites: BA502 **3 credits**

BA506 Advanced Managerial Accounting

Emphasizes various cost concepts, cost behavior, cost accounting systems, and budgeting. Effects of costs and how they are reported in management control systems are studied as well as the interpretation and use of cost data in decision-making. Prerequisite: BA502 **3 credits**

BA507 Operations Management

Studies concepts relating to the operations function in both manufacturing and service organizations as they relate to planning, organizing, and controlling resources. Included is a study of efficient and effective production of goods and provision of services to meet the goals of the organization. Case analysis employed to relate theory to practice. Prerequisites: BA505, BA506 **3 credits**

BA508 Organizational Development

Covers topics of learning, perception, job attitude, work motivation, leadership, decision-making and group dynamics. Course seeks to enhance student knowledge concerning the behavior of individuals and groups in an organization. Application of organizational behavior theory to managerial problems is included. **3 credits**

BA509 Management Support Systems

Focuses on control systems that help a firm achieve predetermined goals. A control system involves a set of rules that process information to result in a choice among alternatives: a decision. Communications, also a part of the system, is the manner by which the information is routed to all of the processing and decision entities. This course considers the formal and informal aspects of management control. **3 credits**

BA510 Small Business Entrepreneurship

Studies small companies and the challenges that are commonly encountered. Students assigned clients for whom they will identify problem areas and recommend changes to improve operations. Consulting reports will be presented to the class. **3 credits**

BA511 Quality Planning and Control

Studies the total quality organization embracing the total ability to see the organization as a whole and to understand quality aspects of integrated strategic planning, empowered how and why the functions of a business are interdependent workers, internal and external quality assessments and must be carefully managed for the organization to benchmarking, supplier/vendor agreements and customer perform well. Students are encouraged to relate the opera-focus. Quality Functional Deployment (QFD) and Continuation of their own firm to the course content. Quality Improvement (CQI), supportive of Total Quality Management are included. **3 credits**

BA512 Legal Options in Business

Studies law governing commercial transactions, relationships of parties-of-interest and organizations involved. Emphasizes applications and options in decision-making. **3 credits**

BA513 International Management

Examines international business, integrating theory, policy, and application in a global setting. Topics include theories of international trade, types of investment, exchange rates, international finance, government intervention in trade and the role of global institutions in promoting world trade and trade blocs. **3 credits**

BA514 Contemporary Issues Seminar

Studies current issues of interest that will vary from time to time. Although topics generally will be macro in scope, events may suggest appropriate micro topics as well. **3 credits**

BA515 Strategic Planning and Analysis

Serves as a capstone course in business policy that stresses a synthesis of the functional business fields. Course develops student ability to see the organization as a whole and to understand how and why the functions of a business are interdependent and must be carefully managed for the organization to perform well. Students are encouraged to relate the operation of their own firm to the course content. **3 credits**

BA516 Executive Leadership

Studies leadership theories and models that highlight successful characteristics of leadership. Analysis and evaluation of models may enable the student to improve his or her own approach in leadership. **3 credits**

BA518 Economics of the Environment

Introduces students to the integral economic aspects of environmental issues. Includes economic analysis applied to resource allocation, international environmental issues, and pollution issues as related to air, water, and solid and hazardous wastes. Different government-based and market-based policies in regards to environmental issues are examined. Consequences on the environment and related aspects of these policies are discussed. **3 credits**

BA519 Quantitative Methods for Sustainability

Focuses on research methods and quantitative skills necessary to support sustainable business communities. Skills necessary to conduct graduate level research, to gather information relevant to the problems of sustainability, and to develop decision-based models for evaluating selected problems are pursued. Specific topics include research methods, data collection, forecasting methods, decision-making techniques, and inferential statistics. **3 credits**

BA520 Sustainable Business Communities

Serves as a capstone course for the concentration in environmental sustainability. Three integrated sections, each with its own objectives but with interrelated areas and common/unified threads include the overall understandings of the science elements of nature as they pertain to business operations, relationships between sustainability of the natural environment and business operations, and social arrangements/systems that foster sustainability in the business context. **3 credits**

BA604 Cooperative Placement in Business

Work experience in a business setting in which graduate learning themes may be applied. Placement is appropriate only for the student who is not employed full-time. Prerequisite: approval of Program Director. **3 credits**

BA605 Research Project

Integrates student's education with practical work experience. Students are encouraged to research matters relating to their individual business or employment areas to bring together classroom theory and practical application in the workplace. **3 credits**

EDUCATION

ED505 Developing Strategic Readers

Focuses on teaching strategies to enhance comprehension and critical use of text across all areas of the curriculum. Participants will learn to analyze students' reading and responses to reading and base instruction on the results. Students will participate and learn to use reading workshop methodology. **3 credits**

ED506A Curriculum Building

Focuses on skills and knowledge for curriculum building, including analyzing standards, writing content summaries, developing learner outcomes. Candidates in all content areas will examine language arts standards for skills that cut across the curriculum. **3 credits**

ED509 Teaching the Struggling Reader and Writer

Investigates problems children and adolescents encounter in learning to read and write. The course examines current teaching/learning theories, experiments with techniques for observing and understanding children's literacy behaviors, and applies various models for supporting children's learning. **3 credits**

ED512 Advanced Diagnosis and Remediation of Literacy Problems

Builds on theories and methods introduced in ED509. Studies the work of major researchers and theorists in the field and develops interventions for low-progress readers in clinical setting. Prerequisite: ED509. **3 credits**

ED513 Practicum in Literacy Teaching

Focuses on training others—parents, teachers, and tutors—in ways to help children develop literacy skills and knowledge. Provides services and supervise others in a literacy clinic. Prerequisites: ED510, ED512. **3 credits**

ED514 Language and Linguistics

Provides a comprehensive study of theories and research on language development in children. Emphasize the relationship between language development and expectations of the school environment (psychosociolinguistics, discourse analysis, and culture). **3 credits**

ED515 Methods in Process Writing

Provides opportunities for teachers to explore their own writing process as they keep a writing journal and share pieces with their peers. The course examines ways to involve children and adolescents in purposeful writing and in learning to revise and edit their writing for a variety of audiences. **3 credits**

ED516 The Diverse School

Explores contemporary pluralism within U.S. educational environments. This course explores student diversity – characterized by ethnicity, language, cultural background, gender, socio-economic background, sexual orientation, and exceptionality – in relation to multiple dimensions of school life: differentiated instructional strategies, the formal curriculum, the informal curriculum, teacher and student relationships, connections with family and community, and teachers' professional development. **3 credits**

ED517 Issues in Education

Explores contemporary issues and practices in U.S. education. This course begins with an examination of the major philosophical perspectives to education and their application to educational practice. Readings and discussions will focus on current practices and issues, models of reform, the impact of reform strategies, leadership, and change. Students will examine the works of researchers, policymakers, and practitioners at all levels of the educational system. **3 credits**

ED518 Content Preparation Practicum

In this independent study course, students will work with a content expert to increase knowledge in an area of mutual interest, and with an educational expert to develop a teaching unit based on this content. The unit could be taught during student teaching in the MAT program plus one of the following: ED540 Topics in Science Education; ED550 Topics in Mathematics Education; ED560 Topics in English/ Language Arts; ED570 Topics in Social Studies (3 credits) **1 credit**

ED519 Literacy Across the Content Areas

Explores four areas related to literacy across the curriculum in secondary classrooms — comprehension strategies, writing process, literature, and recognizing and supporting the struggling reader. Candidates will participate in reading and writing workshops as they read and reflect on a variety of professional and children's literature. **3 credits**

ED520 Middle School Advisory Programs

Focuses on the in-depth analysis of effective middle school advisor/advisee programs. Examines current mentoring, advising, and counseling techniques and programs used to meet the social, emotional, intellectual, and physical development of 10- to 14-year-old diverse middle school populations. **3 credits**

ED521 Analysis of Teaching

Explores the application of knowledge and skills in the K12 classroom. Special emphasis on understanding the importance of providing learning environments in which student can create meaning. Examines and practices models of effective teaching. **3 credits**

ED522 The Reflective Practitioner

Capstone course that represents the final phase of teacher training, and serves to assess both professional readiness and the effectiveness of the Wesley College MAT program. Students develop and conduct an action research project in their student teaching classrooms. (MAT only, co-requisite with student teaching ED526) **3 credits**

ED523 Literature Across the Curriculum

Provides an in-depth analysis of ways that books, representing a variety of genres, may be used with children and adolescents, not only to enhance course content in all disciplines, but also to support thematic approaches for integrated study. **3 credits**

ED524 Seminar on Exceptional Children

Examines the characteristics and instructional needs of exceptional learners and explores research-based techniques for adapting classroom instruction to accommodate the integration of exceptional children in regular classrooms. **3 credits**

ED526 Student Teaching Middle and Secondary Education (MAT only)

Provides fourteen weeks of full-time experience with and practice in a middle or secondary classroom. Prerequisites: admission to the initial certification graduate program and permission of the Director of Graduate Studies in Education. Co-requisite: ED5XX The Reflective Practitioner. **9 credits**

ED527 Portfolio Development

Provides support for the creation of a portfolio to demonstrate progress in meeting goals of the course of study. **1 credit**

ED530 Analysis of Research Methodologies and Design

C & I candidates only. Examines appropriate design of original educational research, including quantitative and qualitative practices. Through analysis of classroom field notes, candidates will develop topics of interest and generate a research proposal. **3 credits**

ED533 Assessment

Provides an extensive examination of assessment models and techniques and their theoretical origins. Examines in depth recent assessment practices such as the use of rubrics for performance assessment and portfolio assessment. **3 credits**

ED534 Learning Theory Examines classical and contemporary theories of learning, including those of Skinner, Piaget, Vygotsky, and Dewey. In addition, students will study human development with an emphasis on cognitive and social development in adolescents and pre-adolescents as a foundation for effective teaching and classroom management. **3 credits**

ED535 Action Research

With the support of professors and colleagues in this course, teachers will conduct an action research project in their own classrooms – collecting and analyzing data, presenting results and implications. (prerequisite ED530) **3 credits**

ED536 Seminar in Instructional Models

Examines skills related to effective instructional delivery. Students will examine various teaching models, including four generic instructional models and workshop approach for reading and writing. Various kinds of authentic assessment of student learning will be introduced, tried out, and evaluated in the classroom. Classroom management strategies and effective teaching strategies will be discussed and evaluated. (Field experience is required) **3 credits**

ED540 Topics in Science Education

Focuses on current issues in K-12 science education. Examines primary research on science learning and teaching and current literature dealing with national reform efforts in science education. Culminating activity will be a research paper that synthesizes research in an identified area of current concern in the science education literature. **3 credits**

ED550 Topics in Mathematics Education

Focuses on current issues in K-12 mathematics education. Examines primary research on mathematics learning and teaching and current literature dealing with national reform efforts in mathematics education. Culminating activity will be a research project that synthesizes research in an identified area of current concern in the mathematics education literature. **3 credits**

ED560 Topics in English/Language Arts Education

Develops an understanding of the developmental process of language, and social and cultural language differences. Studies current issues in research and practice, special emphasis will be placed upon an interdisciplinary approach to teaching the integrated language arts. **3 credits**

ED560G Motivation to Learn

Examines the nature of motivation, both extrinsic and intrinsic, and its effect on the learning process. Student engagement, self-efficacy, interest, competition, reward and punishment, and the affective domain are some of the concepts discussed in the course. Cognitive and sociocultural theories provide the context for the study of motivation. The relationship of an integrated curriculum and motivation to learn is emphasized. **3 credits**

ED570 Topics in Social Studies Education

Focuses on current issues in social studies education. Examines primary research on social studies learning and teaching, and current literature dealing with national reform efforts in social studies education. Culminating activity will be a research project that synthesizes research in an identified area of current concern in the social studies literature. **3 credits**

ED600 Thesis Advisement

Individual advisement master's thesis. Permission of Director of Graduate studies in Education required. **1-9 credits**

ENVIRONMENTAL STUDIES

ES500 Air Resources

Physical, chemical, and technical aspects of local, regional, and global air pollution. Topics include the air pollution meteorology, climate change, photochemical smog, carbon cycle, ground level and stratospheric ozone, aerosols, and environmental legislation. Prerequisites: Graduate standing. **3 credits**

ES504 Sustainability Science

Provides a foundation in the human and physical processes that shape urban and natural environments. Emphasizes the integration of nature of sustainable water, energy, resource use, and land management. Also includes five fundamental goals of sustainable development: 1) conservation of resources, 2) preservation of environmental quality, 3) sustainable development, 4) political participation, and 5) social equality. Discussion topics include the population growth, climate change, carbon/nutrient cycles; solid-waste pollution; urban-air pollution; and water management strategies. **3 credits**

ES505 Environmental Bioremediation

Microbiological treatment of environments contaminated with organic and inorganic pollutants. Reviews a variety of innovative technology protocols through individual student assignments and group projects utilizing recent case histories, transfer technology, and current technical literature. **3 credits**

ES506 Research Methods

An introduction to quantitative and qualitative research methods. Discussion topics include formulating research questions, sampling, measurement, bias, research validity, research design, and data analysis. Student prepares a research proposal. Prerequisites: Graduate standing. (Offered Fall Semester.) **2 credits**

ES507 Experimental and Project Research

Student is expected to conduct guided research and write their results in a format suggested by editors of leading biological and environmental sciences journals. (Offered Spring Semester.) **1 credit**

ES508 Environmental Law

Cross-referenced with PL 408. Studies the environmental law process, including the role of Congress, administrative agencies, and the court in creating, implementing, and interpreting laws and regulations. Studies in several major environmental laws and programs relating to air and water pollution, solid waste, hazardous waste, toxic waste and the Coastal Zone. Case studies and projects are emphasized. There are additional requirements for graduate student papers and projects. (offered Spring Semester.) Prerequisites: Graduate standing in Environmental Policy. **3 credits**

ES510 Environmental Ethics

Interdisciplinary, multicultural, and transformative aspects of the topic of environmental ethics. Individual student assignments and group projects will study the richness and diversity of human responses to the concerns raised by the various facets of the environmental crisis. **3 credits**

ES511 Hazardous Materials Management

State of the art and experimental methods in the appropriate handling, treatment, and disposal of materials classified as hazardous. Topics will include hazardous materials generation, transportation, physical and chemical treatment processes, storage, and disposable techniques. Preliminary Assessment (P.A.) Formats will be studied and sample P.A. sites will be selected from the current Emergency Remedial Response Information System (E.R.R.I.S.) list. Specific guest lectures will be used during the course. Selected field activities will include instruction in the use of protective clothing and respiratory protection and the use of specific environmental monitoring equipment. Prerequisite: Graduate standing. **3 credits**

ES512 Hazard Assessment and Management

Theory and methods in hazard assessment and management. Site characterization; environmental pathways; contaminant release, transfer, and transport; exposed populations; and risk characterization. A systems approach to environmental problem solving will be emphasized. Structured as an applications-and case study-based course. Prerequisites: Graduate standing, MA201, and ES520. **3 credits**

ES513 Introduction to Geographic Information Systems

Introduction to the foundations, theory, and use of geographic information systems. This course provides students with grounding in mapping theory, GIS software, geographic data sources, and applications. Provides students with a different set of tools with which to analyze, display, and understand geographic data. Designed to cover applications in demography, business, epidemiology, and other disciplinary areas. A significant portion of the course will be self-paced; the instructor acts as a facilitator and mentor. Serves as a prerequisite for advanced GIS studies. **3 credits**

ES515 Current Topics in Environmental Sciences: Aquatic Resources

Chemical contamination of surface water and subsequent impact on aquatic habitat. Sustainable management options and techniques to detect and control nonpoint source pollution will be discussed. **3 credits**

ES520 Environmental Calculations and Treatment Methods

Advanced treatment technologies available for the remediation of impacted environments utilizing mathematical modeling and material balances. Special emphasis placed on the protocols required for the treatment of impacted air quality and the utilization of remediation methods for a variety of brownfield sites. Individual assignments and group projects will access current and projected procedures, literature, and resources. **3 credits**

ES522 Spatial Analysis Using Geographical Information Systems and Image Analysis

GIS and remote sensing course that provides an equal balance between theory and hands-on applications. A raster-based GIS will be used as a vehicle for spatial and image analysis applications in the environmental and the biological sciences. Discusses data structures, database query, distance and context operators, map algebra, DEM creation, principles of remote sensing and spectral response patterns, satellite image enhancement, and supervised and unsupervised image classification theory and applications. Prerequisites: Graduate standing. **3 credits**

ES525 Environmental Project Management and Control

Planning, organizing, and implementing environmental management projects. Topics include strategic planning, forecasting, operations management, and decision strategy analysis. **3 credits**

ES530 Current Topics in Environmental Sciences: Air Resources

Reviews the status of the primary and associated causative agents and actions leading to the current environmental conditions that affect air resources. Individual assignments and group projects will reflect student's interest and expertise in the identification, analysis, and subsequent recommendations for air quality improvement. **3 credits**

ES535 Environmental Regulatory Permitting and Risk Assessment

Analyzes the major contemporary and proposed legislative and regulatory programs that affect both the private and public sectors of the environmental profession. Current, strategic risk assessment mechanisms that evaluate, manage, and minimize risk will be incorporated into individual assignments and group projects via the use of scientific and economic information for the formulation of public and private sector policies with specific emphasis on indoor air quality and ambient atmospheric masses. **3 credits**

ES545 Current Topics in Environmental Sciences: Soils and Water Resources

Analyzes the status of environmental impact interactions on the soil communities, surface water, and ground water. Individual assignments and group projects will reflect student's interests and expertise in the identification, analysis, and subsequent recommendations for soil improvement, land use, and water quality remediation. **3 credits**

ES547 Environmental Policy

Economic, ethical, and political aspects of analyzing conflicts surrounding transportation, endangered species, land use, air and water pollution, and energy policy. Explores evaluation of alternatives for solution of complex environmental problems. Prerequisite: Graduate standing. **3 credits**

ES555 Environmental Instrumentation

Instrumentation techniques currently used to assess samples from atmospheric, hydrologic, geologic, and biospheric sources. Quality assurance and quality control procedures will be incorporated into the analytical procedures that will be integrated into individual student assignments and group projects. **3 credits**

ES556 Limnology

Cross-referenced with BI355. Examines the ecology of aquatic habitats in which the biota of lakes, marshes, and estuarine systems are studied utilizing field surveys and individual projects. Prerequisite: Graduate standing. **3 credits**

ES575 Special Topics in Environmental Sciences

Specialized topics in the environmental sciences not generally included in course offerings. A maximum of six semester hours is allowed for program credit. Prerequisite: graduate faculty approval. **3 credits**

ES600 Environmental Sciences Integrated Thesis Project

Thesis project selection, experimental design, collection, and analysis of data, and subsequent presentation.

3 credits

NURSING

NR500C Response to Bioterrorism

This course explores intentional disaster and the role of the nursing professional in promoting the health of the community and the consumer by structuring, developing, and fostering an environment prepared to respond and manage a major public health emergency, particularly bioterrorism. Case scenarios are utilized to facilitate implementation of physical and psychosocial disaster preparedness principles. (TBA) **3 Credits**

NR500D Forensic Nursing

To provide the graduate student with an overview of Forensic Nursing Practice within the scope of the nursing process, by applying the standards and principals of nursing practice to questions of law. (TBA) **3 Credits**

NR504 Population Focused Care

This clinical course is designed to provide students with the opportunity to apply the nursing process to the community as the health client. Students will use principles of epidemiology to investigate a community health problem. The health needs of populations at risk within the community are identified and plans are formulated to meet those needs. Practica utilize a variety of community settings. (Spring Semester) **5 credits**

NR505 Seminar in Professional Nursing

Focuses on issues and trends pertinent to professional nursing practice and provides an opportunity for student to design and lead a seminar on the topic of their choice. Current licensure as an RN. (Spring Semester)

3 credits

NR510 Health Promotion Across the Lifespan

This course describes the evolving profession of nursing and the changing health care system including future challenges and policy initiatives for health promotion. Foundations of, assessment, intervention, application and evaluation of health promotion are emphasized. Functional assessment patterns serve as the organizing framework for health promotion throughout the lifespan. BSN or completion of bridge required. (Summer Session) **3 credits**

NR512 Leadership Role in Advanced Practice Nursing

Examines the leadership strategies and nursing roles for influencing practice decisions within the health care system. Provides the framework for the implementation if the advanced practice role of the clinical nurse specialist as expert clinician, educator, consultant, and researcher. BSN or completion of bridge required. (Fall term) **3 credits**

NR515 Graduate Research I

Enables the student to be a critical consumer of research, to understand the theoretical underpinnings of qualitative and quantitative studies and have a beginning understanding of research design, literature review, methodologies and procedures for analysis, ethical considerations and funding resources. Critiques research; designs and implements one qualitative and one quantitative project in a group. BSN or completion of bridge required. (Spring term) **3 credits**

NR516 Process of Curriculum Building in Nursing

Provides the opportunity to build upon fundamental nursing knowledge related to teaching and learning. Engages in the process of curriculum formation, revision, and evaluation for nursing, patient and community education settings. BSN or completion of bridge required. (Fall or Spring Semester) **3 credits**

NR517 Intro to Public Health Administration

Introduces organization and management theory as they relate to health service institutions and the role of the administrator. Provides an overview of the way public and personal health services are structured, managed, regulated, financed, and delivered at the federal, state and local levels. BSN or completion of bridge required. (Fall or Spring Semester) **3 credits**

NR518 Nursing Case Management and the Advanced Practice Role

Provides clinical nurse specialist student with an introduction to the case management process and the role of the case manager. Case management design and implementation is explored and tools for analyzing client outcomes will be used to integrate theory and application in the managed health care system. **3 credits**

NR521 Theory & Evidence Based Practice

Examines theories of nursing and other theories relevant to nursing practice. The relationship among theory, research and evidence based practice is explored and applied to real life practice situations. The role of the nurse in support of this theory, research and evidence based practice is addressed through a theoretical paper, research critiques and a poster presentation (Fall semester) **3 credits**

NR522 Health Policy & Nursing

This course examines health care policy and politics as it relates to nursing practice. Historical, ethical, political and economic factors are discussed and the nurse's responsibility and role in health care policy is explored. A practicum facilitates application of principles addressed in the course. (Fall semester) **4 credits**

NR600D Care of the Older Adult Advanced Concepts & Application

This course will address issues that affect the health and well being of older adults. Content will focus on the competencies necessary for the clinical nurse specialist to provide high-quality care to older adults and their families at an advanced practice level. Attitudes and expectations regarding aging and older adults, effective assessment of older adults and management of common and complex age related health concerns will be addressed. Participants will apply their knowledge of family and community resources available to serve vulnerable populations of elders and ways to promote safe, effective, evidence based practice with older adults. This course will be offered as an online course. (TBA) **3 Credits**

NR601 Advanced Pharmacology

This course is designed to expand the advanced practice student's knowledge of pharmacotherapeutics, which includes the cellular response level, for the management of health and illness of individuals in the acute care and primary care setting. Broad categories of pharmacological agents are examined. Skills to assess, diagnose, and manage a client's common health problems in a safe, high quality, cost-effective manner are emphasized. (Summer semester) **3 credits**

NR602 Advanced Pathophysiology

This course emphasizes the pathophysiological concepts of disease process in the adult client and assists the advanced practice nurse in the process of physical assessment and determination of nursing interventions. This course will be offered as an online course (Fall semester) **3 credits**

NR603 Advanced Physical Assessment

This seven week course focuses on the development and use of advanced nursing practice skills through comprehensive health history interviewing, physical assessment skills and the identification and discussion of selective laboratory tests to determine the client's health status. Skills and techniques will be practiced in the laboratory and applied concurrently to the clinical component of all nursing practica. (Fall semester) **3 credits**

NR604 Palliative Care, Nursing at the End of Life

This course provides essential and advanced practice concepts and best practices for quality care at the end of life. It combines holistic, humanistic caring with comprehensive palliative interventions of manage pain and other symptoms that occur at the end of life. This course includes basic and advanced practice interventions and concepts appropriate across the lifespan. **3 credits**

NR605 Child Care Health Consultant Training Program

The Training Program for Child Care Health Consultants provides health professionals the opportunity to expand their knowledge and skills to provide consultation, training, and technical assistance to childcare providers in the State of Delaware. (TBA) **3 Credits**

NR610 Advanced Nursing Practice I: Health Promotion and the Community

This course provides the clinical nurse specialist student with the opportunity to use one theory-based approach to address a geo-political community. Student describes the community and its sub-groups and determines the current and potential health level of the community and at least one subgroup. Student identifies facilitators and barriers to health promotion and disease prevention for the community as a whole, including community resources, programs, and sources of programs. Key concepts addressed including risk, risk assessment, levels of prevention, health promotion, motivation, and broad based strategies for behavior

change at the community level. Prerequisite: B.S.N. or completion of Nursing Bridge. Includes student selected clinical practicum. (Spring Semester) **4 credits**

NR612 Advanced Nursing Practice II: Small Groups, Theory and Practice

This second advanced practice nursing course provides the clinical nurse specialist student the opportunity to incorporate practice, education and into health promotion, wellness and prevention of illness strategies while providing care to a small group as client. The small group is selected from the community assessed in NR610 (Health Promotion and the Community) and utilizes community findings to identify potential resources and small group supports. Critical thinking, knowledge and assessment of group dynamics affecting the health status of the group are emphasized. The clinical component provides the clinical specialist student with the opportunity to contract with and follow a small group with specific health care needs. (Fall term) **4 credits**

NR615 Graduate Nursing Research II

This research course is designed to provide supervision to the graduate nursing student in the conduct of epidemiologic fieldwork and grantsmanship related to a student-selected population. Students will research the incidence, prevalence and determinants of disease and/or injury in a selected population. Class discussions focus on procedures for epidemiologic field investigation, data collection and grant writing. or health restoration project. (Fall term) **3 credits**

NR616 Advanced Nursing Practice III: Health Promotion & Special Populations

This is the third clinical course designed to provide an in-depth experience in community based, population focused advanced practice nursing. The student will develop, implement and evaluate a program directed toward a student selected population. The course provides the student with an opportunity to further develop the role of the clinical nurse specialist as he/she participates in collaborative efforts with health providers involved in programs which emphasize health promotion and illness/disease prevention. Students will participate in advocacy, community organization and community capacity building. (Spring term) **4 credits**

NR620 Thesis/Project Advisement

Provides ongoing individualized faculty guidance as the thesis/project is followed through to completion. Prerequisite: NR615 (Offered each Semester) **3-6 credits**

NR630 Ethnographic Field Techniques in Health Care Settings

Provides a theory base and necessary skills for the logical interfacing of multiple methods used to answer research questions. Addresses triangulation and the appropriate blends of qualitative/quantitative approaches. Utilizes four self-selected field techniques related to their clinical area of interest. Possible techniques include: focused interview, event analysis, ritual report, photographic technique (still or video), oral history, storytelling, round-of-life, cultural inventory or mini-ethnography. Data analysis and presentation is addressed. **3 credits**

NR631 Culture and Health Explores cross-cultural considerations that affect select populations. Explores culturally universal themes and core concepts that influence health beliefs and behaviors. Student will analyze current issues involved in community-level programs for culturally diverse groups. The professional is role in meeting the health care needs of individuals, families, and groups in the community are addressed.

Prerequisite: NR610. (Open to nursing and non-nursing upper level student with the permission of the instructor.) **3 credits**

NR632 Ethical Decision Making in Health Care

Identifies the ethical dimensions of health care and clearly articulate a moral position based on ethical theory and principles. Provides a broad theoretic base in the philosophical foundations of ethical theory, moral development, and reasoning, and research methodologies appropriate to the study of ethical decision-making. Analytic skills are developed as the learner utilizes these philosophic foundations to identify and fully explore ethical issues in health care practice. Applies theoretical constructs as a basis for ethical reasoning and moral action. **3 credits**

NR636 Evaluation and Classroom Methods in Nursing Education

Analysis of the methods of teaching and evaluation in nursing education. Classroom procedures appropriate for the adult learner, test construction, and other evaluative methods and teaching strategies explored. **3 credits**

NR637 Theory and Process in Nursing Education

Explores the history and foundations of theoretical development of nursing education from Florence Nightingale to the present. Theories of adult learning, both traditional and contemporary, are examined. **3 credits**

NR638 Nursing Education Practicum Practicum in a nursing education setting including staff development, community education, or formal nursing preparation programs at the diploma, associate or baccalaureate level. **6 credits**

NR639 Curriculum Development & Implementation

Curriculum design is approached from a higher education standpoint relevant to the nursing specialty. A curriculum plan will be prepared from philosophy/planning through to outcomes planning and evaluation. **3 credits**

NRXXX Special Topics

Reflects major trends in nursing practice and health care delivery today. Topics of interest to RNs interested in continuing their education in a specialized area will be offered at the 500 and 600 level. **3 credits**

SPORT LEADERSHIP

SL508 Legal Aspects of Sports

Introduces student to fundamental concepts of sport programs, the structure of the legal system and legal terminology. Topics covered include tort law, contract law, and constitutional law. Legal analysis and current case law in sports will be used to understand how legal concepts affect risk management strategies. (formerly KN/PE508) **3 credits**

SL509 Social and Ethical Issues in Sports

Examines the function of sports in contemporary American society. Do critical analysis of sport-related controversies, and study the ethical considerations used in decision-making. (formerly KN/ PE509) **3 credits**

SL510 Theories and Principles of Sports Management

Provides an understanding of The nature and scope of sport management. Emphasizes human resources, facility management, and their unique application to the sport industry. 3 credits (formerly KN/PE510) **3 credits**

SL511 Coaching Psychology

This course will emphasize the theories, concepts, and research applied to the role of a coach for the purpose of developing and sustaining team, organization, and individual competitive success. **3 credits**

SL512 Experiential and Adventure Leadership Training 1

This course is designed to give students practical experience in experiential and adventure leadership through participation, organizing, and creating activities using experiential learning methodologies. Students will become familiar with the principles and general approaches of Adventure Education and the Cooperative Learning Model. Students will gain first-hand experience through active participants and reflection of experiential learning activities, and transform this knowledge into developing their own experiential learning units. Students engage in activities designed to enhance students' understanding and appreciation of individual differences of the affective domain. **3 credits**

SL513 Experiential and Adventure Leadership Training 2

This is the second course in a series. It directs students' critical examination of their experiential and adventure teaching experiences with respect to content and pedagogical content knowledge, unit design, and facilitation principles. This fieldwork experience will provide students an authentic opportunity to implement, adjust and reflect on their own experiential and adventure unit. Students will develop observational skills, gain further understanding of the Adventure Education and Cooperative Learning Models, and the leadership development. Prerequisite: KN 5xx Experiential and Adventure Leadership Training I. **3 credits**

SL514 Facility Management

This course will introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping and staffing, programming and managing facilities and events in sport, leisure, and wellness. Design, analyze, and evaluate research in sport; Apply fiscal management practices in managing a sport organization; and Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization. **3 credits**

SL515 Full Spectrum Leadership

This course offers an exploration of authentic leadership as a model that emerges from the synthesis and synergy of mind, body, and spirit to weave presence and intent into a climate of transformative trust in the service of individual and group wellbeing. Varied learning methods will challenge students in perception, motivation, leadership, communication, group dynamics, conflict resolution and personal authenticity.

3 credits

SL516 Sport Injury Prevention & Care

This course provides an introduction to the theoretical and practical aspects required for the recognition and management basic athletic related injuries. The focus will on the study of the modern theories and principles of related to athletic training processes as well as the nature and causes of the most common sports-related injuries. **3 credits**

SL517 Sport Leadership Organization & Administration

Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization; Apply fiscal management practices in managing a sport organization; and Identify and analyze the current issues and problems facing sport. **3 credits**

SL518 Sport Finance

An examination of the financial strategies related to sport entities, and organizations. Students will be introduced to current economic and financial issues that impact the sport industry. The focus will be on the application of principles and practices of financial management, as it applies to the managerial control of sport organizations. **3 credits**

SL519 Sport Governance

This course provides an examination of the governing organizations of sport at the youth, secondary, intercollegiate, professional, international, sport specific and Olympic levels. The focus will be on different membership guidelines, organizational goals, and administrative roles of the many governing bodies and analysis of policy development in sport management. **3 credits**

SL520 Sport Leadership Communication

Emphasize the refinement of appropriate skills and methods to facilitate improved communication for sport leadership. Identify and analyze the current issues and problems facing sport and Function as an ethical practitioner in the in the sport industry. **3 credits**

SL521 Sport Promotion

This course provides an examination of principles in sport promotion and marketing practices, procedures and operations of professional, college, and recreational sport organizations and enterprises. The focus will be developing strategies which sport organizations use in promotions, public relations, marketing research, sponsorships and fund raising in the sport industry. **3 credits**

SL522 Training Principles and Strategies

Course emphasizes assessment and evaluation, planning, and progression of conditioning programs; spanning youth to adult performers for the purpose of improved performance. **3 credits**

SL604 Research Methods in Sport Leadership

Studies research methodologies and statistical techniques used in sports performance and interpretation of scientific works in sports. Quantitative and qualitative approaches will be addressed.(formerly KN/PE604)

3 credits

SL605 Field Experience in Sports Management

Provides experiential learning through a research project or internship supervised by a sports management professional. This experience is typically gained outside of the Wesley College community. (formerly KN/PE605)

3 credits