

**WESLEY COLLEGE
GRADUATE CATALOG
2008 - 2009**

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WESLEY COLLEGE MISSION

Wesley College strives to be recognized as an institution that helps students gain the knowledge, skills, and moral and ethical attitudes necessary to achieve their personal goals and contribute to the welfare of their communities in the global society. The College endeavors to impart a desire for lifelong learning and an enhanced capacity for critical and creative thinking so that students can reap the rewards of intellectual growth and professional effectiveness. As a College in a covenant relationship with The United Methodist Church and founded upon Christian principles, Wesley strives to realize a holistic campus environment of common purpose, caring, inclusiveness, responsibility, and service that are the heart of the concept of community.

Accredited and/or Approved by:

The Middle States Association of Colleges and Secondary Schools
The University Senate of The United Methodist Church
National League for Nursing Accrediting Commission (BSN/MSN)
National Council for Accreditation of Teacher Education (NCATE)
American Bar Association (Legal Studies Program)
Delaware Board of Nursing
Department of Education, State of Delaware

Active member of:

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars & Admissions Officers
American Council on Education
Association of Collegiate Business Schools and Programs
Association of Governing Boards
Association for Institutional Research
Atlantic Central Football Conference
College Examination Board
Consortium for the Advancement of Private Higher Education

Council for the Advancement and Support of Education
Council for Undergraduate Research
Council of Independent Colleges
Eastern College Athletic Conference
Interamerican Consortium
International Alliance for Higher Education
International Association of United Methodist Colleges and Universities
Marine Science Consortium, Inc.
Middle State Association of Collegiate Registrars & Admissions Officers
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Schools and Colleges of the United Methodist Church
National Center for Higher Educational Management and Systems
National Collegiate Athletic Association
New Jersey Association of College Admissions Counselors
Northeast Association for Institutional Research
Potomac Chesapeake Association of College Admissions Counselors
Society for College and University Planning
The Capital Athletic Conference
The College Board
College and University Personnel Association
United Methodist Foundation for Higher Education

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.

GRADUATE STUDY AT WESLEY COLLEGE

MASTERS DEGREE PROGRAMS

Wesley College offers graduate degrees in 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.

Faculty at Wesley College are 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.

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 below.

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

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	I	Incomplete
B	3.00	W	Official Withdraw
C	2.00		
D	1.00		
F	0.00		

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 committee faculty members to review the grievance. This review will include separate meetings of the Graduate Committee and the student, then the Graduate Committee and the faculty member involved. The decision of the Committee will be final and binding on all parties.

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

Commencement exercises are held both in December and in May, and the candidates for graduation are required to attend unless excused formally.

Candidates for the December graduation 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 graduation, or after March 15 for 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 (2008-2009)

Tuition (credit hour).....	\$375
Admission Application Fee	\$ 50
December Graduation Fee (petitions received before September 30).....	\$ 75
December Graduation Fee, Late (petitions received October 1).....	\$ 90
May Graduation Fee (petitions received before November 30).....	\$ 75
May Graduation Fee, Late (petitions received December 1).....	\$ 90
Transcript Fee (per transcript)	\$ 5
Vehicle Registration Fee (annual)	\$ 20
Return Check Fee.....	\$ 20

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.

Students entitled to **Veterans benefits** should contact the Registrar's Office for information about certification eligibility.

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 twelve hours each week during the academic year. Check with Program Director for availability.

Government Traineeship Funds are available to eligible students in the MS in Nursing Program. See MSN Program Director for information.

Internships available for Master of Arts degree candidates at Campus Community School. Contact the director of graduate program in Education for information.

MASTER OF BUSINESS ADMINISTRATION

DEGREE OFFERED

Master of Business Administration (MBA)

CONCENTRATIONS OFFERED

**Executive Leadership
Management
Environmental Policy**

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 MBA degree with a concentration in Environmental Management is designed to provide the skills, knowledge, and competencies to individuals seeking a foundation in environmental management. Students will study natural systems as well as business systems, environmental economics, regulation, ethics, law, and management issues. The courses in the program are interrelated and sequenced to provide a solid conceptual and applied quantitative background to environmental managers, organizational leaders, and environmental specialists.

SPECIAL FEATURES

- Traditional semester format offered on Dover campus
- Accelerated format with Executive Leadership concentration offered in Dover and New Castle
- Application-based projects

ADMISSION REQUIREMENTS

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

- A cumulative grade point average of 2.75 or higher in completing a baccalaureate degree from a regionally accredited institution
- Two letters of recommendation
- A current resume
- Recent results (within five years) of the Graduate Management Admissions Test (GMAT) or at least three years of significant work experience
- An interview by invitation by members of the Graduate Business Committee
- It is recommended that applicants be at least twenty-five years of age.

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

ENVIRONMENTAL POLICY (MANAGEMENT) CONCENTRATION

15 credit hours

ES508 Environmental Law
ES512 Hazard Assessment and Management
ES522 Spatial Analysis Using Geographical
 Information Systems and Image Analysis
 (slanted for MBA students)
ES525 Environmental Project Management and
 Control (capstone course, last course in the
 entire sequence)
ES535 Environmental Regulatory Permitting and
 Risk Assessment

Note: Students, who lack a strong science background or experience in the environmental field, are required to complete ES209 or equivalent. These course descriptions are found under the graduate program in environmental science.

EDUCATION

DEGREES OFFERED

Master of Arts in Education
Master of Arts in Teaching
Master of Education

Graduate Course of Study Certificates

As part of the recent reorganization of professional development under the “No Child Left Behind” legislation, the state of Delaware Department of Education now requires practicing teachers to participate in extended educational experiences. 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

MASTER OF ARTS IN TEACHING (M.A.T.)

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

Students can earn a masters degree and receive their initial teaching license through this program. MAT candidates have several time 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. Other MAT candidates who wish to complete the program in a calendar year may enroll in classes in the summer.
3. MAT candidates may also complete the degree part time, especially if they wish to work as interns or graduate assistants.

MASTER OF EDUCATION (M.A.ED OR M.ED) IN CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program is designed for the practicing teacher, to encourage reflection and research on practice. The Curriculum and Instruction program’s core provides the practicing teacher with the requisite knowledge and skills to become an effective teacher as described in NCATE and INTASC standards. Particular emphasis will be placed on helping practicing teachers to develop as reflective practitioners. Candidates will learn the skills of action research and be expected to demonstrate the use of action research in their classroom for the improvement of student learning. Curriculum and Instruction candidates will be assigned a temporary advisor when they are accepted into the program. With this advisor, the candidate will develop a set of goals for the program of study. Candidates will develop goals in the areas of planning, delivery, and assessment. Permanent advisors will be assigned based on candidate and faculty interests.

CERTIFICATE PROGRAMS:

Graduate 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

Graduate Course of Study in Action Research

12-15 credit hours

ED530 Analysis of research methodology and design
ED540,550,560,570 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.

Graduate 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

Graduate 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

GRADUATE PROGRAM REQUIREMENTS

Admissions

MASTER OF ARTS IN TEACHING (MAT) for initial licensure and certification

An applicant must have:

1. A bachelor's degree in an appropriate content area or Praxis II passing scores (Delaware) in the content area.
2. Have an undergraduate cumulative grade point average or higher and must also have an overall grade point average in their major discipline of 3.0 or higher.
3. Submit official copies of passing scores (Delaware) on the PRAXIS I examination in Reading, Mathematics, and Writing.
4. Submit typed statement of professional goals and a resume.
5. Provide 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 [initial certification program] should ask for a recommendation from a college instructor in their major discipline or an employer familiar with their teaching potential.)
6. Official copies of passing scores (Delaware) on the PRAXIS II content area test (required to graduate from degree program).

CURRICULUM AND INSTRUCTION (M.Ed or M.A.Ed)

An applicant must have:

1. A minimum of one full year of teaching
2. An undergraduate GPA of 3.0
3. Evidence of a professional teaching certificate

MASTER OF ARTS IN TEACHING DEGREE

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.

Core Requirements

The required thirty-one hour curriculum:

MAT Course Rotation:

Spring:	9 credits
ED519 Literacy Across the Content Areas	
ED534 Learning Theory	
ED506A Curriculum Building	
Summer:	6 credits
ED506A Curriculum Building	
ED534 Learning Theory	
Fall:	9 credits
ED536 Instructional Models	
ED516 The Diverse School	
ED523 Literature Across the Curriculum	
Spring or Fall:	12 credits
ED522 Reflective Practitioner	
ED526 Student Teaching	

The Master of Education Degree Curriculum and Instruction (M.Ed.)

Core Requirements

All candidates are required to take the courses in the fifteen- hour core curriculum. In addition, each candidate will work with the advisor to choose a sequence of additional courses to help meet their program goals. These additional courses could be an existing course of study or a unique combination of courses designed specifically for the candidate.

The required fifteen-hour core:

ED506A Curriculum Building
ED517 Issues in Education
ED521 Analysis of Teaching
ED530 Research Methodology and Design
ED536 Seminar in Instructional Models

Each Curriculum & Instruction candidate will complete a culminating product. A product proposal will be developed in consultation with the advisor and must be approved by the department. The project will be defended before three members of the department.

MA.Ed. candidates will design, implement and defend a thesis.

Some examples of culminating projects:

Action research in the classroom

A portfolio demonstrating progress toward personal goals

Development of an extensive curriculum project

A self-evaluation piece, similar to part of a National Board Portfolio

Curriculum and Instruction (M.Ed or M.A.Ed)
Course Rotation

Spring:

ED517 Issues in Education
ED521 Analysis of Teaching
ED506A Curriculum Building
Elective
Project/Thesis

Summer:

ED506A Curriculum Building
Elective
Project/Thesis

Fall:

ED536 Instructional Models
ED530 Research Methodology and Design
Elective Project/Thesis

ENVIRONMENTAL SCIENCE

DEGREE OFFERED

Master of Science in Environmental Science (M.S.)

DESCRIPTION

Wesley College's M.S. Environmental Science program is designed for the working environmental professional. Course offerings are designed for individuals seeking an entry-level environmental management position or a broad-based environmental science graduate degree. The M.S. program emphasizes a systems and interdisciplinary science approach to environmental problem-solving. The courses are applications- and projects-based. Examples of projects include hazards assessments using geographic information systems (GIS) techniques, modeling pesticide and erosion dynamics, impact of urban and agricultural land use on water quality, evaluating brownfields for development, and predicting coastal erosion. Students are provided an equal balance between theory and hands-on applications. Research methods and techniques, environmental instrumentation, and computer applications are an integral part of the graduate program.

SPECIAL FEATURES

- Completion in two years
- All courses are taught in the evening
- Small class size
- Non-thesis and thesis option
- Blends the natural and physical sciences with policy
- Acquire computer application skills in modeling and GIS

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

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 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 complete 12 hours of core courses and 18 hours of electives.
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).

MAJOR IN ENVIRONMENTAL SCIENCE (M.S.)

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
ES511 Hazardous Materials Management
ES512 Hazard Assessment and Management
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

DEGREE PROGRAM

Example of the M.S. in Environmental Science

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

MAJORS OFFERED

Master of Science in Nursing (M.S.N.)
Post Master's Certificates in Nursing Education
Parish Nursing

CONCENTRATIONS OFFERED

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 learner's 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

REQUIREMENTS

Wesley College Core Curriculum

Interdisciplinary threads bind the core curriculum and the major programs into a purposeful design. These threads are critical thinking, communication across the disciplines, technological literacy, multicultural awareness, aesthetic appreciation, and ethical sensibility.

COMMUNICATING IN THE WORLD

	<i>Credits</i>
*EN100 College Writing	3
*EN101 Literature for Composition	3
Any of the following two courses:	6
AR Art 101, 103, 105, 109, 202, 203, 205	
CM 110, CM214	
DR Drama 110, 214	
EN English 202, 203, 204	
ES English as a Second Language	
FR French 100-201, 302	
MU (applied music and ensemble)	
SC Speech 101, 120, 201	
SP Spanish 100-201	

THE HUMAN EXPERIENCE

Literature (any 200- or 300-level literature course in English [except EN318], French or Spanish)	3
Religion (any Religion course)	3
Healthy Lifestyles (two PE activity courses)	2
Any one of the following courses:	3
AR Art 100, 215	
DR Drama 213, 215	
EN English 205-210	
FR French 300, 301	
HU Humanities 250	
ME Media Aesthetics 130	
MU Music 100, 200	
PH Philosophy 100, 150, 250, 301, 310	
PY Psychology 100, 200, 204, 210, 232, 300, 301, 312	
RE Religion (any Religion course)	
SP Spanish 300, 301	

SCIENTIFIC LITERACY

Laboratory Science (any 100-, 200- or 300-level laboratory science course)	4
BI100 Biology	4
CH Chemistry 100	4
PS Physical Science 100/101	4
Contextual Science; any one of the following courses:	3-4
BI Biology 105, 205, 207, 210, 215, 220, 225, 230, 235, 310	
ES205	
MC Contextual Science 110, 241, 250,260	

ANALYSIS

*MA 108 Mathematical Concepts & Operations	3
Applied Analysis any one of the following courses:	3
MA Math 102 or above	
MU Music 103, 104	
PH Philosophy 200, 260	
PY Psychology 222	

GLOBAL SOCIETY AND ITS CULTURE

Any one of the following courses:	3
EC Economics 201	
PO 100-, 200-, or 300-level Political Science course	
SO Sociology 100, 201, 301	
American Culture; any one of the following courses:	3
AM American Studies 200	
EN English 207, 208, 353, 355, 357, 440	
MU Music 200	
RE Religion 200	
PO Political Science 231, 323, 360, 373, 374, 377	
HI History 103, 104, 200-204, 220, 323, 324, 327	
Non-American Culture; any one of the following courses:	3
EN English 209, 210, 375	
FR French (any 200- or 300-level course)	
HU Humanities 251	
IS International Studies 200	
MU Music 208, 209	
RE Religion 106, 201, 202	
SP Spanish 200, 201, 300, 301	
PO Political Science 241, 251, 340, 343, 345, 350, 351	
HI History 109, 110, 212-214, 219, 221, 222, 315-315	
GE Geography (any 100- or 200-level course)	

Total Credits: 45-47

*A grade of C or better is needed to earn credit for graduation.

1. Completion of College core.
2. Maintain minimum 2.0 GPA in nursing major
3. Must be CPR certified throughout program
4. Annual professional health and safety responsibilities as required by individual clinical facilities.
5. Satisfactory Criminal background check, abuse registry checks, and urine drug screen prior to admission.
6. Current RN licensure
7. 3.00 grade point average in previous course work
8. Current practice experience
9. Three letters of recommendation validating ability for graduate level course work
10. Interview

MASTER OF SCIENCE IN NURSING (M.S.N.)

A.D. or Diploma Graduate Registered Nurse:

A. CORE Requirements: 45-47 credit hours to include the following program requirements.

EN100: College Writing*
EN101: Literature for Composition*
PY100: General Psychology
BI210: Anatomy & Physiology I*
BI215: Anatomy & Physiology II*
BI310: Microbiology
CH140: Chemistry for Allied Health
MA108: Mathematical Concepts and Ops II*
MA201: Intro to Stats Methods OR
PY222: Stats for Social Sciences
PY232: Psychology of Human Development
SO: 100, 200 or 300 level course

B. Undergraduate Major Requirements:

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

C. Bridge Sequence:

NR501: Theory Base of Nursing Practice
NR502: Client Assessment
NR504: Population Focused Care
NR505: Professional Seminar in Nursing
NR506: Nursing Research

D. Graduate Sequence:

NR510: Health Promotion Across the Lifespan
NR512: Leadership in Adv. Practice Nursing
NR515: Graduate Research I
NR610: Advanced Practice I
NR612: Advanced Practice II
NR615: Graduate Research II
NR616: Advanced Practice III
NR620: Thesis/Project

E. Graduate Nursing Electives:

NR516: The Process of Curriculum Building in Nursing
NR517: Intro to Public Health Admin
NR518: Nursing Case Mgmt & the APN
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 will allow 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. It can be completed while the advanced practice nurse is employed full time as it is offered in a convenient weekend format that does not disrupt employment and earning capacity while preparing for a new role. Each course consists of two weekends of intense study with the exception of the teaching practicum. The curriculum consists of 15 credits including the teaching practicum.

Course of study is as follows:

NR516: Curriculum Design in Nursing Education
NR636: Evaluation and Classroom Methods in Nursing Education
NR637: Theory and Process in Nursing Education
NR638: Nursing Education Practicum

THE CERTIFICATE IN PARISH NURSING

The Parish Nurse Certificate program is designed to prepare registered nurses for the practice of parish nursing in a congregation or health care facility. This program is sponsored in partnership with Partners in Parish Nursing, an interfaith organization. The course sequence expands nursing skills to include the ability to care for people spiritually and an understanding of the role and practice of a professional parish nurse. The program is a 90-hour course that includes 67 hours of classroom theory and 23 hours of case consultation seminars. The nurse with a baccalaureate degree may receive 6 graduate credits for the sequence; those without a bachelor's receive 90 contact hours of continuing education credit. All students receive a certificate from Partners in Parish Nursing and a certificate from Wesley College.

GRADUATE COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION COURSE DESCRIPTIONS

BA501 Marketing Theory and Buyer Behavior 3

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

BA502 Business Statistics 3

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. These concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses.

BA503 Advanced Financial Management 3

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

BA504 Social Forces in Business 3

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.

BA505 Managerial Economics 3

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

BA506 Advanced Managerial Accounting 3

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. Prerequisites: BA502

BA507 Operations Management 3

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 and BA506

BA508 Organizational Development 3

Topics covered include 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.

BA509 Management Support Systems 3

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.

BA510 Small Business Entrepreneurship 3

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.

BA511 Quality Planning and Control 3

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 operation-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.

BA512 Legal Options in Business 3

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

BA513 International Management 3

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.

BA514 Contemporary Issues Seminar 3

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.

BA515 Strategic Planning and Analysis 3

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.

BA516 Executive Leadership 3

Graduate course in leadership. It is not presumed that the student will emerge from the course as “leader.” Rather, the student will be immersed in studies of leadership and various models of leadership. These studies and models may enable the student to assess, understand, and improve his or her own approach to leading, as well as to select and evaluate leaders.

BA604 Cooperative Placement in Business 3

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.

BA605 Research Project 3

Integrates the students’ education with practical work experience. Students are encouraged to research matters relating to their individual business or employment areas. The purpose is to bring together classroom theory and practical application in the workplace.

**EDUCATION
COURSE DESCRIPTIONS****ED505 Developing Strategic Readers 3**

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.

ED506A Curriculum Building 3

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.

ED509 Teaching the Struggling Reader and Writer 3

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.

ED512 Advanced Diagnosis and Remediation of Literacy Problems 3

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.

ED513 Practicum in Literacy Teaching 3

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.

ED514 Language and Linguistics 3

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).

ED515 Methods in Process Writing 3

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.

ED516 The Diverse School 3

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.

ED517 Issues in Education 3

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.

ED518 Content Preparation Practicum 1

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)

ED519 Literacy Across the Content Areas 3

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.

ED520 Middle School Advisory Programs 3

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.

ED521 Analysis of Teaching 3

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.

ED522 The Reflective Practitioner 3

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)

ED523 Literature across the Curriculum 3

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.

ED524 Seminar on Exceptional Children 3

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.

ED526 Student Teaching Middle and Secondary Education (MAT only) 9

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.

ED527 Portfolio Development 1

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

ED530 Analysis of Research Methodologies and Design 3

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.

ED533 Assessment 3

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.

ED534 Learning Theory 3

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.

ED535 Action Research 3

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)

ED536 Seminar in Instructional Models 3

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)

ED540 Topics in Science Education 3

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.

ED550 Topics in Mathematics Education 3

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.

ED560 Topics in English/Language Arts Education 3

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.

ED570 Topics in Social Studies Education 3

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.

ED600 Thesis Advisement 1-6

Individual advisement master's thesis. Permission of Director of Graduate studies in Education required.

ENVIRONMENTAL STUDIES**ES500 Air Resources 3**

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.

ES505 Environmental Bioremediation 3

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.

ES506 Research Methods 2

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.)

ES507 Experimental and Project Research 1

Continuation of ES506. 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.)

ES508 Environmental Law 3

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.

ES510 Environmental Ethics 3

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.

ES511 Hazardous Materials Management 3

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.

ES512 Hazard Assessment and Management 3

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.

ES515 Current Topics in Environmental Sciences: Aquatic Resources 3

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.

ES520 Environmental Calculations and Treatment Methods 3

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.

ES522 Spatial Analysis Using Geographical Information Systems and Image Analysis 3

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.

ES525 Environmental Project Management and Control 3

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

ES530 Current Topics in Environmental Sciences: Air Resources 3

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.

ES535 Environmental Regulatory Permitting and Risk Assessment 3

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.

ES545 Current Topics in Environmental Sciences: Soils and Water Resources 3

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.

ES547 Environmental Policy 3

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.

ES555 Environmental Instrumentation 3

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.

ES556 Limnology 3

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.

ES575 Special Topics in Environmental Sciences 3

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 committee approval.

ES600 Environmental Sciences Integrated Thesis Project 3

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

**NURSING
COURSE DESCRIPTIONS**

NR 501 Theory Base of Nursing Practice 3

Introduces the RN to the conceptual, philosophical, scientific and ethical bases for professional nursing practice. Models are analyzed and discussed from an economic, political, practice, power and legal point of view. Nursing process is applied to case scenarios that depict a variety of models. Current licensure as an RN. (Fall Semester)

NR502 Client Assessment 3

Focuses on the development and use of physical and mental health assessment skills to determine the client's health status. Utilizing the nursing process as a framework, the skills of history taking, physical and mental assessment and identification of nursing problems will be explored. Current licensure as an RN. (Spring Semester or by challenge appointment.)

NR504 Population Focused Care 4

Provides student with opportunity to apply the nursing process to the community as the health client. Student will use principles of epidemiology to investigate a community health problem. Health needs of populations at risk are identified and plans formulated to meet those needs utilizing a variety of community clinical settings. Current licensure as RN. (Spring Semester.)

NR505 Seminar in Professional Nursing 3

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.)

NR506 Nursing Research 3

Explores principles and techniques basic to the research process. Introduces selected statistical concepts and data analysis procedures. Prepares student to critically evaluate nursing research and determine its value to the discipline of nursing. Current licensure as an RN. (Fall Semester.)

NR510 Health Promotion Across the Lifespan 3

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.)

NR512 Leadership Role in Advanced Practice Nursing 3

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

NR515 Graduate Research I 3

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. (Fall Semester.)

NR516 Process of Curriculum Building in Nursing 3

Provides the student with the opportunity to build upon their 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.)

NR517 Intro to Public Health Administration 3

Introduces organization and management theory as they related 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.)

NR518 Nursing Case Management and the Advanced Practice Role 3

Provides clinical nurse specialist student 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.

NR610 Advanced Nursing Practice I Health Promotion and the Community 4

Provides first level clinical graduate course for clinical nurse specialist student with the opportunity to use one theory-based approach to assess 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. (Offered Fall Semester.)

NR612 Advanced Nursing Practice II Health Promotion & the Family 4

Provides second level advanced practice clinical nursing course for clinical nurse specialist student with the opportunity to utilize a theory-based approach to analyze one family in the community context. Facilitators and barriers to disease

prevention, health promotion, and clinical care for the family will be identified. Short-term family health potential will be determined and one promotion/prevention intervention will be planned, implemented, and evaluated. Prerequisite: NR610 or permission of instructor. Includes student selected clinical practicum. (Offered Spring Semester.)

NR615 Graduate Nursing Research II 3

Introduces student to epidemiology as the study of disease (injury) and its determinants as the scientific basis for justifying health-promotion program development. Uses the epidemiologic approach to study one vulnerable population and write a proposal to obtain appropriate resources for one health promotion/disease prevention/health maintenance/health protection or health restoration project. (Offered Spring Semester.)

NR616 Advanced Nursing Practice III Health Promotion & Special Populations 4

Provides advanced level course for the clinical nurse specialist student with the opportunity to synthesize first and second level theory and practices in the development, implementation and evaluation (process and outcome) of one health promotion, risk reduction, health restoration or early detection project designed and provided for a student selected special population(s). Develops a marketing plan will be developed and identify community support sources. Collaboration with professional colleagues and community members will be an integral part of all project stages. Prerequisites: NR612 or special permission of the instructor. Includes student selected clinical practicum. (Offered Fall Semester.)

NR620 Thesis/Project Advisement 3-6

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

NR630 Ethnographic Field Techniques in Health Care Settings 3

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, story telling, round-of-life, cultural inventory or mini-ethnography. Data analysis and presentation is addressed.

NR631 Culture and Health 3

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.)

NR632 Ethical Decision Making in Health Care 3

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.

NR636 Evaluation and Classroom Methods in Nursing Education 3

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.

NR637 Theory and Process in Nursing Education 3

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.

NR638 Nursing Education Practicum 6

Practicum in a nursing education setting including staff development, community education, or formal nursing preparation programs at the diploma, associate or baccalaureate level.

NRXXX Special Topics 3

Reflects major trends in nursing practice and health care delivery today. Topics of interest to nursing majors or RNs interested in continuing their education in a specialized area will be offered at the 100, 200, 300, 400, 500 and 600 level. Examples might be Legal/Ethical Issues in Nursing Practice, Power and Politics in Nursing and Health Care, and The Nurse and Managed Care. An additional special topics course is also available for the LPN and three-year track-nursing student.

PHYSICAL EDUCATION COURSE DESCRIPTIONS

PE508 Legal Aspects of Sports 3

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.

PE509 Social and Ethical Issues in Sports 3

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.

PE510 Theories and Principles of Sports Management 3

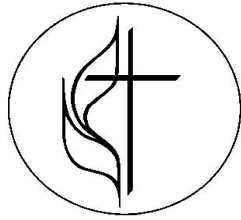
Provides an understanding of the nature and scope of sport management. Emphasizes human resources, facility management, and their unique application to the sport industry.

PE604 Research Methods in Sports Management 3

Studies research methodologies and statistical techniques used in sports performance and interpretation of scientific works in sports. Quantitative and qualitative approaches will be addressed.

PE605 Field Experience in Sports Management 3

Provides experiential learning through a research project or internship supervised by a sports management professional. This experience is to be gained outside of the Wesley College community.



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Charlene Stephens, M.A., Director of Academic Support
Services
Christine McDermott, M.S. Assistant Director of
Academic Support Services
Connie Strickland, M.A. Assistant Director of Academic
Support Services/Director of the Writing Center
Mary Ann Yeager, B.S. Coordinator of the Science Lab
Christine Jarrell, M.S.N., R.N. Coordinator of the
Campus Nursing Learning Center
Marina Branner, B.A. Instructor/Coordinator of Field
Experience
Marie Cusick, Assistant to the Vice President for
Academic Affairs
Philip May, M.S. Student Services Advisor, New Castle
Tina Heesh, Administrative Assistant, Office of
Academic Affairs

ROBERT H. PARKER LIBRARY

Susan Matusak, M.A., M.L.S., Director of the Parker
Library
Martha Boyd, M.L.S. Reference/Instructional Librarian

FACULTY SECRETARIES

Anh Gibson, Departments of Mathematics and Science
Mary Harmon, Department of Nursing
Lisa Patterson, School of Business and Accounting
Lisa Sanders, Departments of Education and
Physical Education
Deborah Stuck, Departments of Literature and Language;
Psychology; Religion, Philosophy and the Arts

DIVISION OF FINANCE AND ADMINISTRATION

Eric Nelson, M.B.A. Vice President for Finance/Director of
Human Resources
Edward Kamenc, M.B.A. Director of Wesley College –New
Castle
Benjamin Wells, B.S., Chief Information Officer
Adele Foltz, M.B.A., C.P.A. Accountant and Financial Reporting
Specialist
James Marks, M.B.A. Director of Student Financial Planning
Howard Flamm, B.A. Coordinator, Student Financial Planning,
New Castle
J. Michael Hall, M.B.A., C.F.A. Coordinator, Student Financial
Planning
Joyce Gasper, Coordinator of Accounts Payable
Adele Flamm, Finance Office Supervisor
Eva Wilson, Coordinator of Office Services
Amanda Coffin, Coordinator of Accounts Receivable/Bursar
Marie Foster, B.S. Finance Office Clerk
Simon Morris, B.S. Database Administrator
John Morgan, B.S. Software Systems Specialist
Jason Cox, B.A. Information Technology Specialist
Patricia Johansson, B.A. Administrative Assistant to the Vice
President for Finance
Anita Williamson, Financial Aid Clerk
JoMae Boney, Post Office Manager/Receiving Clerk
Nancy Black, Help Desk and Telecommunications Specialist
Theresa Wilson, B.S. Report Writing Specialist

SAFETY AND SECURITY

Walter Beaupre, Director of Safety and Security
Samuel Crawford, Shift Supervisor/Safety
and Security Officer
Roger Morgan, Shift Supervisor/Safety
and Security Officer
John Forester, M.S. Safety and Security Officer
John Scott, Safety and Security Officer
John Kessler, Safety and Security Officer
Dorothy Vereen, Safety and Security Officer
Erik Sasse, Safety and Security Officer
Jason Lipsey, Safety and Security Officer
Christine Spady, Safety and Security Officer

CONTRACT SERVICES

Charles C. Arthur, III, B.S. Director of Plant Operations
Kelly R. Hauer, Maintenance Manager
Alexander Chappell, Grounds Lead
Evelyn Ward, Housekeeping Supervisor
Kevin D. Hartley, Maintenance Lead
Carrie Dobos, Office Manager, Plant Operations
John Gula, B.S. Director of Food Services
Susan Mannon, Catering Manager/
Facility Scheduling Manager
Jeff Denison, Sous Chef
James Smith, Chief Production Manager
Carolyn Brown, Retail Operations Manager
Faye McCarty, Office Administrator, Food Services
Kris McGlothlin, Director of the Bookstore
Maureen Slezak, Assistant Director of the Bookstore

DIVISION OF STUDENT LIFE

Mary Alice Ozechski, M.A. Dean of Students
Kevin Hansburg, M.A. Director of Residence Life
Elizabeth Fisher, M.S. Director of Student Activities
Ann Rogge, M.S. Director of Counseling
Anne Shackelford, B.S. Residence Director,
Gooding Hall
Marcus Morris, B.S. Resident Director, Williams Hall,
Monica Scott, Residence Director, Malmberg Hall
Amanda Kinkade, M.Ed. Coordinator of Student Life
and Residence Director, Zimmerman Hall
Jill Maser, R.N. Director of Student Health Services
Andrew Willet, M.D. College Physician
Brian Horn, D.O. College Physician
Michael Mattern M.D. Athletics Physician
Jane Mattern, B.S.N., R.N. Athletics Nurse
Judy Luton, A.A. Administrative Assistant, Office of
Student Life

SPORTS AND RECREATION

Michael Drass, B.S. Executive Director of
Intercollegiate Sports and Recreation/Head
Football Coach

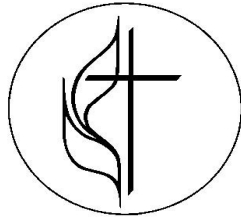
Tripp Keister, B.S. Associate Director of Intercollegiate
Sports and Recreation/Head Baseball Coach
Steve Azzanesi, M.B.A. Assistant Director for Sports
Promotions
John Paul Muczko, Ph.D. Faculty Athletics
Representative
Elise Coar, B.S. Women's Tennis Coach
Josh Rutherford, B.S. Director of the Fitness Center
James Wearden, M.Ed. Head Women's Basketball
Coach/Director of Recreation
Steven Clark, M.Ed. Head Men's Soccer Coach
Chad Kragh, M.S. Director of Sports Medicine
Geoff Goyne, Director of News and Sports Information
Christian Zwickert, B.S. Head Men's Lacrosse
Coach/Coordinator of Intramurals
Steve Pickering, B.S. Head Men's & Women's Cross
Country Coach
Edward Muntz, B.A. Women's Soccer Coach/Men's
Tennis Coach
Tracey Short, M.Ed. Head Field Hockey Coach/Head
Softball Coach/Senior Women's Administrator
Jerry Kobasa, B.S. Head Men's Basketball Coach
Rick McCall Jr., B.S. Head Golf Coach
Lindsey Eichner, B.S. Women's Lacrosse
Coach/Coordinator of the Beiser Natatorium
Melissa Short, Coordinator of Business/Athletic
Services

DIVISION OF INSTITUTIONAL ADVANCEMENT

Kevin Loftus, B.A. Vice President for Institutional
Advancement
Amanda Downes, M.B.A. Director of Alumni
Affairs and Parent Relations
Leigh Ann Little, A.S. Director of
Publications/Campus Photographer
Jennifer Telles, B.A. Director of the Annual Wesley
Fund
Christine Ramirez, B.A. Administrative Assistant

DIVISION OF ENROLLMENT MANAGEMENT

William Firman, B.A., M.A. Dean of Enrollment
Management
Arthur Jacobs, M.Ed. Director of Undergraduate
Admissions
G.R. Myers, B.S. Director of Graduate Admissions
Steve Clark, M.Ed. Director of International Admissions
Susan Houser, M.A. Director of Enrollment Support
Services
Christopher Jester, B.A. Admissions Counselor
Christy Reuter, B.S. Admissions Counselor
Tina Purnell, Tele-Counselor Supervisor
Heather Hampton, Admissions Processor
Beth Bantom, Admissions Data Processor



SPECIAL HONORS

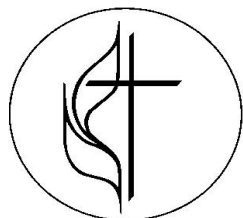
RECIPIENTS OF HONORARY DEGREES

- | | |
|--|--|
| Julie L. Boozer, Emeritus Professor of Nursing
L.H.D. 2008 | Dr. R. Gordon Hoxie, President, Center for the Study of the
Presidency, L.H.D. 1989 |
| Alan B. Levin, President and CEO, Happy Harry's
LL.D. 2007 | Hon. William V. Roth, United States Senator, LL.D. 1988
David Eisenhower, Author, L.H.D. 1988 |
| James H. Wentworth, Professor, Wesley College, D.P.S. 1999 | Thomas C. Roe, Chairman of the Board, Delmarva Power
and Light Company, L.H.D. 1987 |
| Yoshio Narisawa, Professor of Linguistic Science,
TohokuGakuin University, L.H.D. 1998 | Joseph S. Bellmeyer, Vice President, International Playtex
Corporation, L.H.D. 1987 |
| William J. Salom, Chair of the Board of Trustees and
President, Universidad Interamericana, L.H.D. 1998 | Lewis Wells, Professor Emeritus, Wesley College, L.H.D. 1987 |
| Hon. Thomas R. Carper, Governor, State of Delaware, LL.D. 1997 | Walter Kross, Brigadier General, United States Air Force, LL.D. 1987 |
| Dr. Allen P. Splete, President, Council of Independent
Colleges, L.H.D. 1996 | Hon. Michael N. Castle, Governor, State of Delaware, LL.D. 1986 |
| Ronald N. Tietbohl, Professor Emeritus,
Wesley College L.H.D 1995 | Dr. Robert H. Parker, President Emeritus, Wesley College,
L.H.D. 1985 |
| Rev. Bernice A. King, D.D. 1995 | Emily Tybout duPont, L.H.D. 1985 |
| C. A. Weslager, Historian, Litt.D. 1993 | |
| Hon. Joseph R. Biden, Jr., United States Senator, LL.D. 1993 | |
| Dr. Frederick Breitenfeld, Jr., President, WHYY, Inc. 1992 | |
| Richard Burt, Ambassador to the Federal Republic
of Germany, LL.D. 1991 | |
| Dr. Thomas A. Graves, Jr., Director, Henry Francis du Pont
Winterthur Museum, LL.D. 1990 | |
| Rev. Felton E. May, Bishop, Harrisburg Area, The United
Methodist Church, D.D. 1990 | |

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| Dr. Harry Roberts | 2007 | Dr. Alfred Rives Shands, Jr. | 1974 |
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| Dr. Michael G. Davis | 2006 | Hon. J. Millard Tawes | 1966 |
| Dr. William B. DeLauder | 2005 | Marjorie Wiloughby Speakman | 1964 |
| Kathleen H. Thomas | 2005 | Pearl S. Buck | 1962 |
| Hon. Howard P (Buck) McKeon | 2004 | John Shilling | 1962 |
| Bishop Peter D. Weaver | 2004 | Gordon Lane Willis | 1960 |
| Dr. Lorena M. Stone | 2002 | William Burnham Simpson | 1960 |
| Dr. James F. Creegan | 2002 | Hon. Wilmer Fee Davis | 1955 |
| Dr. Lewis Wells | 1982 | Rev. John W. Long | 1954 |
| Dr. J. Paul Slaybaugh | 1980 | Hon. John J. Williams | 1952 |
| Dr. Oler Ammon Bartley | 1977 | Hon. John Gillis Townsend Jr. | 1951 |
| Walter S. Carpenter, Jr. | 1976 | Thomas Bayard McCabe | 1950 |
| Avery Williams Hall | 1975 | | |



THE FACULTY

ABBOTT, BARBARA E. (1988) Associate Professor of Physical Education
M.Ed. Salisbury University
B.S. High Point College

ALLISON, BRUCE (1999) Professor of Environmental Studies
Ph.D. Kansas State University
M.S. University of Nevada
B.S. California Polytechnic University

ANDRADE, PAMELA (2002) Assistant Professor of Nursing
M.S. University of Delaware
B.S. Salve Regina College

ANGSTADT, PETER K. (1967) Professor of Sociology and Education
Ed.D. University of Virginia
M.Ed. Kutztown University of Pennsylvania
B.S. West Chester University of Pennsylvania

ARMSTRONG, ANTHONY M. (1991) Professor of Political Science
Ph.D. University of Washington
M.A. Philipps Universtat
B.A. Boise State University

BARNHARDT, JACK E. (2006) Assistant Professor of Psychology
Ph.D. City University of New York
M.A. Queens College
B.A. Ohio University

BISWAS, KEKA C. (2007) Assistant Professor of Biology and Environmental Studies
Ph.D. University of New Mexico
M.Sc. University of Nagpur
B.Sc. University of Nagpur
B.Ed. University of Nagpur

BOBBY, SUSAN (1999) Assistant Professor of English
M.A. Millersville University of Pennsylvania
B.A. Millersville University of Pennsylvania

BUNYARATACVEJ, KRAIWINEE (2006) Assistant Professor Business Administration
Ph.D. The George Washington University
MBA The George Washington University
B.B.A. Thammasat University

CARROLL, DONNA R. (2005) Assistant Professor of Psychology – On leave 2008-2009 Academic Year
Ph.D. University of North Carolina at Greensboro
M.A. University of North Carolina at Greensboro
B.A. University of North Carolina at Chapel Hill

CLACK, RANDALL A. (2001) Associate Professor of English
Ph.D. University of Connecticut
M.A. University of Alabama Birmingham
B.A. Seattle Pacific University
B.A. Auburn University

COLE, JILL E. (2002) Associate Professor of Education
Ed.D. Northern Illinois University
M.S. Illinois State University
B.A. Illinois State University

CONTINO, ROBERT (1991) Professor of Nursing
Ed.D. Wilmington College
M.S.N. University of North Carolina
B.S.N. University of North Carolina
Diploma in Nursing, Pilgrim State Hospital School of Nursing

COOMBE, PHILIP (2005) Assistant Professor of History
Ph.D. New York University
M.Phil New York University
M.A. Fairleigh Dickinson University
B.A. Westminster College

COOPER, SUSAN A. (2001) Professor of Education and Director of Global Initiatives
Ed.D. University of Cincinnati
M.A. Northern Kentucky University
B.A. Northern Kentucky University

CURRAN, KATHLEEN (2000) Associate

Professor of Biology

Ph.D. Ohio State University

M.S. Fordham University

B.S. Fordham University

D'ANTONIO, ANGELA (2008) Visiting Assistant

Professor of Psychology

Ph.D. The George Washington University

M.A. Loyola College

B.A. Immaculata College

DE ROCHE, LINDA (1988)

Professor of English and American Studies

Ph.D. University of Notre Dame

M.A. University of Notre Dame

B.A. Ball State University

D'SOUZA, MALCOLM J. (2000) Professor of

Chemistry

Ph.D. Northern Illinois University

M.S. Northern Illinois University

M.S. University of Bombay

B.S. University of Bombay

EMMONS, JONATHAN (2007) Instructor in

Music/Director of College Choirs and College Organist

M.M. University of Michigan

B.A. Bridgewater College

ESPADAS, ELIZABETH (1981) Professor of

Modern Languages

Ph.D. University of Illinois

M.A. New York University in Spain

B.A. Florida State University

EVERETT, LYNN M. (2000) Associate Professor

of Biology

Ph.D. Indiana University

B.S. Indiana University

FIEDLER, FRANK (2006) Assistant Professor of

Mathematics

Ph.D. University of Delaware

M.S. Technische Universität Dresden

FISHER, JULIE (1995)

Professor of Nursing

Ph.D. University of Delaware

M.S. University of Pennsylvania

B.S. State University of New York at Buffalo

FLUMAN, LON M., JR. (1964) Professor of Art

Ed.M. Temple University

B.S. Lycoming College

FOX, SUSANNE N. (1977) Professor of History and American Studies

Ph.D. University of Delaware

M.A. The College of William and Mary

A.B. Randolph-Macon Woman's College

GAMBARDELLA, LUCILLE (1984) Professor of

Nursing

Ph.D. Columbia Pacific University

M.S.N. Boston University

B.S.N. Villanova University

GIRGIS, LAILA, (2008) Visiting Assistant

Professor of Mathematics

M.S. Delaware State University

B.S. Ain Shams University

GIBSON, JEFFREY K. (2005) Assistant Professor

of English

Ph.D. Albany University, State University of New York

B.A. University of Central Florida

A.A. St. Petersburg Junior College

GREGORY, FRANK (2005) Instructor in History

M.A. Northeast Missouri State University

B.S. Northeast Missouri State University

GRETO, VICTOR (2008) Assistant Professor of

Media Arts and Political Science

M.A. University of Colorado

B.A. Colorado College

GRIFFIN, TERESA A. (2006) Assistant Professor

of Media Arts

Ph.D. New York University

M.F.A. University of Michigan

B.A. Trinity College

GUERTLER, ELAINE (2006) Associate Professor

of Business Administration

Ph.D. University of Illinois

A.M. University of Illinois

B.A. Frostburg State University

HESSLING, FLORA F. (1995) Associate Professor of Legal Studies

J.D. Touro School of Law, Jacob Fuchsberg Law Center

B.A. St. Joseph's College

HINSON, CURT E. (2007) Associate Professor in

Physical Education

Ph.D. Temple University

M.Ed. Widener University

B.S. West Virginia Wesleyan College

JACOBS, KATHLEEN C. (1988) Professor of Management

Ed.D. Temple University
M.B.A. Southern Illinois University
M.A. Central Michigan University
B.A. Wright State University
A.A. Riverside City College

JAMES, JESSICA S. (2006) Assistant Professor of History

Ph.D. Temple University
M.A. Temple University
B.A. Newcomb College

JOHNSON, MARILYN H. (1982) Associate Professor of Accounting

M.B.A. Drexel University
M.A. Central Michigan University
B.S. Wesley College
B.A. MacMurray College

KASHMAR, RICHARD (1991) Associate Professor of Chemistry and Physics

Ph.D. University of Pittsburgh
M.S. University of Rochester
B.S. Carnegie Mellon University

KEISTER, MAUREEN (2006) Instructor in Physical Education

M.Ed. Wilmington College
B.S. University of Delaware

KIDD, JONATHAN B. (1978) Professor of Biology

M.S. Indiana University of Pennsylvania
B.S. Indiana University of Pennsylvania

KROEN, WILLIAM K. (1991) Professor of Biology

Ph.D. Duke University
M.S. Washington State University
B.A. Pennsylvania State University

LAGANELLA, DAVID (2006) Assistant Professor of Music

Ph.D. University of Pennsylvania
M.A. University of Pennsylvania
B.M. New York University

LAWTON, MARCIA (1996) Associate Professor of Education

Ph.D. University of Delaware
M.A. Catholic University
M.Ed. Boston University
B.Mus. Westminster College

LEMBO, LEAH (2007) Visiting Instructor in Education

M.A. Teachers College, Columbia University
B.A. Friends World College

LOFTHOUSE, LYNN J. (1991)

Associate Professor of Speech Communications

Ph.D. Pennsylvania State University
M.A. Arizona State University
B.S. Arizona State University

LUSH, MARY ANN (2005)

Assistant Professor of Nursing

M.S.N. Villanova University
B.S.N. LaSalle University
A.D. Bucks County Community College

MAGRONE, NANCY (2003)

Assistant Professor of Business Administration

Ed.D. Temple University
M.Ed. Temple University
B.S. Bloomsburg University

MASK, JEFFREY (1991) Professor of Religion, Philosophy and American Studies

Ph.D. Emory University
M.Div. Southeastern Baptist Theological Seminary
B.A. University of Mississippi

MATUSAK, SUSAN (1999) Associate Professor of Library Science and Director of The Parker Library

Sp.L.I.S. Indiana University
M.L.S. Indiana University
M.A. Indiana University
B.A. Indiana University

MUCZKO, JOHN PAUL (2001) Associate Professor of Physical Education

Ph.D. University of Kansas
M.S. Ed. Baylor University
B.S. Florida State University
A.A. Palm Beach Junior College

NADEL, JOSEPH (1991) Professor of Psychology

Ph.D. University of Colorado
M.A. University of Colorado
B.S. Delaware State University

NIELSEN, MICHAEL (1989)

Professor of Media Arts – Sabbatical Leave Fall 2008

Ph.D. University of Illinois
B.S. University of Illinois

NWOGBAGA, AGASHI (2000)
Associate Professor of Mathematics
Ph.D. Auburn University
M.Sc. University of Nigeria
B.Sc. University of Nigeria

OLSEN, PAUL E. (1981) Associate Professor of Mathematics and Assistant Vice President for Academic Affairs
M.A. Bowling Green State University
B.S. Bowling Green State University

PANUNTO, KAREN L. (2001) Assistant Professor of Nursing
M.S.N. Wesley College
A.S.N. Wesley College

PATTERSON, B. PATRICIA (1991) Professor of Education
Ed.D. University of Maine, Orono
M.S. University of Maine, Orono
B.A. St. Andrews College

PHILLIPS, RAYMOND (1999) Associate Professor of Physical Education
Ed. D. United States Sports Academy
M.S. University of Delaware
B.S. West Chester University of Pennsylvania

PONGSREE, SAHARAT (2006) Assistant Professor of Economics
Ph.D. Michigan State University
M.A. Michigan State University
M.B.A. Western Michigan University
B.E.E. Chulalongkorn University

ROBERTS, H. EARL (2003) Assistant Professor of Business Administration
Ed.D. Temple University
M.Ed Temple University
B.S. Drexel University

RUBINO, NANCY (1988)
Professor of Nursing-Sabbatical Leave Spring 2009
Ed.D. Wilmington College
M.N. University of Pittsburgh
B.S.N. University of Pittsburgh

SHIPLEY, MIKA Q. (2006) Assistant Professor of English
Ph.D. University of Maryland
M.S. Towson University
B.A. University of Delaware

SIEMANOWSKI, ELIZABETH G. (2006)
Associate Professor of Psychology
Ph.D. Virginia Polytechnic Institute and State University
M.S. Virginia Polytechnic Institute and State University
B.A. Marietta College

STRASSER, JUDITH A. (1996) Professor of Nursing
D.N.Sc. Catholic University
M.S. University of Maryland
B.S. Villanova University
Diploma in Nursing, Pennsylvania Hospital School of Nursing

STURGIS, J. THOMAS (1979) Professor of History and Education and Vice President for Academic Affairs
Ed.D. Indiana University
M.A. University of Kentucky
B.A. Union College

TAYLOR, RONALD (2007) Visiting Instructor in Mathematics
M.S. Nova University
B.S. Cheyney State College

THORNTON, PAUL C. (2001) Associate Professor of Business Administration and Dean of Adult Studies
Ed.D. University of Delaware
M.B.A. University of Rochester
B.A.S. Troy State University

URBANAS, ALBAN W. (1990) Professor of Philosophy and French
Ph.D. University of Paris
M.B.A. George Mason University
M.A. University of Paris
B.A. University of Paris

WALKER, REBECCA (2007) Visiting Instructor in Nursing
J.D. Widener University
A.D.N. Delaware Technical & Community College

WENTZIEN, DERALD E. (1997) Associate Professor of Mathematics
Ph.D. University of Delaware
M.A. The College of New Jersey
B.S. The College of New Jersey

WHITAKER, MARK (2007) Assistant Professor of Business Administration

M.B.A. Temple University
B.S. Villanova University
C.P.A.

WHITMAN-SMITHE, JERMAINE D. (2002)

Associate Professor of Education
Ph.D. The University of Connecticut
M.A. The University of Connecticut
B.S. The University of Connecticut

HARA WRIGHT-SMITH (2007)

Assistant Professor of Business Administration
Ph.D. University of Pennsylvania
M.A. University of Pennsylvania
M.B.A. Wilmington College
B.S. Lincoln University

Faculty Emeriti

Professor Robert Bailey
Professor Julie Boozer
Professor Allen Clark
Professor Pearl Emery
Professor Terrence Higgins
Professor Lucille N. Koon
Professor William Passwaters
Professor Florence Raubacher
Professor Barry Reber
Professor Joan Tyler Riggin
Professor Lorena Stone
Professor Ronald N. Tietbohl
Professor James Wentworth
Professor Elaine Wright