



WESLEY COLLEGE GRADUATE CATALOG 2012 - 2013

DOVER, DELAWARE 19901-3875

ADMISSIONS (302) 736-2400

(800) 937-5398

WWW.WESLEY.EDU

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WESLEY COLLEGE MISSION

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

EQUAL OPPORTUNITY

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

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GRADUATE STUDY AT WESLEY COLLEGE

MASTER'S DEGREE PROGRAMS

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

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 in the detailed description of each program in this catalog-

ADMISSION OF INTERNATIONAL GRADUATE STUDENTS (applies to applicants for all graduate degree programs)

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
C 2.00		Withdraw
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 HONESTY POLICY AND PROCEDURES

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

- Concealing notes during tests
- Collusion between students in examinations
- Unauthorized cooperation on individually assigned work
- Representing another's work or ideas as one's own (including both published and unpublished work or ideas)

- Failing to give proper recognition to quoted, paraphrased, or summarized work taken from either print or electronic sources
- Submitting the same work for two different classes and/or assignments
- Submitting the same work for which one has earned a grade in a previous semester
- Copying the work of another person either with or without that person's knowledge
- Other acts of academic dishonesty

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

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

Subsequent offenses:

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

- Suspension from the College
- Expulsion from the College

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

- After having proved that a student violated an academic honesty standard, the faculty member should complete and submit a "Violation of Academic Honesty Standard" notice to the Office of Academic Affairs.
- The student may appeal the violation(s) to the Graduate Council. If such an appeal takes place, the student must continue to attend the class and complete all assigned work until a hearing occurs. If the hearing is not convened until after the semester ends, the student receives a grade of Incomplete (I) on his or her transcript until the case is resolved. The Office of Academic Affairs will inform the faculty member of the Committee's decision in a timely manner. If the student does not appeal, the instructor's grade is affirmed.
- When a student is found to have violated an academic honesty standard (either by the student's own admission, material presented as proof by the faculty member, or the ruling of the Graduate Committee, the following notation shall be placed in the student's official academic file maintained by the Registrar's Office: "Academic Honesty

Violation as determined by the Office of Academic Affairs."

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

ACADEMIC STANDING

Graduate faculty in their respective departments determine the value of the letter grade in their major courses. Only a grade of A, B, or C is considered to be a passing grade in a graduate course. Graduate students must maintain a minimum 3.0 cumulative grade point average [GPA] to remain in good academic standing in their program area and to meet the requirements for graduation with a master's degree. Students falling below the 3.0 GPA will be placed on academic probation and will have one term (as defined within each program) to achieve the 3.0 status. Students who are not removed from probation after one term will be dismissed from the program.

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

CONTINUOUS ENROLLMENT

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

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

ADVISING

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

EXEMPTION FROM COURSE REQUIREMENTS

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

GRADUATION REQUIREMENTS

The Commencement ceremony is held in May, and the candidates for graduation are required to attend unless excused formally.

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

ACCESS TO STUDENT RECORDS

Wesley College guarantees both the privacy and the confidentiality of all student educational records and a

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

The official custodian of student records is the Registrar. Access to student records is limited to the student, the student’s current instructors and faculty advisor, the Registrar’s staff, professional counseling and administrative personnel with legitimate interests, authorized officials of government and accrediting agencies, and persons bearing a lawful judicial order or subpoena, or any party designated by written consent of the student.

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

FINANCIAL INFORMATION AND FEES

(2012-2013)

Tuition (credit hour)	\$450	May Graduation Fee	
Admission Application Fee	\$50	(petitions received before November 30)	\$75
December Graduation Fee		May Graduation Fee, Late	
(petitions received before September 30)	\$75	(petitions received December 1)	\$90
December Graduation Fee, Late		Transcript Fee (per transcript)	\$5
(petitions received October 1)	\$90	Vehicle Registration Fee (annual)	\$30
		Return Check Fee	\$25

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.

MASTER OF BUSINESS ADMINISTRATION

DEGREE

Master of Business Administration (MBA)

CONCENTRATIONS

Executive Leadership

Management

Environmental Sustainability

DESCRIPTION

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

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

ADMISSION REQUIREMENTS

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

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

MBA POLICIES

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

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

MASTER OF BUSINESS ADMINISTRATION

Core Requirements 21 credit hours

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

EXECUTIVE LEADERSHIP CONCENTRATION
15 credit hours

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

MANAGEMENT CONCENTRATION
15 credit hours

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

ENVIRONMENTAL SUSTAINABILITY CONCENTRATION
15 credit hours

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

EDUCATION

DEGREES

Master of Arts in Education
Master of Arts in Teaching with Initial Licensure
Master of Education

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 program advisor when they are accepted into candidacy. 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. Candidates must prepare and defend a research proposal in ED530. Research, prior to implementation and reporting of the research required for degree completion.

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 3.00
3. A professional teaching certificate
4. An on-site supervisor evaluation of professional qualities (rubric provided by program)

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

Core Requirements

All advanced preparation candidates are required to take the courses in the eighteen- hour core. In addition, each candidate will work with their assigned advisor to choose a sequence of 4 additional courses (12 credit hours) to meet their

program and professional goals. These additional courses could be an existing course of study offered by the department, or a unique combination of courses designed specifically for the candidate.

The required eighteen-hour core:
ED506A Curriculum Building
ED521 Analysis of Teaching
ED530 Research Methodology and Design
ED533 Assessment
ED534 Learning Theory
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 rather than a culminating project. Candidacy for the MA.Ed is on the recommendation of the graduate faculty and is based on the defense of the project/thesis proposal in ED 530 Research Methodology and Design.

Some examples of culminating M.Ed. projects include:

Action research in the classroom

A portfolio demonstrating progress toward professional goals

Development of an extensive curriculum project

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

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

Spring:
ED506A Curriculum Building
ED560G Motivation to Learn **OR**
ED 534 Learning Theory (alternates)
Elective
Project/Thesis

Summer:
ED 533 Assessment
Elective
Project/Thesis

Fall:
ED536 Instructional Models
ED530 Research Methodology and Design **OR**
ED 521 Analysis of Teaching (alternates)
ED 534 Learning Theory
Elective Project/Thesis

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

The Education Department offers the Master of Arts in Teaching (MAT) initial certification degree at the Dover and New Castle sites. Full time faculty from the main campus teach all courses, assuring continuity and quality of the program.

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

Candidates earn a master degree and receive their initial teaching license through this program. MAT candidates have the following options for program completion:

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

GRADUATE PROGRAM REQUIREMENTS

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

To be unconditionally admitted to degree candidacy the applicant must provide to the Admission Officer:

1. Official transcripts showing completion of a bachelor's degree in an appropriate content area from an accredited university or college and an overall grade point average of 3.00

2. Official copies of passing scores (Delaware) on the PRAXIS I examination in Reading, Mathematics, and Writing.
3. Resume and statement of philosophy of teaching and learning.
4. 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.)

Core Requirements

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

MAT Course Rotation

Fall

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

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

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

Spring

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

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

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

Summer

Offering vary based on analysis of candidate course needs.

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.

Because of the brevity of the MAT program, a grade of Incomplete will not be given in any of the courses. MAT degree candidates are expected to

complete the work for each course in the semester in which it is taken for credit.

Advanced Course of Study Certificates

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

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

**Advanced Course of Study in Literacy
16 credit Hours**

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

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

- ED530 Analysis of Research Methodology and Design
- ED540,550,560,570 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.

Advanced Courses of Study for Standards-Based Teaching

16 credit hours

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

Advanced Course of Study for Reading Specialist Certification

21 credit hours

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

ENVIRONMENTAL SCIENCE

DEGREE

Master of Science in Environmental Science

DESCRIPTION

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

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

ACCREDITATION

The Wesley College Master of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326. Phone: 1.800.669.4656 ext. 153.

MAJORS

Master of Science in Nursing (M.S.N.)
Post Master's Certificate in Nursing Education
Both Nursing Majors are offered at Dover and New Castle Campuses

CONCENTRATIONS

Health Promotion and Wellness
(Clinical Nurse Specialist)

DESCRIPTION

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

SPECIAL FEATURES

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

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.

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

A.D. or Diploma Graduate Registered Nurse:

A. Select core requirements as follows:

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

Total core: 21 credits

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

***A course must be approved by the Graduate Program Director before it can be transferred**

B. Undergraduate Major Requirements:

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

C. Bridge Sequence:

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

D. Graduate Sequence:

NR510: Health Promotion Across the Lifespan
NR512: Leadership in Adv. Practice Nursing
NR515: Graduate Research I
NR601: Advanced Pharmacology
NR602: Advanced Pathophysiology
NR603: Advanced Physical Assessment

NR610: Advanced Practice 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
NR604: Palliative Care, Nursing at the End of Life
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:

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

Wesley College
 Department of Nursing
 Master of Science in Nursing Program

RN/MSN Checklist

Name _____ Phone: _____ Cell: _____

Address: _____ E-Mail: _____

Application _____ Application Fee _____

Completed Degree: Diploma: _____ ADN _____ BSN: _____ Transcripts: _____

Name of Basic Nursing Program _____

Additional Transcripts: _____

RN Licensure Number: _____ State: _____ Employer _____

Recommendations #1 _____ #2 _____

Baccalaureate Core Requirements (courses in each designated are) 21 credits			
Communicating in the World	3 credits	Analysis	3 credits
The Human Experience <i>(Religion is required)</i>	3 credits	<i>(Statistics required)</i>	
Scientific Literacy <i>(A&P I and II is required)</i>	6 credits	Global Society-American Culture	3 credits
		Global Society-Non-American Culture	3 credits

BRIDGE REQUIREMENTS (15 Credits)

(5) NR504 _____ (4) NR522 _____
 (3) NR505 _____
 (3) NR521 _____

GRADUATE ELECTIVES: _____ _____

GRADUATE NURSING REQUIREMENTS (30 credits)

Core (3) NR510 (3) NR512 (3) NR601 (3) NR602 (3) NR603 _____
Practice _____ (4) NR610 (4) NR612 (4) NR616 _____
Research _____ (3) NR515 (3) NR615 (3-6) NR620 _____

Thesis/Project Requirement: _____

Advisor _____ Academic Advisor: _____

Registrar _____

GRADUATE COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION

BA501 Marketing Theory and Buyer Behavior

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

BA502 Business Statistics

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

BA503 Advanced Financial Management

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

BA504 Social Forces in Business

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

enterprise and the rights of workers. **3 credits**

BA505 Managerial Economics

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

BA506 Advanced Managerial Accounting

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

BA507 Operations Management

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

BA508 Organizational Development

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

behavior theory to managerial problems is included. **3 credits**

BA509 Management Support Systems

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

BA510 Small Business Entrepreneurship

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

BA511 Quality Planning and Control

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

of Total Quality Management are included. **3 credits**

BA512 Legal Options in Business

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

BA513 International Management

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

BA514 Contemporary Issues Seminar

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

BA515 Strategic Planning and Analysis

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

BA516 Executive Leadership

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

BA 518: Economics of the Environment

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

BA 519 Quantitative Methods for Sustainability

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

BA 520 Sustainable Business Communities

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

BA604 Cooperative Placement in Business

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

BA605 Research Project

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

EDUCATION

ED505 Developing Strategic Readers

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

ED506A Curriculum Building

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

ED509 Teaching the Struggling Reader and Writer

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

ED512 Advanced Diagnosis and Remediation of Literacy Problems

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

ED513 Practicum in Literacy Teaching

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

ED514 Language and Linguistics

Provides a comprehensive study of theories and research on language development in children. Emphasize the relationship between language

development and expectations of the school environment (psychosociolinguistics, discourse analysis, and culture). **3 credits**

ED515 Methods in Process Writing

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

ED516 The Diverse School

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

ED517 Issues in Education

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

and practitioners at all levels of the educational system.

3 credits

ED518 Content Preparation Practicum

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

ED519 Literacy Across the Content Areas

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

ED520 Middle School Advisory Programs

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

ED521 Analysis of Teaching

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

ED522 The Reflective Practitioner

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

ED523 Literature Across the Curriculum

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

ED524 Seminar on Exceptional Children

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

ED526 Student Teaching Middle and Secondary Education (MAT only)

Provides fourteen weeks of full-time experience with and practice in a middle or secondary classroom.

Prerequisites: admission to the initial certification graduate program and permission of the Director of Graduate Studies in Education. Co-requisite: ED5XX The Reflective Practitioner.

9 credits

ED527 Portfolio Development

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

ED530 Analysis of Research Methodologies and Design

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

ED533 Assessment

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

ED534 Learning Theory

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

ED535 Action Research

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

ED536 Seminar in Instructional Models

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

ED540 Topics in Science Education

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

ED550 Topics in Mathematics Education

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

ED560 Topics in English/Language Arts Education

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

ED560G Motivation to Learn

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

ED570 Topics in Social Studies Education

Focuses on current issues in social studies education. Examines primary research on social studies learning and teaching, and current literature dealing with national reform efforts in social studies education. Culminating activity will be a research project that synthesizes research in an

identified area of current concern in the social studies literature. **3 credits**

ED600 Thesis Advisement

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

ENVIRONMENTAL STUDIES

ES500 Air Resources

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

ES 504 Sustainability Science

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

ES505 Environmental Bioremediation

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

ES506 Research Methods

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

ES507 Experimental and Project Research

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.) **1 credit**

ES508 Environmental Law

Cross-referenced with PL 408. Studies the environmental law process, including the role of Congress, administrative agencies, and the court in creating, implementing, and interpreting laws and regulations. Studies in several major environmental laws and programs relating to air and water pollution, solid waste, hazardous waste, toxic waste and the Coastal Zone. Case studies and projects are emphasized. There are additional requirements for

graduate student papers and projects. (offered Spring Semester.) Prerequisites: Graduate standing in Environmental Policy. **3 credits**

ES510 Environmental Ethics

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

ES511 Hazardous Materials Management

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

ES512 Hazard Assessment and Management

Theory and methods in hazard assessment and management. Site characterization; environmental pathways; contaminant release, transfer, and transport; exposed populations; and risk

characterization. A systems approach to environmental problem solving will be emphasized. Structured as an applications-and case study-based course. Prerequisites: Graduate standing, MA201, and ES520. **3 credits**

ES515 Current Topics in Environmental Sciences: Aquatic Resources

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

ES520 Environmental Calculations and Treatment Methods

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

ES522 Spatial Analysis Using Geographical Information Systems and Image Analysis

GIS and remote sensing course that provides an equal balance between theory and hands-on applications. A raster-based GIS will be used as a vehicle for spatial and image analysis applications in the environmental and the biological sciences. Discusses data

structures, database query, distance and context operators, map algebra, DEM creation, principles of remote sensing and spectral response patterns, satellite image enhancement, and supervised and unsupervised image classification theory and applications. Prerequisites: Graduate standing. **3 credits**

ES525 Environmental Project Management and Control

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

ES530 Current Topics in Environmental Sciences: Air Resources

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

ES535 Environmental Regulatory Permitting and Risk Assessment

Analyzes the major contemporary and proposed legislative and regulatory programs that affect both the private and public sectors of the environmental profession. Current, strategic risk assessment mechanisms that evaluate, manage, and minimize risk will be incorporated into individual assignments and group projects via the use of scientific and economic information for the formulation

of public and private sector policies with specific emphasis on indoor air quality and ambient atmospheric masses. **3 credits**

ES545 Current Topics in Environmental Sciences: Soils and Water Resources

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

ES547 Environmental Policy

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

ES555 Environmental Instrumentation

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

ES556 Limnology

Cross-referenced with BI355. Examines the ecology of aquatic habitats in which the biota of lakes, marshes, and estuarine

systems are studied utilizing field surveys and individual projects. Prerequisite: Graduate standing. **3 credits**

ES575 Special Topics in Environmental Sciences

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

ES600 Environmental Sciences Integrated Thesis Project

Thesis project selection, experimental design, collection, and analysis of data, and subsequent presentation. **3 credits**

NURSING

NR504 Population Focused Care

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

NR505 Seminar in Professional Nursing

Focuses on issues and trends pertinent to professional nursing practice and provides an opportunity for student to design and lead a seminar on the topic of their choice. Current licensure as an RN. (Spring Semester) **3 credits**

NR510 Health Promotion Across the Lifespan

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

NR512 Leadership Role in Advanced Practice Nursing

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

NR515 Graduate Research I

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

NR516 Process of Curriculum Building in Nursing

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

3 credits

NR517 Intro to Public Health Administration

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

3 credits

NR518 Nursing Case Management and the Advanced Practice Role

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

NR521 Theory & Evidence Based Practice

Examines theories of nursing and other theories relevant to nursing practice. The relationship among theory, research and evidence based practice is explored and applied to real life practice situations. The role of the nurse in support

of this theory, research and evidence based practice is addressed through a theoretical paper, research critiques and a poster presentation (Fall semester) **3 credits**

NR522 Health Policy & Nursing

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

NR601 Advanced Pharmacology

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

NR602 Advanced Pathophysiology

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

NR603 Advanced Physical Assessment

This seven week course focuses

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

3 credits

NR604 Palliative Care, Nursing at the End of Life

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

3 credits

NR610 Advanced Nursing Practice I Health Promotion and the Community

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

motivation, and broad based strategies for behavior change at the community level. Prerequisite: B.S.N. or completion of Nursing Bridge. Includes student selected clinical practicum. (Spring Semester) **4 credits**

NR612 Advanced Nursing Practice II Small Groups, Theory and Practice

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

NR615 Graduate Nursing Research II

This research course is designed to provide supervision to the graduate nursing student in the conduct of epidemiologic field work and grantsmanship related to a student selected population. Students will research the incidence, prevalence and determinants of disease and/or injury in a selected population. Class discussions focus on procedures for epidemiologic field investigation, data collection and grant writing.

or health restoration project. (Fall Semester) **3 credits**

NR616 Advanced Nursing Practice III Health Promotion & Special Populations

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

NR620 Thesis/Project Advisement

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

NR630 Ethnographic Field Techniques in Health Care Settings

Provides a theory base and necessary skills for the logical interfacing of multiple methods used to answer research questions. Addresses triangulation and the appropriate blends of qualitative/quantitative approaches. Utilizes four self-selected field techniques related to their clinical area of interest. Possible techniques include: focused interview, event analysis, ritual report,

photographic technique (still or video), oral history, storytelling, round-of-life, cultural inventory or mini-ethnography. Data analysis and presentation is addressed. **3 credits**

NR631 Culture and Health

Explores cross-cultural considerations that affect select populations. Explores culturally universal themes and core concepts that influence health beliefs and behaviors. Student will analyze current issues involved in community-level programs for culturally diverse groups. The professional is role in meeting the health care needs of individuals, families, and groups in the community are addressed. Prerequisite: NR610. (Open to nursing and non-nursing upper level student with the permission of the instructor.) **3 credits**

NR632 Ethical Decision Making in Health Care

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

NR636 Evaluation and Classroom Methods in Nursing Education

Analysis of the methods of teaching and evaluation in nursing education. Classroom procedures appropriate for the adult learner, test construction,

and other evaluative methods and teaching strategies explored. **3 credits**

NR637 Theory and Process in Nursing Education

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

NR638 Nursing Education Practicum

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

NR639 Curriculum Development & Implementation

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

NRXXX Special Topics

Reflects major trends in nursing practice and health care delivery today. Topics of interest to 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. **3 credits**

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Class of 2013

Ann Burton
Kathleen M. Jennings
Donald L. Masten
William H. Willis, Jr.

Class of 2014

Rev. Dr. Sandra L. Steiner Ball
Robert V.A. Harra, Jr.
D. Wayne Holden
Alan B. Levin

Class of 2015

Rev. Dr. Jonathan Baker
Dr. William Bazzelle
Thomas W. Burn, Jr.
Charles R. Dashiell, Jr.
Rev. W. LeRoy Jones
Jane Mattern
Dorothy McLaughlin
Gregory V. Moore
Harry D. Willis

Class of 2016

Frank Andrews
Linda S. Broyhill
Rev. Dr. James T. Seymour
William J. Strickland
Dr. Rafael Zaragoza

Ex officio

Dr. William N. Johnston, **President of the College**
Rev. Boyd B. Etter, **Dover District Superintendent**

Trustee Emeritus

Charles R. Dashiell, Jr.
Honorable Eugene D. Bookhammer
Mrs. Lillian Burris
Dr. Thomas C. Roe
Bishop Peter D. Weaver

ADMINISTRATION

OFFICE OF THE PRESIDENT

William N. Johnston, Ed.D. President of the College
Ellen Coleman, Administrative Assistant to the President
Steve Lamotte, Campus Minister

DIVISION OF ACADEMIC AFFAIRS

Patricia M. Dwyer, Ph.D., Vice President for Academic Affairs
Colleen Di Raddo, Ph.D., Assistant Vice President for Academic Affairs
Sharmon Bailey, M.A., Administrative Assistant, Office of Academic Affairs
Tamara Booker, B.S., Evening Coordinator – Part-time, New Castle
Carole Carpenter M.A. Administrative Assistant to the Registrar
Cheryl Carter, Coordinator of Writing Center and Tutoring
Stacey Chapman, B.S., Evening Coordinator – Part-time, New Castle
Crystal Coleman, Coordinator of Academic Support Services, New Castle
Kevin Cullen, Director of Global Initiatives
Malcolm J. D'Souza, Ph.D. Director of Sponsored Research
Erin Elsberry, Assistant to the Registrar
Shelby Everline, Administrative Assistant to the Registrar
Adele Flamm, Supervisor, Business Operations, New Castle
Howard Flamm, B.A. Coordinator, Financial Aid Coordinator, New Castle
Rayann Fryatt, M.B.A. Registrar
Jeff Gibson, Ph.D. Director of the Honors Program
Andrea Hartman, M.B.A., Registrar – Part-time, New Castle
Tina Heesh-Mosley, Administrative Assistant, Office of Academic Affairs
Cassandra Hynson, B.S., Enrollment Counselor, New Castle
Christine Jarrell, M.S.N., R.N. Coordinator of the Campus Nursing Learning Center
Saharat Pongsree, M.B.A. Director of Graduate Studies in Business
Sharmane Jones, Coordinator of Career Services
Amy Kellen, B.A., Enrollment Counselor, New Castle
Jim Kostelnik, B.S., Safety & Security Officer, New Castle
Lisa Lewis, Administrative Assistant for Academic Support Services
Tracey Lundblad, Office Manager & Registrar, DAFB
Christine McDermott, M.S. Assistant Director of Academic Support Services
Margaret McElligott, Instructor of Nursing and Simulation Coordinator
Zoann Parker, Ph.D., Executive Director, Wesley College New Castle
Patricia Patterson, Ed.D. Director of Graduate Studies in Education
Frances Riddle, M.S. Coordinator of Advisement & Instructor in Mathematics
Charlene Stephens, M.A., Director of Academic Support Services
Mary Ann Yaeger, M.S. Coordinator of the Science Lab
Vacant, Administrative Support, Wesley College New Castle
Vacant, Assistant Director of Academic Support Services/Director of the Writing Center
Vacant, Marketing, New Castle
Vacant, Student Advising, New Castle

ROBERT H. PARKER LIBRARY

Vacant, Director of the Parker Library
Martha Boyd, M.L.S. Reference/Instructional and Research Services Librarian

ADMINISTRATIVE ASSISTANTS FOR FACULTY

Anh Gibson, Departments of Mathematics and Science
Mary Harmon, B.S.B.A. Department of Nursing
Louise Major, Department of Legal Studies and School of Business and Accounting
Lisa Sanders, Departments of Education, Physical Education and Kinesiology
Deborah Stuck, Departments of Literature and Language;

Psychology; Religion & Philosophy; and Music and the Arts

DIVISION OF FINANCE AND ADMINISTRATION

Vacant, Vice President for Finance/Director of Human Resources
Nancy Black, Help Desk and Telecommunications Specialist
JoMae Boney, Post Office Manager/Receiving Clerk
Amanda Coffin, Coordinator of Accounts Receivable/Bursar
Jason Cox, B.A. Database Administrator
Janet Custis, Coordinator of Accounts Receivable
Adele Flamm, Finance Office Supervisor
Howard Flamm, B.A. Coordinator, Student Financial Planning, New Castle
Brenda B. Gardels, A.A.S, B.S. Administrative Assistant to the Vice President for Finance
Joyce Gasper, Coordinator of Accounts Payable
J. Michael Hall, M.B.A., Financial Aid Manager, Student Financial Planning
Chris Holden, Marketing Director, Wesley College New Castle
Debi Ivy, Financial Aid Counselor, Student Financial Planning
Brent Laise, Information Technology Specialist
April Mahoney, Coordinator of Office Services
Matthew Montgomery, Network and Systems Administrator
Scott Slacum, C.P.A. Director of Accounting and Business Operations
Jody Sweeney, B.S., Chief Information Officer
Erneatka Webster, Financial Aid Counselor, Student Financial Planning
Vacant, Supervisor, Accounting and Business Operations/Payroll Coordinator

SAFETY AND SECURITY

Walter Beaupre, Director of Safety and Security
John Forester, M.S. Safety and Security Officer
Phyllis Helper, Safety and Security Officer
Anthony Lent, Shift Supervisor/Safety and Security Officer
Andrew Levin, Safety and Security Officer
Jayson Plumm, Safety and Security Officer
Laurie Roth, Administrative Assistant
Erik Sasse, Shift Supervisor/Safety and Security Officer
John Scott, Safety and Security Officer

CONTRACT SERVICES

Rick Richardson. Director of Plant Operations
Jacques Bowe, Maintenance Lead
Carolyn Brown, Retail Operations Manager
Michael Dacko, Assistant Food Service Director
Marti Dehoff, Office Manager, Plant Operations
David Eanes, Sous Chef
Steven Lewis, Food Service Director
Faye McCarty, Office Administrator, Food Services
Kris McGlothlin, Director of the Bookstore
James Smith, Chief Production
Joshua Strauss, Grounds Lead
Andrew Wright, Housekeeping Manager

DIVISION OF STUDENT AFFAIRS

Mary Alice Ozechoski, M.A. Dean of Students
Erica Anderson, BSN RN -Health Services Staff member
Elana Baukman, Resident Director, Malmberg Hall
Jenai Copeland, Resident Director, Gooding Hall
Kevin Hansbury, M.A. Director of Residence Life
Patricia Chaverry, M.D. College Physician
Christopher Kinkade, BTMM, Resident Director of Roe Hall & GA for Institutional Advancement
Shawn Lynch, B.A., Resident Director of Zimmerman Hall & GA for Club Sports
Jill Maser, MSN NP-C, Director of Health Services
Michael Mattern M.D. Athletics Physician
Caress Roach, M.Ed Alcohol Education Coordinator

Ann Rogge, M.S. Director of Counseling
Robert Price, B.F.A, Resident Director of Carpenter Hall & GA
for Intramural Sports
Sarah Smith, M.S., Director of Student Activities
LaDarius Thompson, M.S., Coordinator of Student Affairs
Evita Wade, B.A. – GA for Student Organizations
Vacant, Housing & Student Conduct Coordinator
Vacant, Coordinator of Intramural Sports & Recreation
Danielle Cain-Stone, Administrative Assistant for Student Affairs
Vacant, GA for Wellness Center and Resident Director of
Williams Hall

ATHLETICS

Michael Drass, B.S. Executive Director of Athletics/Head Football
Coach
Steve Azzanesi, M.B.A. Associate Athletic Director and Assistant
Football Coach
Steven Clark, M.Ed. Head Coach Men's Soccer/W-Club
Coordinator
Edison Derr, Assistant Director of Sports Medicine
Bill Gorrow, B.S. Head Men's Lacrosse Coach/Events Staff
Coordinator
Juli Greep, Head Softball/Head Volleyball Coach
Gail Hill, Head Men's and Women's Tennis Coach
Timothy Kane, Part-time Assistant Football Coach
Stephen Kimes, Head Track & Field Coach/Cross Country Coach
Christopher Knapp, Assistant Head Football Coach/Offensive
Coordinator
Jerry Kobasa, Head Men's Basketball Coach
Chad Kragh, M.S. Director of Sports Medicine
Steven Kramer, Sports Information Director
Richard McCall, Head Men's Golf Coach
Ed Muntz, Head Women's Soccer Coach /Administrative Assistant
for Tennis
Raymond Phillips, Ph.D. Faculty Athletics Representative

Steve Pickering, B.S. Head Coach Men's & Women's Cross
Country, Head Coach Men's & Women's Track and Field
Christopher Sfamurri, B.S. Assistant Football Coach
Melissa Short, Coordinator of Business/ Athletic Services
Tracey Short, M Ed. Associate Athletic Director, Head Field
Hockey Coach/Senior Women's Administrator
Bret Underwood, Head Coach Baseball
James Wearden, M.Ed. Head Women's Basketball Coach and
Coordinator of the Wentworth Gymnasium
Deborah Windett, B.A., Women's Lacrosse Head Coach and
Event Management

DIVISION OF INSTITUTIONAL ADVANCEMENT

Chris Wood, B.A, M.Div. Vice President for Institutional
Advancement
Cathy Anderson, B.S. Director of the Wesley Society
Steve Clark, M.Ed., Coordinator of the W Club
Amanda Downes, M.B.A. Director of Alumni Affairs
Cathy Nosel, M.A. Director of the Annual Wesley Fund
Pat Tonielli, B.A., Advancement Services Coordinator

DIVISION OF ENROLLMENT MANAGEMENT

Howard Ballantine, Ph.D., Dean of Enrollment Management
Charles L. Gibbs, B.S. Admissions Counselor
Geneva Gonzalez-Morris, Admissions Data Specialist
Susan J. Houser, Director of Admissions Operations
Christopher Jester, B.A. Assistant Director of Undergraduate
Admissions
Andrew Layton, B.A. Admissions Counselor
Laura R. Schron, B.S., Admissions Counselor
Peggy Spence, Admissions Data Specialist
Shaun Strickland, B.A. Admissions Counselor
Vacant, Director of Admissions
Vacant, Associate Director of Admissions/Visit Coordinator
Vacant, Associate Director of Undergraduate Admissions

SPECIAL HONORS

RECIPIENTS OF HONORARY DEGREES

- Hon. Jack Markell, Governor, State of Delaware, L.H.D. 2011
 Rev. Peggy Johnson, Bishop,
 The United Methodist Church, D.D. 2010
 Mr. Jeffrey Brown, Senior News Correspondent,
 PBS NewsHour, L.H.D. 2010
 Julie L. Boozer, Emeritus Professor of Nursing L.H.D. 2008
 Alan B. Levin, President and CEO, Happy Harry's LL.D.
 2007
 James H. Wentworth, Professor, Wesley College, D.P.S. 1999
 Yoshio Narisawa, Professor of Linguistic Science,
 TohokuGakuin University, L.H.D. 1998
 William J. Salom, Chair of the Board of Trustees and President,
 Universidad Interamericana, L.H.D. 1998
 Hon. Thomas R. Carper, Governor, State of Delaware,
 LL.D. 1997
 Dr. Allen P. Splete, President, Council of Independent
 Colleges, L.H.D. 1996
 Ronald N. Tietbohl, Professor Emeritus,
 Wesley College L.H.D 1995
 Rev. Bernice A. King, D.D. 1995
 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
 Dr. R. Gordon Hoxie, President, Center for the Study of the
 Presidency, L.H.D. 1989
 Hon. William V. Roth, United States Senator, LL.D. 1988
 David Eisenhower, Author, L.H.D. 1988
 Thomas C. Roe, Chairman of the Board, Delmarva Power
 and Light Company, L.H.D. 1987
 Joseph S. Bellmeyer, Vice President, International Playtex
 Corporation, L.H.D. 1987
 Lewis Wells, Professor Emeritus, Wesley College, L.H.D. 1987
 Walter Kross, Brigadier General, United States Air Force, LL.D. 1987
 Hon. Michael N. Castle, Governor, State of Delaware, LL.D. 1986
 Dr. Robert H. Parker, President Emeritus, Wesley College,
 L.H.D. 1985
 Emily Tybout duPont, L.H.D. 1985

The **Wesley Award** was established in 1950 by the Trustees and is bestowed on outstanding persons in business, industry, commerce, education, religion, and other professions for service to humanity.

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Dr. Harry Roberts	2007	Dr. Alfred Rives Shands, Jr.	1974
C. Russell McCabe	2006	Dr. Hurst Robins Anderson	1968
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 and
Department Chair of Kinesiology**

M.Ed. Salisbury University
B.S. High Point College

**ADAMS, ZACHARY (2012) Visiting Assistant Professor
of Art**

M.A. Indiana University
B.A. University of Delaware

**ALLISON, BRUCE (1999) Professor of Environmental
Studies**

Ph.D. Kansas State University
M.S. University of Nevada
B.S. California Polytechnic University

**ARMSTRONG, ANTHONY M. (1991) Professor and
Department Chair of Political Science and
Sociology**

Ph.D. University of Washington
M.A. Philipps Universtat
B.A. Boise State University

**BARNHARDT, JACK E. (2006) Associate Professor of
Psychology**

Ph.D. City University of New York
M.A. Queens College
B.A. Ohio University

**BARRY, MAUREEN (2006) Instructor in Physical
Education**

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

BENSON, MARY JO (2009) Instructor in Mathematics

M.Ed. University of Delaware
B.S. Pennsylvania State University

**BENSON, REBECCA, (2009) Assistant Professor of
Nursing**

M.S.N. University of Delaware
B.S.N. University of Delaware
R.N. Peninsula General Hospital School of Nursing

BOBBY, SUSAN (1999) Assistant Professor of English

M.A. Millersville University of Pennsylvania
B.A. Millersville University of Pennsylvania

**BUNYARATAVEJ, KRAIWINEE (2006) Associate
Professor of Business Administration**

Ph.D. The George Washington University
MBA The George Washington University
B.B.A. Thammasat University

**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 and
Department Chair of Education**

Ed.D. Northern Illinois University
M.S. Illinois State University
B.A. Illinois State University

**CONTINO, ROBERT (1991) Professor
and Department Chair 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

Ed.D. University of Cincinnati
M.A. Northern Kentucky University
B.A. Northern Kentucky University

**CURRAN, KATHLEEN (2000) Professor of Biology and
Department Chair of Sciences**

Ph.D. Ohio State University
M.S. Fordham University
B.S. Fordham University

**D'ANTONIO, ANGELA (2008) Associate Professor and
Department Chair 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

**DI RADDIO, COLLEEN (2010) Professor of Education
and Assistant Vice President for Academic Affairs**

Ph.D. Temple University
M.S. Villanova University
B.A. Messiah College

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

**DWYER, PATRICIA (2009) Professor of English
and Vice President for Academic Affairs**

Ph.D. The George Washington University
M.A. Bread Loaf School of English, Middlebury College
B.A. Chestnut Hill College

**EDELIN, CHARLISA (2012) Assistant Professor of
Legal Studies**

J.D. Howard University School of Law
B.A. Howard University

EVERETT, LYNN M. (2000) Professor of Biology

Ph.D. Indiana University
B.S. Indiana University

**FIEDLER, FRANK (2006) Associate 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

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

GIBSON, JEFFREY K. (2005) Associate Professor of English and Honors Program Director

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 of History

M.A. Northeast Missouri State University
B.S. Northeast Missouri State University

GRETO, VICTOR (2008) Associate Professor of Media Arts

M.A. University of Colorado
B.A. Colorado College

GRIFFIN, TERESA A. (2006) Associate Professor of Media Arts

Ph.D. New York University
M.F.A. University of Michigan
B.A. Trinity College

GROCCIA, STEVEN (2012) Assistant Professor of Physical Education

Ph.D. Springfield College
M.Ed. Salem State University
B.S. Springfield College

GUERTLER, ELAINE (2006) Associate Professor of Business Administration

Ph.D. University of Illinois
A.M. University of Illinois
B.A. Frostburg State University

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) Associate Professor of Sociology

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

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) Associate Professor and Department Chair of Arts and Music

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

LAWTON, MARCIA (1996) Professor of Education

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

LIPSCOMB, AMY (2012) Instructor of Kinesiology

B.S. Wesley College
M.A.T. Wesley 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

LUTZ, FAIRUZ (2008) Visiting Instructor in Nursing

M.S.N. Wesley College
A.S.N. Wesley College

MARCHIONI, ELIZABETH (2012) Visiting Assistant Professor and Director of Legal Studies

J.D. Widener University School of Law
B.A. West Chester University of Pennsylvania

MARTINEZ-SOTELO, ABIGAIL (2011) Assistant Professor of Spanish

Ph.D. University of Arizona
M.A. University of Arizona

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

MCELLIGOTT, MARGARET, Instructor of Nursing and Simulation Coordinator

M.S.N. Wesley College

MENCH, JERRY, Visiting Instructor of Nursing

M.S.N. Wesley College

MUCZKO, JOHN PAUL (2001) Associate Professor of Kinesiology

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

NEWTON, CYNTHIA (2011) Associate Professor of Political Science

Ph.D. Northeastern University
M.P.A. Clark University
B.A. Assumption College

NIELSEN, MICHAEL (1989) Professor and Department Chair of Media Arts

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

NWOGBAGA, AGASHI (2000) Professor of Mathematics and Department Chair of Mathematics

Ph.D. Auburn University
M.Sc. University of Nigeria
B.Sc. University of Nigeria

OLSEN, PAUL E. (1981) Associate Professor of Mathematics

M.A. Bowling Green State University
B.S. Bowling Green State University

PANUNTO, KAREN L. (2001) Associate Professor of Nursing and Director of BSN Program

Ed.D. Wilmington University
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

PEREZ, VALERIE (2011) Assistant Professor of Psychology

Ph.D. Florida International University
M.S. Florida International University
B.A. University of Massachusetts at Dartmouth

PHILLIPS, RAYMOND (1999) Professor of Kinesiology

Ed.D. United States Sports Academy
M.S. University of Delaware
B.S. West Chester University of Pennsylvania

PONGSREE, SAHARAT (2006) Associate Professor of Economics

Ph.D. Michigan State University
M.A. Michigan State University
M.B.A. Western Michigan University
B.E.E. Chulalongkorn University

RIDDLE, FRANCES (2009) Visiting Instructor in Mathematics and Coordinator of Advisement

M.Ed. Wesley College
B.S. Wharton School of Business, University of Pennsylvania

RUBINO, NANCY (1988) Professor of Nursing

Ed.D. Wilmington College
M.N. University of Pittsburgh
B.S.N. University of Pittsburgh

SHERBLOM, PATRICIA (2011) Associate Professor of Physical Education K-12 and Physical Education Program Chair

Ph.D. University of New Mexico
M.S. University of Massachusetts
B.S. United States International University

SHIPLEY, MIKA Q. (2006) Associate Professor and Department Chair of Languages and Literature

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

Ph.D. 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 Department Chair of History and American Studies

Ed.D. Indiana University
M.A. University of Kentucky
B.A. Union College

TIAN, YU (2011) Assistant Professor of Business

M.B.A. Southern Methodist University
B.A. Tianjin, P.R. China

URBANAS, ALBAN W. (1990) Professor of Philosophy and French and Department Chair of Religion and Philosophy

Ph.D. University of Paris
M.B.A. George Mason University
M.A. University of Paris
B.A. University of Paris

WALKER, REBECCA (2007) Assistant Professor of Nursing

J.D. Widener University
M.S.N. Wesley College
A.D.N. Delaware Technical & Community College

WENTZIEN, DERALD E. (1997) Professor of Mathematics

Ph.D. University of Delaware
M.A. The College of New Jersey
B.S. The College of New Jersey

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

WILSON, JAMES (2010) Assistant Professor of Music and Director of Choirs

D.M.A. University of Nebraska
M.M. Boston University
B.M. The Hartt School

Faculty Emeriti

Professor Joseph Nadel
Professor Elizabeth Espadas
Professor Peter K. Angstadt
Professor Gary K. Spengler
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 Riggan
Professor Gary Spangler
Professor Lorena Stone
Professor Ronald N. Tietbohl
Professor James Wentworth
Professor Elaine Wright

WESLEY COLLEGE OFFICIAL CALENDAR

Fall 2012 Semester

August 14	Tuesday		New International Students Arrive
August 15	Wednesday		New International Student Orientation
August 16	Thursday	9:00 – 12:00 Noon	New Residential Students Check-in New Commuter Students Check-in
August 17	Friday	8:30 a.m.-3:00 p.m.	Faculty Workshop
August 19	Sunday	12:00 p.m. - 9:00 p.m. 4:00 p.m. 5:00 p.m.	Returning Students Check-in Convocation Picnic – Students, Faculty, Staff
August 20	Monday	8:00 a.m. 12-12:50 p.m. 5:00 p.m.	Classes Begin Academic Advising in Advisor’s Office for all Students Fall I Classes Begin
August 20-24	Monday-Friday	10:00 a.m. – 4:00 p.m.	Drop/Add Week
August 23	Thursday	4:30 p.m.	Last Day to Drop/Add Fall I Classes
September 3	Monday		College Closed: Labor Day
September 4	Tuesday	8:00 a.m.	Classes Resume
September 15	Saturday		Family Day
September 21	Friday	4:00 p.m.	Last Day to Withdrawal from Fall I Classes
October 1-5	Monday – Friday		Midterm Grades entered on My Wesley
October 8	Monday		College Closed
October 8-9	Monday-Tuesday		Fall Break: No Classes
October 12-14	Friday - Sunday		Homecoming Weekend
October 12	Friday		Fall I Classes End
October 15	Monday		Fall II Classes Begin
October 18	Thursday	4:00 p.m.	Last Day to Drop/Add Fall II Classes
October 26	Friday		Last Day for Official Withdrawal from Fall 14-wk Classes
October 29 – November 16	Monday		Registration for Spring Classes
November 16	Friday	4:00 p.m.	Last Day to Withdrawal from Fall II Classes
November 20	Tuesday	6 pm or 3 hrs after last class	Residence Halls Close/Thanksgiving
November 21- 23	Wednesday-Friday		College Closed/Thanksgiving Holiday
November 25	Sunday	10:00 a.m.	Residence Halls Reopen
November 26	Monday	8:00 a.m.	Classes Resume
November 30 December 3-7	Friday Monday-Friday		Last Day of Classes Final Exams

December 7	Friday	6:00 pm or 3 hrs after last Exam Residence Halls Close	Fall II Classes End Residence Halls Close
December 10	Monday	9:00 a.m.	Final Grades for Seniors due in Registrar's Office by noon Winterim On-Line Classes Begin
December 11	Tuesday	4:30 p.m.	Final Grades for all students due to the Registrar
December 12	Wednesday	7:00 p.m.	Winter Commencement

Spring 2013 Semester

January 9	Wednesday		New International Students Arrive
January 10	Thursday		New International Student Orientation
January 11	Friday	8:30 a.m.-3:00 p.m.	Faculty Workshop
January 13	Sunday	12:00-4:00 p.m.	Check-in
January 14	Monday	8:00 a.m. 12-12:50 p.m. 5:00 p.m.	Classes Begin Faculty Advising Spring I Classes Begin
January 14-18	Monday-Friday		Drop/Add Week
January 18	Friday	4:30 p.m.	Last Day to Drop/Add
January 21	Monday		College Closed: Martin Luther King Day
March 8	Friday		Spring I Classes End First Year Progress Reports due to Registrar
March 11-15	Monday-Friday	6:00 pm or 3 hrs after last class	Spring Break
March 17	Sunday	10:00 a.m.	Residence Halls Reopen
March 18	Monday	8:00 a.m.	Classes Resume Spring II Classes Begin
March 18-April 2			Pre-Registration with Advisors
March 20	Wednesday	3:45p.m.	Founder's Day (No Classes from 3:30-5:00 p.m.) Founder's Day Celebration
March 18	Monday	4:30 p.m.	Last Day for Official Withdrawal from Classes
March 28	Thursday	6 pm or 3 hrs after last class	Residence Halls Close for Easter Holiday
March 29-April 1	Friday-Monday		College Closed: Easter Holiday
April 1	Monday	10:00 a.m.	Residence Halls Reopen
April 2	Tuesday	8:00 a.m.	Classes Resume
April 18	Thursday		Scholars Day (No Classes from 12:00-5:00 p.m.)
April 26	Friday		Last Day of Classes
April 29-May 3	Monday - Friday		Final Exams
May 3	Friday	6:00 pm or 3 hrs after last exam	Residence Halls Close Except for Graduates Spring II Classes End
May 6	Monday	9:00 a.m.	Final Grades Due to Registrar for Seniors
May 7	Tuesday	4:30pm	Final Grades due to Registrar for all students
May 13-31	Monday		May Three-Week Term Begins
May 10	Friday	4:00 p.m. 7:00 p.m.	Baccalaureate Department of Nursing Pinning Ceremony
May 11	Saturday	1:30 p.m.	Commencement

WESLEY COLLEGE ACCREDITATIONS

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)
American Bar Association
(Legal Studies Program)
Delaware Board of Nursing
Department of Education, State of Delaware

WESLEY COLLEGE MEMBERSHIPS

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
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National Center for Higher Educational
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National Collegiate Athletic Association
National League for Nursing
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