



# WESLEY COLLEGE GRADUATE CATALOG 2013 - 2014

**DOVER, DELAWARE 19901-3875**

**ADMISSIONS (302) 736-2400**

**(800) 937-5398**

**[WWW.WESLEY.EDU](http://WWW.WESLEY.EDU)**

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



# **W**ESLEY 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.

# TABLE OF CONTENTS

<b>GRADUATE ADMISSIONS</b> .....	1
<b>ACADEMIC POLICIES AND PROCEDURES</b> .....	2
<b>TUITION AND FEES</b> .....	5
<b>PROGRAMS OF STUDY</b> .....	6
Graduate Programs in Business.....	6
Graduate Programs in Education.....	8
Graduate Program in Environmental Science .....	11
Graduate Programs in Nursing .....	13
RN/MSN Checklist .....	15
<b>Graduate Programs in Sport Leadership</b> .....	16
<b>COURSE DESCRIPTIONS</b> .....	18
<b>BOARD OF TRUSTEES</b> .....	29
<b>ADMINISTRATION OF THE COLLEGE</b> .....	30
<b>SPECIAL HONORS</b> .....	32
<b>FACULTY OF THE COLLEGE</b> .....	33
<b>WESLEY COLLEGE OFFICIAL CALENDAR</b> .....	36
Fall 2013 .....	36
Spring 2014 .....	38
<b>WESLEY COLLEGE ACCREDITATIONS/MEMBERSHIPS</b> .....	39

# 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:

## GRADING SCALE

The following grading scale is used for graduate courses:

A (4.00) Excellent  
A- (3.67)  
B+ (3.33)  
B (3.00) Average  
B- (2.67)  
C+ (2.33)  
C (2.00) Below Average  
F (0.00) Failure  
I Incomplete.

## 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 (2013-2014)

Tuition (credit hour)	\$490
Admission Application Fee	\$50
Master Degree <u>May Graduation</u> (petitions must be received no later than March 1)	\$125
<u>*December Graduation</u> (petitions must be received no later than October 15)	
*Those graduating in December have the option to participate in the May ceremony	
Transcript Fee (per transcript)	\$10
Vehicle Registration Fee (annual)	\$45
Return Check Fee	\$30

## 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/CAEP 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 I,  
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 \_\_\_\_\_

<b>Baccalaureate Core Requirements (courses in each designated are) 21 credits</b>			
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&amp;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 \_\_\_\_\_

<b>GRADUATE ELECTIVES:</b> _____ _____
--

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 \_\_\_\_\_

# SPORT LEADERSHIP

## DEGREE

### Master of Arts - Sport Leadership

## CONCENTRATIONS

Experiential and Adventure Leadership  
Coaching Leadership  
Sport Management

## DESCRIPTION

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

## SPECIAL FEATURES

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

## ADMISSION REQUIREMENTS

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

## PROGRAM REQUIREMENTS

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

## MASTER OF ARTS - SPORT LEADERSHIP:

### 21 CREDIT HOURS

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

### COACHING TRACK: 12 CREDIT HOURS

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

**SPORT MANAGEMENT TRACK:**

**12 CREDIT HOURS**

SL510 Theories and Principles of Sport Management

SL518 Sport Finance

SL519 Sport Governance

SL521 Sport Promotion

**EXPERIENTIAL AND ADVENTURE LEADERSHIP TRACK: 12 CREDIT HOURS**

SL512 Experiential and Adventure Leadership Training (ExALT 1)

SL513 Experiential and Adventure Leadership Training (ExALT 2)

SL515 Full Spectrum Leadership

SL Elective

**COACHING CERTIFICATE: 15 CREDIT HOURS**

SL508 Legal Aspect of Sport

SL511 Coaching Psychology

SL516 Injury Prevention

SL517 Leadership Organization and Administration

SL522 Training Principles and Strategies

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

SL512 Experiential and Adventure Leadership Training (ExALT 1)

SL513 Experiential and Adventure Leadership Training (ExALT 2)

SL515 Full Spectrum Leadership

SL520 Sport Leadership Communication

SL Elective

# GRADUATE COURSE DESCRIPTIONS

## BUSINESS ADMINISTRATION

### **BA501 Marketing Theory and Buyer Behavior**

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

### **BA502 Business Statistics**

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

### **BA503 Advanced Financial Management**

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

### **BA504 Social Forces in Business**

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

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

### **BA505 Managerial Economics**

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

### **BA506 Advanced Managerial Accounting**

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

### **BA507 Operations Management**

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

### **BA508 Organizational Development**

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

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

### **BA509 Management Support Systems**

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

### **BA510 Small Business Entrepreneurship**

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

### **BA511 Quality Planning and Control**

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

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

**BA512 Legal Options in Business**

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

**BA513 International Management**

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

**BA514 Contemporary Issues Seminar**

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

**BA515 Strategic Planning and Analysis**

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

**BA516 Executive Leadership**

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

**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**

### **SL508 Legal Aspects of Sports**

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

### **SL509 Social and Ethical Issues in Sports**

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

### **SL510 Theories and Principles of Sports Management**

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

### **SL511 Coaching Psychology**

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

**3 credits**

### **SL512 Experiential and Adventure Leadership Training 1**

This course is designed to give students practical experience in experiential and adventure leadership through participation, organizing, and creating

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

### **SL513 Experiential and Adventure Leadership Training 2**

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

### **SL514 Facility Management**

This course will introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping and staffing, programming and managing facilities and events in sport, leisure, and wellness. Design, analyze, and evaluate research in sport; Apply fiscal

management practices in managing a sport organization; and Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization. **3 credits**

**SL515 Full Spectrum Leadership**

This course offers an exploration of authentic leadership as a model that emerges from the synthesis and synergy of mind, body, and spirit to weave presence and intent into a climate of transformative trust in the service of individual and group wellbeing. Varied learning methods will challenge students in perception, motivation, leadership, communication, group dynamics, conflict resolution and personal authenticity. **3 credits**

**SL516 Sport Injury Prevention & Care**

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

**SL517 Sport Leadership Organization & Administration**

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

**SL518 Sport Finance**

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

**SL519 Sport Governance**

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

**SL520 Sport Leadership Communication**

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

**SL521 Sport Promotion**

This course provides an examination of principles in sport promotion and marketing practices, procedures and operations of professional, college, and recreational sport organizations and enterprises. The focus will be developing strategies which sport organizations use in promotions, public relations, marketing

research, sponsorships and fund raising in the sport industry. **3 credits**

**SL522 Training Principles and Strategies**

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

**SL604 Research Methods in Sport Leadership**

Studies research methodologies and statistical techniques used in sports performance and interpretation of scientific works in sports. Quantitative and qualitative approaches will be addressed.(formerly KN/PE604) **3 credits**

**SL605 Field Experience in Sports Management**

Provides experiential learning through a research project or internship supervised by a sports management professional. This experience is typically gained outside of the Wesley College community. (formerly KN/PE605) **3 credits**

# BOARD OF TRUSTEES

## Officers of the Board

Robert V.A. Harra, Jr., **Chair**  
William J. Strickland, **Vice Chair**  
D. Wayne Holden, **Secretary**

## 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  
Frances Riddle, M.S. Coordinator of Student Success

## DIVISION OF ACADEMIC AFFAIRS

Patricia M. Dwyer, Ph.D., Provost/Vice President for Academic Affairs  
Colleen Di Raddo, Ph.D., Assistant Vice President for Academic Affairs  
Tamara Booker, B.S., Evening Coordinator – Part-time, New Castle  
Kevin Cullen, Director of Global Initiatives  
Malcolm J. D'Souza, Ph.D. Director of Sponsored Research  
Erin Elsberry, Registrar  
Shelby Everline, Administrative Assistant to the Registrar  
Jeff Gibson, Ph.D. Director of the Honors Program  
Tina Heesh-Mosley, Assistant to the Provost  
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  
Lisa Lewis, A.A.S., Administrative Assistant for Department of Academic Support  
Tracey Lundblad, Office Manager & Registrar, DAFB  
Christine McDermott, M.A., Assistant Director, Department of Academic Support and Coordinator of Disability Support Services  
Margaret McElligott, Instructor of Nursing and Simulation Coordinator  
Patricia Patterson, Ed.D. Director of Graduate Studies in Education  
Charlene Stephens, M.A., Director, Department of Academic Support  
Jeffrey Lantz, Director of Career Services

## ROBERT H. PARKER LIBRARY

Jessica Olin, 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 the Arts

## DIVISION OF FINANCE AND ADMINISTRATION

Ron Reck, 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  
Adele Foltz, Controller for Business Operations  
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  
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  
Jody Sweeney, B.S., Chief Information Officer  
Erneatka Webster, Financial Aid Counselor, Student Financial Planning

## 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

Wanda Anderson, Dean of Students  
Sharmon Bailey, Administrative Assistant for Student Affairs  
Elana Baukman, Resident Director, Malmberg Hall  
Patricia Chaverry, M.D. College Physician  
Jenai Copeland, Resident Director, Gooding Hall  
Kevin Hansbury, M.A. Director of Residence Life  
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  
Melissa Elliott, Alcohol Education Coordinator  
Ann Rogge, M.S. Director of Counseling  
Waverly Debraux, Director of Student Activities  
Evita Wade, B.A. – GA for Student Organizations  
Vacant, Housing & Student Conduct Coordinator  
Vacant, Coordinator of Intramural Sports & Recreation  
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

Phil May, Campaign Services Manager & Prospect Research Analyst

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

Peggy Spence, Admissions Data Specialist

Shaun Strickland, B.A. Admissions Counselor

# SPECIAL HONORS

## RECIPIENTS OF HONORARY DEGREES

- |  |   |
|--|---|
| Charles R. Dashiell, Jr., Chairman, Wesley College<br>Board of Trustees, LL.D. 2012                        | C. A. Weslager, Historian, Litt.D. 1993   |
| Hon. James A. Leach, Chairman of the National Endowment for<br>the Humanities, L.H.D. 2012                 | Hon. Joseph R. Biden, Jr., United States Senator, LL.D. 1993                                |
| Hon. Jack Markell, Governor, State of Delaware, L.H.D. 2011  | Dr. Frederick Breitenfeld, Jr., President, WHYY, Inc. 1992                                  |
| Rev. Peggy Johnson, Bishop,<br>The United Methodist Church, D.D. 2010                                      | Richard Burt, Ambassador to the Federal Republic<br>of Germany, LL.D. 1991                  |
| Mr. Jeffrey Brown, Senior News Correspondent,<br>PBS NewsHour, L.H.D. 2010                                 | Dr. Thomas A. Graves, Jr., Director, Henry Francis du Pont<br>Winterthur Museum, LL.D. 1990 |
| Julie L. Boozer, Emeritus Professor of Nursing L.H.D. 2008   | Rev. Felton E. May, Bishop, Harrisburg Area, The United<br>Methodist Church, D.D. 1990      |
| Alan B. Levin, President and CEO, Happy Harry's LL.D.<br>2007  | Dr. R. Gordon Hoxie, President, Center for the Study of the<br>Presidency, L.H.D. 1989      |
| James H. Wentworth, Professor, Wesley College, D.P.S. 1999   | Hon. William V. Roth, United States Senator, LL.D. 1988                                     |
| Yoshio Narisawa, Professor of Linguistic Science,<br>TohokuGakuin University, L.H.D. 1998                  | David Eisenhower, Author, L.H.D. 1988   |
| William J. Salom, Chair of the Board of Trustees and President,<br>Universidad Interamericana, L.H.D. 1998 | Thomas C. Roe, Chairman of the Board, Delmarva Power<br>and Light Company, L.H.D. 1987      |
| Hon. Thomas R. Carper, Governor, State of Delaware,<br>LL.D. 1997  | Joseph S. Bellmeyer, Vice President, International Playtex<br>Corporation, L.H.D. 1987      |
| Dr. Allen P. Splete, President, Council of Independent<br>Colleges, L.H.D. 1996                            | Lewis Wells, Professor Emeritus, Wesley College, L.H.D. 1987                                |
| Ronald N. Tietbohl, Professor Emeritus,<br>Wesley College L.H.D 1995                                       | Walter Kross, Brigadier General, United States Air Force, LL.D. 1987                        |
| Rev. Bernice A. King, D.D. 1995  | Hon. Michael N. Castle, Governor, State of Delaware, LL.D. 1986                             |
|  | Dr. Robert H. Parker, President Emeritus, Wesley College,<br>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.

## RECIPIENTS OF THE WESLEY AWARD

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

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

**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

**DAVIDSON, DARLA (2013), Assistant Professor of  
Nursing**

M.S.N. Immaculata University  
B.S.N. Immaculata University  
A.A.S., Nursing Reading Area Community 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 Provost/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/Chair, School of Accounting and Business**

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

**KASHMAR, RICHARD (1991) 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

**LUTZ, FAIRUZ (2008) Assistant Professor in Nursing**

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

**MARCHIONI, ELIZABETH (2012) 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

**MAXSON, HARRY (2013)**

Ph.D. The University of Southern Mississippi  
M.A. Hollins College

**MCCELLIGOTT, 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

**STOTTS, STEPHANIE (2013) Assistant Professor of Environmental Sciences**

M.S. Delaware State University  
B.S. Baker University

**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

**WARGO, KEITH G. (2013) Associate Professor of Accounting and Business**

D.B.A. Anderson University  
Ed.S. Liberty University  
M.B.A. Temple University  
B.S. University of Delaware

**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

## WESLEY COLLEGE OFFICIAL CALENDAR

### Fall 2013 Semester

August 20	Tuesday		New International Students Arrive
August 21	Wednesday		New International Student Orientation
August 22	Thursday	8:00 a.m. 8:30 a.m.-3:00 p.m. 9:00 – 12:00 Noon 3:00 p.m. 5:00 p.m.	President’s Cabinet Welcome Faculty Workshop New Students Check-in Student Convocation Picnic – Students, Faculty & Staff
August 23 - 25	Friday - Sunday		New Student Orientation
August 25	Sunday	2:00 p.m. - 7:00 p.m.	Returning Students Check-in
August 26	Monday	8:00 a.m. 5:00 p.m.	First Day of Classes Fall I Classes Begin
August 26-30	Monday - Friday	10:00 a.m. – 4:00 p.m.	Drop/Add Week
August 29	Thursday		Last Day to Add Fall I Class
September 2	Monday		College Closed: Labor Day
September 3	Tuesday		Classes Resume
September 14	Saturday		Family Day
September 20	Friday	4:00 p.m.	Last Day to Withdraw from Fall I Classes
September 30-Oct 4	Monday - Friday		Midterm Grades entered on My Wesley
October 4 -6	Friday - Sunday		Homecoming Weekend
October 14-15	Monday - Tuesday		Fall Break: No Classes
October 18	Friday		Fall I Classes End
October 21	Monday		Fall II Classes Begin
October 24	Thursday	4:00 p.m.	Last Day Add Fall II Classes
November 1	Friday	4:00 p.m.	Last Day for Official Withdrawal from Fall 14-wk Classes
November 4 – Nov. 22	Monday-Friday		Registration for Spring Classes
November 22	Friday	4:00 p.m.	Last Day to Withdrawal from Fall II Classes Last Day to Withdraw from the College
November 26	Tuesday	6 pm or 3 hrs. after last class	Residence Halls Close/Thanksgiving
November 27-29	Wednesday-Friday		College Closed/Thanksgiving Holiday
December 1	Sunday	10:00 a.m.	Residence Halls Reopen

December 2	Monday	8:00 a.m.	Classes Resume
December 6	Friday		Last Day of Classes
December 9-13	Monday-Friday		Final Exams
December 13	Friday	6:00 pm or 3 hrs. after last exam	Fall II Classes End Residence Halls Close
December 16	Monday	12:00 pm	Final Grades for Seniors due in Registrar's Office Winterim On-Line Classes Begin
December 17	Tuesday	4:00 p.m.	Final Grades for all students due to the Registrar



## Spring 2014 Semester

January 9	Thursday		New International Students Arrive
January 10	Friday		New International Student Orientation
January 10	Friday	8:00 a.m. 9:00 a.m.-3:00 p.m.	President's Cabinet Welcome Faculty Workshop
January 12	Sunday	12:00-4:00 p.m.	Check-in New & Returning Students New Student Orientation
January 13	Monday	8:00 a.m. 5:00 p.m.	First Day of Classes Spring I Classes Begin
January 13-17	Monday-Friday		Drop/Add Week
January 17	Friday	4:00 p.m.	Last Day to Drop/Add
January 20	Monday		College Closed: Martin Luther King Day
February 21	Friday	4:00 p.m.	Last Day to Withdraw from Spring I Classes
March 7	Friday	6:00 p.m. or 3 hours after last class	Spring I Classes End  First Year Progress Reports due to Registrar
March 10-14	Monday-Friday		Spring Break
March 16	Sunday	10:00 a.m.	Residence Halls Reopen
March 17	Monday	8:00 a.m.	Classes Resume Spring II Classes Begin –Main Campus & DAFB
March 17-April 2	Monday - Wednesday		Pre-Registration with Advisors
March 19	Wednesday	3:00pm	Founder's Day Celebration (No Classes from 3:00-5:00 p.m.)
March 21	Friday	4:00 p.m.	Last Day for Official Withdrawal from Classes
March 28	Friday	4:00 p.m.	Last Day to Withdraw from Spring II (DAFB)
April 11	Friday	4:00 p.m.	Last Day to Withdraw from College
April 17	Thursday		Scholars Day (No Classes from 12:00-5:00 p.m.)
April 17	Thursday	6 p.m. or 3 hrs. after last class	Residence Halls Close for Easter Holiday
April 18-21	Friday - Monday		College Closed: Easter Holiday
April 25	Friday		Last Day of Classes
April 28-May 3	Monday - Friday		Final Exams
May 1	Thursday		Last Day for Spring II classes
May 5 -23	Monday- Friday		May Three-Week Term Begins
May 9	Friday	4:00 p.m. 7:00 p.m.	Baccalaureate Department of Nursing Pinning Ceremony
May 10	Saturday	10:00 a.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 Council for Accreditation of Teacher Education (NCATE/CAEP)
- Accreditation Commission for Education in Nursing (ACEN), BSN and MSN programs
- 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 of the United Methodist Church
- National Center for Higher Educational Management and Systems
- 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