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.
WESLEY COLLEGE MISSION

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

EQUAL OPPORTUNITY

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

MASTER’S DEGREE PROGRAMS
Wesley College offers graduate degrees at both the Dover campus and Wesley College New Castle (located at Corporate Commons off Read’s Way, New Castle, Delaware). 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 below.

ADMISSION OF INTERNATIONAL GRADUATE STUDENTS
Admitted international graduate students who require a valid F-1 student visa through a Wesley College-issued I-20 form must present the following official documents at least six months before the intended semester of enrollment.
• Completed application for admission and fees
• Official transcripts from all colleges/universities (translated into English; World Education Services [WES] transcript evaluation preferred) attended outside of the United States
• Official transcripts from all colleges/universities attended within the United States [if applicable]
• Completed Wesley College International Student Agreement and Statement of Financial Support forms
• Official TOEFL score if English is not the applicant’s first language (a minimum score of 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test. This requirement is waived for those students who have earned a bachelor's degree at a college/university within the United States. It may also be waived by the Program Director for a student who has spent at least one year in an English-speaking environment

TRANSFER CREDIT
A maximum of six (6) graduate degree credits may be transferred for courses taken at other regionally accredited institutions providing:
• The Graduate Program Director approves the request for transfer of credits
• The transfer course grade is B or better
• The transfer course credits were not used to fulfill the requirements of another degree
ACADEMIC POLICIES AND PROCEDURES

GRADING SCALE
The grading scale for graduate students is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

ACCESS TO STUDENT RECORDS
Wesley College guarantees both the privacy and the confidentiality of all student educational records and a student’s right to access those records according to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended.

The College is unable to provide parents with their student’s grades unless the student has signed a waiver. The College no longer mails final grades to parents or students; grades may be accessed electronically through the student’s password account.

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

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

(2011-2012)

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (credit hour)</td>
<td>$450</td>
</tr>
<tr>
<td>Admission Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>December Graduation Fee</td>
<td></td>
</tr>
<tr>
<td>(petitions received before September 30)</td>
<td>$75</td>
</tr>
<tr>
<td>December Graduation Fee, Late</td>
<td></td>
</tr>
<tr>
<td>(petitions received October 1)</td>
<td>$90</td>
</tr>
<tr>
<td>May Graduation Fee</td>
<td></td>
</tr>
<tr>
<td>(petitions received before November 30)</td>
<td>$75</td>
</tr>
<tr>
<td>May Graduation Fee, Late</td>
<td></td>
</tr>
<tr>
<td>(petitions received December 1)</td>
<td>$90</td>
</tr>
<tr>
<td>Transcript Fee (per transcript)</td>
<td>$5</td>
</tr>
<tr>
<td>Vehicle Registration Fee (annual)</td>
<td>$20</td>
</tr>
<tr>
<td>Return Check Fee</td>
<td>$20</td>
</tr>
</tbody>
</table>
FINANCIAL AID

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

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

A limited number of Graduate Assistantships are available for individuals admitted to graduate study. Graduate assistants receive waiver of tuition for up to seven credit hours a semester. Individuals awarded graduate assistantships work twelve hours each week during the academic year. Check with Program Director for availability.

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

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

DEGREE
Master of Business Administration (MBA)

CONCENTRATIONS
Executive Leadership
Management
Environmental Sustainability

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

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

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

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

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

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

MASTER OF BUSINESS ADMINISTRATION
Core Requirements  21 credit hours
BA501 Marketing Theory & Buyer Behavior
BA502 Business Statistics
BA503 Advanced Financial Management
BA504 Social Forces in Business
BA505 Managerial Economics
BA506 Advanced Managerial Accounting
BA507 Operations Management
EXECUTIVE LEADERSHIP CONCENTRATION
15 credit hours
BA508 Organizational Development
BA512 Legal Options in Business
BA513 International Management
BA515 Strategic Planning and Analysis
BA516 Executive Leadership

MANAGEMENT CONCENTRATION
15 credit hours
BA508 Organizational Development
BA509/514 Two Electives
BA515 Strategic Planning and Analysis
BA604/605 Research Project/Cooperative Placement

ENVIRONMENTAL SUSTAINABILITY CONCENTRATION
15 credit hours
BA518 Economics of the Environment
BA519 Quantitative Methods for Sustainability
BA520 Sustainable Business Communities
ES504 Sustainability Science
ES508 Environmental Law
EDUCATION

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

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

The Curriculum and Instruction program is designed for the practicing teacher, to encourage reflection and research on practice. The Curriculum and Instruction program’s core provides the practicing teacher with the requisite knowledge and skills to become an effective teacher as described in NCATE and INTASC standards. Particular emphasis will be placed on helping practicing teachers to develop as reflective practitioners. Candidates will learn the skills of action research and be expected to demonstrate the use of action research in their classroom for the improvement of student learning. Curriculum and Instruction candidates will be assigned a program advisor when they are accepted into candidacy. With this advisor, the candidate will develop a set of goals for the program of study. Candidates will develop goals in the areas of planning, delivery, and assessment. Candidates must prepare and defend a research proposal in ED530. Research, prior to implementation and reporting of the research required for degree completion.

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

An applicant must have:
1. A minimum of one full year of teaching
2. An undergraduate GPA of 3.00
3. A professional teaching certificate
4. An on-site supervisor evaluation of professional qualities (rubric provided by program)

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

Core Requirements
All advanced preparation candidates are required to take the courses in the eighteen-hour core. In addition, each candidate will work with their assigned advisor to choose a sequence of 4 additional courses (12 credit hours) to meet their program and professional goals. These additional courses could be an existing course of study offered by the department, or a unique combination of courses designed specifically for the candidate.

The required eighteen-hour core:
ED506A Curriculum Building
ED521 Analysis of Teaching
ED530 Research Methodology and Design
ED533 Assessment
ED534 Learning Theory
ED536 Seminar in Instructional Models

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

MA.Ed. candidates will design, implement and defend a thesis rather than a culminating project. Candidacy for the MA.Ed is on the recommendation of the graduate faculty and is based on the defense of the project/thesis proposal in ED 530 Research Methodology and Design.

Some examples of culminating 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.
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 (Dover Campus)**

**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 560 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.

**MAT New Castle Policies**
Application for admission must be submitted to the New Castle site. The chair of the graduate education programs on the main campus reviews all applications and makes admission decisions. MAT candidates enrolled in the New Castle program are subject to all policies for admission and continued enrollment as those at the main campus.

1. MAT candidates are admitted only in the fall semester at the New Castle site.
2. The course format is compressed into 7 weeks (with the exception of the student teaching semester).
3. Because of the compressed time frame for course work, one absence from scheduled class meetings will result in the candidate being withdrawn from the course.
4. MAT candidates are expected to register for a Tk20 account in their first course. Contact the Department’s database administrator at brannema@wesley.edu for instructions.

**MAT Course Rotation (New Castle)**

Fall:
Fall I ED534 Learning Theory
Fall II ED506 Curriculum Building OR *ED522 & 526 Student Teaching AND Reflective Practitioner *(Capstone, runs for 14 weeks)

Spring:
Spring I ED536 Seminar in Instructional Models
Spring II ED519 Literacy Across the Content Areas

Summer:
Summer I ED560G Motivation to Learn
Summer II ED533 Assessment

**Graduate Course of Study Certificates**

As part of the recent reorganization of professional development under the “No Child Left Behind” legislation, the state of Delaware Department of Education now requires practicing teachers to participate in extended educational experiences. Once certified teachers have received a master’s degree, colleges can meet their needs with state-approved “graduate courses of study.” These are groups of courses of 6-18 credits with a common focus. The education department has four graduate courses of study:

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

**Graduate Course of Study in Action Research**

**16 credit hours**
ED530 Analysis of Research Methodology and Design
ED540,550,560,570 Topics In English Language Arts, Mathematics, Science, or Social Studies
ED535 Action Research
ED600 Thesis Credit

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

**Graduate Courses of Study for Standards-Based Teaching**

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

**Graduate Course of Study for Reading Specialist Certification**

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

DEGREE
Master of Science in Environmental Science

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

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

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

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

Block I
ES546 Soil and Water Quality
ES530 Air Resources
ES575 Special Topics in Environmental Hydrology
BI556 Limnology

Block II
ES547 Environmental Policy or
ES508 Environmental Law

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

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

PROGRAM REQUIREMENTS
1. Students enrolled in the M.S. Program are required to complete 12 hours of core courses and 18 hours of electives.
2. Students can select either the non-thesis or thesis option.
3. Each student who completes the requirements of the program with an overall average of “B” (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master’s degree in Environmental Science.
4. Overall undergraduate GPA of 3.0 (4.0 scale).
MAJOR IN ENVIRONMENTAL SCIENCE

CORE PROGRAM REQUIREMENTS

12 credit hours

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

PROGRAM ELECTIVES

18 credit hours

ES505 Environmental Bioremediation
ES510 Environmental Ethics
ES511 Hazardous Materials Management
ES511 Hazardous Materials Management
ES512 Hazard Assessment and Management
ES520 Environmental Calculations and
Treatment Methods
ES522 Spatial Analysis Using Geographical
Information Systems and Image Analysis
ES525 Environmental Project Management
And Control
ES530 Current Topics in Environmental Sciences:
Air Resources
ES535 Environmental Regulatory Permitting and
Risk Assessment
ES555 Environmental Instrumentation
ES556 Limnology
ES575 Special Topics in Environmental Sciences:
ES600 Environmental Sciences Integrated
Thesis Project

DEGREE PROGRAM

Example of the M.S. in Environmental Science

First Year:

Fall: Spring:
ES545  ES522
Elective  Elective

Summer
Elective

Second Year:

Fall: Spring:
ES506  ES507
Elective  ES500
Elective

Summer
Elective
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 3 credits
  (Religion is required in this category)
- Scientific Literacy 6 credits
  (A&P I and II are required in this category)
- Analysis 3 credits
  (MA201 or PY222 is required in this category)
- 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  
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

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**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 _____

<table>
<thead>
<tr>
<th>Baccalaureate Core Requirements (courses in each designated are) 21 credits</th>
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<tbody>
<tr>
<td>Communicating in the World 3 credits</td>
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<tr>
<td>Global Society-American Culture 3 credits</td>
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<td>Global Society-Non-American Culture 3 credits</td>
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</tbody>
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BRIDGE REQUIREMENTS (15 Credits)

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

GRADUATE ELECTIVES:

________________________

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GRADUATE NURSING REQUIREMENTS (30 credits)

<table>
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<tr>
<th>Core</th>
<th>(3) NR510</th>
<th>(3) NR512</th>
<th>(3) NR601</th>
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<td>(4) NR610</td>
<td>(4) NR612</td>
<td>(4) NR616</td>
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<tr>
<td>Research</td>
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<td>(3) NR615</td>
<td>(3-6) NR620</td>
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Thesis/Project Requirement: __________________________________________

Advisor______________________________ Academic Advisor: ________________

Registrar____________________________
**GRADUATE COURSE DESCRIPTIONS**

**BUSINESS ADMINISTRATION**

**BA501 Marketing Theory and Buyer Behavior**
Studies marketing topics such as strategic market planning, time-based competition, customer satisfaction, innovation, creativity, and research. Emphasizes competitive marketing and contemporary buying behavior. **3 credits**

**BA502 Business Statistics**
Includes descriptive statistics, sampling procedures, hypotheses testing, statistical quality control charting, confidence limits, analysis of variance, chi-square tests, simple, and multiple regressions are topics included. Concepts are related to business decisions and form the basis for data analysis and model building encountered in other MBA courses. **3 credits**

**BA503 Advanced Financial Management**
Examines financial planning and control for the financial and nonfinancial executive, including decisions of investment, growth, and expansion strategies, dividend policy and capital structure. Analyzes principles leads to decisions about current assets, fixed assets, debt, equity, and capital assets. Emphasizes decision-making based on quantitative analysis. Prerequisites: BA502, BA506 **3 credits**

**BA504 Social Forces in Business**
Studies the ethical, moral, and legal responsibilities of the manager in the business world. National, state and local laws and customs stressed as they relate to the business enterprise and the rights of workers. **3 credits**

**BA505 Managerial Economics**
Integrates principles and ideas from various fields of economics for management decision-making and policy formation within the firm. Includes demand and cost analysis, pricing policies, capital budgeting, and other topics of economic analysis. Prerequisites: BA502 **3 credits**

**BA506 Advanced Managerial Accounting**
Emphasizes various cost concepts, cost behavior, cost accounting systems, and budgeting. Effects of costs and how they are reported in management control systems are studied as well as the interpretation and use of cost data in decision-making. Prerequisite: BA502 **3 credits**

**BA507 Operations Management**
Studies concepts relating to the operations function in both manufacturing and service organizations as they relate to planning, organizing, and controlling resources. Included is a study of efficient and effective production of goods and provision of services to meet the goals of the organization. Case analysis employed to relate theory to practice. Prerequisites: BA505, BA506 **3 credits**

**BA508 Organizational Development**
Covers topics of learning, perception, job attitude, work motivation, leadership, decision-making and group dynamics. Course seeks to enhance student knowledge concerning the behavior of individuals and groups in an organization. Application of organizational behavior theory to managerial problems is included. **3 credits**

**BA509 Management Support Systems**
Focuses on control systems that help a firm achieve predetermined goals. A control system involves a set of rules that process information to result in a choice among alternatives: a decision. Communications, also a part of the system, is the manner by which the information is routed to all of the processing and decision entities. This course considers the formal and informal aspects of management control. **3 credits**

**BA510 Small Business Entrepreneurship**
Studies small companies and the challenges that are commonly encountered. Students assigned clients for whom they will identify problem areas and recommend changes to improve operations. Consulting reports will be presented to the class. **3 credits**

**BA511 Quality Planning and Control**
Studies the total quality organization embracing the total ability to see the organization as a whole and to understand quality aspects of integrated strategic planning, empowered how and why the functions of a business are interdependent workers, internal and external quality assessments and must be carefully managed for the organization to benchmark, 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 current 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. 3 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**

**ED600 Thesis Advisement**
Individual advisement master's thesis. Permission of Director of Graduate studies in Education required. **1-9 credits**

**ENVIRONMENTAL STUDIES**

**ES500 Air Resources**
Physical, chemical, and technical aspects of local, regional, and global air pollution. Topics include the air pollution meteorology, climate change, photochemical smog, carbon cycle, ground level and stratospheric ozone, aerosols, and environmental legislation. Prerequisites: Graduate standing. **3 credits**

**ES504 Sustainability Science**
Provides a foundation in the human and physical processes that shape urban and natural environments. Emphasizes the integration of nature of sustainable water, energy, resource use, and land management. Also includes five fundamental goals of sustainable development: 1) conservation of resources, 2) preservation of environmental quality, 3) sustainable development, 4) political participation, and 5) social equality. Discussion topics include the population growth, climate change, carbon/nutrient cycles; solid-waste pollution; urban-air pollution; and water management strategies. **3 credits**

**ES505 Environmental Bioremediation**
Microbiological treatment of environments contaminated with organic and inorganic pollutants. Reviews a variety of innovative technology protocols through individual student assignments and group projects utilizing recent case histories, transfer technology, and current technical literature. **3 credits**

**ES506 Research Methods**
An introduction to quantitative and qualitative research methods. Discussion topics include formulating research questions, sampling, measurement, bias, research validity, research design, and data analysis. Student prepares a research proposal. Prerequisites: Graduate standing. (Offered Fall Semester.) **2 credits**

**ES507 Experimental and Project Research**
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
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 if 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
The role of the nurse in support
to real life practice situations.
practice is explored and applied
research and evidence based
relationship among theory,
nursing practice. The
NR521 Theory & Evidence
system.
in the managed health care
integrate theory and application
explored and tools for analyzing
design and implementation is
manager.
and the role of the case
student
Provides clinical nurse specialist
Advanced Practice
Management and the
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
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
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
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
categories 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
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

NR632 Ethical Decision Making in Health Care

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

NR636 Evaluation and Classroom Methods in Nursing Education

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

NR637 Theory and Process in Nursing Education

Explores the history and foundations of theoretical development of nursing education from Florence Nightingale to the present. Theories of adult learning, both traditional and contemporary, are examined. 3 credits
NR638 Nursing Education Practicum
Practicum in a nursing education setting including staff development, community education, or formal nursing preparation programs at the diploma, associate or baccalaureate level. **6 credits**

NR639 Curriculum Development & Implementation
Curriculum design is approached from a higher education standpoint relevant to the nursing specialty. A curriculum plan will be prepared from philosophy/planning through to outcomes planning and evaluation. **3 credits**

NRXXX Special Topics
Reflects major trends in nursing practice and health care delivery today. Topics of interest to nursing majors or RNs interested in continuing their education in a specialized area will be offered at the 100, 200, 300, 400, 500 and 600 level. Examples might be Legal/Ethical Issues in Nursing Practice, Power and Politics in Nursing and Health Care, and The Nurse and Managed Care. An additional special topics course is also available for the LPN and three-year track-nursing student. **3 credits**
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Michael Drass, B.S. Executive Director of Athletics/Head Coach Football
Tripp Keister, B.S. Associate Director of Athletics/Head Coach Baseball
Steve Azzanesi, M.B.A. Associate Director of Promotions/Assistant Coach Football
Edison Derr, Assistant Athletic Trainer
Steven Clark, M.Ed. Head Coach Men's Soccer/W-Club Coordinator
Geoff Goyne, Director of Sports Information
Jerry Kobasa, Head Coach Men's Basketball
Chad Kragh, M.S. Director of Sports Medicine
Raymond Phillips, Ph.D. Faculty Athletics Representative
Ed Muntz, Head Coach Women's Soccer/Tennis Administrator
Steve Pickering, B.S. Head Coach Men's & Women's Cross Country/Men's & Women's Track and Field
Christopher Sfamurri, B.S. Assistant Coach Football
Melissa Short, Coordinator of Athletic Business Services
Tracey Short, M Ed. Associate Athletic Director for Compliance, Head Coach Field Hockey/Senior Women's Administrator
Julie Greep, Head Coach Volleyball/Head Coach Softball
Laura R. Schron, B.S., Admissions Counselor

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Andrew Layton, B.A. Admissions Counselor
Chrisy Reuter, B.S. Associate Director of Undergraduate Admissions
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Laura R. Schron, B.S., Admissions Counselor
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James H. Wentworth, Professor, Wesley College, D.P.S. 1999
Yoshio Narisawa, Professor of Linguistic Science, TohokuGakuin University, L.H.D. 1998
William J. Salom, Chair of the Board of Trustees and President, Universidad Interamericana, L.H.D. 1998
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Thomas Bayard McCabe 1950
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Department</th>
<th>Education and Professional History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBOTT, BARBARA E. (1988)</td>
<td>Associate Professor and Department Chair of Kinesiology</td>
<td>M.Ed. Salisbury University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S. High Point College</td>
</tr>
<tr>
<td>ALLISON, BRUCE (1999)</td>
<td>Professor of Environmental Studies</td>
<td>Ph.D. Kansas State University</td>
</tr>
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<td>M.S. University of Nevada</td>
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<td>B.S. California Polytechnic University</td>
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<tr>
<td>ARMSTRONG, ANTHONY M. (1991)</td>
<td>Professor and Department Chair of Political Science</td>
<td>Ph.D. University of Washington</td>
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<td></td>
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<td>M.A. Philips University</td>
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<td>B.A. Boise State University</td>
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<tr>
<td>BARNHARDT, JACK E. (2006)</td>
<td>Associate Professor and Department Chair of Psychology</td>
<td>Ph.D. City University of New York</td>
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<td></td>
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<td>M.A. Queens College</td>
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<td>B.A. Ohio University</td>
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<tr>
<td>BARRY, MAUREEN (2006)</td>
<td>Instructor in Physical Education</td>
<td>M.Ed. Wilmington College</td>
</tr>
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<td>B.S. University of Delaware</td>
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<tr>
<td>BENSON, MARY JO (2009)</td>
<td>Instructor in Mathematics</td>
<td>M.Ed. University of Delaware</td>
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<td>B.S. Pennsylvania State University</td>
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<tr>
<td>BENSON, REBECCA (2009)</td>
<td>Assistant Professor of Nursing</td>
<td>M.S.N. University of Delaware</td>
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<td>B.S.N. University of Delaware</td>
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<td>R.N. Peninsula General Hospital School of Nursing</td>
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<tr>
<td>BOBBY, SUSAN (1999)</td>
<td>Assistant Professor of English</td>
<td>M.A. Millersville University of Pennsylvania</td>
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<td>B.A. Millersville University of Pennsylvania</td>
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<tr>
<td>BUNYARATAVEJ, KRAIWINEE</td>
<td>Assistant Professor Business Administration</td>
<td>Ph.D. The George Washington University</td>
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<td>MBA The George Washington University</td>
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<td>B.B.A. Thammasat University</td>
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<tr>
<td>CLACK, RANDALL A. (2001)</td>
<td>Associate Professor and of English and Department Chair of Languages and Literature</td>
<td>Ph.D. University of Connecticut</td>
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<td>M.A. University of Alabama Birmingham</td>
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<td>CONTINO, ROBERT (1991)</td>
<td>Professor of Nursing</td>
<td>Ed.D. Wilmington College</td>
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<td>M.S.N. University of North Carolina</td>
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<td>Diploma in Nursing, Pilgrim State Hospital School of Nursing</td>
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<td>COOMBE, PHILIP (2005)</td>
<td>Assistant Professor of History</td>
<td>Ph.D. New York University</td>
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<td>M.Phil New York University</td>
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<td>M.A. Fairleigh Dickinson University</td>
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<td>COOPER, SUSAN A. (2001)</td>
<td>Professor of Education</td>
<td>Ed.D. University of Cincinnati</td>
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<td>M.A. Northern Kentucky University</td>
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<tr>
<td>CURRAN, KATHLEEN (2000)</td>
<td>Associate Professor of Biology and Department Chair of Sciences</td>
<td>Ph.D. Ohio State University</td>
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<td>M.S. Fordham University</td>
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<tr>
<td>D'ANTONIO, ANGELA (2008)</td>
<td>Assistant Professor of Psychology</td>
<td>Ph.D. The George Washington University</td>
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<td>M.A. Loyola College</td>
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<td>B.A. Immaculata College</td>
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<tr>
<td>DE ROCHE, LINDA (1988)</td>
<td>Professor of English and American Studies</td>
<td>Ph.D. University of Notre Dame</td>
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<td>DI RACCO, COLLEEN (2010)</td>
<td>Professor of Education and Assistant Vice President for Academic Affairs</td>
<td>Ph.D. Temple University</td>
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<td>M.S. Villanova University</td>
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<td>B.A. Messiah College</td>
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<td>D'SOUZA, MALCOLM J. (2000)</td>
<td>Professor of Chemistry</td>
<td>Ph.D. Northern Illinois University</td>
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<td>DWYER, PATRICIA (2009)</td>
<td>Professor of English and Vice President for Academic Affairs</td>
<td>Ph.D. The George Washington University</td>
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<td>M.A. Bread Loaf School of English, Middlebury College</td>
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<td>B.A. Chestnut Hill College</td>
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<tr>
<td>EVERETT, LYNN M. (2000)</td>
<td>Associate Professor of Biology</td>
<td>Ph.D. Indiana University</td>
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<td>B.S. Indiana University</td>
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<tr>
<td>FIEDLER, FRANK (2006)</td>
<td>Associate Professor of Mathematics</td>
<td>Ph.D. University of Delaware</td>
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<td>M.S. Technische Universität Dresden</td>
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<tr>
<td>FISHER, JULIE (1995)</td>
<td>Professor of Nursing</td>
<td>Ph.D. University of Delaware</td>
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<td>M.S. University of Pennsylvania</td>
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<td>B.S. State University of New York at Buffalo</td>
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<tr>
<td>FLUMAN, LON M., JR. (1964)</td>
<td>Professor of Art</td>
<td>Ed.M. Temple University</td>
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<td>B.S. Lycoming College</td>
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</tbody>
</table>
FOX, SUSANNE N. (1977) Professor and Department Chair of History and American Studies
Ph.D. University of Delaware
M.A. The College of William and Mary
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GAMBARDELLA, LUCILLE (1984) Professor and Department Chair of Nursing
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NEWTON, CYNTHIA (2011) Associate Professor of Political Science
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B.A. Assumption College
NIELSEN, MICHAEL (1989) Professor and Department Chair of Media Arts
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NWOGBAGA, AGASHI (2000) Associate Professor of Mathematics
Ph.D. Auburn University
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B.Sc. University of Nigeria

OLSEN, PAUL E. (1981) Associate Professor of Mathematics
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PANUNTO, KAREN L. (2001) Associate Professor of Nursing and Director of BSN Program
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PATTERSON, B. PATRICIA (1991) Professor of Education
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B.A. St. Andrews College

PEREZ, VALERIE (2011) Assistant Professor of Psychology
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B.A. University of Massachusetts at Dartmouth

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

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

RIDDLE, FRANCES (2009) Visiting Instructor in Mathematics and Coordinator of Advisement
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B.S. Wharton School of Business, University of Pennsylvania

RUBINO, NANCY (1988) Professor of Nursing
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M.N. University of Pittsburgh
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SHERBLOM, PATRICIA (2011) Associate Professor of Physical Education K-12 and Physical Education Program Chair
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M.S. University of Massachusetts
B.S. United States International University

SHIPLEY, MIKA Q. (2006) Associate Professor of English
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B.A. University of Delaware

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

STRASSER, JUDITH A. (1996) Professor of Nursing
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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
Ed.D. Indiana University
M.A. University of Kentucky
B.A. Union College

TERAMOTO, MASARU (2011) Assistant Professor of Kinesiology
Ph.D. University of Nevada
M.S. University of Nevada

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

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

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

WHITAKER, MARK (2007) Assistant Professor of Business Administration
M.B.A. Temple University
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C.P.A.

WHITMAN-SMITH, 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/Director of Choirs
D.M.A University of Nebraska
M.M. Boston University
B.M. The Hartt School
Faculty Emeriti

Professor Joseph Nadel
Professor Elizabeth Espadas
Professor Peter K. Angstadt
Professor Gary K. Spengler
Professor Julie Boozer
Professor Allen Clark
Professor Pearl Emery
Professor Terrence Higgins
Professor Lucille N. Koon
Professor William Passwaters
Professor Florence Raubacher
Professor Barry Reber
Professor Joan Tyler Riggin
Professor Gary Spangler
Professor Lorena Stone
Professor Ronald N. Tietbohl
Professor James Wentworth
Professor Elaine Wright
### WESLEY COLLEGE OFFICIAL CALENDAR
#### Fall 2011 Semester

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<tr>
<th>Date</th>
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<th>Time</th>
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<tr>
<td>August 18</td>
<td>Thursday</td>
<td>9:00 – 12:00 Noon</td>
<td>New Residential Students Check-in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Commuter Students Check-in</td>
</tr>
<tr>
<td>August 19</td>
<td>Friday</td>
<td>8:30 a.m.-3:00 p.m.</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>August 21</td>
<td>Sunday</td>
<td>9:00 am-3:00 pm</td>
<td>Returning Students Check-in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4:00 p.m.</td>
<td>Convocation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00 p.m.</td>
<td>Picnic – Students, Faculty, Staff</td>
</tr>
<tr>
<td>August 22</td>
<td>Monday</td>
<td>8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:12:50 p.m.</td>
<td>Academic Advising in Advisor’s Office for all Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00 p.m.</td>
<td>Fall I Classes Begin</td>
</tr>
<tr>
<td>August 22-26</td>
<td>Monday-Friday</td>
<td></td>
<td>Drop/Add Week</td>
</tr>
<tr>
<td>August 26</td>
<td>Friday</td>
<td>4:30 p.m.</td>
<td>Last Day to Drop/Add Classes</td>
</tr>
<tr>
<td>September 5</td>
<td>Monday</td>
<td></td>
<td>College Closed: Labor Day</td>
</tr>
<tr>
<td>September 6</td>
<td>Tuesday</td>
<td>8:00 a.m.</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>October 3-4</td>
<td>Monday-Tuesday</td>
<td></td>
<td>Fall Break: No Classes</td>
</tr>
<tr>
<td>October 3</td>
<td>Monday</td>
<td></td>
<td>College Closed</td>
</tr>
<tr>
<td>October 7</td>
<td>Friday</td>
<td>4:30 p.m.</td>
<td>First Year Progress Reports due in Registrar's Office</td>
</tr>
<tr>
<td>October 7-9</td>
<td>Friday-Sunday</td>
<td></td>
<td>Homecoming Weekend</td>
</tr>
<tr>
<td>October 14</td>
<td>Friday</td>
<td></td>
<td>Fall I Classes End</td>
</tr>
<tr>
<td>October 15</td>
<td>Saturday</td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>October 17</td>
<td>Saturday</td>
<td></td>
<td>Fall II Classes Begin</td>
</tr>
<tr>
<td>October 21</td>
<td>Friday</td>
<td></td>
<td>Last Day for Official Withdrawal from Classes</td>
</tr>
<tr>
<td>October 29</td>
<td>Saturday</td>
<td></td>
<td>Family Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>Oct 31-Nov 15</td>
<td>Saturday</td>
<td></td>
<td>Pre-Registration with Advisors</td>
</tr>
<tr>
<td>November 12</td>
<td>Saturday</td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>November 22</td>
<td>Tuesday</td>
<td>6 pm or 3 hrs after last class</td>
<td>Residence Halls Close/Thanksgiving</td>
</tr>
<tr>
<td>November 23-25</td>
<td>Wednesday-Friday</td>
<td></td>
<td>College Closed/Thanksgiving Holiday</td>
</tr>
<tr>
<td>November 27</td>
<td>Sunday</td>
<td>10:00 a.m.</td>
<td>Residence Halls Reopen</td>
</tr>
<tr>
<td>November 28</td>
<td>Monday</td>
<td>8:00 a.m.</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 2</td>
<td>Friday</td>
<td></td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>December 5-9</td>
<td>Monday-Friday</td>
<td></td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 9</td>
<td>Friday</td>
<td>6:00 pm or 3 hrs after last exam</td>
<td>Fall II Classes End</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Residence Halls Close</td>
</tr>
<tr>
<td>December 12</td>
<td>Monday</td>
<td>9:00 a.m.</td>
<td>All Final Grades due in Registrar’s Office</td>
</tr>
<tr>
<td>December 14</td>
<td>Wednesday</td>
<td>7:00 p.m.</td>
<td>Winter Commencement</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
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</tr>
<tr>
<td>January 6</td>
<td>Friday</td>
<td>8:30 a.m.-3:00 p.m.</td>
<td>Faculty Workshop</td>
</tr>
<tr>
<td>January 8</td>
<td>Sunday</td>
<td>12:00-4:00 p.m.</td>
<td>Check-in</td>
</tr>
<tr>
<td>January 9</td>
<td>Monday</td>
<td>8:00 a.m.</td>
<td>Classes Begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:12:50 p.m.</td>
<td>Faculty Advising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00 p.m.</td>
<td>Spring I Classes Begin</td>
</tr>
<tr>
<td>January 9-13</td>
<td>Monday-Friday</td>
<td></td>
<td>Drop/Add Week</td>
</tr>
<tr>
<td>January 13</td>
<td>Friday</td>
<td>4:30 p.m.</td>
<td>Last Day to Drop/Add</td>
</tr>
<tr>
<td>January 16</td>
<td>Monday</td>
<td></td>
<td>College Closed: Martin Luther King Day</td>
</tr>
<tr>
<td>February 4</td>
<td>Saturday</td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>February 18</td>
<td>Saturday</td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>March 2</td>
<td>Friday</td>
<td></td>
<td>Spring I Classes End</td>
</tr>
<tr>
<td>March 5-9</td>
<td>Monday-Friday</td>
<td>6:00 pm or 3 hrs after class</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 11</td>
<td>Sunday</td>
<td>10:00 a.m.</td>
<td>Residence Halls Reopen</td>
</tr>
<tr>
<td>March 12</td>
<td>Monday</td>
<td>8:00 a.m.</td>
<td>Classes Resume</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spring II Classes Begin</td>
</tr>
<tr>
<td>March 12-27</td>
<td></td>
<td></td>
<td>Pre-Registration with Advisors</td>
</tr>
<tr>
<td>March 15</td>
<td>Thursday</td>
<td>3:45 p.m.</td>
<td>Founder’s Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(No Classes from 3:30-5:00 p.m.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Founder’s Day Celebration</td>
</tr>
<tr>
<td>March 16</td>
<td>Friday</td>
<td>4:30 p.m.</td>
<td>Last Day for Official Withdrawal from Classes</td>
</tr>
<tr>
<td>March 24</td>
<td>Saturday</td>
<td></td>
<td>Open House</td>
</tr>
<tr>
<td>April 5</td>
<td>Thursday</td>
<td>6 pm or 3 hrs after class</td>
<td>Residence Halls Close for Easter Holiday</td>
</tr>
<tr>
<td>April 6-9</td>
<td>Friday-Monday</td>
<td></td>
<td>College Closed: Easter Holiday</td>
</tr>
<tr>
<td>April 9</td>
<td>Monday</td>
<td>10:00 a.m.</td>
<td>Residence Halls Reopen</td>
</tr>
<tr>
<td>April 10</td>
<td>Tuesday</td>
<td>8:00 a.m.</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>April 12</td>
<td>Thursday</td>
<td></td>
<td>Scholars Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(No Classes from 12:00-5:00 p.m.)</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Friday</td>
<td></td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>April 23-27</td>
<td>Monday - Friday</td>
<td></td>
<td>Final Exams</td>
</tr>
<tr>
<td>April 27</td>
<td>Friday</td>
<td>6:00 pm or 3 hrs after last exam</td>
<td>Residence Halls Close Except for Graduates</td>
</tr>
<tr>
<td>April 30</td>
<td>Monday</td>
<td>9:00 a.m.</td>
<td>Final Grades Due to Registrar</td>
</tr>
<tr>
<td>Apr 30 – May 18</td>
<td>Monday</td>
<td></td>
<td>May Three-Week Term Begins</td>
</tr>
<tr>
<td>May 4</td>
<td>Friday</td>
<td>4:00 p.m.</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:00 p.m.</td>
<td>Department of Nursing Pinning Ceremony</td>
</tr>
<tr>
<td>May 5</td>
<td>Saturday</td>
<td>10:30 a.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
WESLEY COLLEGE ACCREDITATIONS

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

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

Interamerican Consortium
International Alliance for Higher Education
International Association of United Methodist Colleges and Universities
Marine Science Consortium, Inc.
Middle States 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
National Association of College and University Personnel Association
United Methodist Foundation for Higher Education