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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WESLEY IN OVERVIEW

Wesley College is a selective, comprehensive college of the liberal arts and sciences affiliated with The United Methodist Church. Founded in 1873 as a preparatory school, Wesley College has a covenant relationship with the United Methodist Church. The College offers 28 bachelor's degrees and master's degrees in business administration, education, environmental science, nursing, occupational therapy and sport leadership in a multi-denominational, multi-cultural campus setting. Associate's degrees and certificates are also available. The emphasis at Wesley has always been on educating the whole person. With an annual enrollment of over 1,400 students (approximately 1,200 full time), individual assistance, teaching, and counseling become personal realities. Modern residence hall facilities, classrooms, and academic buildings offer the student an instructional environment conducive to learning. Partnerships with a varied group of businesses and other institutions offer students unique internship opportunities.

HISTORY OF THE COLLEGE
The College’s long history is a testament to its goal of providing quality educational opportunities to the citizens of the First State and beyond. From its inception, the College also has been committed to providing for the spiritual needs of its students. Wesley believes that education must foster the personal growth and development needed to persevere and survive academically, socially, and professionally in today’s complex culture. Begun in 1873 as Wilmington Conference Academy, a preparatory school for boys, it went through several transitions, culminating as a comprehensive higher education institution. New programs emerged, and professional studies joined with the liberal arts to strengthen each student’s preparation for life. Recognizing the importance of lifelong learning, graduate programs were developed, and evening and off-campus programs were established, reaching out into surrounding communities to make education available to a broader constituency. Concurrently, new and renovated facilities prepared the College for the technologically based information age.

Wesley College is well positioned to meet today’s challenges. Its enrollment growth, faculty enhancement, physical facilities expansion and creative programs have made the College a beacon of higher education for The United Methodist Church in the eastern United States.

GOVERNANCE OF THE COLLEGE
Wesley College is an independent nonprofit corporation of the state of Delaware. Nonprofit status is confirmed by the Internal Revenue Service and by Internal Revenue Code Section 501(c) (3). The corporation’s members, who are also members of the Peninsula-Delaware Annual Conference of The United Methodist Church, elect the members of the Wesley College Board of Trustees. By legal and by moral obligation, the Wesley College Board of Trustees, an autonomous Board, reserves the right always to establish policy for the College. It is the function of the President of the College to implement and administer the policies of the Board of Trustees.

PHILOSOPHY OF THE COLLEGE
Wesley College is committed to an educational philosophy that reflects its Christian and its United Methodist traditions. The Wesley College concept of education is based upon several assumptions.

FIRST, education is an intellectual response to a loving God. Such a response should involve the pursuit of truth and knowledge and the development of skills that, together, will facilitate the fulfillment of the individual to serve humanity and the world more effectively.

SECOND, education is concerned with the whole person. While academic excellence is a primary objective of the College, an education is much more than the sum of all academic work. All members of the College community are encouraged to discover and appreciate cultural, aesthetic, and religious realities that are vital to personal growth and development.

THIRD, education is value centered. Questions of values emerge in a changing society as technological advances influence daily life and help determine the shape of the future. The College recognizes its responsibility to be involved in the study of ethical issues to make informed choices and be responsive to human needs.

FOURTH, education is a human enterprise which serves persons who may benefit from its collective resources. In seeking to reflect and celebrate the richness of a pluralistic life, the College welcomes persons from all religious, national and ethnic groups. Such a college creates a learning environment that respects each individual.
FIFTH, education is a shared responsibility. The College believes that learning is interactive and personal and offers programs that give opportunity for creative expression and the development of leadership. At the same time, the College holds that privileges are inseparable from responsibilities.

LOCATION
Wesley College is located in historic Dover, Delaware. Dover, on the Delmarva Peninsula, is the county seat of Kent County and the capital of the nation’s first state. It has 35,000 residents. The campus is in Dover's major residential community, with stores and banks within easy walking distance. In addition to many pre-Revolutionary War buildings and sites, Dover is also the home of Dover Air Force Base and Dover Downs International Speedway, which hosts NASCAR races. The city has many churches, a Y.M.C.A., several parks and recreational areas, and restaurants. Seafood is a specialty because of the city's proximity to the Delaware and Chesapeake Bays and to the Atlantic Ocean. The downtown shopping area is a short three blocks from campus, with a second large shopping area located within two miles. New York City, Baltimore, Philadelphia, and Washington, D.C., are within a two- to four-hour drive of the Campus.

THE CAMPUS
In the middle of the Wesley campus is the Henry Belin duPont College Center. This keystone building is the largest structure on the campus and is the focal point of all student activities. Besides facilities designed to accommodate student and community members, the building contains the Office of Student Affairs, campus television and radio stations, administrative and faculty offices, classrooms, a computer lab, the bookstore, and various dining options.

The Robert H. Parker Library provides for both individual and group study in its several large reading rooms and smaller study areas. It contains a book collection and extensive video collection to support the academic program. The library houses the Academic Resource Center, the Writing Center, the Office of Information Systems, faculty offices, classrooms and a computer lab. Students also have access to the Dover Public Library and Delaware State Library, both within three blocks of the Campus.

Annie J. Cannon Science Hall contains laboratories for biology, chemistry, environmental sciences, and mathematics. It also contains faculty offices, classrooms, an amphitheater and a computer lab.

Slaybaugh Hall contains classrooms, a computer lab, faculty offices, and a fully equipped auditorium, which includes dressing rooms, a stage workshop and storage facilities.

Dulany Hall is home to the Charlton School Transition Program, and houses the dining facilities and kitchens. The lower level contains the office of International programs, classrooms, conference rooms, and the Campus Operations Center which houses the offices of maintenance, grounds, and housekeeping staff.

Budd Hall contains faculty offices and classrooms.

Longwood Hall is located directly across from the main campus and home of the Art, Kinesiology and Psychology Programs.

William and Susan Johnston Hall contains nursing and occupational therapy programs faculty offices, laboratories, computer labs, classrooms and conference rooms.

Bennett Chapel is home to the music programs; it also provides facilities for religious activities.

The Wentworth Gymnasium adjoins the College Center and includes basketball courts and other recreational facilities.

Student residence buildings include the Bellmeyer Honors House, Carpenter Hall, Roe Hall, Gooding Hall, Williams Hall and the Academic Village, comprised of Zimmerman Hall and Malmberg Hall. The latter, as a wellness facility, emphasizes the values of a healthy lifestyle and houses a fitness center. The Student Health Center is located in Carpenter Hall.
Annie J. Cannon House, the President’s House, is one block from Campus in Dover’s historic district. A beautiful 6,000 square foot, 20-room Victorian frame house, Cannon House is a Dover landmark and was the childhood home of world-acclaimed astronomer Annie J. Cannon. The house was completely restored in 1996 and given to the College by an anonymous donor in 1997 in honor of Dr. J. Thomas Sturgis. The Cannon House is used by the president for a variety of College functions.

The Scarborough Alumni House is a Victorian frame house, circa 1878, in the Victorian Dover Historic District. The home was restored in 1989-90 and for several years served as the President’s Residence. It now houses the Office of the President, Alumni Affairs and Communications.

The Office of Institutional Advancement is located in a three-story Victorian house, and consists of five major functional areas working together: development, advancement services, alumni relations and annual giving and marketing.

The Enrollment Management House, a three-story Victorian frame house, is the home of admissions operations and personnel.

The Schwartz Center for the Arts, located just blocks from the main campus, is the venue for recitals, concerts and classes as well as performances open to the community. Constructed in 1904, this facility was extensively renovated and expanded and reopened in 2001 as a focal point for the arts.

The Community Service Center, located in Carpenter Hall, the Children’s Theater and the Kent County Office of the Children’s Beach House.

Longwood Conservatory is located adjacent to Cannon Hall.

The Wolverine Sports Complex is located four blocks from the main campus. It is the College’s 30-acre outdoor athletic facility and includes practice and playing fields for football, soccer, lacrosse, baseball, field hockey, and softball, as well as a football/lacrosse field house and women’s sports field house. Recently, Scott D. Miller Stadium was modernized to include artificial turf, lighting and additional seating. It also includes an Intramural Center consisting of an intramural gym and weight room. Six new tennis courts were constructed in 1998.
WESLEY COLLEGE
UNDERGRADUATE CATALOG
UNDERGRADUATE ADMISSIONS

ADMISSION PROCEDURES
Wesley College welcomes applicants who are seeking an education grounded in the liberal arts and who have the intellectual ability, the interest and the character to benefit from the varied academic programs offered by the College.

Several factors are considered in the selection of a Wesley College student. The applicant’s secondary school record and the curriculum taken in secondary school are very important. Documented school and community activities also play pivotal roles in the admissions decision.

Applicants are required to submit Scholastic Assessment Testing (SAT) or American College Testing (ACT) scores. Exceptions may be made for students who are beyond traditional college age or who have unusual circumstances. Wesley College’s SAT code is 5894; the ACT code is 0636.

Students applying to the Bachelor of Science in Nursing program must complete a Department approved pre-admission exam with an acceptable score to be admitted to the program. Contact the Nursing program for a list of approved exams.

Wesley requires that all students have a high school diploma or the equivalent. The College strongly recommends twenty units (1 course for 1 year = 1 unit) of college preparatory work that includes the following: English (4 units), Mathematics (4 units), Foreign Language (2 units in one language), Science (4 units), Social Science (2 units), History (2 units) and electives (2 units).

All correspondence concerning the admission of students should be addressed to the Office of Admissions, Wesley College, 120 North State Street, Dover, DE 19901-3875. Please call 302.736.2400 or email admissions@wesley.edu.

THE ADMISSIONS INTERVIEW
Prospective students are encouraged to contact the Office of Undergraduate Admissions to schedule a campus visit and arrange for an interview. Although the interview is not mandatory, unless specifically requested by the Office of Undergraduate Admissions, it does offer an excellent opportunity for the prospective student to learn more about the College and the College to learn more about the candidate. The Office of Undergraduate Admissions is open Monday – Friday from 8:30 a.m. to 4:30 p.m. throughout the calendar year, and on selected Saturday mornings during the academic year.

ADMISSION OF TRANSFER STUDENTS
Transfer students are accepted into the first-year, sophomore, and junior classes. Applicants with fewer than 24 credits must fulfill all first-year admissions requirements. Students who have earned an associate’s degree (60-65 credits) are encouraged to apply.

Transfer students must complete the following for admission to the College:
• Send completed application and non-refundable application fee to the Office of Admissions. The application should be submitted by April 1 for the fall semester and October 1 for the spring semester.
• Official transcripts from all previously attended colleges must be submitted. Students who have completed fewer than 24 college credits must also submit a high school transcript.
• A minimum cumulative grade point average (GPA) of 2.0 for all credits is required. Some programs have additional minimum GPA requirements.
• Only courses with a grade of C or higher will be considered for transfer. A course carrying a grade of C- will not transfer.
• Upon acceptance to the College, an appointment should be made with the Registrar for course registration.

All graduating students must earn a minimum of 45 semester credits at Wesley College, at least 21 of which must be in their major discipline, to complete baccalaureate degree requirements or earn a minimum of 24 semester credits at Wesley College to complete associate degree requirements. Major disciplines may have additional guidelines regarding transfer credits or completion requirements. Consult the program requirements in this Catalog.
ADMISSION OF INTERNATIONAL STUDENTS

- Copy of Visa documentation
- Photocopy of Passport
- Completed Wesley College Application
- (High School Graduates) Secondary school records translated into English
- (College Transfers) Official transcripts of academic records of other colleges attended translated into English
- Official documentation of English proficiency in English is not the applicant’s first language (one of the following):
  - TOEFL - Internet-based Test (IBT): 75
  - IELTS - 6.0
  - Completion of a nationally accredited English Language Institute
- Completed Wesley College Financial Support Statement
- Completed Wesley College International Student Agreement Form

READMISSION OF FORMER STUDENTS

Students who have previously been enrolled full time at Wesley College are required to complete an Application for Readmission and pay the appropriate application fee. Applications may be obtained in the Office of Academic Affairs. Readmission fee will apply.

ADVANCED PLACEMENT TESTS AND CREDITS

Credits will be granted to students who receive a score of three or higher on an Advanced Placement (AP) test of the College Entrance Examination Board.

ACADEMIC SCHOLARSHIPS AND GRANTS

Wesley College offers scholarships based on high school or college GPA and SAT or ACT score. Applicants should contact the Office of Undergraduate Admissions for details.

The Ann L. Burton Pre-Collegiate Scholarship:

This program allows qualified high school juniors and seniors to earn up to 12 college credits tuition free, paying only the cost of books, course lab fees, if applicable, and a registration fee. Eligible students may take one course (3 credits) per semester during their junior and/or senior year of high school. Accepted students will have a minimum GPA of 3.0, and a minimum SAT, PSAT or ACT equivalent score of 1500. Interested students should contact their high school guidance counselor for an application, or contact The Office of Admissions at admissions@wesley.edu.

GRANT SCHOLARSHIPS

The S-STEM program (NSF DUE – 1355554) at Wesley College is called the Cannon Scholars Program. The program is designed to recruit and retain academically talented students in biological chemistry, biology, environmental science and mathematics, and are in need of financial aid. To receive an annual scholarship for four years, students must be U.S. citizens or permanent residents, demonstrate financial need (through submission of a FASFA application), maintain an annual cumulative GPA of 2.7 and remain a STEM major. It is recommended that a freshman applicant’s SAT score be at least 1160 out of 1600.

If an applicant’s FASFA application disqualifies him/her from receiving a Cannon Scholar S-STEM scholarship, he/she will be eligible to receive an equivalent scholarship through one of the following grant programs.

- The DE-INBRE (IDeA Network of Biomedical Research Excellence) program P20GM103446 through the National Institutes of Health (NIH) National Institute of General Medical Sciences (NIGMS)
- The DE-EPSCoR (Experimental Program to Stimulate Competitive Research) program IIA 1301765 through the National Science Foundation (NSF)
TUITION AND FEES

Wesley College is a not-for-profit institution. Wesley College reserves the right to change some or all fees and/or charges without prior notice.

PAYMENT SCHEDULE

Checks should be made payable to Wesley College. Payment arrangements by Cash/Check/Credit Card, Financial Aid, and/or a CashNet payment plan must be made prior to published due dates for the fall and spring semesters. Payment arrangements must be finalized in order to participate in the check-in process. Students who do not finalize their payment arrangements by the check-in date will be assessed a late fee on the first of each month subsequent to that date until payment arrangements are made. These students may also be administratively withdrawn from courses for the semester.

Wesley College will not release grade reports, transcripts, or diplomas until payment of all expenses have been satisfied with the Finance Office.

Wesley College will not give final examinations, issue grade reports, release transcripts, or grant degrees unless satisfactory arrangements have been made with the Finance Office for payment of all expenses. If the payment of any expense becomes delinquent (ten days overdue), the College may exclude the student from classes and deny the student access to grade reports, transcripts, and degree.

REFUND POLICIES

Any notification of withdrawal or cancellation and request for refund must be in writing. A withdrawal form must be completed and all necessary signatures obtained. Oral requests do not constitute official notification.

Discipline: In case of dismissal for breach of disciplinary guidelines, no refund will be given.

Deposits: Any refundable deposit (for example, a room damage deposit) will first be applied against the student’s outstanding balance.

Appeals: Students or parents who feel that unusual circumstances warrant exception from the published refund policy should submit a written explanation of these circumstances to the Vice President for Finance.
Tuition and Fees:

Refund Schedule - for Drops, Withdrawal, or Cancellation of Registration

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Before Week 1</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4+</th>
</tr>
</thead>
<tbody>
<tr>
<td>12+ weeks</td>
<td>100%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>None</td>
</tr>
<tr>
<td>Tuition Refund:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - 11 weeks</td>
<td>100%</td>
<td>50%</td>
<td>25%</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Tuition Refund:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 - 6 weeks</td>
<td>100%</td>
<td>50%</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Tuition Refund:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Only:</td>
<td>Before Start Date</td>
<td>1 Day Following Start Date</td>
<td>2+ Days Following Start Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Tuition Refund:</td>
<td>100%</td>
<td>50%</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Institutional Aid Recipients

Wesley College scholarships and grants will be prorated on a similar schedule to the above chart to determine a student's final balance based on when a student withdraws:
- Before Week 1 = 100%;
- Week 1 = 75%; Week 2 =50%;
- Week 3 = 25%; After Week 4 = None

All fees charged in addition to tuition, i.e. registration fees, lab fees, etc., are nonrefundable when drop, withdrawal or cancellation occurs after the start date of the course.

Refund Payments

Tuition paid by credit card will be refunded to your credit card within one to two weeks of your drop/withdrawal request. Please contact the Business Office with your credit card number as they are not kept on file. If you paid by check or money order, you may expect a refund check will be mailed to you within six to eight weeks of your drop/withdrawal request. If you have any questions, feel free to contact the Business Office at cashier@wesley.edu.

Room and Board: One hundred percent of the room and board charges, less the housing confirmation fee, will be refunded if written notification of cancellation is made before the first day of classes. After classes start, room and board charges will be refunded on a pro-rata basis through the end of the first month of the semester. After this date, no refund will be given for room and/or board.
Title IV Federal Financial Aid Recipients:
The Refund/Replacement Policy governs the return of Title IV funds when a student withdraws before completing more than 60% of the semester. Funds must be returned to the following sources in specific order until the total amount of the school's responsibility has been satisfied:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Federal PLUS Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG
- Other Title IV Assistance

SENIORS TAKING GRADUATE COURSES
If a student takes nine or more undergraduate credits plus one graduate course, the charge will be the full-time undergraduate tuition.

If a student takes fewer than nine undergraduate credit hours plus one graduate course, the charge will be the undergraduate rate for the undergraduate courses plus the graduate rate for the graduate course.
Undergraduate and Graduate Schedule of Charges 2018-2019

Full-Time Undergraduate Students (12-18 credit hours per semester):

<table>
<thead>
<tr>
<th></th>
<th>Per Year</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$26,406</td>
<td>$13,203*</td>
</tr>
</tbody>
</table>

**Campus Housing:** (*Single rooms are not offered unless space becomes available)*

<table>
<thead>
<tr>
<th>Campus Housing</th>
<th>Tuition</th>
<th>Room Type</th>
<th>Per Year</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Residence Halls</td>
<td>$5,818</td>
<td>Double Occupancy (Gooding and Williams)</td>
<td>$2,909</td>
<td>$2,909</td>
</tr>
<tr>
<td>Traditional Residence Halls</td>
<td>$5,818</td>
<td>Double Occupancy (Roe and Carpenter)</td>
<td>$2,909</td>
<td>$2,909</td>
</tr>
<tr>
<td>Academic Village – Traditional Double Occupancy (Malmberg Hall)</td>
<td>$8,756</td>
<td>$4,378</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Village – Malmberg Suites (4 person occupancy)</td>
<td>$8,028</td>
<td>$4,014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Village – Malmberg Suites (6 person occupancy)</td>
<td>$7,402</td>
<td>$3,701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Village – Zimmerman Hall (4 person occupancy)</td>
<td>$9,800</td>
<td>$4,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors House</td>
<td>$7,506</td>
<td>$3,753</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meal Plans: Mandatory for all on-campus students**

<table>
<thead>
<tr>
<th>Meal Plans</th>
<th>Per Year</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ultimate 19 (Mandatory for Freshman in Traditional Rooms)</td>
<td>$5,899</td>
<td>$2,950</td>
</tr>
<tr>
<td>Board (Fabulous 14)</td>
<td>$5,595</td>
<td>$2,797</td>
</tr>
<tr>
<td>Board (10-weekly Rate)</td>
<td>$4,160</td>
<td>$2,080</td>
</tr>
<tr>
<td>Malmberg Rate (10-weekly Rate)</td>
<td>$4,160</td>
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<tr>
<td>Socialite (Zimmerman Hall &amp; Honors House)</td>
<td>$2,712</td>
<td>$1,356</td>
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<tr>
<td>50 Block</td>
<td>$1,346</td>
<td>$673</td>
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<tr>
<td>30 Block</td>
<td>$911</td>
<td>$455</td>
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Part-Time Undergraduate Students (1-11 credit hours per semester):

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<thead>
<tr>
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<tbody>
<tr>
<td>Day/Night Program Tuition</td>
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<tr>
<td>Evening and Adult Education Tuition – Dover Air Force Base</td>
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<tr>
<td>Summer Undergraduate Tuition</td>
<td>$258</td>
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<tr>
<td>Online Undergraduate Tuition (includes online course fee)</td>
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**Graduate Programs (per credit hour)**

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<tr>
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<tbody>
<tr>
<td>Graduate Tuition - Other</td>
<td>$600</td>
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<tr>
<td>Graduate Tuition – Occupational Therapy</td>
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**Graduation Fee**

<p>| | |</p>
<table>
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<tr>
<td>Associate's and Bachelor's Degrees</td>
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<tr>
<td>Master's Degree (Dual Degree - additional $50)</td>
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<tr>
<td>May Graduation Late Fee</td>
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**Deposits New Entering Students:**

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<tr>
<td>Tuition</td>
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<tr>
<td>Admissions Deposit</td>
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<td>Housing Deposit</td>
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<td>New Student Orientation Fee</td>
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<td>Graduate Program Deposit</td>
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**Other Fees**: $25

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<tr>
<td>Admissions Application Fee (nonrefundable)</td>
<td>$35</td>
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<tr>
<td>Immunization Document fee (CastleBranch)</td>
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<tr>
<td>Readmit Application Fee</td>
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<tr>
<td>Readmit Confirmation Fee (nonrefundable)</td>
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<tr>
<td>Late Registration Fee (per semester)</td>
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<tr>
<td>Overload Fee (per credit hour over 18 credits)</td>
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<td>Course Challenge Fee (credit hour)</td>
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<td>Portfolio Credit Fee (credit hour)</td>
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<tr>
<td>Online Course Fee (per course)</td>
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<tr>
<td>Independent Study Course Fee</td>
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<td>Transcript (per transcript)</td>
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<td>Vehicle Registration (per year)</td>
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<tr>
<td>Parking Fines (varies with violation)</td>
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<tr>
<td>Returned Check Fee (per check)</td>
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**Note: See Course Specific Fees table for more fees**

***BOOKS ARE NOT INCLUDED IN YOUR FINANCIAL AID PACKAGE OR COST OF ATTENDANCE***

The charges listed above are a select list of costs charges by Wesley College and which are normally assumed by a typical student. These charges are subject to change. For a complete list of charges, contact the Business/Finance Office or visit the Wesley College website @ [www.wesley.edu](http://www.wesley.edu)

* $100 per semester is allocated to Student Activities*
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<tr>
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<td>Design Fundamentals I</td>
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<tr>
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<td>AR109</td>
<td>Painting I</td>
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<td>AR199A</td>
<td>Special Topics in Art</td>
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<td>AR199B</td>
<td>Special Topics: Art Photo I</td>
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<td>AR199C</td>
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<td>AR199E</td>
<td>Introduction to 3D Design</td>
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<tr>
<td>BA150</td>
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<tr>
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<td>Biology II</td>
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<tr>
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<tr>
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<td>Spatial Analysis Using GIS &amp; Image</td>
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<td>KN115</td>
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<td>NR228</td>
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<td>NR426</td>
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<td>OT506</td>
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<td>OT608</td>
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<tr>
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FINANCIAL AID

Financial aid is awarded to eligible students in the form of scholarships, grants, loans, and employment to help meet educational expenses. Federal and state agencies, philanthropic groups and individuals, endowment bequests, and Wesley College all provide student aid. Grants and scholarships are considered gift assistance and do not have to be repaid. Loans are usually offered at low-interest rates and must be repaid over an extended period after the student graduates or withdraws from Wesley College. Federal, state and institutional guidelines determine the amounts and types of student financial aid an individual may receive. Because financing a college education is primarily the responsibility of the family, students and families of dependent students are expected to make a reasonable contribution toward educational expenses, according to the family’s financial ability as calculated by an approved needs analysis.

ELIGIBILITY
To be eligible, a student must meet the following criteria:

- Be a U.S. citizen or eligible noncitizen
- Be a matriculating student
- Maintain satisfactory academic progress
- Not be in default on a Federal grant or loan
- Have a valid social security number
- Register with the Selective Service, if required
- Have a high school diploma or a General Education Development (GED) certificate
- Never been convicted for possessing or selling illegal drugs.

APPLICATION PROCESS
Students must complete the Free Application for Federal Student Aid (FAFSA) annually. February 1 is the priority deadline for applications. Applications received after February 1 will be awarded based on the availability of funds. Applications must include Wesley College’s Title IV School Code (001433).

The Office of Student Financial Aid reviews applications and makes awards based on applicant eligibility and the availability of funds. An award letter will be mailed to the student. The student accepts or declines the awards, signs the award letter and returns it to the Office of Student Financial Aid for processing.

Federal, state, and some of the College’s financial aid programs are based on need. The student must reapply each year for most of these programs. Awards are made on a first-come, first-serve need basis, according to Federal regulations. Under Federal regulations, Wesley College maintains the right to withdraw any offer of student financial assistance if the student:

- Fails to meet satisfactory academic progress for financial aid recipients.
- Fails to report any changes in financial resources.
- Fails to use financial aid for educational expenses or submits inaccurate data to establish financial aid eligibility.

FEDERAL AID PROGRAMS

Pell Grants are awarded to students meeting eligibility criteria based on data submitted on the FAFSA, the College’s accepted need analysis form.

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded annually by the College to undergraduates with exceptional financial need. Students with the lowest “Expected Family Contributions” (EFC) who are Pell Grant eligible receive priority for these awards.
**Direct Loans** are low-interest loans for students and parents to help pay for the cost of a student’s education after high school. The lender is the U.S. Department of Education (the Department) rather than a bank. Your eligibility for Direct Subsidized and Unsubsidized Loans is based on the information reported on the **Free Application for Federal Student Aid (FAFSA)**. No interest is charged on subsidized loans while you are in school at least half-time, during your grace period, and during deferment periods. Interest is charged on unsubsidized loans during all periods.

**Direct PLUS Loans**—Direct PLUS Loans are low-interest loans available to parents of dependent students and to graduate and professional degree students. Interest is charged during all periods.

**STATE AID PROGRAMS**
State aid programs include Postsecondary Scholarships for Delaware Residents and scholarships for residents in surrounding states.

**PRIVATE AID PROGRAMS**
Local organizations, companies, church groups, unions and social organizations offer student scholarships. Students should contact civic, social groups and other organizations for scholarship opportunities.

**The United Methodist Board of Higher Education:** Through the General Board of Higher Education of The United Methodist Church, students who are members of the United Methodist Church who meet the requirements of character, scholarship, thriftiness, age, and promise of future usefulness, may borrow limited amounts of money at low interest rates. (Information is available in the Office of Student Financial Aid.)

**EMPLOYMENT OPPORTUNITIES**
Opportunities are available for library assistants, office assistants and clerks, mail clerks, and other positions. Many of these positions are part of the Federal Work-Study Program.

**Federal Work-Study and Wesley Workship Program(s):** These programs provide jobs for students that have financial need and who must earn a part of their educational expenses.

**Other Employment Opportunities:** Many students find part-time employment in the Dover area. Students interested in listings of employment opportunities should contact the Career Advising Coordinator.

**VETERANS BENEFITS**
Students who are eligible for benefits from the Veterans Administration (VA) must submit an application to the VA. Students determined by the VA to be eligible must be certified each semester that they attend school. It is the student’s responsibility to contact the Registrar’s Office at the beginning of each semester to arrange for this certification.

Students are certified for VA benefits only for those courses required in or appropriate to their program of study. Such students must meet Wesley College standards for satisfactory academic progress. Students who are academically suspended will have their benefits terminated. Upon readmission, the VA will determine if further benefits will be paid. VA standards require that students attend class. If any veteran accumulates more than two absences or fails to do class work, thus jeopardizing success in the course, the instructor will warn the student and notify the Registrar’s Office. When a student withdraws, is dropped, or is suspended, the Registrar’s Office will notify the Veterans Administration. VA regulations are subject to periodic change. It is the student’s responsibility to keep current on requirements.

**WESLEY COLLEGE SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY**
Federal regulations require the College to establish and apply reasonable standards of satisfactory academic progress (SAP) for the purpose of administering financial assistance under the programs authorized by Title IV of the Higher Education Act. Wesley College students who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.
INSTITUTIONAL POLICY
In order to receive and maintain federal financial assistance, students are required to progress satisfactorily toward completion of their course of study. Federal financial assistance includes grants, loans and employment.

Satisfactory Academic Progress (SAP) is measured in three ways:

1. Students must progress qualitatively by earning the required number of grade points.
2. Students must progress quantitatively by completing the required minimum number of credits each year (PACE)
3. Students must complete their program of study within a reasonable time period.

1. Qualitative Measure
The Student Financial Aid Office strictly adheres to the academic standards established by Wesley College and printed in the College Catalog. Students who have attempted up to a total of 28 hours must earn a 1.67 Cumulative Grade Point Average (GPA). Students who have attempted more than 28 hours but less than 60 hours must earn a 2.0 GPA. Students who have attempted 60 or more hours must also earn and maintain a 2.00 GPA. Graduate Students must earn and maintain a 3.00 GPA.

Transfer Students Note: Coursework transferred from other institutions are included in the total number of credits attempted and earned, but are not factored into the cumulative GPA.

Minimum acceptable academic standards are represented in the following table:

<table>
<thead>
<tr>
<th>Total Hours Attempted (Including Transfer Hours.)</th>
<th>Required Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-28 cr. hrs.</td>
<td>1.67</td>
</tr>
<tr>
<td>29-59 cr. hrs.</td>
<td>2.0</td>
</tr>
<tr>
<td>60 &amp; above cr. hrs.</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Note: All letter grades, including F's, are counted toward a student's GPA. (Passing grades include A, A-, B+, B-, C+, C, C-, D+, and D. Grades of I, CR, W, NR, NC, IP, and AU will not be accepted as passing grades.)

2. Quantitative Measure (PACE)
Students, regardless of class rank, receiving financial aid must also satisfactorily complete 67% of their financial aid hours at the end of each spring term. Financial aid hours are defined as those hours in which a student is enrolled as of the last day of Wesley College's Drop/ Add period each semester.

The following definitions apply to the Quantitative Measure policy regarding the treatment of special grades:

- Incomplete Grades

Courses for which a student received a grade of "I" are included in the number of attempted credits but don't count as earned credits for SAP calculations. It is the responsibility of the student to notify the Student Financial Aid Office of all grade changes once complete.
• Withdrawals

Courses for which a student receives a grade of “W”, “AW” and “IW” are included in the number of attempted credits but do not count as earned credits for SAP determination.

• Audited Courses

Courses in this category do not count as credits attempted or earned.

• Repeating Courses

Regardless of whether the student received financial aid or not, all repeated coursework must be counted as attempted credits. The grade earned in the repeated course is the grade that determines the student’s cumulative grade point average. The most recent grade will replace the old grade in a repeat course. No additional credits will be considered as earned credits for repeated courses for which credits were earned previously.

• Developmental/Remedial Courses

Are counted as hours attempted and, if successfully completed, as hours earned.

3. Maximum Time Frame

The maximum period in which students may receive Federal financial aid based on their degree program is limited. To remain eligible, the maximum time frame may not exceed 150% of the credits required to complete their degree.

For example: a student whose program is 124 credit hours in length may not exceed 186 attempted credits hours (124 X 150%) and receive financial aid.

INSTITUTIONAL PROCEDURES

Review Process

The Satisfactory Academic Progress of students is monitored at the end of each spring semester. A student will be denied assistance if any one of the following occurs:

• The student’s GPA is below the minimum requirements.
• The student does not make the incremental progress.
• The student reaches the maximum time frame for completion of his/her program of study.

Financial Aid Suspension

Students who fail to meet the minimum SAP requirements will be placed on financial aid suspension. Students on financial aid suspension are NOT eligible to receive Federal financial aid. The mere passage of time will not restore eligibility to a student who has lost eligibility for failure to make SAP. The student may appeal the Financial Aid Suspension if unusual circumstances beyond their control prevented them from meeting satisfactory academic progress (see appeal process below).

Appeal Process

Any student denied financial aid, who can document circumstances pertaining to his or her reasons for not meeting SAP standards, may appeal the decision denying aid. A successful appeal will result in a Financial Aid Probation period of one semester where eligibility is reinstated.

You must appeal a financial aid termination resulting from SAP in writing, if you feel that our records are not accurate or that there are extenuating/special circumstances. Appeals should be addressed to the Student Financial Aid Office within 10 Business Days from the date of your aid termination notice.
Extenuating/Special Circumstances

The following items may be considered as extenuating/special circumstances under the terms of U.S. Department of Education mandate:

1. **Improved performance** (e.g., your GPA significantly improved during the first two years.)
2. **Change in major** (i.e., if you realize after a semester of study that your talents lay elsewhere, and you do better in your new course of study).
3. **Allowance for one bad semester** (e.g., you have three semesters of 2.30 GPA and you subsequently get a 1.0 in one semester for reasons other than illness, etc.).
4. **Other unusual circumstances that are documented by the Student Financial Aid Office or other administrators** (i.e., Academic Dean, Dean of Students, professors, etc.).

*Note: The appeal of a financial aid suspension is a separate process from an appeal of an academic suspension. The two processes are not related!! A successful appeal of an academic suspension does not remove the suspension of your financial aid.*

The student will be notified by a letter to the student’s permanent address regarding the results of their appeal.

If the Appeal is approved: Aid is continued under Financial Aid Probation for one term.

The student should carefully review the SAP appeal notification which will outline any unique, individualized SAP requirements that the student must meet in order to maintain eligibility for Federal financial aid.

Standard SAP requirements state that the student must 1) complete 12 credit hours; 2) cannot withdraw from any courses committed to for the academic period in question; and 3) earn a 2.0 GPA during their probationary semester. The student is strongly encouraged to work with their Academic Student Advisor during the term to ensure compliance with their academic requirements and their academic plan.

If the Appeal is denied: Aid is immediately suspended until eligibility is re-established.

The Appeal decision is final for the term of enrollment specified in the letter.

A student may still be able to re-establish eligibility on their own, for future enrollment periods, by completing sufficient credit hours and/or by improving their cumulative GPA. The student may appeal no more than two terms at Wesley College. Requests for multiple appeals must be for different circumstances.

FINANCIAL AID PROBATION

The Financial Aid Probation status is assigned to a student who has successfully appealed their financial aid suspension. The reinstatement under probation may require that the student’s advisor submit an approved academic plan to the Student Financial Aid Office. The plan must be specific as to what courses they will be taking and when. The plan may also indicate how they intend to successfully complete those courses as well as how and when they expect to graduate. If they are not graduating that subsequent semester the plan must be approved and re-evaluated after each semester term. Continued success is the goal of the academic plan.

Students placed on "Probation" regain eligibility for federal financial aid if:

- The student meets ALL of the standards of SAP policy at the end of a period of enrollment; or
- The student is placed on an academic plan that insures graduation and meets SAP guidelines by a specific timeframe

If a student fails to meet the minimum SAP requirements or fails to meet their academic plan at the end of their probation period, the student is placed back into financial aid suspension. The student is not permitted to appeal a suspension following Financial Aid Probation unless there is a new and different circumstance that meets the definition of the acceptable extenuating/special circumstances as discussed earlier within the policy.
INSTITUTIONAL GRANTS AND SCHOLARSHIPS

Institutional scholarships and grants will be applied to the actual cost of education, which includes tuition, fees, room and board.

This policy applies only to students who are non-Title IV recipients. A Title IV recipient receives funds from the federal government such as Pell Grant, Federal Supplementary Educational Opportunity Grant, Stafford Subsidized or Unsubsidized Loan, and Parent PLUS Loan. The federal government calculation differs from the institutional refund policy.

Wesley College offers a variety of institutional grants and scholarships through the generosity of private donors, industry, and organizations. The Office of Student Financial Planning allocates all grants and scholarships. For information on grants and scholarships currently available and the criteria for receiving them, please contact the Office of Student Financial Planning.

FINANCIAL AID APPEAL PROCESS

Wesley College financial aid award packages are based upon the federally defined calculation of financial need. Wesley College has an appeal process in place to allow for a possible recalculation of financial need based on special or unusual circumstances. These circumstances could include your family’s loss of income, unemployment, unusual medical expenses, tuition expenses, or other difficult situations. Not all changes in circumstance will result in an adjustment to financial aid eligibility.

Students interested in pursuing an appeal should request a Special Circumstances Financial Aid Appeal Form from the Student Financial Planning Office. Students should also explain in writing why a change in circumstances makes continuing their education at Wesley College impossible. Once your request is received, a financial aid counselor will contact you regarding the status of your appeal. Please allow up to two weeks for a response. Wesley College offers a variety of institutional grants and scholarships through the generosity of private donors, industry, and organizations. All full-time students are invited to apply for the scholarships in the fall semester each year (announcements are made via email to their Wesley accounts) with a deadline in mid-to-late December. Scholarships are awarded during the Founders Day Celebration in March for the following academic year (the Office of Student Financial Aid allocates the funds toward tuition expenses). For more information, please contact the Office of Student Financial Planning.

For further information regarding financial aid please see the link below:

ENDOWED SCHOLARSHIPS

(Awarded each year to students who meet the eligibility criteria as specified by the donors)

Ashbrook Endowed Scholarship was established in memory of Dr. and Mrs. William B. Ashbrook. The Scholarship is awarded annually to a worthy student.

Elizabeth and Stan Barber Endowed Scholarship is awarded annually to a worthy student. Libby Barber, class of 1952, is a former Board of Trustees member and longtime friend of the College.

Joseph and Mary Bellmeyer Memorial Endowed Scholarship is awarded annually to a returning student with the highest academic standing in the liberal arts. Dr. Bellmeyer was an inspiration to many students in his classroom teaching and provided years of invaluable service as a Trustee and in a variety of major college projects. The scholarship is awarded to the student with the highest academic standing in the Liberal Studies program, as determined by faculty.

The Robyn J. Boswell Memorial Endowed Scholarship was established through the generosity of family and friends in memory of Robyn J. Boswell, Class of 1996. The award is presented to a returning student with financial need from a single-parent household, with a Wesley College cumulative grade point average of at least 2.8, and with demonstrated potential to make a difference and uphold the values of Wesley College.

Dr. and Mrs. Henry George Budd II Endowed Scholarship was established by their daughter, Caroline Budd, as an endowed scholarship for worthy students.
Mona Lynn Casey Environmental Endowed Scholarship is awarded to a student who best exemplifies the spirit of Christian care, concern, and service to improving environmental quality as illustrated in the life of Mona Lynn Casey. The award criteria includes a demonstrated commitment and involvement in church, campus, and community, a daily practice of Christian ethics, an enrolled major in the Environmental Sciences program, an excellent academic record, and a member in good standing of the rising junior or senior class. **Recipients are selected by faculty from the Environmental Science Program.**

William T. and Hazel R. Cloud Memorial Scholarship provides financial assistance for a Delaware high school graduate.

Vaughn Smith Collins Memorial Scholarship was established by Elizabeth Vaughn Jacobs Earp in memory of her uncle. It is to be awarded to a worthy student.

Dr. Presley Spruance Downs Memorial Scholarship was established by Donald Van Lear Downs (Class of 1907) in memory of his father, who was a member of the first graduating class of the Wilmington Conference Academy, 1875. Income from this fund is awarded annually to two graduates of Dover High School. In the event there is no candidate from Dover High School, the income from this fund will accrue to candidates in the following year, or be given at the discretion of the Financial Aid Office for that year.

Reynolds duPont Endowed Scholarships are awarded to full-time returning students (sophomore, junior, senior) who are pursuing a degree program within the School of Business and Accounting. These scholarships are awarded to students with a minimum cumulative grade point average of 3.33 and evidence of leadership. **Faculty from the Business Department select the recipient(s) of this scholarship.**

Gregory J. Flor Memorial Scholarship was established by his family in recognition of Greg’s struggle to earn a college degree despite learning disabilities resulting from a brain tumor. This endowed scholarship is awarded annually to provide tuition or tutorial assistance to a student who exhibits motivation and perseverance in the face of exceptional challenge.

Andrew Joseph Geyer Memorial Scholarship was established by his family and friends upon his tragic death just weeks before his graduation from Wesley College. The scholarship is awarded to a Delaware resident with a GPA of 3.2 or higher. The recipient should be hard-working and self-motivated and demonstrate good character, academic promise and a strong commitment to attaining a degree in higher education.

Russell Grier Scholarship was established to support a student who resides in the Lake Forest or Caesar Rodney School District.

Norman M. and Eleanor H. Gross Scholarship was established by the estate of Eleanor H. Gross for financially needy students of high scholastic standing.

William Randolph Hearst Endowed Scholarship was established by the William Randolph Hearst Foundation in 2000 to provide grants for underserved students. Proceeds from the endowment are awarded annually to a student or students who intend to permanently reside in the United States upon completion of their studies.

Grover Hermann Endowed Scholarship was created by the trustees of Wesley College in appreciation of the generous financial contribution made by Mr. Hermann to the College. The income is used to aid worthy students.

Ruth W. Holt Nursing Endowed Scholarship was established by a bequest from Mrs. Ruth W. Holt and is awarded to a nursing student.

Thomas S. Holt Scholarship was established by the late Thomas S. Holt of Federalsburg, Maryland. The income provides for annual scholarships for two graduates of the Col. Richardson High School in Federalsburg, Maryland. In the event no students from that high school are eligible, the scholarships are awarded to any students who, by virtue of preparation and character, give promise of future usefulness.

William A. Hughes Memorial Endowed Scholarship was endowed by Professor Hughes after twenty eight years of service at Wesley College. The scholarship is awarded to a student involved in the performing arts.
Isabel Hope Jackson Memorial Endowed Scholarship provides for a scholarship to a rising sophomore who has shown, during the first year, qualities of leadership in the campus community.

Martin W. Jensen Memorial Endowed Scholarship was made possible by a gift from the estate of the late Mr. Martin W. Jensen. Income from this fund is used to assist worthy students each year.

Samuel R. Johnson Endowed Scholarship was created by Professor Marilyn Johnson in memory of her husband, Professor Samuel R. Johnson, and is awarded to a returning student majoring in multimedia communication. The scholarship should aid a worthy student who demonstrates service to the institution. Faculty members from the Multimedia Communication Department are asked to recommend students from the applications received.

Roland O. Jones Endowed Scholarship is in memory of Professor Roland Jones whose life at Wesley College began when he was 40 years of age and the pursuit of obtaining a college degree. After earning his master’s degree, he returned to Wesley College 10 years later (1964) where he was a member of the Business Department faculty. This scholarship is awarded to a returning student who demonstrates outstanding scholarship, dedication and character with a preference for a student majoring in business.

The Legacy Fund Endowed Scholarship was established by Stephanie Smith Christiano ’98 and Wendy K. Rust ’00 in support of students who have a family legacy of attending Wesley College. Income from this fund is awarded to a child, grandchild, or great-grandchild of a Wesley College graduate who is hard working and self-motivated and who demonstrates good character, academic promise, and a strong commitment to attaining a degree in higher education. Preference will be given to a business or history major.

C. Delaware and Marian D. Lightcap Memorial Endowed Scholarship was established in memory of Mr. and Mrs. Lightcap. The income is awarded to assist worthy students in furthering their education.

Dr. and Mrs. Alton E. Lowe Endowed Scholarship is used as scholarship aid for a resident student preparing for the ministry or full-time Christian service or teaching.

William H. and Laura Griffin Lurty Memorial Endowed Scholarship was established with a gift by their daughter, Miss Florence G. Lurty. Income from this endowment will aid a worthy student who resides in Smyrna, Delaware and is involved in the music program at Wesley.

Jack L. Marine Endowed Scholarship was established from the trust estate of Jack L. Marine, Wesley Class of 1955. The scholarship is awarded to a deserving full-time undergraduate student who has financial need, is a member of a United Methodist Church (preferably located on the Delmarva Peninsula) and who demonstrates potential for academic success and personal growth.

George McLaughlin, Jr. Endowed Scholarship was established by his family and friends in memory of George McLaughlin, Jr. who was killed in the 9/11 attacks. This scholarship is awarded annually to a worthy student with a preference for students from New Jersey, business majors, students involved in social and/or extracurricular activities and those demonstrating financial need.

Mr. and Mrs. Richard C. McMullen Endowed Scholarship is made possible by a gift from Mrs. McMullen and her son. Income from this fund is awarded annually to a worthy student.

William F. Milbury Memorial Fund Endowed Scholarship was established by the Reverend and Mrs. Douglas Milbury in memory of their son. Income from this fund is to be used to aid a worthy student selected by the College for his or her contributions toward the improvement of the environment through voluntary activities and through further work in any of the fields of environmental studies or sanitary engineering. If no student is available in the above fields of study, it is to be presented to a student in the field of biology.

John Montgomery Endowed Scholarship is awarded to a freshman or sophomore who displays those qualities of character, scholarship, and leadership that Professor Montgomery exemplified in his life and teaching. It was initiated by the Wesley College Faculty Club.
The Moor Music Award Endowed Scholarship was established by Betty Moor in honor of her daughter Judith Moor Teal. This award recognizes a student who is an active participant in the College music ensembles.

The Roman K. and Clara P. Morgan Scholarship is awarded to a student in good academic standing whose vocational goal is Christian Pastoral Ministry or Christian Education.

Theodore A. H. O’Brien Scholarships were established by a bequest from Colonel Theodore W. and Mrs. Frances H. O’Brien in memory of his father, The Reverend T. A. H. O’Brien, former trustee of the Wilmington Conference Academy. Recipients are selected by faculty from the Medical Technology Program and are awarded to outstanding juniors and seniors in the program.

Harry Palmer Scholarship was established by Mrs. Palmer and Perdue Farms in memory of Mr. Palmer, a former Wesley College Board of Trustees member. The scholarship is to be awarded to a full-time sophomore, junior, or senior student who is a resident of Wicomico County, MD or a resident of the Delmarva Peninsula, is a business major, and has a minimum GPA of 3.33.

Meredith and Robert Parker Honor Scholarship Endowed Fund was created in honor of Dr. Robert H. Parker, eleventh president of Wesley College (1960-1975), and his wife, Meredith G. Parker. Class rank, extracurricular and service activities, counselor recommendations, and financial need are used to allocate these awards. Incumbent recipients with a minimum 3.10 cumulative grade point average will be considered for continuing awards.

Richard Paul Pepper Memorial Endowed Scholarship was established as a memorial to Richard Paul Pepper by his parents. The scholarship is to be awarded to a full-time sophomore, junior, or senior student who is a resident of Wicomico County, MD or a resident of the Delmarva Peninsula, is a business major, and has a minimum GPA of 3.33.

Pollak Work Scholarships are available to returning students majoring in the sciences. Faculty members of the Division of Natural Sciences and Mathematics choose recipients who receive a monthly stipend for performing laboratory assistant assignments. This endowed fund is named in honor of Dr. Otakar Pollak, former Executive Director of the Dover Medical Society.

President’s Scholarship for Community Leadership Endowed Fund was established in 2016 in honor of the inauguration of the 17th President of Wesley College, Robert E. Clark II. Students must be a native Delaware resident (preferably from Kent County). To be considered for this scholarship, students must be nominated by a leader of a community service organization who can attest to the students’ dedication to improving the lives of people in his/her community. Nomination letters should be mailed separately as instructed on the application form.

Sharon D. Roberts Remsburg Memorial Endowed Scholarship was established by family and friends as a memorial to Sharon Remsburg’s many years of dedicated teaching and involvement in the education of young people and to continue her efforts to promote academic achievement in English. The scholarship is awarded annually to an outstanding junior or senior. Priority is to former students of Holy Cross High School; second priority is to a student in the humanities.

The Thomas and Emma Roe Endowed Scholarship was established by Dr. and Mrs. Thomas Roe (class of 1931). The scholarship was established to provide additional financial assistance to deserving Wesley students.

Rogin-Knipe Endowed Scholarship was established by Mr. and Mrs. James Rogin in 2000 in appreciation for the years that Wesley College donated the use of Wells Theater for the Children’s Theater of Dover productions. The scholarship is also in memory of Mrs. Rogin’s son, Dirk Knipe Wesley Class of ’88. The proceeds from the endowment are awarded annually to a deserving student with a GPA of 3.0 or above and involved with the theater arts. If no theater arts opportunities are offered, the award may be extended to a student involved in any area of language arts.

Matthew C. Sellitto Endowed Fund was established by the foundation created in his name by his parents, Matthew T. Sellitto ’67 and Loreen Sellitto, family and friends upon his tragic death as a victim of the 9/11 bombings. To honor Matthew’s commitment to helping others achieve their dreams, funds may be used for scholarship aid for first-generation college students from urban areas.
The William W. Sharp and Olive T. Sharp Endowed Scholarship was established in memory of William and Olive Sharp. It is awarded to a worthy student.

The Reverend and Mrs. Tilghman Smith Memorial Endowed Scholarship was created by their son, J. Henry Smith and assists worthy ministerial students.

The John P. Strudwick Persevering Achievement Endowed Scholarship is given annually to a student who has displayed the determination to improve performance during the first year. Priority is given to persons who have persevered in the face of some adversity.

The Elsie Dennis Thomas and Essell Parks Thomas Endowed Scholarship was established by Mr. and Mrs. Richard Stazesky in honor of Mrs. Stazesky’s parents who attended Wesley. The scholarship is awarded annually to a worthy student.

The Julius and Bernadine Tudor Endowed Scholarship is used to help a resident of Kent County, Delaware. If such a student is not available in a given year, the scholarship may be awarded to another deserving student.

The Frank Vasfailo III Memorial Endowed Scholarship was established in 2011 by his classmate, Patrick Hughes ’93, and his family and friends. "Frankie V" as he was known to his friends will always be remembered for his outgoing, enthusiastic personality and his devotion to his family and friends. Fundraising events are held annually to support the scholarship that is awarded to an undergraduate student that is at least a rising sophomore and had demonstrated financial need. Preference will be given to students from New Jersey who are active in either sports or other campus and community activities.

The Dr. Howard B. Warren Endowed Scholarship is made possible by gifts from Dr. Howard B. Warren (Class of 1910) and his widow, Dorothy M. Warren. The scholarship is awarded annually to needy, active United Methodist students. Minimum qualifications include active membership in a United Methodist Congregation and financial need. Preference is given to liberal arts and nursing students.

ALUMNI ASSOCIATION SCHOLARSHIPS
There are four scholarships that are selected and awarded each year by the scholarship committee of the Alumni Association Board of Directors. Three of these are endowed scholarships – one is named for former alumnus Mildred Spencer from the Class of 1918, one is in memory of former professor Lewis Wells and the third scholarship is named in memory of John Atkins ’62 whose service to Wesley College was outstanding. There is also an annual scholarship named for the College’s fifteenth president whose funds are derived from fundraising events sponsored by the Alumni Association throughout the year.

To qualify for the Lewis Wells and Mildred Spencer scholarships, recipients must show evidence of scholastic achievement, commitment to college, church and community, and demonstrate potential for success. The John Brooke Atkins Alumni Scholarship criteria includes campus and community involvement, good citizenship, and ambition. The Scott D. Miller Leadership award recipient must perform well academically, serve the community through volunteerism, and be a student leader on the college campus. Special requirements may be indicated on the application to be considered for these awards.

The Alumni Association Scholarships are:
- John Brooke Atkins Alumni Scholarship
- Lewis A. Wells Memorial Endowed Scholarship
- Mildred B. Spencer Memorial Endowed Scholarship
- Scott D. Miller Leadership Award

ANNUAL SCHOLARSHIPS (Non-endowed)
Availability of these awards is based upon funding each year.

The Rev. Jason Blundon Memorial Scholarship was established by the Reverend and Mrs. Charles D. Burge in memory of her brother. This award is made to a worthy student who is planning to enter the United Methodist Ministry.
**Bonini-Harrington Award** was established by Senator Colin R.M.J. Bonini ’91 and his wife, Dr. Melissa Harrington, to provide financial support for a student majoring in Biology who has participated in research projects.

**Millie Steele Hansen Heart of Nursing Scholarship** was established by Jill Maser ’04, MSN ’07 and Millie Steele Hansen ’04, MSN ’10 to provide an annual scholarship to a second year nursing student with a minimum GPA of 3.8 and who is an active member of the Student Nursing Association. Preference will be given to a student who may have faced a childhood illness or disease.

**John Pelzer Award** was established by Dr. Linda De Roche in memory of her late husband, John Pelzer, who was a part-time instructor at Wesley. It is awarded to a student majoring in communications with a minimum GPA of 3.0, who has demonstrated involvement in student media activities.

**Chrissy Tolomeo Memorial Scholarship** was established by family and friends of Chrissy Tolomeo who was a sophomore student at Wesley College until her untimely death. Chrissy majored in Psychology and was a member of the Delta Phi Epsilon Sorority. She is remembered by her family and friends as a very loyal and loving young woman who will be greatly missed by those whose lives she touched. The scholarship is awarded to an undergraduate student with documented financial need with a preference given to a member of Delta Phi Epsilon or another sorority. Applicants are required to submit an additional essay to be considered for the award.

**Vilnit Family Award** was established by Matthew ’16 and Tammy Vilnit. Matthew was a scholarship recipient when he was a Wesley student and wanted to pay it forward to help other students. The scholarship is named to honor Matthew’s grandfather Vsevolod Vilnit, who fled his home and family in Estonia when the U.S.S.R. was taking over countries in the region (around 1940). Although possessing a degree in Electrical Engineering when he came to America, it wasn’t recognized in this country so he enrolled in classes at Massachusetts Institute of Technology (MIT). Upon the completion of his degree, Vsevolod worked on government defense projects at Westinghouse. This scholarship is awarded to a student enrolled in Wesley’s Honors Program with a minimum GPA of 3.25. Preference will be given to business majors with a GPA of 3.50 or above.

**BUSINESS PARTNERS PROGRAM SCHOLARSHIPS**
Established in 2018, Wesley’s Business Partners Program provides opportunities for corporations to engage with the Wesley community in meaningful ways. As an annual member benefit, a scholarship is named for the company and awarded to one or more worthy students.

The Business Partner Scholarships for 2018-2019 are:
- Aramark Scholarship
- Becker Morgan Scholarship
- EDiS Scholarship
- Ellucian Scholarship
- Highmark Delaware Scholarship
- National Management Resources Scholarship
- Whiting-Turner Scholarship
The purpose of the Wesley College experience is to help students grow and develop as whole persons: academically, intellectually, emotionally, personally, socially, physically, and spiritually. To this end, the College offers the skills, knowledge, and expertise of faculty and staff to help students make mature and responsible decisions about their lives. Within this process, the College has the responsibility to challenge those decisions it believes are not in the best interest of the student or the community. Within this framework of mutual accountability, student opinions are an important element in the determination of Student Affairs policies. The Division of Student Affairs seeks to collaborate with Alumni, faculty, staff, students, and the Dover community to assist students in their development as global citizens by fostering a co-curricular environment that honors integrity, celebrates diversity, facilitates interpersonal development, embraces technology, promotes transparency, and effectively utilizes data to influence decisions.

The College is committed to a holistic community which:
- Encourages learning and self-direction
- Stimulates the quest for knowledge
- Provides the orderly structure necessary for harmonious campus functioning
- Protects the rights, privileges, and individuality of each person
- Endorses the highest principles of moral and ethical behavior.

**THE OFFICE OF STUDENT AFFAIRS**

Located on the first floor of the Henry Belin duPont College Center, the Office of Student Affairs provides a variety of student services and programs. This office houses the Dean of Students, the Assistant Dean of Students/Director of Residence Life, the Housing Coordinator, the Student Conduct/Title IX Specialist, and the Alcohol and Other Drugs Coordinator. The Student Affairs staff provides a variety of programs and services. These include new student orientations, counseling services, wellness programs, residence life opportunities, intramural and intercollegiate athletics, student activities and organizations, and a campus conduct system. Counseling services are available to students to address adjustment issues, to provide support, and to assist students with personal issues. Referrals are made to the College's clinical psychologist and other resources when deemed appropriate. The mission of Student Affairs is to provide all students with a challenging and supportive College community that encourages responsible choices, fosters intellectual growth, and enhances personal development at Wesley and in the world.

**NEW STUDENT ORIENTATION**

New Student Orientation begins prior to the student's enrollment in the College. SOAR (Summer Orientation & Academic Registration) is the first part of orientation. It includes a one-day session in the summer to discuss the student schedule of classes and give an overview of the campus experience. Part II, or *Windows on Wesley* (WOW), begins several days prior to the first day of classes and is comprehensive in nature. Both SOAR and WOW are mandatory for all first-year Wesley students.

**RESIDENTIAL LIFE**

Wesley College believes that residence life is an integral part of the total educational experience. In addition to providing students with a place to live, the residence hall provides students with a community in which lifestyles can be developed, challenged, and tested. Some of the advantages of residence hall community living include: formation of lifelong friendships, participation in various social and athletic activities, involvement in the operation of the community governance system, exposure to the attitudes and values of others, development of a tolerance to different values and behaviors, enhancement of academic skills by exposure to other students’ study habits, and integration of the academic and residential life of the campus. While the residence hall experience is designed to allow students to grow and to develop as individuals and leaves many of the decisions which affect their daily lives to their own discretion, the College mandates policies and guidelines for community living. These are not intended to hinder community development, but to promote institutional goals, maintain high standards of security and sanitation, conform to local or state fire, building, safety and health codes and regulations, and protect the College's investment in facilities and furnishings. A large part of the college experience is the learning that comes from living with others. Wesley's residence life program is designed to make the adjustments – personal, social, and academic – as healthy as possible, and to make the living experience both educational and enjoyable.
RESIDENCE LIFE STAFF
The Assistant Dean of Students/Director of Residence Life provides overall coordination for the residence halls. An Area Coordinator (AC) supervises in each residence area and provides supervision for management of the hall. Each residence hall also has upper-class students who serve as Residence Coordinator (RC) in each building. The role of these students is to assist the AC in the daily operation of the building, and to be a resource to students.

RESIDENCY REQUIREMENT
All single full-time students under the age of 21 are required to room and board at the College for a minimum of two full academic years. Students who live at the established residence of their parent(s) within commuting distance of the College are exempt from this Policy. All requests for exemptions must be submitted in writing to the office of the Director of Residence Life. Students who are not required to live in the residence halls, but elect to do so, may break their contract between semesters. Students who break their contract between semesters will be assessed a $300 cancellation penalty. Resident students carrying fewer than 12 semester hours must have permission from the Dean of Students (or the Assistant Dean of Students in the Dean’s absence) to remain in the residence halls. Housing for students who are 23 years of age and older, as well as married couples or families, is not provided by the College. A student turning 23 prior to the beginning of a semester (fall, spring, or summer) must gain approval to be on campus. If a student turns 23 during a semester, he/she may move off campus at the end of that semester. Exceptions may be granted to graduating seniors upon application to the Department of Residence Life. To be eligible for residence in on-campus housing, traditional students must remain enrolled in full-time academic course load (at least 12 credits) throughout the semester in which they are in residence. If a student drops below 12 credits he/she must move out within 24 hours unless he/she is approved by the Director of Residence Life to remain in campus housing.

STUDENT ACTIVITIES AND ORGANIZATIONS
Active participation in co-curricular activities and campus organizations can be one of the most meaningful and enjoyable learning experiences for college students. The Director of Campus Life, along with the Student Activities Board, provides programs of a cultural, recreational, social and educational nature. Opportunities to be involved and to develop leadership skills are provided through student organizations, student government, publications, social events, and many other programs. The Campus Life Office is located in the College Center in the Underground.

INTERCOLLEGIATE SPORTS AND RECREATION
Wesley College offers intercollegiate and intramural athletic programs in a variety of men and women’s sports. The College is a member of NCAA Division III, the Capital Athletic Conference, and the Eastern College Athletic Conference. Football competes in the Atlantic Central Football Conference. Men’s athletics include varsity teams in cross-country, track and field, soccer, basketball, baseball, tennis, golf, lacrosse and track and field. Women’s athletics include varsity basketball, cross-country, field hockey, golf, softball, tennis, track and field, soccer, volleyball, and lacrosse. Both men and women participate in cheerleading. Throughout the year, students compete on campus in intramural programs that include seasonal sports—flag football, basketball, volleyball, indoor soccer, table tennis, and billiards—as well as other recreational activities.

RELIGIOUS ACTIVITIES
Wesley College, is a college affiliated with The United Methodist Church, recognizes the importance of and the need for spiritual understanding and expression in each student’s life. The College promotes individual involvement in religious activities and encourages each student to participate in organizations and worship services on and off campus, according to personal choice and religious affiliation. Ecumenical chapel services are held on campus and often feature guest speakers from the Wesley community.

THE STUDENT HEALTH CENTER
Located behind Carpenter Hall, the Student Health Center is open to all full-time students when classes are in session and during final exam week, Monday through Friday from 8:00 a.m. to 4:30 p.m. Illnesses and injuries are treated on site. If the health concern requires more intensive care, students are referred to Bayhealth Medical Center or a local physician/walk in clinic. There is no charge for visits to the Health Center. The cost for referrals and prescriptions is the responsibility of the student. Students should carry their primary medical insurance cards. All students are required to complete the Student Health History Form before admission to the College. In addition, all students are required by law to provide documentation of current immunizations. The meningitis vaccine is required for all incoming students. Proof of tuberculin testing, no more than one year before admission, is also required for students falling into one of the two high-risk categories as indicated on the immunization documentation form.
THE DEPARTMENT OF SAFETY AND SECURITY
Located on the lower level of the College Center, the Department of Safety and Security is available 24 hours a day, seven days a week. Security officers respond to emergencies and reports of criminal activity, patrol the campus and enforce College policies. The Director of Safety and Security also develops publications and programs to inform students about crime prevention strategies and personal safety. The Department of Safety and Security can be reached anytime at 302.736.2436.

STUDENT CONDUCT
Wesley College upholds the highest moral principles and standards for all members of the College community. Written policies regarding student behavior are set forth in the Student Handbook (available online) and are deemed to be enforceable minimum standards. The policies outlined in the Student Handbook apply to all students enrolled in Wesley College courses, including those at the DAFB site, and it is every student’s responsibility to review these policies. The College reserves the right to take appropriate disciplinary action should a student violate any of these policies.

SUSPENSION
A student who is suspended from the College for disciplinary reasons for violation of College policies will receive a grade of F for any work missed during suspension and will not be allowed to make up that work. The College reserves the right to suspend a student indefinitely anytime that the student consistently shows an inability to meet the established standards of the College. A student who is dismissed from Wesley College for disciplinary reasons will receive an IW (Involuntary Withdrawal) for each class in which he or she is currently enrolled.

TITLE IX POLICY
Title IX is a federal law under the Department of Education’s 1972 amendment (amending the Higher Education Act of 1965) that protects all individuals from discrimination based on sex in educational programs or activities. These include but are not limited to sex-based discrimination in sports, against pregnant and parenting students, or women in STEM programs (science, technology, engineering and math). It also addresses sexual harassment, gender-based discrimination and sexual violence. Sexual violence covers attempted or completed rape or sexual assault, as well as sexual harassment, intimate partner violence, stalking, exhibitionism, verbal or physical sexuality-based threats or abuse, and voyeurism.

Notice of Non-Discrimination
Wesley College does not discriminate against any person on the basis of race, color, national origin, sex, gender identity, sexual orientation, marital status, disability, age, genetic information, disability, or status as a veteran in admission to, access to, treatment in, or employment in its programs, activities, or employment.

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Students
Dean Dr. Wanda Anderson
Dean of Students, Title IX Coordinator & Gate Keeper
120 North State Street
Dover, Delaware 19901
(302)736-2443

Faculty
Heather Schalk
Deputy Coordinator for Human Resources
120 North State Street
Dover, Delaware 19901
(302)736-2306

Staff Disability-Related
Brian Belcher
Deputy Coordinator for Disability Support Services
120 North State Street
Dover, Delaware 19901
(302)736-2739

Title IX law requires Colleges and Universities to investigate and adjudicate reports of sex discrimination, sexual assaults, and harassment in a prompt, thorough, and impartial manner. It also requires institutions to establish proactive measures to ensure a campus culture free of sex discrimination. These would include established procedures for educating and training students, training of Title IX investigators, an organized student conduct process, and systems in place to prevent retaliation. For additional information on your rights under Title IX, visit www.wesley.edu/titleix.
ACADEMIC INFORMATION AND POLICIES

SEMESTER CREDIT HOURS
A semester is a 15-week term. In general, a course meeting one hour per week for a semester carries one credit hour; a course meeting two hours a week for a semester carries two credit hours, etc. Evening and summer classes meet more frequently over shorter periods to achieve the same number of contact hours and credit hours.

STUDENT LOAD
The minimum load for a full-time undergraduate is 12 credit hours a semester; however, students may carry up to 18 credit hours in a semester. Students who wish to carry more than 18 credit hours in a semester must secure written permission from their academic advisor and from the Office of Academic Affairs prior to registering. These students are usually expected to have a 3.00 or higher cumulative grade point average (GPA). An Overload Fee will be charged to students registered for more than 18 credit hours in a semester. (Choir, private music instrument and voice lessons, and band will not be counted in determining an academic load more than 18 credit hours.)

A full-time residential student carrying fewer than 12 credit hours in a semester must have special permission from the Dean of Students to remain in on-campus housing.

Full-time graduate student loads range from 6 - 12 credit hours a semester as stipulated by the individual graduate program guidelines. (See Graduate Catalog.)

STUDENT CLASSIFICATION
Full-/Part-Time Status: Any undergraduate enrolled for 12 or more credit hours at Wesley College in any term is considered a full-time student. Any undergraduate enrolled for fewer than 12 credit hours in any term is considered a part-time student.

During the semester in which a part-time student accumulates 30 credit hours, the student must matriculate at Wesley College. Students who do not choose to matriculate may continue to enroll as part-time students; however, courses taken beyond 30 semester hours may not count toward graduation. Part-time students who choose to matriculate must file for admission to Wesley College and comply with all existing regulations.

Class Rank: Each semester, full- and part-time matriculating undergraduates will be classified in one of the four classes according to total number of credit hours passed at Wesley College and accepted transfer credits.

<table>
<thead>
<tr>
<th>Earned Credit Hours</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 28</td>
<td>Freshman</td>
</tr>
<tr>
<td>29 through 59</td>
<td>Sophomore</td>
</tr>
<tr>
<td>60 through 89</td>
<td>Junior</td>
</tr>
<tr>
<td>90 or more</td>
<td>Senior</td>
</tr>
</tbody>
</table>

Students enrolled simultaneously in associate and baccalaureate degree programs will not be classified as juniors until they fulfill all of the associate degree requirements.
GRADING
The grading system for undergraduates is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
</tbody>
</table>

AW: Administrative Withdrawal
AU: Audit
IW: Involuntary Withdrawal
P: Passing
I: Incomplete
W: Withdrawal

This grading system is subject to instructor/departmental grading criteria. See course syllabus for specific grade scale.

ADD/DROP PERIOD
During the first week of classes in each 14-week semester, students may add and drop courses in their class schedules. Courses that are dropped will not appear on the student’s academic record. Students must get approval from their academic advisors to add/drop courses.

WITHDRAWAL

Course: A student may officially withdraw from a course after the add/drop period and receive a grade of W in the course. The grade of W does not affect the student’s GPA. The last day for a student to withdraw from a class in a given semester can be found in the official academic calendar. Course withdrawal forms must be initiated with the academic advisor, signed by the instructor, and submitted to the Registrar’s Office before the withdrawal is official. If a student withdraws from a course, the student may not register for the course again within the same semester (in a later sub-term of the semester) as the withdrawal. The course may be repeated in a following semester, or winter or summer term.

College: Any full-time student contemplating withdrawal from the College while the semester is in progress should contact the Registrar’s Office. The last day for a student to withdraw from the college in a given semester can be found in the official academic calendar. A student is not officially withdrawn from the College until the withdrawal papers are properly processed by the Registrar’s Office. Withdrawn students will receive grades of ‘W’ in all of their classes for that semester. Students who leave the College without filing the proper form will receive failing grades in all classes.

Involuntary Withdrawal
A student who is dismissed from Wesley College for disciplinary reasons will receive an IW (Involuntary Withdrawal) for each class in which he or she is currently enrolled.

Medical Withdrawal Policy
Students who are seeking a medical withdrawal should contact the Registrar’s Office. The last day for a student to withdraw from the college in a given semester can be found in the official academic calendar. In addition to the standard withdrawal form, students will receive a form to be filled out by their attending physician/medical professional. The medical withdrawal form must be signed by the student’s physician/medical professional and returned to the Registrar’s Office within ten business days of notification. It is the responsibility of the student to follow up with the Registrar’s Office to ensure that all paperwork was received.

Medical Withdrawal Appeals
Students who are denied a medical withdrawal or fail to submit the medical withdrawal by the final date of withdrawal may submit an appeal to both the Registrar’s Office and the Vice President for Academic Affairs. Students must complete the medical withdrawal and standard withdrawal forms along with a letter detailing why they failed to withdraw by the final date and the circumstances of the medical withdrawal. The Vice President for Academic Affairs must review and approve the medical withdrawal before further action will be taken.
LEAVE OF ABSENCE
Students may opt to take a temporary leave of absence from the College for any number of reasons – family emergency, financial distress, illness, deployment, etc. A student may leave for one or two semesters and return -- or choose a different course of action. Students are advised to discuss their plans with their academic advisor and their financial aid counselor (as there may be potential financial implications). To proceed, students must complete the leave-of-absence form, which is available in the Registrar's Office or on the Registrar’s website. Once submitted, the form will be sent to the Office of Academic Affairs for approval. Students are expected to submit a Leave of Absence request during the semester prior to the term in which their leave would begin. Pending approval by the Office of Academic Affairs, the student will be placed on a Leave of Absence and subject to a simple re-entry procedure, whereby the student will contact the Office of Academic Affairs to return. Students may be subject to additional re-entry requirements based on their particular program of study.

Note that a Leave of Absence is valid until the start of the semester of return indicated by the student on the request form. Students who do not return after two full semesters on leave will be withdrawn from the College and subject to the full re-admission policy and fees, if they decide to return. The Office of Academic Affairs can assist students seeking an extension to their leave.

INCOMPLETES
A grade of Incomplete (I) indicates that a student has done passing work in a course but has been unable to meet, generally for nonacademic reasons, a small proportion of the total course requirements (e.g., an exam or a paper). Incompletes given in the Fall semester must be removed by the last day of classes the following Spring semester; Incompletes given in the Spring semester must be removed by the end of the second week of the following Fall semester; Incompletes given in any Summer semester must be removed by the last day of classes the following Fall semester. Failure to complete course requirements by these dates will result in the assignment of an F grade. An Incomplete grade does not affect a student’s GPA. The student must contact the instructor to discuss the possibility of an Incomplete. If the instructor decides that the (I) grade will be assigned, the student must submit an application to the Registrar’s Office.

PASS/FAIL ENROLLMENT
An undergraduate may enroll in courses on a pass/fail basis subject to the restrictions listed below. Students should be aware, however, that some graduate and professional schools might view nontraditional grading systems adversely. The following guidelines govern pass/fail enrollment.

- No course required for the student's major degree program may be taken on a pass/fail basis except those designated pass/fail in the Wesley College Undergraduate Course Catalog.
- A student may take a maximum of 2 courses on a pass/fail basis.
- Only one pass/fail course may be taken per semester except during the final semester of a baccalaureate program, when a student may be permitted to take the maximum of 2 courses.
- Courses designated pass/fail in the Course Catalog will not count against a student's allotted pass/fail courses. Courses that require a grade of 'C' or better may not be taken on a pass/fail basis.
- Credits earned in pass/fail courses will be counted toward the total for graduation; however, pass/fail courses will not be factored into a student's GPA.
- Repeated courses must be taken on the same basis as in the original registration.
- A student may designate the pass/fail option at the time of registration; the student may then opt to change pass/fail grading to standard grading (A - F) within 14 calendar days after the first day of classes in a 15 week semester (within 7 days in an 8 week semester).
- A student may opt to change from standard letter grading (A - F) to pass/fail grading up to the last day for withdrawal in a given semester.
- A student must be a Sophomore, Junior, or Senior and have a cumulative GPA of 2.20 to exercise the pass/fail option.

AUDIT
Students may audit courses on a space-available basis and only after receiving the instructor’s permission. Students auditing courses are assessed fees on the same basis as students taking courses for credit. Auditors are required to attend classes, and failure to attend regularly will result in assignment of a W grade. The course being audited will appear on the student’s approved schedule of courses, and the student’s name will appear on the official class roster. Students may change from audit to credit status during the official add/drop period only; changes from credit to audit may occur during the official withdrawal period. All changes require completion of a course change request form, approval of the instructor and submission of the form to the Registrar’s Office. The audit grade does not affect a student's GPA.
REPEATED COURSES
If a student repeats a course because of a low or failing grade, only the higher grade will be counted in determining the grade point average (GPA); however, all grades will remain on the academic record.

TRANSFER CREDIT
Undergraduate course credits may be transferred from another regionally accredited institution provided the grades earned are C or better. (Note: Courses in which a grade of C- is received are not transferable.) The grades received at another institution will not be computed into the student’s cumulative grade point average.

A semester credit hour will transfer as a semester credit. A quarter hour credit is considered two-thirds a semester hour (4 quarters equal 3 semesters).

The Registrar will review and evaluate transfer credit petitions to determine their applicability to Wesley College degree programs. The Registrar will consult with the department chair and the Vice President for Academic Affairs to resolve questions or ambiguities.

Wesley has articulation agreements with many community colleges. These agreements permit students who have earned the associate degree in specific programs to enroll as juniors at Wesley College. Generally, for 300- and 400-level courses to be considered for transfer credit, they must be taken at baccalaureate institutions. Articulation agreements will govern the acceptance of transfer credits for students who have completed their Associate Degree from said institution.

However, all graduating students must earn a minimum of 45 credit hours at Wesley College, at least 21 of which must be in their major discipline, to complete baccalaureate degree requirements. Students in associate degree programs must earn a minimum of 24 credits at Wesley College. Certain major programs might have additional specific guidelines regarding transfer credits or completion requirements. Consult the program requirements in this catalog.

Students enrolled at Wesley College who wish to take a course at another institution to meet a requirement for their degree at Wesley must submit a pre-approval form to the Registrar’s Office for an approval signature. Courses that have not been pre-approved run the risk of not being accepted for transfer.

EXAMINATION CREDIT
Credits may be granted for a maximum of two courses to students who pass College-level Examination Program (CLEP) tests or tests from DANTES. Scores from these tests must be sent to the Registrar’s Office before a student petitions to graduate. Challenge examinations for granting credit are recommended only in unusual circumstances and are administered by department chairs.

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.

DISABILITY SUPPORT SERVICES COURSE SUBSTITUTION POLICY
Among other graduation requirements, students must demonstrate proficiencies in a number of subjects to fulfill the requirements of a major, and a minor, and demonstrate the basic competencies commensurate with the title of a degree from Wesley College.

Wesley College does not waive academic courses required for graduation, nor can course substitutions be provided that would fundamentally alter the nature of a program. However, Wesley College recognizes that qualified students with disabilities may have a condition that negatively affects the student’s ability to perform in the required course, even with reasonable accommodations. Under certain circumstances, students with disabilities may request a course substitution as an accommodation.

The procedure for seeking the accommodation of a course substitution is as follows:

1) Only students registered with the DSS office may request a course substitution. (Documentation from a qualified professional must discuss how the condition affects the ability to learn the subject/discipline for which the student is seeking substitution. Additional documentation from the qualified professional may be requested and considered. It is the
responsibility of the student to pay any associated fees for further assessment, if required.)

2) The student must submit the course substitution request in writing to the DSS office. The letter requesting this accommodation should include:

a. A rationale for the course substitution,
b. Information about any previous experience in the subject,
c. The impact of the disability on his/her ability to learn the subject,
d. Other relevant information supporting the need for this accommodation.

The student’s letter will be considered along with other indicators, such as evidence of previous struggle or failure in that course (including withdrawal from the course due to failing grade), or failure in the course with accommodations. A letter from a previous teacher/professor discussing the level of effort and/or difficulties the student experienced in the course might further support the student’s need for the accommodation. All of this information will reside in the student’s DSS file.

3) The Coordinator for Disability Support Services will determine the legitimacy of request based on the evidence presented. If the Coordinator deems the request reasonable, (this determination) the written request will be presented to a faculty committee consisting of the Chair and another member of the Department from which the course substitution is requested, the Chair from where the student’s degree program resides, the Coordinator of Advising, and the student’s Academic Advisor for consideration as to the curricular impact to the program of study.

The following questions are examples of the types of issues that might be considered:

- How does the information from this class support the tenets of the major/philosophy of the college?
- Is this course a prerequisite to other courses in the program?
- Would any informational foundations be compromised by not taking the course?
- How would not taking the course impact the program as a whole?
- Is this course a pre-requisite to graduate studies?
- What courses would be an appropriate substitute?
- Does Wesley College offer an appropriate substitution?
- If not, could the substitution course be transferred in from a different institution?

The decision as to appropriate substitutions is at the discretion of the committee.

4) The student will be notified in writing of the decision, within ten (10) days of receipt of the request, to grant or deny this accommodation, signed by the decision-makers.

a. Should the accommodation be granted, a list of appropriate substitutions from which the student can choose will be provided by the committee. (The student may also submit a request for a course substitution by providing the course number and course description from a different institution.)
b. If the course substitution is granted, a copy of the letter will be sent to the Registrar’s Office. If the course substitution is denied, other accommodations will be considered.

The student reserves the right to go through an appeal process should the request be denied. The final appeal would be with the Vice President for Academic Affairs.

**INTERNSHIPS**

Internships provide valuable opportunities for learning. They are designed to integrate classroom experiences with experiences in a specific career field. Internships provide students opportunities to become involved in professional relationships and may be helpful in clarifying career goals. **Students may earn a maximum of nine credit hours from internships during the time it takes to fulfill their degree requirements.** Students may obtain applications for internships from the Office of the Registrar or from the department chair.
The following guidelines govern all undergraduate internships at Wesley College:

- Internships are supervised by a faculty member and a designated representative of the cooperating organization, agency or company.
- Applications must be completed and approved by a faculty supervisor, program (major) and department chair, and by the Vice President for Academic Affairs. Completed applications, including all approvals, must be submitted to the Office of the Registrar before the final day of the add/drop period in the term in which the internship is to be taken.
- Learning objectives and performance activities will be agreed upon by the faculty supervisor, the designated representative, and the student.
- Both the faculty supervisor and the designated representative must complete a performance evaluation.
- The student must devote a minimum of 50 clock hours to work experience for each credit hour awarded.
- **No internship credit will be granted retroactively.** Students must register for internship credits before the internship experience, and all internship requirements must be completed at the end of the experience.

**INDEPENDENT STUDY**

Independent study is an arrangement between a student and a faculty member whereby the faculty member agrees to work with the student on an individual basis in a program of supervised reading, research, or creative work. Such study gives students an opportunity to explore topics not incorporated in existing courses or to explore subjects in greater depth than is possible in a regular course. Students may obtain applications for independent study from the Office of the Registrar.

The following guidelines govern all independent study courses:

- A member of the faculty must agree to supervise the project. By signing the application form, the faculty member will certify that the project involves an amount of legitimate academic work appropriate for the amount of academic credit requested and that the applicant is qualified to pursue the project.
- Applications must include a syllabus of the course and be completed and approved by the faculty supervisor, the student’s academic advisor, the department chair responsible for the independent study discipline, and the Vice President for Academic Affairs. **The student must submit completed application, including all approvals, to the Registrar’s Office before the final day of the add/drop period:**
  - A student cannot have an Incomplete (I) grade during the term in which he or she enrolls in an independent study course.
  - Independent study courses can only be taken by students in their fourth semester who are matriculated in an associate degree program or by junior or senior students who are matriculated in a baccalaureate program and have a cumulative grade point average of 2.50 or higher.
  - Independent study courses should not duplicate or approximate an existing course or cover projects more properly described as internships.
  - A student can earn up to six credits hours for independent study courses but no more than three for a single course and no more than three in any one discipline. A student can take only one independent study course a semester.

**STUDY ABROAD**

Wesley College recognizes the growing interdependence of peoples and nations in today’s world. To function in this interdependent world, liberally educated persons need to be literate in other languages, understand other cultures, and be receptive to other viewpoints. College-sponsored study abroad opportunities for students have become a part of the curriculum in recent years. In its cultural and extracurricular programming, the College has also made an effort to include the arts and ideas of different cultures and countries.

To pursue study abroad opportunities, students must complete the following:

- Contact the Director of International Programs for help researching programs, application procedures and requirements
- Consult with their faculty advisors to ensure that a particular study abroad program fits the student’s field of study and career goals
- Complete all required paperwork and pay appropriate fees.
- To receive credit for courses taken abroad, students must earn a grade of C or better as determined by the International Student Exchange Program (ISEP) Transcript Evaluation Guidelines. If students take language courses abroad through Education First, students must earn a grade of C or better on the University transcript of the College or University that Education First is in partnership with, currently University of Montana.

**SENIOR CITIZENS**

Senior citizens, 65 years or older, may enroll tuition free in any credit course on a space available basis. The only expenses are the registration fee, lab fees, and books.
GRADUATION REQUIREMENTS

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

Students must file a petition to graduate with the Registrar’s Office. The petition must include a catalog year, and a non-refundable graduation fee must also be submitted.

Students must fulfill all degree requirements from a single catalog. Degrees are awarded on completion of the requirements of the catalog in force when the student matriculated at Wesley College, or the student may elect to graduate under any one subsequent catalog issued during his or her tenure at Wesley College. Students who change their major must fulfill all degree requirements for the catalog in force for the year when they changed their major or a subsequent year, due to certification, accreditation, approval or state licensing requirements.

The following requirements must be fulfilled by candidates for graduation to receive an undergraduate degree at Wesley College:

- Candidates must complete core curriculum and major requirements as specified in the relevant catalog.
- Candidates must earn a minimum of 124 semester credits in baccalaureate programs or a minimum of 64 semester credits in associate degree programs; specific requirements for each degree program, including total credits necessary, are shown in each program’s course outline in the candidate’s catalog.
- Candidates must have all transfer credits approved by the Registrar’s Office prior to filing a graduation petition. Transfer requests are also subject to the review of the appropriate department chair.
- Candidates must complete all institutional challenge exams and CLEP exams prior to filing a graduation petition.
- Candidates must earn a minimum number of credit hours at Wesley College (45 – baccalaureate; 24 - associate) and within the major discipline (21 – baccalaureate), as specified in the transfer credit policy and specific major program guidelines.
- Candidates must attain a Wesley College minimum cumulative GPA of 2.0 for an undergraduate degree.

All degree requirements must be completed by the end of the Fall Semester for students to receive their degree in December. All degree requirements must be completed by the end of the Spring Semester for participation in the May Commencement. An Incomplete (I) grade during a degree candidate’s final semester may postpone graduation for the individual.

Students are ultimately responsible for making certain that they have completed all degree requirements before submitting a Petition for Graduation.

Double Major

Students who plan to “double major” at Wesley College must submit a “Double Major /Second Baccalaureate Declaration form” to the Registrar’s Office. A double major refers to completion of major requirements in two programs of study. Double majors will be noted on academic records, but students will receive only one degree from the College.

SECOND BACCALAUREATE

Students who plan to obtain a second Baccalaureate degree must submit a “Double Major /Second Baccalaureate Declaration form” to the Registrar’s Office. All requirements identified on the Second Baccalaureate form must be fulfilled. Students seeking a second baccalaureate degree must complete all required courses in the second program, including a total of 30 credit hours at Wesley College beyond the hours necessary for the first degree. Activity courses in physical education cannot be included as part of the additional 30-hour requirement.

GRADUATION HONORS

Graduation with Latin Honors requires that an undergraduate complete at least 60 credit hours at Wesley College for a baccalaureate degree. Based upon all work taken at Wesley College, a cumulative GPA of 3.50 is required to graduate Cum Laude, 3.70 to graduate Magna Cum Laude, and 3.90 to graduate Summa Cum Laude from any baccalaureate program.

Graduation with Honor requires that a baccalaureate degree student complete at least 45 credit hours at Wesley College. Based upon the work taken at Wesley College, a cumulative GPA of 3.50 is required to graduate With Honor, 3.70 to graduate With High Honor, and 3.90 to graduate With Highest Honor. Students in associate degree programs with at least 30 credit hours taken at Wesley must have a cumulative GPA of 3.50 to graduate With Honor; 3.70 to graduate With High Honor; and 3.90 to graduate With Highest Honor.
PRESIDENT’S LIST AND DEAN’S LIST
The President’s List and Dean’s List are announced at the end of each semester. Eligibility is limited to undergraduates in good academic standing who have completed a minimum of 12 credit hours in courses awarding letter grades for degree credit. Academic skills courses cannot be used towards the minimum requirement of 12 credit hours, but such classes will be included in the computation of the semester’s grade point average. The President’s List includes the names of all eligible students who achieved a 4.00 GPA for the semester. The Dean’s List includes the names of all eligible students who achieved between a 3.33 and 3.99 GPA for the semester. In both cases, an appropriate notation will be made on the student’s academic record. No student with a grade of I at the end of a semester is eligible for the President’s List or Dean’s List.

ACADEMIC HONOR SOCIETIES
Alpha Chi Honor Fraternity: Delaware’s Gamma Chapter of Alpha Chi Honor Fraternity was established at Wesley in 1985. As an honor fraternity, its purpose is to encourage and recognize outstanding scholarship, service, and character. Membership is limited to the top ten percent of the junior and senior classes.

Psi Chi: The National Honor Society in Psychology, Psi Chi was founded for the purpose of encouraging and maintaining excellence in scholarship and advancing the science of psychology. The Wesley College Chapter of Psi Chi is limited to students whose interest is the study of psychology and who meet the academic qualifications.

Sigma Beta Delta: The international honor society in the School of Business and Accounting, Sigma Beta Delta, was chartered at Wesley College in 2008. Students are invited for membership by faculty officers based on academic excellence, character, and demonstrating promise for future achievements.

Sigma Tau Delta: The English honor society was founded in 1924, the society has as its motto “Sincerity, Truth, Design,” and its symbols are the pen and the mace.

Sigma Theta Tau: Membership in the Tau Beta Chapter of Sigma Theta Tau, an international honor society, is limited to graduate nursing students and second semester junior BSN students.

READMISSION POLICIES
Readmission: A student who has not been enrolled in Wesley College for more than two consecutive semesters must reapply for acceptance to the Academic Affairs Office acaddea@wesley.edu and pay a readmission fee. A decision on readmission will be made in conjunction with the Department Chair and Vice President of Academic Affairs. During this decision process, a determination will also be made about which academic catalog of degree requirements a student will be expected to complete. Notification of acceptance will be made in writing to the student with degree requirements included. Any student accepted back into Wesley will be subject to degree requirements of the current catalog of readmission year.

Extended Leave of Absence: A full-time student who has not been enrolled in Wesley College for seven or more years, must reapply through the Academic Affairs Office. Acceptance will be determined in conjunction with the Department Chair, the Coordinator of Advisement and the Vice President for Academic Affairs.

Contract for Degree: Any Wesley College student needing to complete 12 or more credit hours of their degree requirements at another institution must apply for “contract for degree” status. Contract applications are located in the Registrar’s Office. All work must be completed within a 24 month timeframe. Contract conditions will be determined by the Department Chair, Director of Student Advisement and Vice President for Academic Affairs. Contracts will be monitored by the Coordinator of Advisement and the Registrar’s Office. Application for graduation will be granted when completed transcript for all work is in the Wesley College Registrar’s Office. A $200 application fee will be assessed for consideration. Students will be required to complete their program under the requirements of the current catalog.
ACADEMIC PROBATION
Undergraduates are expected to maintain a cumulative GPA of at least 2.00. Official notification concerning academic standing will be given to all students whose academic performance does not meet the prescribed standards of the College. After each semester, the Academic Standing Committee will meet and make a recommendation to the Vice President for Academic Affairs determining whether students will be placed on Academic probation or suspension.

The designation “Academic Probation” will appear on the transcript. It is used to alert students that the quality of their work is below the level required for graduation. It is also a way of informing students that they may be suspended unless they show academic improvement.

A student on academic probation:
- Must register and satisfactorily complete a minimum of 12 credit hours but no more than 15 credit hours in the semester he or she is on probation.
- Must attend all class sessions of every course in which he or she is enrolled.
- Will not participate during the second half of the semester in athletic programs or hold an elected or appointed office in any recognized student organization unless it is part of a course requirement if the student’s midsemester GPA is less than 2.00.
- Must adhere to whatever additional provisions are established by the Office of Academic Affairs.
- All students on probation will have midterm grades calculated and reported in every course.

An undergraduate who fails to observe the conditions of Academic Probation is subject to review at any time by the Academic Standing Committee and/or the Vice President for Academic Affairs and may be suspended from the College.

ACADEMIC PROBATION, SUSPENSION, AND READMISSION
A student who is academically suspended has the right to appeal to the Office of Academic Affairs within ten days of notification. The appeal will be heard by the Academic Standing Committee, whose decision will be final.

The following standards have been established for academic probation, suspension, and readmission to the College:
1. Any student whose cumulative GPA is less than 2.00 will either be on probation or suspension, as stated below.
2. If a student is able to achieve a term GPA of 2.00 or higher during a probationary semester, a second consecutive probationary semester will be granted. If the cumulative GPA is still below 2.00 at the end of the second probationary semester, the student will be suspended effective from the time of that determination.
3. A first-semester, first-year student whose cumulative GPA is less than 1.00 will be suspended with the right of appeal.
4. A first-semester, first-year student whose cumulative GPA is at least 1.00 and less than 2.00 will be put on academic probation.
5. A second-semester, first-year student whose cumulative GPA is less than 1.67 will be suspended with the right of appeal except as provided in the second-semester probation clause (#2) above.
6. A second-semester, first-year student whose cumulative GPA is at least 1.67 and less than 2.00 will be put on academic probation. If the student has previously been on probation, the student will be suspended with the right of appeal.
7. For all subsequent semesters, or for those students with 29 or more earned credit hours, a cumulative GPA of at least 2.00 is required. Any student whose cumulative GPA is less than 2.00 will be put on probation, not to exceed two consecutive probationary semesters.
8. While on suspension, it is recommended that the student continue his/her studies at another college or university, taking courses pre-approved by the registrar to transfer back to Wesley.
9. Any student who has been academically suspended from Wesley College and wishes to be readmitted as a full-time student must submit a completed Application for Readmission to the Office of Academic Affairs, pay a readmission fee and have completed all conditions for readmission.
10. In order to be considered for readmission following suspension, a student must be separated from Wesley College for at least one non-summer semester. A second suspension allows no readmission.
11. A student who has completed work at another institution must arrange for an official transcript to be forwarded to the Office of Academic Affairs as part of the Application for Readmission.
12. The Chair of the Academic Standing Committee will be informed of applications for readmission through the Office of Academic Affairs. At least two of the faculty committee members must participate in the review of applications. Recommendations regarding readmission will be made to the Office of Academic Affairs.
ACADEMIC GRADE GRIEVANCE

The College provides a uniform method by which a student may pursue a grade appeal. A student may formally appeal a grade only if the student has failed to complete the course satisfactorily (earned a grade of F, or earned a grade of D in a course that requires a C or better) or if the student can provide evidence of discrimination.

The deadlines to file an academic grievance are as follows
- Grievances for grades received during the fall semester must be filed by February 4
- Grievances for grades received during the spring and summer semesters must be filed by September 9.

A student who has an academic grievance must initiate and follow the procedures outlined below. Failure to follow these procedures will result in ineligibility for Academic Grievance Board review.
- The student must first speak to the faculty member who issued the disputed grade.
- If the dispute is not resolved with the faculty member, the student must request a meeting with the department chair. This request must occur within three working days of the meeting with the faculty member who gave the disputed grade. Within five working days of the receipt of the request for a meeting, the department chair will convene a meeting with the student (and at the option of the Department Chair, to include the faculty member who issued the disputed grade). If the faculty member is included, the role of the department chair is to serve as a mediator between the student and the faculty member. If the faculty member is also the department chair, the student must request a meeting with the Vice President for Academic Affairs (VPAA).
- If the matter is not resolved with the department chair (or the Vice President for Academic Affairs), the student may appeal to the Academic Grievance Board. A student wishing to pursue such a grievance must obtain an Official Request for Hearing form in the Office of Academic Affairs. To ensure a uniform standard of procedure, the Academic Grievance Board will grant no appeal hearing unless the request is submitted on the official request form. The completed Request for Appeal must be submitted to the Office of Academic Affairs within three working days of the student’s meeting with the department chair (or VPAA).
- Within 10 working days of receipt of the Request for Appeal, the Office of Academic Affairs will convene the Academic Grievance Board.

ACADEMIC GRIEVANCE BOARD

This board will consist of the faculty members (at least three) who constitute the Academic Standing Committee, as well as the delegate of the Office of Academic Affairs, The Chair of the Academic Standing Committee (or designated committee member) will preside over the hearing. The committee also will consist of two students chosen by the Student Government Association.

The Academic Grievance Board will proceed as follows:
- Within 10 working days of receipt of the Request for Appeal, the Office of Academic Affairs will convene the Academic Grievance Board.
- The board will review the written appeal.
- The student and faculty member with whom the complaint rests will present each side of the case.
- The board will decide the issue by majority vote.
- The Office of Academic Affairs will convey the decision of the Board in writing to the involved parties.

The decision of the Academic Grievance Board is binding on all parties and ends the grievance procedure.

Should a student or faculty member serving on the Academic Grievance Board be involved in a grievance, he or she will not participate on the Board during that hearing.
ACADEMIC HONESTY POLICY AND PROCEDURES
In pursuit of academic excellence, Wesley College expects its students to meet the highest ethical standards. Academic standards concerning plagiarism and dishonesty prohibit:

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

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

1. The student will receive a grade of zero for the assignment
2. The student will receive a grade of zero for the assignment and the student’s final course grade will be reduced by at least one letter (e.g., B to C)
3. The student will be automatically dismissed from the course in which the offense occurred and receive a grade of F for the course.
4. If the offense occurred prior to the last day for official withdrawal from a course, student will not have the option to withdraw from the course to avoid receiving a grade of F.

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

- Official Warning from the Academic Standing Committee
- Suspension from the College
- Expulsion from the College

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

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

Wesley College expects its faculty and administration to uphold the highest ethical standards. By their example in and out of the classroom, through publications, research, and presentations, the faculty and administration provide the ethical model that they expect their students to follow.
RESEARCH INVOLVING HUMAN SUBJECTS
Students conducting research involving human subjects are obliged to obtain informed consent from the study participants and to exercise controls when appropriate. Student researchers also must comply with Federal regulations designed to protect human study participants.

The Institutional Review Board must approve all projects. The Institutional Review Board for the Protection of Human Subjects shall oversee research involving human subjects to the extent that it reviews, for approval or rejection, proposals by students and faculty for research projects involving human beings.

CLASSROOM CONDUCT
Wesley College upholds the highest moral principles and standards for all members of the College community. Written policies regarding student behavior are set forth in the Student Handbook and are deemed by the College to be enforceable minimum standards. The College reserves the right to take appropriate disciplinary action should a student violate any of these policies.

All students are expected to arrive at classes on time and conduct themselves appropriately during class, laboratory sessions and during field experiences. Faculty members are responsible for making decisions regarding appropriate classroom behavior and have the authority to remove from their classes any students whose behavior is deemed inappropriate. Misconduct may result in a student being required to leave the class permanently and/or receive a final grade of F.

CLASS ATTENDANCE
Faculty members are free to establish and enforce attendance policies of their choice, provided they are clearly outlined in course syllabi. Students are responsible for adhering to the attendance requirements outlined in the syllabus for each course. The student is responsible for all class work and assignments missed because of an absence (excused or unexcused); the student is required to make up all missed work.

NOTIFICATION OF ABSENCE FOR COLLEGE APPROVED ACTIVITIES
The Vice President for Academic Affairs and/or the Dean of Students will approve in advance all official College functions that may cause students to miss classes. The Vice President and/or Dean will in turn notify faculty in advance of these events and report student participants. Although student absences from class in these situations will be considered excused, students must still adhere to the attendance and makeup work provisions and requirements outlined in professors’ course syllabi.

STUDENT SUCCESS & RETENTION (SSR)
The Department of Student Success & Retention (SSR) is a comprehensive and collaborative set of services, resources, and structured support programs designed to transition, educate, and empower students to be effective leaders within and beyond the Wesley community. Programs and services are designed to help students respond effectively to specific academic challenges and reflect the Wesley College Mission of imparting students with a desire for lifelong learning. Program offerings include:

- Academic Advising
- Career Advising
- Disability Support Services (DSS)
- First Year and Academic Support Programs
- Student Success Outreach (SSO)
- Tutoring Services

ACADEMIC ADVISING
Academic advising at Wesley College is framed against the College Mission Statement and is guided by a commitment to student academic progress and personal growth. Specifically, advising is intended to enhance and support student learning in an atmosphere of personal concern. Advising seeks to engage intellectual growth and self-discovery, and is carried out through a consistent exchange between student and advisor. That shared relationship thereby attempts to prompt students to develop decision making skills, set realistic expectations, and practice the necessary coping strategies to attain their educational, life, and career goals.

Each full-time and part-time student is assigned a faculty advisor. In some cases a professional staff advisor or a secondary advisor may also be assigned.
Although the advisor should be consulted on matters of curriculum, the ultimate responsibility for deciding on a student’s program of study remains with the student. Furthermore, each student holds the responsibility to understand degree requirements and to plan for orderly fulfillment.

It is important that students work with their academic advisors to develop an academic plan enabling them to complete Core Requirements. Students should also consult their advisor to choose elective courses that both broaden and deepen their knowledge of disciplines that are important for success and well-being beyond the College experience. For academic advising assistance, please contact the Academic Advising Coordinator, located on the ground floor of the Parker Library.

CAREER ADVISING
Career Advising assists Wesley students with developing, evaluating and effectively initiating their career and educational goals. Services include: topical seminars, resume review, career and major explorations, interview skills, graduate school and job placement fairs, and employment searches. Students can explore their strengths, interests, values, academic goals and career aspirations during their first year and beyond. For assistance on career advising, please contact the Career Advising Coordinator, located on the ground floor of the Parker Library.

DISABILITY SUPPORT SERVICES (DSS)
Wesley College provides accommodative services to all students with documented disabilities for all aspects of academic life. The Coordinator of Disability Services reviews all documentation and will provide accommodations as appropriate. Students must still meet all requirements for admission and graduation.

Wesley College provides reasonable accommodations as specified in the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. In accordance with nondiscrimination policies mandated under federal grants and programs, no one with a disability is to be excluded from participating in, denied access to, or discriminated against during the educational process because of their disability.

Although Wesley does not provide a comprehensive special needs program, Disability Support Services will provide accommodations for students with documentation. DSS also works closely with other campus offices to coordinate services. In addition, DSS will disseminate information among the greater campus community to increase awareness of and foster support for all people with disabilities. For more detailed information, please contact the Coordinator of Disability Support, located in Parker Library.

FIRST YEAR AND ACADEMIC SUPPORT PROGRAMS

- ACADEMIC STRATEGIES FOR EXCELLENCE (AS198) - AS198 is a three-credit course designed to assist in the transition to college-level coursework for double-developmental and other interested students. The course counts as an elective credit and helps students develop academic and personal skills to smooth the transition to college academics and culture.

- ACADEMIC RECOVERY PROGRAM (ARP) - ARP is a mentoring program for first-year students whose GPA falls below 2.0. Students on academic probation are enrolled in a semester length workshop called Academic Success 2.0. Targeted at self-reflection and strategies for academic improvement, Academic Success 2.0 guides students to review past study habits and create plans for academic improvement.

STUDENT SUCCESS OUTREACH (SSO)
Wesley College utilizes an early alert program that assists students facing challenges that may impede their academic success. The Student Success Outreach team interacts with students in an effort to connect them with appropriate resources to help them achieve their goals or to offer extra support in times of need. For assistance, please contact the Student Success Outreach Coordinator located in Parker Library.

TUTORING SERVICES
Free peer tutoring is offered to all students. Subject and writing assistance, by trained tutors, is provided on an as-needed or appointment basis. Walk-in assisted on a limited basis, as available. Students with strong academic records are encouraged to apply to become tutors. For additional information, please contact the Tutoring Coordinator located in Parker Library.
PRE-PROFESSIONAL ASSISTANCE
Wesley College offers its students who are pre-law, pre-med, or pre-dentistry assistance with their career choices, including a thorough review of their decision to pursue a professional career and preparation for acceptance to a professional school.

Goals:
- Develop a support system among pre-professional students
- Inform students of preparation needed for standardized admission testing
- Prepare students for school selection, program options and additional tips for the application process
- Investigate internship opportunities within preferred professions.

Directors:
Dr. Lynn Everett (Biology)
Elizabeth Marchioni, J.D. (Law and Justice Studies)

WRITING REQUIREMENT
All students must complete EN100 (College Writing I) and EN101 (College Writing II) with a grade of C or better. Course credit for EN100 is given for a score of 3 on the AP writing exam. Students invited to enroll in EN101H are exempt from EN100.

FOREIGN LANGUAGE PLACEMENT POLICY
The following standards determine eligibility for enrollment in foreign language courses:
- Students who have no prior study or experience with the language will be placed in 100-level foreign language courses.
- Students who have fewer than two years of study in the language may elect to begin at the 100-level.
- Students who have had two to three years of previous foreign language study and who have earned a grade average of C or higher will be placed in either 101 (Beginning II) or Intermediate.
- Students with more than three years of previous foreign language study will be placed in Intermediate (200) level courses. They may also register for certain advanced courses with permission of the instructor. Students who have native-level fluency or who are indeed native speakers of the language will not be permitted to enroll in courses below the 200-level.

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, 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 to 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 45 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.
TRANSCRIPT OF RECORD
Requests for transcripts must be made in writing or by requesting the transcript in person at the Office of the Registrar. A student may also request the transcript by facsimile. No telephone requests will be honored. There is a fee for each transcript.

The College reserves the right to refuse to issue a transcript of the record of any student who has not fulfilled all financial obligations due the College.

CHANGE OF ADDRESS/NAME AND EMERGENCY CONTACT INFORMATION
It is the student’s responsibility to maintain accurate and up-to-date contact information. All Wesley College students are required to notify the Registrar of any change of home or local address, parent or guardian, or any change of legal name. When a student’s legal name is changed, a certified copy of the relevant documents must be submitted to the Registrar within 48 hours of the effective date of the change.

Students will be required to submit (or confirm) current emergency contact information prior to registering each semester. This will ensure that the College has current and accurate information in the event of a campus emergency.

The Wesley e-mail account, U.S. Mail and campus voicemail are the official means of communication with Wesley College students. Students are required to check these means of communication on a regular basis.

ASSESSMENT OF STUDENT LEARNING
Wesley College continually seeks to improve instruction and students’ experience on campus in order to enhance student learning. To accomplish this, multiple methods of data gathering are used to assess student learning. Some of the assessments are:

- National Survey of Student Engagement (NSSE)
- Major Field Tests from professional organizations like the Educational Testing Service (ETS)
- Collegiate Learning Assessment (CLA)
- Senior research projects
- Internships/Practicum
- Fine Arts Performances
- Student Portfolios

Wesley reserves the right to use any work submitted by students to assess the level and effectiveness of student learning at the institution. For such assessments, data is analyzed and shared in aggregate form – students are not identified individually. Wesley College is committed to enhancing student learning by systematically assessing learning and utilizing the results to improve our processes and practices relating to instruction and campus experiences.
WESLEY COLLEGE CORE CURRICULUM

With the Wesley Core, a progression model, students begin with foundational courses focused upon the development of essential skills and competencies (Level One); students then move into integrative courses and concentrations that highlight connections between traditional liberal arts disciplines (Levels Two and Three); students finish with a capstone course that synthesizes learning in the core with the student’s major course of study (Level Four).

Core Outcomes – Students will be able to:
- Communicate
- Investigate, inquire, and evaluate
- Integrate the liberating arts
- Practice professionalism and ethical behavior
- Understand multiple perspectives
- Value ongoing intellectual curiosity
- Balance personal goals with community needs

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<tr>
<th>Wesley College Core Curriculum</th>
<th>Level 2 – Breadth of Knowledge</th>
<th>Level 3 – Depth of Understanding</th>
<th>Level 4 – Capstone Course</th>
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<tr>
<td><strong>Level 1 – Essential Skills and Competencies</strong></td>
<td>Choose one course from each category listed below: Arts &amp; Culture, Literature &amp; Language, Philosophy &amp; Religion, History &amp; Social Sciences</td>
<td>Choose three courses from one of the concentrations listed below: Identifying with Diversity, Personal, Social and Ethical Responsibility</td>
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OVERVIEW OF CORE REQUIREMENTS

Level One (100-Level) – Essential Skills and Competencies (15 credits)

Students take each of the following courses:

**EN100 – College Writing**
Introduces students to expository and persuasive writing with particular attention to rhetorical strategies and the writing process. Also includes study and practice of the paraphrase and summary. Accuracy, correct grammar, vocabulary development, and sentence structure are emphasized. Prerequisite: Testing for placement. A grade of C or better in EN100 is required to earn graduation credits. **3 credits**

**EN101 – College Writing II**
Provides continued study and practice of expository writing, with emphasis on research writing, including effective gathering and organizing of materials for critical thinking and writing the library research paper. Students also receive continued practice in writing the summary and the paraphrase and learn correct documentation. Prerequisite: EN100 with a grade of C or better. A grade of C or better in EN101 is required to earn graduation credit. **3 credits**

**FY100 – First Year Seminar**
This course provides a semester-long introduction to the college academic experience including emphasis on development of inquiry and communication skills. Seminar topics will vary. This course is required of all first-year students. **3 credits**

**MA180 – Applied Math Concepts**
This is a general education mathematics course for students of all majors. The course emphasis is on consumer mathematics and statistics and their applications. Course topics are consumer mathematics (to include percent, applied percent, interest), metric system and dimensional analysis (to include metric system and non-metric system), and applied statistics (to include descriptive and inferential statistics covering topics such as measures of central tendency, measures of variation, probability, regression and correlation). Prerequisite: Testing for placement. **3 credits**

**SN100 – Frontiers of Science**
The scientific method will be used to investigate current issues of societal concern. Prerequisite: MA180. **3 credits**

*Students must successfully complete FY 100 and EN 100 before moving on to Level Two courses.*

*Students in the Honors Program: Please refer to page 169 for information about how your required interdisciplinary seminars meet core requirements.*
Level Two (200-Level) – Breadth of Knowledge (12 credits)

(Only those Level Two courses that have received full approval by the start of the 2016-2017 academic year have been listed below. Additional courses will be developed and added to each category throughout the academic year. Please check with your academic advisor for an updated list of approved Level Two courses.)

Students must choose a different discipline/prefix for each category. Choose one course from each category:

**Arts & Culture**
This category focuses upon developing an understanding of the arts and other cultural forms, developing skills necessary for individual creative expression, or both. It provides opportunity to explore the aesthetic appreciation and cultural significance of the fine, performing, and media arts, writing, and other modes of expression.

AH201: Modern and Contemporary Art
AR219: Hands on Art History
AR225: Art in Our Environment
DR213: History of Theatre I
ED211: Masterpiece
HI204: American Family and the Home
HI210/ME206: Gangsters and Media Censorship
ME207: Design in Your Life: An Introduction to Visual Communication
MU205: Jazz: The American Musical Venture
MU206: The Art of Song
MU211: Composing with Computers
SP200: Intermediate Spanish I
WR202: Expository Writing
WR203: Creative Writing I
WR211: Persuasive Writing

**Literature & Language**
This category focuses upon developing the skills in textual analysis necessary to interpret works of literature in a variety of forms and genres, both classic and contemporary, and from multiple ethnic and national origins. Furthermore, these courses may include the study of language and literature in a foreign language.

EN205A: The Adventure of English: Language, Literature, and Conquest
EN205B: Myths of Britain: Power, Gender and Identity
EN206A: Empire & Identity: A History of Literature
EN207A: States of Grace
EN208A: A Literature Made by War
EN209A: Heroic Dreams
EN210A: Writing Freedom: The Empowered Self and World Literature
Philosophy & Religion
This category focuses upon expanding intellectual curiosity and developing skills of reflective reasoning with regard to the fundamental questions of human existence. It investigates the assumptions, concepts, and methods pursuant to the goals of knowledge and spiritual self-discovery. Courses will involve the study of religious traditions, philosophical movements, and their contribution to contemporary models of spiritual truth, ethical values, and the human condition.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HN201</td>
<td>The Good Life</td>
</tr>
<tr>
<td>HU210</td>
<td>Happiness</td>
</tr>
<tr>
<td>PH201</td>
<td>Ethics, Policy, and Practice</td>
</tr>
<tr>
<td>RE200</td>
<td>Religion in America</td>
</tr>
<tr>
<td>RE201</td>
<td>Eastern Religious Traditions</td>
</tr>
<tr>
<td>RE202</td>
<td>Western Religious Traditions</td>
</tr>
<tr>
<td>RE231</td>
<td>The Torah, Law and Tradition</td>
</tr>
<tr>
<td>RE232</td>
<td>Prophets and Social Justice</td>
</tr>
<tr>
<td>RE241</td>
<td>Jesus, Gospels, and Canon</td>
</tr>
<tr>
<td>RE242</td>
<td>Paul and the Early Church</td>
</tr>
<tr>
<td>RE251</td>
<td>Religion in Film and Literature</td>
</tr>
<tr>
<td>RE252</td>
<td>Introduction to Black Theology</td>
</tr>
</tbody>
</table>

History & Social Sciences
This category focuses upon developing an understanding of the significance and influence of historical events and how they shape the present. It also explores the complexity of individuals, societies and cultures. It includes study of the development of the self, relationships between individuals and society, and changing political, societal and cultural forces.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA201/HI211</td>
<td>African Cultures &amp; Traditions</td>
</tr>
<tr>
<td>AA202</td>
<td>Hollywood’s Africa: Myths, Monsters, Mercenaries, and Magic</td>
</tr>
<tr>
<td>AM206/HI208</td>
<td>Coming to America</td>
</tr>
<tr>
<td>CM210</td>
<td>Human Communications</td>
</tr>
<tr>
<td>ED212</td>
<td>Young Adult Literature, Documentaries and Music as Lens to 20th Century America</td>
</tr>
<tr>
<td>GE205</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>GS200</td>
<td>Strong Women, Strong Men</td>
</tr>
<tr>
<td>HI203</td>
<td>1960s: Culture in Conflict</td>
</tr>
<tr>
<td>HI206</td>
<td>Epidemics in History</td>
</tr>
<tr>
<td>HI214</td>
<td>Modern Asia</td>
</tr>
<tr>
<td>HI225</td>
<td>Ancient History</td>
</tr>
<tr>
<td>HI227</td>
<td>Post-World-War-II America</td>
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<td>HI241</td>
<td>Public History</td>
</tr>
<tr>
<td>HN202</td>
<td>The Social Good</td>
</tr>
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<td>HU230A</td>
<td>Living in the USA</td>
</tr>
<tr>
<td>IS200</td>
<td>Introduction to Comparison of Cultures</td>
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<td>LJ250</td>
<td>The Prison Culture of America</td>
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<td>ME205/HI215</td>
<td>It’s a Conspiracy!</td>
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<td>PE220</td>
<td>Experiential Learning through Play</td>
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<td>PO241</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>PO260</td>
<td>Responsible Citizenship</td>
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<tr>
<td>PY201</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>SO/AM205</td>
<td>Popular Culture</td>
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</table>
Students must successfully complete three Level Two courses and all Level One courses before moving on to Level Three courses.

**Level Three (300/400-Level) – Depth of Understanding (9 credits)**

(Level Three courses are currently in development and will be implemented during the 2015-2016 academic year)

Students must choose a different discipline/prefix for each course in the concentration. Choose three courses from one of the following concentration areas:

**Identifying with Diversity**
This concentration area focuses upon increasing understanding of a variety of perspectives. These perspectives could be (for example) traditional, racial, national, cultural, philosophical, political, religious, or social (among others). Courses in this area should develop skills in understanding and evaluating such perspectives, and in applying them to a breadth of academic disciplines and cultural situations.

AA301: African Americans in Film
AA/HI302: Africans and the Making of the Atlantic World
BI/PY/SN327: Animal Behavior
ED311: Literature for Children
EN319: Fairy Tales
EN320: Adolescent Literature
EN324: Gendered Rhetoric
EN329: Studies in Drama
EN336: African American Prose and Drama
EN337: African American Poetry
EN350: American Immigrant Literature
EN375: Contemporary World Literature
ES/SN310: Introduction to GIS
HI313: Modern Europe
HI319: Modern Latin America
HI320: African American History
HI330: The American Civil War and Reconstruction
HI338: Exhibiting Controversy
HI340: The Gilded Age & Progressive Era
HI345: The Cold War in Popular Culture
HI346: The Golden Age of Islam, 570-1570
HI347: Modern Japan
HI/RE349: Modern Islamic Societies: Family, Faith & Terror
HI350: The Good, The Bad, The Ugly: Early Modern Europe
HI352: Tyrants in World History
HI/AM353: The American West: Diversity, Equality, and Inequality
HI460: History Colloquium
IS310: Foreign Cultures in Film
MA325: Introduction to SAS Programming
ME300: Media and Culture
ME301: Documentary Film
MU327: Music: The Universal Language
NR306: Holistic Health  
PO355: Constitutional Law: Rights  
PO/GS363: Gender and Leadership  
PY309: Psychology of Death and Dying  
PY320: Psychology and Media Effects  
RE351/HI344: The English Reformation  
SN301: Evolution: Not Just a Theory  
SO302: Race and Ethnicity  
SO305: Contemporary Global Social

**Personal, Social, and Ethical Responsibility**

This concentration area focuses upon understanding ideas of “right living” and what is good for human beings, and how such ideas affect personal conduct and the structures of society. This could include (for example) examining the nature and adoption of ethical principles, analyzing the application of rules and principles to particular fields, examining how societies are structured to offer guidance for individual or collective behavior, or exploring particular ways personal and social responsibilities can be balanced. Courses in this area should develop skills in understanding and articulating ethical considerations, in understanding the values that support personal and social actions, in articulating ideas about personal freedom and interpersonal relationships, and in recognizing and evaluating the ways in which these issues are handled in real-life situations.

**Level Four (400-Level) – Application (3 credits)**

**Capstone Course** (in major)
<table>
<thead>
<tr>
<th>Major</th>
<th>Core Course</th>
<th>Required Substitution</th>
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<tbody>
<tr>
<td>Bachelor of Science in Accounting</td>
<td>MA180</td>
<td>MA102 and MA201</td>
</tr>
<tr>
<td>Bachelor of Science in Biology</td>
<td>MA180</td>
<td>MA205 and either MA211, or MA111</td>
</tr>
<tr>
<td></td>
<td>SN100</td>
<td>BI140 and BI150</td>
</tr>
<tr>
<td>Bachelor of Science in Biological Chemistry</td>
<td>MA180</td>
<td>MA205 and MA211</td>
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<tr>
<td></td>
<td>SN100</td>
<td>BI150 and CH150</td>
</tr>
<tr>
<td>Bachelor of Science in Business Administration</td>
<td>MA180</td>
<td>MA102 and MA201</td>
</tr>
<tr>
<td>Bachelor of Science in Education K-6</td>
<td>SN100</td>
<td>BI100</td>
</tr>
<tr>
<td>Bachelor of Science in Education K-6/Special Education</td>
<td>SN100</td>
<td>BI100</td>
</tr>
<tr>
<td>Bachelor of Science in Environmental Policy</td>
<td>MA180</td>
<td>MA111 and MA205</td>
</tr>
<tr>
<td></td>
<td>SN100</td>
<td>BI100 and BI140</td>
</tr>
<tr>
<td>Bachelor of Science in Environmental Science</td>
<td>MA180</td>
<td>MA205 and MA211</td>
</tr>
<tr>
<td></td>
<td>SN100</td>
<td>BI140 and BI150</td>
</tr>
<tr>
<td>Bachelor of Science in Exercise Science</td>
<td>SN100</td>
<td>BI210</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics and Data Science</td>
<td>MA180</td>
<td>MA211 and MA120</td>
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<tr>
<td>Bachelor of Science in Mathematics and Data Science</td>
<td>SN100</td>
<td>PS240</td>
</tr>
<tr>
<td>Bachelor of Science in Medical Technology</td>
<td>MA180</td>
<td>MA111 and MA201</td>
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<td></td>
<td>SN100</td>
<td>BI140 and BI150</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>SN100</td>
<td>BI210</td>
</tr>
<tr>
<td>Bachelor of Science in Physical Education</td>
<td>SN100</td>
<td>BI210</td>
</tr>
<tr>
<td></td>
<td>MA180</td>
<td>MA102 and MA201</td>
</tr>
<tr>
<td>Bachelor of Science in Sports Management</td>
<td>SN100</td>
<td>BI210</td>
</tr>
<tr>
<td>Pre-Professional Occupational Therapy Program</td>
<td>MA180</td>
<td>MA112 and either MA201, MA205, or PY222</td>
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<tr>
<td></td>
<td>SN100</td>
<td>BI210</td>
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<tr>
<td>Pre-Professional Physical Therapy Program</td>
<td>MA180</td>
<td>MA112 and either MA201, MA205, or PY222</td>
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<td></td>
<td>SN100</td>
<td>BI210</td>
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</table>
Wesley College
Core Curriculum

Level One: Essential Skills & Competencies (15 Credits)
- Applied Math Concepts
  - MA180
- Frontiers of Science
  - SN100
- First-Year Seminar
  - FY100
- College Writing I
  - EN100
  (*Requires grade of C or better.
- College Writing II
  - EN101
  (*Requires grade of C or better.

Level Two: Breadth of Knowledge (12 Credits)
- Arts & Culture
- Literature & Languages
- Philosophy & Religion
- History & Social Sciences

Level Three: Depth of Understanding (9 Credits)
- Concentration Course 1
- Concentration Course 2
- Concentration Course 3

Concentrations: Identifying with Diversity;
Personal, Social, and Ethical Responsibility

Level Four: Application (3 Credits)
Capstone (in major)

Choose one approved course from each of the following categories:

Students choose from a range of integrative courses approved for each category.
Level Three: Students choose one concentration and take three courses approved for that concentration.
Core Curriculum Worksheet:
Use this page to track progress through the Core Curriculum.

Add courses as completed towards each level of the core.

Arts & Culture: ___________________

Literature & Languages: ___________________

Philosophy & Religion: ___________________

History & Social Sciences: ___________________

Course 1: ___________________

Course 2: ___________________

Course 3: ___________________

Concentration: ___________________

Capstone: ___________________

Applied Math Concepts
MA180

Frontiers of Science
SN100

First-Year Seminar
FY100

College Writing I
EN100
*Requires grade of C or better.

College Writing II
EN101
*Requires grade of C or better.

Student Progress
WESLEY COLLEGE
UNDERGRADUATE PROGRAMS OF STUDY
Accounting

SCHOOL
MBNA School of Business and Accounting

PROGRAM
Bachelor of Science, Accounting

MINOR
Accounting

CERTIFICATE
Accounting (Post-Baccalaureate)

The Bachelor of Science in Accounting program provides accounting majors with learning experiences that prepare them to function as key decision-makers in the public, private, and not-for-profit sectors of a global economy. Built on a comprehensive liberal arts and sciences education, the major requires a broad understanding of accounting and business-related theory and practice. The program prepares students in technical competency, business acumen, problem-solving skills, and interpersonal and communication skills required of accounting professionals. In addition, students are prepared for graduate study, professional testing, and lifelong learning opportunities.

A Wesley College student who does not initially declare accounting as a major must have an overall cumulative grade point average of 2.0 or better to be accepted in the accounting program.

Once matriculated in the accounting program, a major must take all 300 and 400 level accounting courses at Wesley College. Exemptions may be granted with the pre-approval of the department chair on an individual basis.

Graduates of the Bachelor of Science in accounting program:

1. Apply generally accepted accounting principles in the workplace.
2. Utilize skills that are adaptable and sustainable in a competitive business environment.
3. Interpret transactional data to identify trends, errors, and exceptions in Business.

SPECIAL FEATURES
- Internship Opportunities
- Tutoring Opportunities
- Accounting Society
- Student Chapter of Institute of Management Accountants (IMA)
- Advisory Board of Accountants

THREE PLUS TWO PLAN
For a student who chooses to sit for CPA testing, a five year plan including the baccalaureate degree in accounting and the MBA degree provides the 150 hours required in most states. A course sequence may be tailored individually for an interested student who maintains a 3.00 cumulative grade point average or higher.
### Bachelor of Science in Accounting Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wesley College Core Curriculum</strong></td>
<td><strong>33 Credits</strong></td>
<td>See page 40</td>
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<tr>
<td>AC130</td>
<td>Accounting Perspectives</td>
<td>1</td>
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<td>Principles of Accounting I</td>
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<td>AC203</td>
<td>Principles of Accounting II</td>
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<td>Intermediate Accounting I</td>
<td>3</td>
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<tr>
<td>AC301</td>
<td>Intermediate Accounting II</td>
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<tr>
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<tr>
<td>AC311</td>
<td>Federal Taxation</td>
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<td>AC316</td>
<td>Accounting Information Systems</td>
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<td>C or better</td>
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<tr>
<td>AC408</td>
<td>Auditing</td>
<td>3</td>
<td>C or better</td>
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<td>Advanced Accounting</td>
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<td>BA312</td>
<td>Quantitative Business Analysis</td>
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<td>CM101</td>
<td>Public Speaking</td>
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<td>C or better</td>
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<td>EC201</td>
<td>Microeconomics</td>
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<td>Macroeconomics</td>
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<td>EC300</td>
<td>Finance</td>
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<td>EC302</td>
<td>Investments</td>
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<td>Business Ethics</td>
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<td>Intro to Psychology</td>
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</table>

**Major Requirement Credit Hours** **84**

**Free Electives** **7**

**Total Degree Requirement Credits** **124**
# Bachelor of Science in Accounting

## Proposed Four-Year Course Schedule

### First Year

**Fall:**
- AC130
- AC202
- EN100 (Core)
- MA102 (Core)
- FY100 (Core)
- PY100

**Spring:**
- AC203
- EN101 (Core)
- MA111
- MK204
- CM101

### Second Year

**Fall:**
- AC300
- EC201
- MG206
- MA201 (Core)
- Level Two (Core)

**Spring:**
- AC301
- EC202
- SN100 (Core)
- Level Two (Core)

### Third Year

**Fall:**
- AC310
- AC311
- BA312
- BA300
- EC300
- Level Two (Core)

**Spring:**
- AC316
- EC302
- BA301
- Level Three (Core)
- Level Three (Core)

### Fourth Year

**Fall:**
- AC409
- PH300
- MA211
- Level Three (Core)
- Electives

**Spring:**
- AC408
- AC412
- AC416
- Electives
BACHELOR OF SCIENCE IN ACCOUNTING AND MASTER OF ACCOUNTING
PROPOSED FIVE-YEAR COURSE SCHEDULE
THREE PLUS TWO PLAN

First Year:

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<thead>
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<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>AC130</td>
<td>AC203</td>
<td>MG206</td>
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<td>MA201 (Core)</td>
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<td>MA111</td>
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Second Year:

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Third Year:

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<tbody>
<tr>
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<td>BA504</td>
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<td>EC302</td>
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<tr>
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<td>EC300</td>
<td>PH300</td>
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<td>AC409</td>
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Fourth Year:

<table>
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<tr>
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<th>Spring</th>
<th>Summer</th>
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<tbody>
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Fifth Year:

<table>
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<td>BA507</td>
<td>BA515</td>
</tr>
<tr>
<td>BA513</td>
<td>BA525</td>
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</table>
American Studies

PROGRAM
Bachelor of Arts in American Studies

MINOR
American Studies

The Wesley College American Studies Program examines, from many academic disciplines, the development and expressions of a national culture, countercultures, and many subcultures. Students in the program explore different aspects of the American experience locally, nationally, and globally.

The B.A. degree in American Studies is an interdisciplinary course of study focusing on the culture and society of the United States. It provides students with a broad liberal education that may include course work in American history, music, art, literature, politics and religion. The number of electives in this program makes it possible for American Studies students to pursue a double major or a minor in an additional discipline.

Graduates of the Wesley College American Studies Program will:

1. Identify characteristics of American Culture while demonstrating knowledge of the major approaches to American life in the past and the present and an understanding of the connections between American cultural systems
2. Utilize critical thinking and analysis in their study of American life
3. Exhibit oral and written communication skills in their multidisciplinary courses

SPECIAL FEATURE

- Internships at local museums, historic sites, and historical agencies are available
# Bachelor of Arts in American Studies Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
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BACHELOR OF ARTS IN AMERICAN STUDIES
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:
AM200
FY100 (Core)
EN100 (Core)
MA180 (Core)
HI103
Electives

Spring:
RE200
HI104
EN101 (Core)
SN100 (Core)
Electives

Second Year
Fall:
PO231
Level Two (Core)
Level Two (Core)
Major Electives

Spring:
Major Electives
MU205
Level Two (Core)
Level Two (Core)

Third Year
Fall:
Major Elective
Level Three (Core)
300-400 Level Electives
EN350/EN315C/EN336

Spring:
Major Elective
Level Three (Core)
Level Three (Core)
300-400 Level Electives

Fourth Year
Fall:
Major Elective
300-400 Level Electives
Electives

Spring:
AM400
300-400 Level Electives
Electives
Biology

PROGRAMS
Bachelor of Science in Biology
Associate of Science in Biology

CONCENTRATIONS IN BIOLOGY
Biology
Marine Biology

MINORS
Biology
Human Biology
Chemistry
Pre-Medicine

MAJOR IN BIOLOGY (B.S.)

The Biology program provides students with the requisite knowledge in biology and chemistry necessary for the student to pursue a career in industry, education, scientific research, or to enter a graduate or professional medical program. This training involves understanding and exemplifying investigative methods and techniques, critical analysis, writing and communicative skills and the quest to relate existing knowledge to new and challenging scientific situations. Students are encouraged to experience the diversity of science and to explore the interaction between scientific discovery and application to current world problems.

Students who wish to declare this major, or transfer into this major from another institution or from another program within Wesley College, must be currently enrolled in MA102 or higher, and must have a GPA of 2.0 or higher. Higher-level math courses are those in the math sequence (MA111, 112, 211, 212); MA180 is not a sequential math course. The GPA requirement will be waived for incoming, first-semester students.

Graduates of the Biology Program:
1. Possess an inclusive knowledge of the field, and are able to demonstrate their ability to use this knowledge in a variety of settings.
2. Demonstrate competence in the laboratory by being familiar with the use of equipment, practicing safe techniques, as well as the ability to acquire and process data.
3. Exhibit analytical skills, including the capacity to formulate hypotheses and to rationally evaluate data.
4. Demonstrate aptitude in expressing themselves in oral and written formats, exhibiting clarity, a logical concise manner, the ability to define topics, and provide supporting evidence.

SPECIAL FEATURES
- Study abroad
- NIH-funded internship opportunities

Biology majors must take all required Biology courses at Wesley College once they have matriculated. Students who transfer required Biology courses into Wesley prior to matriculating at Wesley will have those courses applied towards their BS degree at Wesley subject to review and approval of the Department Chair. This requirement may be waived, based upon specific individual circumstances, with the approval of the Department Chair.
### Bachelor of Science in Biology Degree Requirements

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BACHELOR OF SCIENCE IN BIOLOGY
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:  
BI140 (Core)  
CH150  
FY100 (Core)  
EN100 (Core)  
MA211

Spring:  
BI150 (Core)  
CH200  
EN101 (Core)  
MA205  
Free Electives

Second Year
Fall:  
BI155  
CH210  
Level Two (Core)  
Level Two (Core)

Spring:  
BI218  
CH160  
Level Two (Core)  
Level Two (Core)  
Free Electives

Third Year
Fall:  
BI322  
PS240  
Level Three (Core)  
Free Electives

Spring:  
BI340  
CH326  
PS250  
BI406  
Free Electives

Fourth Year
Fall:  
BI Electives  
BI407  
Level Three (Core)  
Free Electives

Spring:  
BI Electives  
BI407  
Free Electives

NOTE: Student can elect to take BI404 or BI406 & BI407

Level Three (Core)
# Bachelor of Science in Biology with a Concentration in Marine Biology Degree Requirements

<table>
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<th>Course Prefix and Number</th>
<th>Course Name</th>
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<td>See page 40</td>
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# Bachelor of Science in Biology with a Concentration in Marine Biology

## Proposed Four-Year Course Schedule

### First Year

- **Fall:**
  - BI140 (Core)
  - CH150
  - FY100 (Core)
  - EN100 (Core)
  - MA211
- **Spring:**
  - BI150 (Core)
  - CH200
  - EN101 (Core)
  - MA205
  - Free Electives

### Second Year

- **Fall:**
  - BI155
  - CH210
  - Level Two (Core)
  - Level Two (Core)
  - Free Electives
- **Spring:**
  - BI218
  - CH160
  - Level Two (Core)
  - Level Two (Core)
  - Free Electives

### Third Year

- **Fall:**
  - BI322
  - PS240
  - Level Three (Core)
  - Free Electives
  - BI406
- **Spring:**
  - BI340
  - CH326
  - PS250
  - Free Electives

### Fourth Year

- **Fall:**
  - BI Electives
  - BI407
  - Level Three (Core)
  - Free Electives
- **Spring:**
  - BI Electives
  - Free Electives
  - Level Three (Core)
Graduates of the Biology Program with an AS degree

1. Possess a rudimentary knowledge of the field and are able to demonstrate their ability to use this knowledge in a variety of settings.
2. Demonstrate familiarity with the use of laboratory equipment, practicing safe techniques, as well as the ability to acquire and process data.
3. Exhibit analytical skills, including the capacity to formulate hypotheses and to evaluate data rationally.
4. Demonstrate competence in expressing themselves in oral and written formats, exhibiting clarity, a logical concise manner, the ability to define topics, and provide supporting evidence.

### Associate of Science in Biology

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<td><strong>Major Electives</strong></td>
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ASSOCIATE OF SCIENCE IN BIOLOGY
PROPOSED TWO-YEAR COURSE SCHEDULE

First Year

Fall:          Spring:
EN100          EN101
MA102          BI150
FY100          MA111
BI140          2 Level II Core
Free elective

Second Year

Fall:          Spring:
CH150          CH160
PS200          Level II Core
MA201 or MA205 2 major electives
Level II Core
Free elective
Biological Chemistry

PROGRAM
Bachelor of Science in Biological Chemistry

The Department of Chemistry is dedicated to provide excellence in teaching chemistry and applied areas of chemistry and biology at the undergraduate level to a diverse student population, and to provide service to the campus, the community and society. Our mission is to graduate articulate and creative individuals ready for careers or graduate studies in chemistry-based sciences including medicine, pharmacology and chemical biology.

The Biological Chemistry program provides students with requisite knowledge and laboratory experience in chemistry and biology necessary to pursue a career in the pharmaceutical or chemical industry, pharmacy, biotechnology, education, scientific research, or to enter a graduate or professional medical program. The training stresses investigative methods and lab techniques, advanced instrumentation, critical analysis of scientific data and hypotheses, writing and communicative skills, and the relationship between scientific advances and public policy.

Students take courses in a variety of subject areas of science, giving them a broad base of knowledge. Opportunities exist for participation in undergraduate research during the regular semester or in research settings as paid summer internships. On completion of a research project, students have the opportunity to present outcomes of their findings at regional or national scientific conferences and often co-author published work. During the required senior project, students gain the experience of gathering background literature, designing, and conducting their own research or educational project.

Students who wish to declare this major, or transfer into this major from another institution or from another program within Wesley College, must be currently enrolled in MA102 or higher, and must have a GPA of 2.0 or higher. Higher-level math courses are those in the math sequence (MA111, 112, 211, 212); MA180 is not a sequential math course. The GPA requirement will be waived for incoming, first-semester students.

Graduates of the Biological Chemistry Program:
1. Have a working knowledge of chemical and biological principles appropriate for entry level positions in the pharmaceutical industry.
2. Have the requisite knowledge and laboratory experience in biology, chemistry and physics to enter a professional medical program or graduate school.
3. Demonstrate competence in the laboratory by being familiar with the use of equipment, practicing safe techniques, as well as the ability to acquire and process data.
4. Exhibit analytical skills, including the capacity to formulate hypotheses and to rationally evaluate data.
5. Demonstrate aptitude in expressing themselves in oral and written formats, exhibiting clarity, a logical concise manner, the ability to define topics, and provide supporting evidence.

SPECIAL FEATURES
- NIH-funded internship opportunities
- Travel to present research outcomes at national or regional scientific conferences
- Study abroad
<table>
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<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
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**BACHELOR OF SCIENCE IN BIOLOGICAL CHEMISTRY**
**PROPOSED FOUR-YEAR COURSE SCHEDULE**

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68
Business Administration

SCHOOL
MBNA School of Business and Accounting

CONCENTRATIONS (BSBA)
Economics
Management
Marketing

The Bachelor of Science degree in Business Administration, grounded in a context of liberal arts and sciences, offers students a broad range of business skills, and is completed with a specific concentration. While a tier of business courses provides knowledge and skills useful for all business students, a concentration choice of Economics, Management, or Marketing allows in-depth study directed for success in a competitive marketplace.

A Wesley College student who does not initially declare business as a major must have an overall cumulative grade point average of 2.0 or better to be accepted in the business program.

Once matriculated in the business program, a major must take all 300 and 400 level business requirements (AC, EC, BA, MG, MK prefixes) at Wesley College. Exemptions may be granted with the pre-approval of the department chair on an individual basis.

A graduate of the Business Administration program:
1. Analyzes business organizational performance using quantitative and qualitative data
2. Utilizes analyses of business data to formulate and evaluate alternative solutions and recommendations
3. Uses oral and written communication skills to convey business related information to internal and external stakeholders

SPECIAL FEATURES
- Internship opportunities available for eligible Business Administration Majors
- Students may participate in Student Team Projects
- Affiliate of Sigma Beta Delta International Honor Society
- Advisory Board of Prominent Business Leaders

THREE PLUS TWO PLAN
For an interested student who maintains a 3.00 cumulative GPA, a five year plan including the Baccalaureate of Science in Business Administration and the Master of Business Administration degree programs may be individually tailored. A student needs to declare the plan at least by the end of the junior year.
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<tr>
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<th>Requirement for Course</th>
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<td>The Business Environment</td>
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<td>C or better</td>
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<tr>
<td>BA150</td>
<td>Microcomputer Applications</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>BA212</td>
<td>International Business</td>
<td>3</td>
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<tr>
<td>BA300</td>
<td>Business Law I</td>
<td>3</td>
<td>C or better</td>
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<td>BA325</td>
<td>Business Communications</td>
<td>3</td>
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<td>BA430</td>
<td>Business Policy and Strategy</td>
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<tr>
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# Bachelor of Science in Business Administration With Concentration in Management Degree Requirements

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BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
First Year
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BA120 CM101
BA150 EN101 (Core)
EN100 (Core) MA201 (Core)
FY100 (Core) MK204
MA102 (Core) Electives
PY100

Second Year
Second Year
Fall: Spring:
AC202 AC203
EC201 EC202
MG206 SN100 (Core)
Level Two (Core) MG212
Electives Level Two (Core)

Third Year
Third Year
Fall: Spring:
AC302 EC300
BA300 Concentration
BA325 Concentration
Concentration Level Three (Core)
Level Two (Core) Level Three (Core)
Level Two (Core)

Fourth Year
Fourth Year
Fall: Spring:
MG404 BA430
PH300 Concentration Electives
Concentration Electives Electives
Concentration Electives Level Three (Core)
Electives

73
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
AND MASTER OF BUSINESS ADMINISTRATION
PROPOSED FIVE-YEAR COURSE SCHEDULE
THREE PLUS TWO PLAN

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Educational Studies and Teacher Licensure

PROGRAMS
Bachelor of Science in Elementary Education K-6
Bachelor of Science in Elementary K-6, and Special Education (Dual Certification)
Bachelor of Science in Educational Studies
Bachelor of Science in Physical Education K-12 (see page 179)

The mission of the Teacher Education programs at Wesley College is to prepare teacher candidates to function as knowledgeable, self-directed, caring, and confident professionals who are able to act as change agents for educational reform throughout their careers.

Graduates of the Education program:
1. Demonstrate comprehensive knowledge of content and life-long learning strategies for independent knowledge construction.
2. Demonstrate comprehensive knowledge of pedagogy, including self-knowledge and knowledge of how children, youth, and others learn.
3. Demonstrate continual growth in Content Pedagogical Knowledge through planning, delivering, differentiating, and assessing instruction in ways that align to social constructivist practice and content standards.
4. Demonstrate growth in scholarly competencies, including critical thinking, reflection, technological literacy, and communication through multiple texts.
5. Demonstrate growth in the dispositions of persistence, tolerance for ambiguity, work ethic, and self-directed learning as learners first and then as teachers who consistently demonstrate these professional qualities in multiple professional contexts and settings.

SPECIAL FEATURES
• NCATE accredited program
• All programs are nationally recognized by Specialty Professional Associations.
• Partnerships with local schools for field work and student teaching.
• Field experience in most education classes
• All candidates participate in a year-long student teaching experience.

Elementary Degree Programs
The Education Department at Wesley offers two elementary degree programs
1. Elementary K-6. This degree culminates in K-6 certification. Preparation includes course work in child and young adolescent development; learning theories; classroom management; language arts, mathematics, science and social studies curricula, the importance of understanding diversity, and categories of exceptionality. Focus is placed on planning, delivering, and assessing instruction in the general education classroom.
2. Elementary K-6/Special Education. Preparation leads to dual certification in elementary K-6 and Special Education with a focus on teaching in inclusion classes in K-6. The degree culminates in certification in elementary K-6 and special education. Preparation includes coursework from the K-6 program plus courses in special law and history. Focus is placed on diagnostic assessment of learning issues, deeper knowledge of learning theory, specialized curriculum for students with special needs, and importance and skills for collaboration with colleagues, parents, and students.
Elementary Education K-6

REQUIREMENTS

1. Prior to admission to yearlong internship (senior year), the following criteria must be met:
   - A grade point average of 3.00
   - Passing scores on all four Praxis Elementary Multiple Subjects Tests (5001)
   - Valid negative TB test
   - Current criminal background check
   - Current Delaware Child Protection Registry Check
   - Authorization Release form

2. In order to graduate with a teacher certification degree, the following criteria must be met:
   - A culminating GPA of 3.00
   - Passing scores on Praxis Performance Assessment for Teachers (PPAT)
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BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION K-6  
PROPOSED FOUR-YEAR COURSE SCHEDULE

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<tr>
<td>Content Area Elective</td>
<td>Level Three (Core)</td>
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<td>Level Three (Core)</td>
<td>Content Area Elective</td>
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<table>
<thead>
<tr>
<th>Fourth Year (Student Teaching Year)</th>
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<tr>
<td><strong>Fall:</strong></td>
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<tr>
<td>ED454</td>
<td>ED458</td>
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<tr>
<td>ED455</td>
<td>ED459</td>
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<tr>
<td>ED456</td>
<td>ED493</td>
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<td><strong>Spring:</strong></td>
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</table>
Elementary Education K-6 and Special Education (Dual Certification)

The Education Department at Wesley offers a degree program in elementary/special education which provides for dual certification in elementary (K-6) and special education. The program builds on the current elementary education program. In addition to requirements for elementary as listed above, candidates take 18 hours in special education, including: history and philosophy of special education, systemic effects on learning, applied learning theory (practicum), diagnostic assessment (clinical), internships in inclusion and segregated settings.

In addition to the general outcomes of the Education Department, candidates will:
(1) Demonstrate content knowledge in the disciplines at a level to enable the candidates to work collaboratively with regular teachers in classrooms.
(2) Demonstrate advanced pedagogical and content pedagogical knowledge needed to provide specialized instruction to diverse learners.
(3) Demonstrate specialized skill in assessment and adaptation of learning environments and materials in a variety of classroom settings to meet individual needs.
(4) Demonstrate professional and communication skills to collaborate with colleagues and parents to solve problems for students.
(5) Demonstrate knowledge of laws and regulations related to special education.

**REQUIREMENTS**

1. Prior to admission to yearlong internship (senior year), the following criteria must be met:
   - A grade point average of 3.00
   - Passing scores on all four Praxis Elementary Multiple Subjects Tests (5001)
   - Valid negative TB test
   - Current criminal background check
   - Current Delaware Child Protection Registry Check
   - Authorization Release form

2. In order to graduate with a teacher certification degree, the following criteria must be met:
   - A culminating GPA of 3.00
   - Passing scores on Praxis Performance Assessment for Teachers (PPAT)
   - Passing scores on the Praxis Special Education Core Knowledge and Applications (5354)
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED103</td>
<td>Foundations of Educational Professionalism</td>
<td>3</td>
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<tr>
<td>ED105</td>
<td>Children's Growth, Development, and Learning</td>
<td>3</td>
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<tr>
<td>ED207</td>
<td>Curriculum Instruction in English Language Arts, 1</td>
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<tr>
<td>ED210</td>
<td>Curriculum and Instruction in Mathematics, 1</td>
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<td>ED225</td>
<td>Curriculum and Instruction in Social Studies, 1</td>
<td>3</td>
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<tr>
<td>ED290</td>
<td>The Exceptional Child</td>
<td>3</td>
<td></td>
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<tr>
<td>ED291</td>
<td>History and Philosophy of Special Education</td>
<td>3</td>
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<tr>
<td>ED292</td>
<td>Systemic Effects on Learning</td>
<td>3</td>
<td></td>
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<td>ED303</td>
<td>Curriculum and Instruction in Mathematics, 2</td>
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<td>ED340</td>
<td>Curriculum and Instruction in Science</td>
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<tr>
<td>ED341</td>
<td>Classroom-Based Assessment</td>
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<td></td>
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<td>ED350</td>
<td>Technology for Teaching</td>
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<td></td>
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<tr>
<td>ED440</td>
<td>Applied Learning Theory</td>
<td>3</td>
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<tr>
<td>ED441</td>
<td>Diagnostic Assessment</td>
<td>3</td>
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<td>ED454</td>
<td>Integrated Elementary Language Arts Methods</td>
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<td>Integrated Elementary Mathematics Methods</td>
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<td>ED456</td>
<td>Integrated Elementary Science Methods</td>
<td>1.5</td>
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<tr>
<td>ED457</td>
<td>Integrated Elementary Social Studies Methods</td>
<td>1.5</td>
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<tr>
<td>ED458</td>
<td>Classroom and Behavior Management</td>
<td>3</td>
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<td>Student Teaching I, Analysis of Teaching</td>
<td>3</td>
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<tr>
<td>ED481</td>
<td>Student Teaching II, K-6/Special Ed</td>
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<td>ED493</td>
<td>The Reflective Teacher</td>
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<td>Fundamentals of Algebra</td>
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<td>MA220</td>
<td>Foundations of Geometry</td>
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<td>PS102</td>
<td>Earth Science</td>
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BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION K-6 AND/SPECIAL EDUCATION (DUAL CERTIFICATION)
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:                      Spring:
ED103                      ED207
ED105                      ED290
EN100 (Core)               EN101 (Core)
FY100 (Core)               BI100 (Core)
MA101 (Core)               MA180 (Core)

Second Year
Fall:                      Spring:
ED210                      ED225
ED291                      ED292
Level Two (Core)           Level Two (Core)
MA220                      Level Two (Core)
PS102                      Level Two (Core)

Third Year
Fall:                      Spring:
ED321                      ED303
ED340                      ED304
ED350                      ED341
ED440                      ED441
Elective                   Level Three (Core)
Level Three (Core)         Level Three (Core)

Fourth Year (Student Teaching Year)
Fall:                      Spring:
ED454  ED441              ED481
ED455  ED459              ED493
ED456
ED457
ED458
Educational Studies

Educational Studies is a non-licensure program for those who want to pursue an educationally-focused career in a variety of fields and contexts. Graduates of Wesley Educational Studies have found career opportunities in: corporate training, human resources, Boys and Girls Club, day care management, museum interpreter who created and trained others in display management, employment in a global financial company, advocacy and mentoring in academics and athletics, and housing advocacy.

The final semester of the program is a 400 hour professional internship with a practice-based research requirement to provide authentic professional preparation.

**Program Objective:** To prepare socially and ethically responsible graduates well-grounded in educational theory, policy, issues, and practice who will serve in a variety of professional contexts or settings as role models and leaders for positive change through education.

Graduates of the Education Studies program must demonstrate:

1. Comprehensive knowledge of content and life-long learning strategies for independent knowledge construction.
2. Comprehensive knowledge of pedagogy, including self-knowledge and knowledge of how others learn.
3. Growth in scholarly competencies, including critical thinking, reflection, technological literacy, and communication through multiple texts.
4. Growth in the dispositions of persistence, tolerance for ambiguity, work ethic, and self-directed learning in their professional setting.

**SPECIAL FEATURES**

- The Educational Studies degree offers flexibility for present majors in EDK-6 or PE K12 licensure tracks to complete their degree, and apply their educational training to broader venues.
- The Educational Studies degree has flexibility in the required courses, with the option for elective courses in each of the broadly defined programmatic categories.
- The Educational Studies major requires 30 credit hours of free electives, 18 of which must be at 200 or 300 levels. Students are strongly encouraged to use their free elective hours to pursue a minor or a concentration in a single area of study to provide depth in a specific content area that will support their career interests.
- The Professional Practicum provides professional experience in the final semester of the program, preparing them for the workplace, and providing them with the opportunity to develop professional networks prior to graduation.

**REQUIREMENTS**

Educational Studies degree candidates are required to:

- Maintain an overall 2.50 GPA.
- Take 33 credit hours across the liberal arts content or in a content minor or concentration.
- Complete a professional practicum and practicum-focused research their final semester
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed</th>
<th>Grade Earned</th>
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<tr>
<td></td>
<td>Wesley College Core Curriculum</td>
<td>37-40</td>
<td>See page 40</td>
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<td></td>
<td><strong>Learning Requirements</strong></td>
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<tr>
<td>ED105 Or PE262</td>
<td>Children’s Growth, Development, and Learning Motor Development</td>
<td>3</td>
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<tr>
<td>ED210 Or PE264</td>
<td>Curriculum and Instruction in Mathematics, 1 Instructional Approaches for Diverse Learners</td>
<td>3</td>
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<tr>
<td>ED290 Or PE327</td>
<td>The Exceptional Child Adapted/Special Physical Education</td>
<td>3</td>
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<td>ED292 Or PE220</td>
<td>Systemic Effects on Learning Experiential Learning Through Play</td>
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<td><strong>Curriculum and Assessment Requirements</strong></td>
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<td>ED303 Or PE324</td>
<td>Curriculum and Instruction in Mathematics, 2 Curriculum Planning and Practice</td>
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<td>ED340 Or PE317</td>
<td>Curriculum and Instruction in Science Methods of Elementary Physical Education</td>
<td>3</td>
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<tr>
<td>ED341 Or PE403</td>
<td>Classroom-Based Assessment Assessment &amp; Statistics in Physical Education</td>
<td>3</td>
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<tr>
<td>ED340 Or PE324</td>
<td>Curriculum and Instruction in Science Curriculum Planning and Practice</td>
<td>3</td>
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<tr>
<td>ED207 Or PE340</td>
<td>Curriculum Instruction in English Language Arts, 1 Responsive Leadership Through Purposeful Play</td>
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<tr>
<td>ED350 Or PE318</td>
<td>Technology for Teaching Methods of Teaching Health for Middle and Secondary Schools</td>
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<td>Foundations of Educational Professionalism</td>
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<td>History and Philosophy of Special Education</td>
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<tr>
<td>ED225 Or PO Elective</td>
<td>Curriculum and Instruction in Social Studies, 1 Political Science Elective</td>
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<td>Education or Physical Education Elective</td>
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<td><strong>Educational Research in Multiple Contexts Requirements</strong></td>
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<td>ED321 Or PE403</td>
<td>Early Intervention for Literacy Problems Assessment and Statistics in Physical Education</td>
<td>3</td>
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<td>ED470</td>
<td>Professional Practicum Research Seminar</td>
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<td>Educational Studies Professional Practicum</td>
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<td>200-Level and Above</td>
<td><strong>Free Electives or Minor</strong></td>
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<td><strong>Major Requirement Credit Hours</strong></td>
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# BACHELOR OF SCIENCE IN EDUCATIONAL STUDIES
## PROPOSED FOUR-YEAR COURSE SCHEDULE

### First Year

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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>ED103</td>
<td>ED105 or PE262</td>
</tr>
<tr>
<td>EN100 (Core)</td>
<td>ED290 or PE327</td>
</tr>
<tr>
<td>FY100 (Core)</td>
<td>EN101 (Core)</td>
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<tr>
<td>MA180 (Core)</td>
<td>Free elective or course in minor</td>
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<tr>
<td>SN100 (Core)</td>
<td>Level Two (Core)</td>
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### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>ED210 or PE264</td>
<td>ED207 or PE340</td>
</tr>
<tr>
<td>EN292 or PE220</td>
<td>ED225 or PO Elective</td>
</tr>
<tr>
<td>Level Two (Core)</td>
<td>ED291</td>
</tr>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
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<td>Elective or course in minor</td>
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<tr>
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<td>Elective or course in minor</td>
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### Third Year

<table>
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<tr>
<td>ED340 or PE324</td>
<td>ED303 or PE324</td>
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<tr>
<td>ED341 or PE350</td>
<td>ED304 or PE37</td>
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<tr>
<td>ED350 or PE318</td>
<td>PE401</td>
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<td>Level Three (Core)</td>
<td>Level Three (Core)</td>
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<td>Level Three (Core)</td>
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<tr>
<td>Elective or course in minor</td>
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### Fourth Year

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<tbody>
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<td>ED321 or PE403</td>
<td>ED470</td>
</tr>
<tr>
<td>Electives or courses in minor</td>
<td>ED471</td>
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PROGRAM
Bachelor of Arts in English

CONCENTRATIONS
Literary Studies
Writing

MINORS
Drama and Theater
English
Writing

Students who pursue the Bachelor of Arts degree in English learn to think critically, to write effectively, and to appreciate the beauty and power of language in a variety of contexts (cultural, historical, biographical, and political). The study of language and literature serves many students as pre-professional training for careers as educators, editors, journalists, lawyers, politicians, administrators, or business leaders. To prepare for their careers, students pursuing the English major will elect a concentration in literary studies, or writing and will have the opportunity to gain valuable experience through an internship.

Graduates of the Wesley College English program:
1. Understand the major literary periods, genres, and figures of British, American, and world literature.
2. Demonstrate mastery of English grammar, mechanics, and rhetorical style.
3. Write clear, concise, and cogent prose.
4. Conduct research for the purpose of constructing their own knowledge base

SPECIAL FEATURES
• Study Abroad
• Internship Opportunity
• Writing Center Tutor
• Interdisciplinary Study

Students must hold a minimum GPA of 2.50 in major requirements, concentration requirements, and major electives. No more than two (2) course grades of “D” in these designated required courses will be applied toward graduation credit in the major. In addition to all other college and program requirements for graduation, English majors must submit to the program chair their scores for the Praxis II exam (Teacher’s Qualifying Exam) for Literature and a portfolio of essays written for their courses during their sophomore, junior, and senior semesters. Further information regarding all English Program requirements for graduation is available from the program chair and program advisors.
MAJOR IN ENGLISH (B.A.) CONCENTRATION IN LITERARY STUDIES

Students completing the baccalaureate degree program in English with a literature concentration will possess an understanding of the major literary periods, genres, and figures of British, American, and world literature beyond the common English program requirements in order to prepare them for graduate study or an entry-level position in a professional career.

### Bachelor of Arts in English With a Concentration in Literary Studies Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
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<td>Introduction to Literary Studies</td>
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<tr>
<td>WR202</td>
<td>Expository Writing</td>
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<td>EN205A</td>
<td>The Adventure of English</td>
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<tr>
<td>EN206A</td>
<td>Empire and Identity</td>
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<tr>
<td>EN207A</td>
<td>States of Grace</td>
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<tr>
<td>EN208A</td>
<td>A Literature Made by War</td>
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<td>EN209A</td>
<td>Heroic Dreams</td>
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<td>EN210A</td>
<td>Writing Freedom</td>
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<td>EN317</td>
<td>History and Structure of the English Language</td>
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<td>EN400</td>
<td>Literature and Theory</td>
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<td>EN435</td>
<td>Shakespeare and His Age</td>
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<td>EN450</td>
<td>Senior Seminar</td>
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<tr>
<td>Free Electives (300-400 level)</td>
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<td>18</td>
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<td>Free Electives (any level)</td>
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BACHELOR OF ARTS IN ENGLISH WITH A CONCENTRATION IN LITERARY STUDIES
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:    Spring:
EN100 (Core)    EN101 (Core)
EN103
MA180 (Core)    SN100 (Core)
Electives
FY100 (Core)

Second Year
Fall:    Spring:
Level Two (Core)    Level Two (Core)
Level Two (Core)
WR202    Level Two (Core)
EN20xA    Electives
EN20xA

Third Year
Fall:    Spring:
Level Three (Core)    Level Three (Core)
Level Three (Core)
EN20xA    EN210A
EN300/400 Electives
EN317    300/400 Electives
EN300/400 Electives

Fourth Year
Fall:    Spring:
EN435    EN400
EN300/400 Electives    EN450
300/400 Electives    EN300/400 Electives
300/400 Electives
MAJOR IN ENGLISH (B.A.) CONCENTRATION IN WRITING

Students completing the baccalaureate degree program in English with a writing concentration will demonstrate competency in writing and editing skills beyond the common English program requirements in order to prepare them for an entry-level position in a professional career.

### Bachelor of Arts in English With a Concentration in Writing Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<tr>
<td></td>
<td>Wesley College Core Curriculum</td>
<td>36 Credits</td>
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<tr>
<td>EN103</td>
<td>Introduction to Literary Studies</td>
<td>1</td>
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<tr>
<td>WR202</td>
<td>Expository Writing</td>
<td>3</td>
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<tr>
<td>EN205A</td>
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<td>EN206A</td>
<td>Empire and Identity</td>
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<td>EN207A</td>
<td>States of Grace</td>
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<tr>
<td>EN208A</td>
<td>A Literature Made by War</td>
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<td>EN209A</td>
<td>Heroic Dreams</td>
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<tr>
<td>EN210A</td>
<td>Writing Freedom</td>
<td></td>
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<td>WR211</td>
<td>Persuasive Writing</td>
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<td>EN317</td>
<td>History and Structure of the English Language</td>
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<td>Technical Writing</td>
<td>3</td>
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<td>EN325</td>
<td>Rhetorical Theory and Practice</td>
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<td>EN400</td>
<td>Literature and Theory</td>
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<td>EN420</td>
<td>Internship</td>
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<tr>
<td>EN435</td>
<td>Shakespeare and His Age</td>
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<td>EN450</td>
<td>Senior Seminar</td>
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<td><strong>Major Requirements</strong></td>
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<td>WR320  Life Writing</td>
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<td>WR203 or WR204  Creative Writing I or II</td>
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<td></td>
<td>ME351  Journalism</td>
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<td>ME361  Sports Communication</td>
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<td>ME450  Scriptwriting</td>
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<td></td>
<td>ME470D  Freelance Writing or other approved writing courses</td>
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<td><strong>124</strong></td>
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BACHELOR OF ARTS IN ENGLISH WITH A CONCENTRATION IN WRITING
PROPOSED FOUR-YEAR COURSE SCHEDULE

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>EN100 (Core)</td>
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<tr>
<td>EN103</td>
<td>SN100 (Core)</td>
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<tr>
<td>MA180 (Core)</td>
<td>Electives</td>
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<td>Electives</td>
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<td>FY100 (Core)</td>
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**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Level Two (Core)</td>
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</tr>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
</tr>
<tr>
<td>WR202</td>
<td>WR211</td>
</tr>
<tr>
<td>EN205A</td>
<td>EN206A</td>
</tr>
<tr>
<td>EN207A</td>
<td>EN208A</td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Level Three (Core)</td>
<td>Level Three (Core)</td>
</tr>
<tr>
<td>Level Three (Core)</td>
<td>EN210A</td>
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<tr>
<td>EN209A</td>
<td>EN325</td>
</tr>
<tr>
<td>EN317</td>
<td>Writing Electives</td>
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<td>300/400 Electives</td>
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**Fourth Year**

<table>
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<th>Spring</th>
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<tbody>
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<td>300/400 Electives</td>
<td>300/400 Electives</td>
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<td>Writing Electives</td>
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Environmental Policy

PROGRAM
Bachelor of Science in Environmental Policy

MINORS
Environmental Policy

The Environmental Policy degree provides an interdisciplinary understanding of environmental issues in their political, social, and scientific context. This program provides a basic foundation in biology, chemistry, and GIS complimented by business and political science courses with an emphasis on strong writing, research, and quantitative skills. All Environmental Studies majors complete one semester of general biology, one semester of general chemistry, and environmental science courses in policy and geographic information systems. Students must minor in a subject approved by the advisor. The capstone course for all students is the senior project. Students work with state-of-the-art field and research equipment and are exposed to techniques and methods used by scientists to study the complexities of the human-environment system. Graduates will possess an inclusive knowledge of the environmental studies field, have a broad general studies foundation, and be able to demonstrate their ability to use this knowledge in a variety of settings.

Students who wish to declare this major, or transfer into this major from another institution or from another program within Wesley College, must be currently enrolled in MA102 or higher, and must have a GPA of 2.0 or higher. Higher-level math courses are those in the math sequence (MA111, 112, 211, 212); MA180 is not a sequential math course. The GPA requirement will obviously be waived for incoming, first-semester students.

1. Graduates will attain an inclusive knowledge of the environmental studies field, have a broad general studies foundation, and be able to demonstrate their ability to apply this knowledge in a variety of settings.
2. Students must be able to demonstrate skill in the application of general systems theory, modeling, stakeholder analysis, or other interdisciplinary analysis tools to evaluate the equitability and the effectiveness of alternative environmental decisions, policies, or actions.
3. Students must be able to apply basic scientific principles and methods to the study of: (a) major physical and life science components of the earth system, including the atmosphere, biosphere, geosphere, and hydrosphere, as well as the chemical and physical processes underlying these components, and (b) human components of the earth system including the social, economic, and political structures that shape our interactions with the environment.
4. Students must accurately communicate state, federal, and local political structures and processes and their relationships, as well as landmark environmental laws and regulations.
5. Students must demonstrate proficiency with current technologies for acquiring, analyzing, and displaying data relevant to a real-world problem.
6. Students must use the scientific method to design, conduct, and interpret natural science and/or social science investigations, and understand the ethical norms that guide scientific practice.
7. Students must present clearly (in both written and oral formats) analyses of complex environmental policy issues.

SPECIAL FEATURES
• Internship Opportunities
• BS/MS 5-year degree
• Study abroad
### Bachelor of Science in Environmental Policy Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>BI100</td>
<td>Introductory Biology</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>BI140</td>
<td>Scientific Process</td>
<td>1</td>
<td>C or better</td>
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<tr>
<td>BI350</td>
<td>Ecology</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>CH130</td>
<td>Chemistry for Allied Health</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>EC201</td>
<td>Microeconomics</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ES209</td>
<td>Environmental Science</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ES310</td>
<td>Introduction to GIS</td>
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<td>C or better</td>
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<tr>
<td>ES400</td>
<td>Environmental Policy</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ES404</td>
<td>Biology Senior Seminar</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ES406 &amp; ES407</td>
<td>Research Methods &amp; Experimental Design</td>
<td>1, 2</td>
<td>C or better, C or better</td>
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<td>ES408</td>
<td>Environmental Law</td>
<td>3</td>
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<tr>
<td>ES340</td>
<td>Environmental &amp; Land Use Planning</td>
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<td>C or better</td>
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<tr>
<td>MA111</td>
<td>Precalculus I</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>MA205</td>
<td>Applied Statistics</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PH315/ES510</td>
<td>Environmental Ethics</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PO324</td>
<td>State &amp; Local Public Administration</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>BI218</td>
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BACHELOR OF SCIENCE IN ENVIRONMENTAL POLICY
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall: EN100 (Core) MA111 (Core) BI100 (Core) GE2xx
Spring: EN101 (Core) CH130 ES209 Level Two (Core)
BI140 Free Electives FY100 (Core)

Second Year
Fall: MA205 EC201 ES211
Spring: PS210 PO350 Level Two (Core)
Level Two (Core) Minor Electives Minor Electives

Third Year
Fall: PO324
Spring: BI350
ES400 ES420
SO305 ES406 Level Three (Core)
Major Electives Level Three (Core) Major Electives
Level Three (Core)

Fourth Year
Fall: ES407
Spring: ES408
Major Electives Free Electives
Minor Electives Minor Electives
Level Three (Core) Major Electives
Free Electives

NOTE: Student can elect to take ES404 or ES406 & ES407
Environmental Science

PROGRAM
Bachelor of Science in Environmental Science

MINORS
Environmental Science

The Environmental Science degree provides students with the requisite knowledge in biology, chemistry, and environmental sciences necessary for the student to pursue a career in industry, education, research, consulting, or graduate studies. This training involves understanding and exemplifying investigative methods and techniques, interpretation, critical analyses, writing and communicative skills and the quest to relate existing knowledge to new and challenging scientific inquiry. Students are encouraged to experience the diversity of science and to explore the interaction between scientific discovery and application to global sustainability. Students are educated to recognize and solve familiar but complex environmental problems.

Students work with state-of-the-art field and research equipment and are exposed to techniques and methods used by scientists to study the complexities of the human-environment system.

Graduates will possess an inclusive knowledge of the environmental studies field, have a broad general studies foundation, and be able to demonstrate their ability to use this knowledge in a variety of settings.

1. Graduates will attain an inclusive knowledge of the environmental studies field, have a broad general studies foundation, and be able to demonstrate their ability to apply this knowledge in a variety of settings.
2. Students must be able to apply basic scientific principles and methods to the study of: (a) major physical and life science components of the earth system, including the atmosphere, biosphere, geosphere, and hydrosphere, as well as the chemical and physical processes underlying these components, and (b) human components of the earth system including the social, economic, and political structures that shape our interactions with the environment.
3. Students must demonstrate proficiency with current technologies for acquiring, analyzing, and displaying data relevant to a real-world problem.
4. Students must use the scientific method to design, conduct, and interpret natural science and/or social science investigations, and understand the ethical norms that guide scientific practice.
5. Students must present clearly (in both written and oral formats) analyses of complex environmental science and policy issues.

SPECIAL FEATURES
- Internship Opportunities
- National Science Foundation funded undergraduate research
- BS/MS 5-year degree
- Study abroad
# Bachelor of Science in Environmental Science Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<td>BI218</td>
<td>Microbiology</td>
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<tr>
<td>CH150</td>
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<td>Environmental Field Sampling</td>
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<td>C or better</td>
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<td>Environmental Science Senior Seminar</td>
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<td>C or better</td>
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<tr>
<td>ES406 &amp; ES407</td>
<td>OR</td>
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<tr>
<td>ES406 &amp; ES407</td>
<td>Experimental and Project Research</td>
<td>2</td>
<td>C or better</td>
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<tr>
<td>ES420</td>
<td>Geographic Information Systems</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>MA205</td>
<td>Applied Statistics</td>
<td>3</td>
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<tr>
<td>MA211</td>
<td>Calculus I</td>
<td>4</td>
<td>C or better</td>
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<td>PS210</td>
<td>Geology</td>
<td>3</td>
<td>C or better</td>
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<td>PS240</td>
<td>Physics I</td>
<td>4</td>
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<td>PS250</td>
<td>Physics II</td>
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<td>Free Electives</td>
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<td><strong>Total Degree Requirement Credits</strong></td>
<td></td>
<td><strong>124</strong></td>
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</table>
# BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE
## PROPOSED FOUR-YEAR COURSE SCHEDULE

### First Year
- **Fall:**
  - EN100 (Core)
  - MA211 (Core)
  - CH150
  - BI140 (Core)
  - FY100 (Core)
- **Spring:**
  - EN101 (Core)
  - BI150 (Core)
  - CH200
  - ES209
  - Level Two (Core)

### Second Year
- **Fall:**
  - BI155
  - ES211
  - MA205
  - Level Two (Core)
  - Free Electives
- **Spring:**
  - CH160
  - PS210
  - BI218
  - Level Two (Core)
  - Level Two (Core)

### Third Year
- **Fall:**
  - CH310
  - ES400
  - ES420
  - Major electives
  - Level Three (Core)
- **Spring:**
  - BI350
  - ES406
  - Level 3 (Core)
  - Major Electives
  - NOTE: Student can elect to take ES404 or ES406 & ES407

### Fourth Year
- **Fall:**
  - ES407
  - Major electives
  - Level Three (Core)
  - PS240
- **Spring:**
  - PS250
  - Major Electives
  - Free Electives
  - Free Electives
BS/MS 5-year Degree Program

At the end of their sophomore year, Environmental Science and Environmental Policy majors may opt to enroll in the BS/MS program provided their current cumulative GPA is a 3.0 or higher. A student needs to declare this plan no later than the end of their junior year.

Students must submit the following to the Office of Graduate Admissions:
1. completed Wesley College Graduate Application Form (application fee is waived)
2. unofficial Wesley College transcripts
3. two letters of recommendation that address academic capabilities and relevant experiences.

Junior students with a cumulative GPA between 2.5 and 3.0 should apply as directed above and could be accepted conditionally, with a final determination of their status to be made by faculty no later than the end of their junior year.

Biology and Biological Chemistry majors wishing to enroll in the BS/MS program have the same entrance requirements as Environmental Science majors, but must also demonstrate an interest in the environment by completing with a grade of "C" or higher one or more of the following courses: ES209, BI350, BI355, or BI435.

Once enrolled in the 3+2 program, a 3.0 cumulative GPA must be maintained and a grade of "B" or higher must be earned in each graduate-level course. Dropping below a 3.0 will result in probation for the graduate program as stipulated in the Graduate Catalog.

Students must complete 124 credits for the undergraduate degree plus 30 credits at the graduate level. A maximum of 15 credits of graduate work, including cross-listed courses, can be counted towards the undergraduate degree. Upon completion of 124 undergraduate- or cross-listed credits, the B.S. degree shall be awarded.

Students may select either the thesis option or non-thesis option for the graduate program. If in the thesis option, a student must obtain advisor approval of a thesis plan no later than the first day of the first semester of their senior year. Such students would be exempt from ES406/407, instead taking ES600. Students electing the non-thesis option should enroll in the department’s one-semester Senior Seminar course prior to taking ES506/507 during their final semester of graduate work.
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE
PROPOSED FIVE-YEAR COURSE SCHEDULE THREE PLUS TWO PLAN

First Year

Fall:  
BI140 (Core)  
FY100 (Core)  
CH150  
EN100 (Core)  
MA211 (Core)

Spring:  
BI150 (Core)  
CH200  
EN101 (Core)  
ES209  
Level Two (Core)

Second Year

Fall:  
BI155  
ES211  
MA205  
Level Two (Core)  
Free Elective

Spring:  
BI218  
CH160  
PS210  
Level Two (Core)  
Level Two (Core)

Third Year

Fall:  
CH310  
ES400  
ES420  
Level Three (Core)  
Major Elective (3xx/4xx)

Spring:  
BI350  
Level Three (Core)  
Major Electives (3xx/4xx/5xx)

Summer:  
ES5xx

Fourth Year

Fall:  
PS240  
Major Electives (3xx/4xx/5xx)  
Level Three (Core)  
Free Electives  
approval of thesis project

Spring:  
PS250  
Major Electives (3xx/4xx/5xx)  
Free Electives

Summer:  
ES5xx

Fifth Year

Fall:  
ES5xx

Spring:  
ES5xx

ES5xx  
ES600 (Thesis)  
or ES506/507
Exercise Science

PROGRAM
Bachelor of Science in Exercise Science

The Bachelor of Science in Exercise Science housed within the Kinesiology Department which strives to impart the knowledge, skills, and professional qualities necessary to pursue career and/or advanced learning opportunities in the sport and exercise settings as well as promote health and wellness as a part of life-long learning. The department combines the values of a liberal arts education with specific content in the areas of Exercise Science.

Graduates of the Kinesiology Department will:
1. Demonstrate the abilities associated with being an independent learner and critical thinker.
2. Demonstrate the ability to communicate professionally both orally and in writing.
3. Demonstrate pre-professional skills and qualities evidenced through a practical culminating experience.

SPECIAL FEATURES
- Internship requirement – off campus
- Coaching Certificate

REQUIREMENTS
All students enrolled in the Exercise Science program:
1. Must complete a minimum of 100 clock hours of documented field observation as part of internship eligibility.
2. For internship eligibility requirements: attain a minimum grade of “C” in all courses with KN; attain a minimum grade of “C” in all MAJOR REQUIREMENT COURSES; must have an earned cumulative GPA of 2.0; must have an earned GPA of 2.5 for ALL courses with the KN index; must be a declared major in the department’s program; and have final approval of the Kinesiology Department Faculty. All interns must have a current CPR/AED certification during the internship experience. If the site supervisor for the internship deems it unnecessary, a written statement to the fact must be submitted to the intern’s college supervisor (academic advisor). All internship site supervisors and facilities must meet the approval of the Kinesiology Department Faculty. Completion of the 100 observation hours with appropriate documentation is required prior to internship application. Background check, drug screening, and immunization verifications may be required by the internship site. This is the responsibility of the student to meet this requirement. The internship requirement is a minimum of 400 clock hours.
3. NO transfer credits will be accepted from community college level coursework for 300 and 400 level courses. Acceptance of ANY transfer credits is the discretion of the Wesley College Office of the Registrar and the Kinesiology Department Faculty.
4. Any current Wesley College student not initially declared as a major in one of the department’s programs, must have an accumulative grade point average of 2.0 in order to be accepted (change major) into the program.

B.S. DEGREE IN EXERCISE SCIENCE
Exercise Science students appropriately apply the skills and knowledge obtained through the science based coursework that includes investigation of the body’s response to exercise and exercise programming (based on ACSM standards and guidelines).

Graduates of the Exercise Science program should be able to:
1. Demonstrate the knowledge based on ACSM standards and guidelines that includes investigation of the body’s response to exercise and exercise programming.
2. Demonstrate the skills utilized for appropriate assessment and exercise recommendation applications.
3. Demonstrate the necessary professional qualities for pursuit of diverse career or graduate opportunities that relate to the Exercise Science area.
**Academic Progress Policy**
(effective as of A.Y. 2012-13)

The Kinesiology Department has developed the following policy regarding continuation within the curriculum programs (Exercise Science and Sport Management):

1. If a student within the Kinesiology majors fails the same KN course requirement* twice, the student can no longer major in the KN program. If conditions change in regards to coursework, the student may apply for readmission into the major via letter of request. The letter must be submitted to the Chairperson of the department of Kinesiology for review and pending approval by the Kinesiology Department faculty. Submission of a letter to request consideration for readmission to the program does not guarantee acceptance.

2. If by the conclusion of the 5th semester in the program, a student major has a GPA for the KN(PE) courses of less than 2.0, the student can no longer major in KN.

*The KN course requirement per internship eligibility and graduation specifications is that a "C" or higher grade must be earned. An earned grade less than "C" is considering failing by the department. This is in compliance with the requirement of "C" or higher in all KN courses for internship eligibility and graduation.
### Bachelor of Science in Exercise Science Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>BI215</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>CH130</td>
<td>Chemistry for Allied Health</td>
<td>4</td>
<td>C or better</td>
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<td></td>
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<tr>
<td>PS200</td>
<td>Introduction to Physics</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KN101A</td>
<td>Wellness Lifestyles</td>
<td>2</td>
<td>C or better</td>
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<tr>
<td>KN201</td>
<td>History &amp; Philosophy of Kinesiology and Physical Education</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN203</td>
<td>Advanced First Aid and Emergency Care</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN204</td>
<td>Motor Learning</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN205</td>
<td>Personal and Community Health</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN210</td>
<td>Organization and Admin of Physical Education</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN302</td>
<td>Principles of Strength Training</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN303A</td>
<td>Sport &amp; Exercise Psychology</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN305</td>
<td>Exercise Physiology</td>
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<td>C or better</td>
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<tr>
<td>KN306</td>
<td>Biomechanics/Kinesiology</td>
<td>4</td>
<td>C or better</td>
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<td>KN307</td>
<td>Treatment of Athletic Injuries</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN310</td>
<td>Nutrition</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN327</td>
<td>Adapted/Special Physical Education</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN401</td>
<td>Contemporary Issues in Physical Education, Health, Recreation, &amp; Sports</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN402A</td>
<td>Research in Practice (Level IV Core)</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN403</td>
<td>Test and Measurements in Human Performance</td>
<td>3</td>
<td>C or better</td>
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<td>KN404</td>
<td>Advanced Exercise Physiology</td>
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<td>C or better</td>
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<tr>
<td>KN405A</td>
<td>Program Internship</td>
<td>9</td>
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<tr>
<td>KN408</td>
<td>Stress Management</td>
<td>3</td>
<td>C or better</td>
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<td>KN410</td>
<td>Clinical Exercise Physiology</td>
<td>3</td>
<td>C or better</td>
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</table>

**Major Requirement Credit Hours**: 79

**Free Electives**: 8

**Total Degree Requirement Credits**: 124
BACHELOR OF SCIENCE IN EXERCISE SCIENCE
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall: EN100 (Core) FY100 (Core) KN205 MA180 (Core) Free Elective
Spring: EN101 (Core) Free Elective KN201 CH130 KN101A#

Second Year
Fall: KN210 BI210 (Core) KN203 Level Two (Core) Level Two (Core)
Spring: Level Two (Core) PS200 KN204 BI215

Third Year
Fall: KN303A KN306 KN307 KN310
Spring: KN302 KN305 KN408 Level Three (Core) Level Three (Core)

Fourth Year
Fall: KN327 KN401 KN403
Spring: KN402A (Core - Capstone) KN405A

Free Electives (2 credits)

*Courses in bold are only offered during designated semesters; based on enrollment needs, KN302 and KNO307 may be offered both in fall and spring. #must be completed by 4th semester.
History

PROGRAM
Bachelor of Arts in History

CONCENTRATIONS
Public History
U.S. History
World or Regional History

MINOR
History

The History Program offers three tracks, World and Regional History, U.S. History, and Public History. Students in the major will gain a strong academic background in history, well-developed written and oral communication skills, and a thorough knowledge of research methods.

Graduates of the History Program:
1. Demonstrate a knowledge of U.S. History, World History, and/or Public History.
2. Understand and appreciate the moral and ethical foundations of the world's diverse civilizations, and their political, economic, social, and cultural histories.
3. Using appropriate technologies, construct, present, and/or write well-organized historical narratives by thinking critically and by finding, evaluating, and synthesizing evidence from diverse historical sources.
4. Develop professional skills and apply historical knowledge in a public history or educational setting.

SPECIAL FEATURE
- Internships at museums, historic sites, and historical agencies
### Bachelor of Arts in History Degree Requirements: U.S. and World History Concentrations

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>HI101</td>
<td>Introduction to History</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>HI440</td>
<td>Historical Professions Internship</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>HI450</td>
<td>History Senior Seminar</td>
<td>3</td>
<td>C or better</td>
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</tbody>
</table>

**Wesley College Core Curriculum**

36 Credits

See page 40

Choose one of two concentrations: 1) U.S. History or 2) World and Regional History

### U.S. History Concentration

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>HI103</td>
<td>Foundations of America</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>HI104</td>
<td>The Transformation of America</td>
<td>3</td>
<td>C or better</td>
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**World and Regional History Concentration**

6 or 3

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<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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</thead>
<tbody>
<tr>
<td>HI109</td>
<td>How did all of this Begin?: World History to 1500</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>HI110</td>
<td>How did we get Here?: World History since 1500</td>
<td>3</td>
<td>C or better</td>
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</table>

**Majors take any four courses in chosen concentration (three courses must be 300-level or above) and any two in the other concentration (at least one must be 300-level or above)**

### U.S. History Concentration

12 or 6

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<tr>
<td>HI203</td>
<td>HI204</td>
<td>HI208-AM206</td>
<td>HI210</td>
<td>HI215 HI226 HI227</td>
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<td>HI230 HI232 HI233</td>
<td>HI234</td>
<td>HI-AM351 HI-AM353 HI460</td>
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### World & Regional History Concentration

12 or 6

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<th>Credit per Course</th>
<th>Requirement for Course</th>
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<th>Grade Earned</th>
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<tr>
<td>HI206</td>
<td>HI214</td>
<td>HI225</td>
<td>HI312</td>
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<td></td>
<td></td>
<td>HI319 HI321 HI322</td>
<td>HI325</td>
<td>HI350 HI352 HI460</td>
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</table>

**Major Requirement Credit Hours**

36

**300-400 Level Electives**

18

**Free Electives**

34

**Total Degree Requirement Credits**

124
BACHELOR OF ARTS IN HISTORY
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year

Fall  |  Spring
---   |  ---
HI101 |  HI104 or
HI103 or HI109 |  200-level course in concentration
FY100 (Core)    |  EN101 (Core)
EN100 (Core)    |  SN100 (Core)
MA180 (Core)    |  Level Two (Core)

Second Year

Fall  |  Spring
---   |  ---
HI103, 104, 109, or 110 |  HI course in either concentration
HI course in concentration |  HI course in concentration
Level Two (Core) |  Level Two (Core)
Level Two (Core) |  Elective
Elective |  Elective

Third Year

Fall  |  Spring
---   |  ---
300-level course in concentration |  300-level course in concentration
Any 300-level HI course |  Any 300-level HI course
Level Three (core) |  Level Three (core)
300-Level Elective |  300-Level Elective
300-Level Elective |  300-Level Elective
Elective |  Elective

Fourth Year

Fall  |  Spring
---   |  ---
HI450 Senior Seminar |  HI460 History Colloquium
Level Three (core) |  Elective
300-level course in concentration |  Elective
Elective |  Elective
Elective |  Elective
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI101</td>
<td>Introduction to History</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>HI241</td>
<td>Public History</td>
<td>3</td>
<td></td>
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<tr>
<td>HI440</td>
<td>Historical Professions Internship</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HI450</td>
<td>History Senior Seminar</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>HI103 Or HI104</td>
<td>Foundations of America</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>HI109 Or HI110</td>
<td>How did all of this Begin?: World History to 1500</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How did we get Here?: World History since 1500</td>
<td></td>
<td></td>
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<tr>
<td>Majors take three history courses (two at 300-level or above) from either U.S. or World History:</td>
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<tr>
<td>U.S. History Courses</td>
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<td>HI203</td>
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**BACHELOR OF ARTS IN HISTORY – PUBLIC HISTORY CONCENTRATION**
**PROPOSED FOUR-YEAR COURSE SCHEDULE**

**First Year**

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<td>FY100 (Core)</td>
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**Second Year**

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**Third Year**

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**Fourth Year**

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International Studies

PROGRAM
Bachelor of Arts in International Studies

CONCENTRATIONS
International Business
Study Abroad

DESCRIPTION
The International Studies program of Wesley College seeks to afford students the knowledge, understanding, and skills necessary for effective engagement in one or more areas of the world beyond the boundaries of the United States. Students who earn the Bachelor of Arts degree in International Studies will secure a broad liberal education with a focus on the cultures of the world. This should enable them to understand another culture well enough to “fit in” and move comfortably within it. This demands of the student that he or she learn the language, the currency, and the political and economic conditions of the culture chosen for concentration. In addition, the student will become thoroughly familiar with its history, music, art, literature and religion. The skills acquired in the International Studies major open doors to careers in international business settings, government service, and public relations.

Graduates of the International Studies Program:
1. Gain both a broad knowledge of various foreign cultures and global cultural trends and a fundamental knowledge of the culture of one or more specific countries.
2. Attain a solid understanding of the historical, geographical, and developmental influences that shaped one or more foreign cultures.
3. Develop the skills of communication, exploration, and interaction requisite to effective engagement in a particular foreign country or area of the world.

SPECIAL FEATURES
- Study abroad
- Internship opportunities
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<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<td>Intro to the Comparison of Cultures</td>
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<td>IS300</td>
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<td>PO251</td>
<td>Intro to International Politics</td>
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<tr>
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<td>Any HI course with a non-American focus</td>
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<td>RE202</td>
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# Bachelor of Arts in International Studies with a Concentration in International Business Degree Requirements

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<tr>
<td>BA212</td>
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<td>EC201</td>
<td>Principles of Microeconomics</td>
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<td>Principles of Macroeconomics</td>
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| Concentration Requirements | Major Electives | Three credit elective from any International Politics Course | 6 |
|                           |                | Three credit elective from any Religion Course | |

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| Total Degree Requirement Credits | 124 |
**BACHELOR OF ARTS IN INTERNATIONAL STUDIES – INTERNATIONAL BUSINESS CONCENTRATION**

**PROPOSED FOUR-YEAR COURSE SCHEDULE**

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<tr>
<td>BA212</td>
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<tr>
<td>PO251</td>
<td>Intro to International Politics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>International Business course (can vary)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Six credits in EN literature courses with an international focus</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Six credits in HI courses with a non-American focus</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Fifteen credits in Study Abroad</td>
<td>15</td>
</tr>
<tr>
<td>Major Requirements Credit Hours</td>
<td></td>
<td><strong>42</strong></td>
</tr>
<tr>
<td>Language Requirement</td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Major Electives</td>
<td>Three credit elective from any International Politics Course</td>
<td>6</td>
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<tr>
<td></td>
<td>Three credit elective from any Religion Course</td>
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<td>Any Level</td>
<td>Free Electives</td>
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<td>Total Degree Requirement Credits</td>
<td></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>
# Bachelor of Arts in International Studies – Study Abroad Concentration

## Proposed Four-Year Course Schedule

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>IS300</td>
<td>Language Course</td>
</tr>
<tr>
<td>EN100 (Core)</td>
<td>Non-American Literature</td>
</tr>
<tr>
<td>FY100 (Core)</td>
<td>EN101 (Core)</td>
</tr>
<tr>
<td>MA180 (Core)</td>
<td>SN100 (Core)</td>
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<tr>
<td>Language Course</td>
<td>Language Course</td>
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### Second Year

<table>
<thead>
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<th>Fall</th>
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<tbody>
<tr>
<td>PO241</td>
<td>IS300</td>
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<tr>
<td>Language Course</td>
<td>Language Course</td>
</tr>
<tr>
<td>Non-American History</td>
<td>Non-American Literature</td>
</tr>
<tr>
<td>Level two (Core)</td>
<td>Level two (Core)</td>
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<td>Level two (Core)</td>
<td>Level two (Core)</td>
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</table>

### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Course</td>
<td>Study Abroad (15 credits)</td>
</tr>
<tr>
<td>Major Elective</td>
<td></td>
</tr>
<tr>
<td>Non-American History</td>
<td></td>
</tr>
<tr>
<td>Level three (Core)</td>
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</tr>
<tr>
<td>Level three (Core)</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>IS400</td>
</tr>
<tr>
<td>Major Elective</td>
<td>Language Course</td>
</tr>
<tr>
<td>Level three (Core)</td>
<td>Elective</td>
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</table>
LAW AND JUSTICE STUDIES

PROGRAM
Bachelor of Science in Law and Justice Studies with a concentration in Legal Studies
Bachelor of Science in Law and Justice Studies with a concentration in Criminal Justice
Minor in Criminal Justice

LAW AND JUSTICE STUDIES
The mission of the Law and Justice Studies Program at Wesley College is to prepare students for careers in paralegal, criminal justice, and law related fields, as well as for continued studies in graduate or law school. Set within a liberal arts framework, the program is unique in that it educates students in both the American legal and criminal justice systems. Students study a common law and justice core curriculum within the major while focusing on a concentration in either Legal Studies, Criminal Justice, or both. Additionally, students may take international law or comparative law classes to better prepare them to become responsible members of a global as well as local society. The Law and Justice Studies Program seeks to empower students to work for justice within the civil and criminal legal systems; to instill in them a sense of social responsibility and ethical standards; and teach them the knowledge and critical thinking skills to become successful, contributing members of their chosen professions.

SPECIAL FEATURES
• The Legal Studies Concentration is ABA approved
• Internships are available for qualified students
• Legal Society
• Pre-Law Advisor

REQUIREMENTS
1. Portfolio of Student Work: Students must submit an approved portfolio of their work to the Program Director in order to graduate. The requirements for the portfolio are available from the program director and program advisors.
2. Students must attend all Town Meetings.
3. Internships are not required but are strongly encouraged. Internships require a minimum 2.5 GPA.
4. Students who wish to transfer into the program, either from another institution or another program within Wesley College, must have a minimum GPA of 2.0.
5. Legal specialty courses: Students in the Legal Studies Concentration may transfer legal specialty credits from another institution if the program is ABA-approved or in substantial compliance, regionally accredited and otherwise meets the standards established by Wesley College. However a minimum of fifteen semester credit hours of legal specialty courses must be completed at Wesley College before a bachelor degree will be issued. Acceptance of any transfer credit is at the discretion of the Wesley College Registrar and the Law and Justice Studies Program Director.
6. No 100 or 200 level courses may be transferred for 300 or 400 level courses. Acceptance of any transfer credit is at the discretion of the Wesley College Registrar and the Legal Studies Program Director.
7. The following courses have an additional $100.00 course fee attached to them: LJ 200, LJ 215, LJ 301 and LJ 401.
CRIMINAL JUSTICE CONCENTRATION

Criminal Justice is a challenging, exciting, and rewarding career. The Criminal Justice concentration within the Law and Justice Studies Program prepares students for careers in a wide variety of areas including law enforcement, juvenile justice, corrections, public safety and other justice and legal related fields. In addition, the Criminal Justice Concentration provides graduates with a firm foundation for continuing their education at the graduate level in Criminal Justice, law school, and other related fields.

Graduates of the Law and Justice Studies Program with a Concentration in Criminal Justice should be able to:

1. Demonstrate comprehensive knowledge of the criminal justice system from initial contact with law enforcement officers through institutional release and/or post release supervision.
2. Read, analyze, and synthesize complex information, including, but not limited to, criminal statutes, codes and ordinances, in an organized and logical manner.
3. Communicate clearly and effectively in writing and verbally.
4. Demonstrate a strong commitment and understanding of ethics and professional responsibility in the field of criminal justice.
### Bachelor of Science in Law and Justice Studies with a Concentration in Criminal Justice

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td></td>
<td>Wesley College Core Curriculum</td>
<td>36 Credits</td>
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<tr>
<td>LJ101</td>
<td>Introduction to Law</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>LJ102</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
<td>C or better</td>
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</tr>
<tr>
<td>LJ200</td>
<td>Legal Research and Writing</td>
<td>3</td>
<td>C or better</td>
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</tr>
<tr>
<td>LJ201</td>
<td>Criminal Law</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>LJ203</td>
<td>Criminology</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LJ205</td>
<td>Law and Justice</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LJ302</td>
<td>Criminal Procedure</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LJ400</td>
<td>Evidence and Trial Advocacy</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LJ401</td>
<td>Senior Seminar in Law and Justice</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>PY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SO100</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three credits from any 200-400 level Political Science Course</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Major Requirement Credit Hours
- 36 Credits

**Major Electives**
- Students must successfully complete at least three (3) courses from Group 1 Major Electives.

#### Group 1 Major Electives (choose at least 3 courses)
- BI114 Forensics
- LJ250 The Prison Culture of America
- LJ315 Deviance and Social Control
- LJ317 Juvenile Delinquency & the Law
- LJ318 Cyberlaw
- LJ319 Drugs in American Society
- LJ351 The American Prisoner: Laws, Rights and Reform
- LJ320 Race, Class, Gender & Crime
- LJ415 Restorative Justice: Theory & Practice
- LJ416 Cyber Crime: Emerging Trends

- C or better

#### Group 2 Major Electives
- LJ202 Tort and Personal Injury Law
- LJ210 Family Law
- LJ211 Contract Law
- LJ215 Advanced Legal Research & Writing
- LJ301 Civil Litigation
- LJ310 Wills, Trusts, and Estates
- LJ311 Real Estate Law
- LJ312 Interviewing and Investigating
- LJ313 Law of Business Organizations
- LJ316 Law around the Globe
- LJ410 International Law
- LJ411 Special Topics in Law & Justice
- LJ450 Internship

- C or better

**Free Electives**
- 25 Credits

**Total Degree Requirement Credits**
- 124 Credits
BACHELOR OF SCIENCE IN LAW AND JUSTICE STUDIES – CRIMINAL JUSTICE CONCENTRATION
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year

Fall:  
FY100 (Core)  
EN100 (Core)  
MA180 (Core)  
LJ101  
LJ102

Spring:  
EN101 (Core)  
SN100 (Core)  
LJ200  
SO100  
Free Electives/Minor

Second Year

Fall:  
LJ205  
LJ203

Spring:  
LJ201  
PY100

Level Two (Core)  
Major Elective Group 1 or 2

Level Two (Core)  
Level Two (Core)

Free Electives/Minor  
Level Two (Core)

Free Elective/Minor

Third Year

Fall:  
LJ335

Spring:  
LJ302

Major Elective Group 1  
PO2xx-4xx

Major Elective Group 1 or 2  
Major Elective Group 1

Level Three (Core)  
Level Three (Core)

Level Three (Core)  
Free Electives/Minor

Free Elective/Minor

Fourth Year

Fall:  
LJ400

Spring:  
LJ401

Major Elective Group 1  
Major Elective Group 1 or 2

Major Elective Group 1 or 2  
Major Elective Group 1 or 2

Major Elective Group 1 or 2  
Free Elective/Minor

Free Elective/Minor

Free Elective/Minor
LEGAL STUDIES CONCENTRATION

The Legal Studies Concentration within the Law and Justice Studies Program is approved by the American Bar Association (ABA) for the education of paralegals. The ABA defines a legal assistant or paralegal as “a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible”. In addition to their Bachelor of Science degree, graduates earn a paralegal certificate from the ABA approved program. Graduates work in many areas of the legal field including private law firms, public and private corporations, and for federal, state, and local governments. In addition, the Legal Studies Concentration provides graduates with a firm foundation for continuing their education in law school or in other graduate programs.

Paralegals may not provide legal services directly to the public, except as permitted by law.

Graduates of the Law and Justice Studies Program with a Concentration in Legal Studies should be able to:

1. Demonstrate the comprehensive legal knowledge and practical skills necessary to perform substantive legal work under the direction of an attorney.
2. Read, analyze, and synthesize complex information, including statutes, case law, and other primary and secondary legal sources, in an organized and logical manner.
3. Communicate clearly and effectively in writing and verbally.
4. Demonstrate a strong commitment and understanding of ethics and professional responsibility in the legal field.
## Bachelor of Science in Law and Justice Studies With a Concentration in Legal Studies Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wesley College Core Curriculum</td>
<td>36 Credits</td>
<td></td>
<td>See page 40</td>
<td></td>
</tr>
<tr>
<td>LJ101</td>
<td>Introduction to Law</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>LJ102</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>LJ200</td>
<td>Legal Research and Writing</td>
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<td>LJ201</td>
<td>Criminal Law</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>LJ202</td>
<td>Tort and Personal Injury Law</td>
<td>3</td>
<td>C or better</td>
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<td>LJ215</td>
<td>Advanced Legal Research and Writing</td>
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<td>LJ205</td>
<td>Law and Justice</td>
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<tr>
<td>LJ301</td>
<td>Civil Litigation</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>LJ400</td>
<td>Evidence and Trial Advocacy</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>LJ401</td>
<td>Senior Seminar in Law and Justice</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>SO100</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td></td>
<td>Three credits from any 200-400 level Political Science Course</td>
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<td>C or better</td>
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<td>Major Requirement Credit Hours</td>
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<td>Major Electives</td>
<td>Students must successfully complete at least three (3) courses from Group 1 Major Electives.</td>
<td>27 Credits</td>
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<tr>
<td>Group 1 Major Electives (choose at least 3 courses)</td>
<td>LJ210 Family Law</td>
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<td></td>
<td>LJ211 Contract Law</td>
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<td></td>
<td>LJ310 Wills, Trusts, and Estates</td>
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<td>LJ311 Real Estate Law</td>
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<td>LJ312 Interviewing and Investigating</td>
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<td></td>
<td>LJ313 Law of Business Organizations</td>
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<tr>
<td>Group 2 Major Electives</td>
<td>BI114 Forensics</td>
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<tr>
<td></td>
<td>LJ203 Criminology</td>
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<tr>
<td></td>
<td>LJ250 The Prison Culture of America</td>
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<td>LJ302 Criminal Procedure</td>
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<td>LJ315 Deviance and Social Control</td>
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<tr>
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<td>LJ316 Law around the Globe</td>
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<td></td>
<td>LJ317 Juvenile Delinquency &amp; the Law</td>
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<tr>
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<td>LJ318 Cyberlaw</td>
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<tr>
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<td>LJ319 Drugs in American Society</td>
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<tr>
<td></td>
<td>LJ320 Race, Class, Gender &amp; Crime/LJ410 Internal Law</td>
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<td></td>
<td>LJ411 Special Topics in Law &amp; Justice</td>
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<tr>
<td></td>
<td>LJ415 Restorative Justice: Theory &amp; Practice</td>
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<td></td>
<td>LJ416 Cyber Crimes: Emerging Trends</td>
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<tr>
<td></td>
<td>LJ450 Internship</td>
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<tr>
<td>Free Electives</td>
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<td></td>
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<tr>
<td>Total Degree Requirement Credits</td>
<td></td>
<td>124 Credits</td>
<td></td>
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</tbody>
</table>
# Bachelor of Science in Law and Justice Studies – Legal Studies Concentration

## Proposed Four-Year Course Schedule

### First Year
- **Fall:**
  - FY100 (Core)
  - EN100 (Core)
  - MA180 (Core)
  - LJ101
  - LJ102
- **Spring:**
  - EN101 (Core)
  - SN100 (Core)
  - SO100
  - LJ200
  - Free Electives/Minor

### Second Year
- **Fall:**
  - LJ205
  - LJ215
  - Level Two (Core)
  - Level Two (Core)
  - Free Elective/Minor
- **Spring:**
  - LJ201
  - LJ202
  - PY100
  - Level Two (Core)
  - Level Two (Core)
  - Free Elective/Minor

### Third Year
- **Fall:**
  - PO 2xx-4xx
  - Major Elective Group 1
  - Major Elective Group 1 or 2
  - Level Three (Core)
  - Level Three (Core)
  - Free Elective/Minor
- **Spring:**
  - LJ301
  - Major Elective Group 1
  - Major Elective Group 1 or 2
  - Level Three (Core)
  - Free Elective/Minor

### Fourth Year
- **Fall:**
  - LJ400
  - Major Elective Group 1
  - Major Elective Group 1 or 2
  - Major Elective Group 1 or 2
  - Free Elective/Minor
- **Spring:**
  - LJ401
  - Major Elective Group 1 or 2
  - Major Elective Group 1 or 2
  - Free Elective/Minor
  - Free Elective/Minor
Liberal Studies

PROGRAMS
Bachelor of Arts in Liberal Studies
Associate of Arts in Liberal Studies (offered at Dover and DAFB Campuses)

The degree programs in Liberal Studies are designed for students who want maximum flexibility in planning their academic program and who want to explore a variety of disciplines without the in-depth requirement of a single major area. Students who elect to pursue a liberal studies degree at the baccalaureate level choose three of sixteen liberal arts disciplines (Biology, Communications, Economics, English, Environmental Policy, French, History, Mathematics, Multimedia Communication, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Spanish) and complete twelve upper-level credits in each of them. This degree provides pre-professional training for careers in law or medicine. It also prepares students for careers in education, politics, administration, business, law enforcement, or public relations.

Bachelor of Arts in Liberal Studies Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Semester course completed successfully</th>
<th>Grade Earned</th>
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<tr>
<td>HU100</td>
<td>Introduction to the Humanities</td>
<td>1</td>
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<tr>
<td>HU300</td>
<td>Humanities Seminar</td>
<td>3</td>
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<td>HU400</td>
<td>Humanities Seminar</td>
<td>3</td>
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<tr>
<td>Liberal Arts Concentrations</td>
<td>Choose three of the following: Biology, Communications, Economics, English, Environmental Policy, French, History, Mathematics, Multimedia Communication, Music, Philosophy, Political Science, Psychology, Religion, Sociology, Spanish</td>
<td>36 (12 per concentration)</td>
<td></td>
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<td>Major Requirements</td>
<td></td>
<td>43</td>
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<tr>
<td>200—400 Level</td>
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<td>Any Level</td>
<td>Free Electives</td>
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<tr>
<td>Total Degree Requirement Credits</td>
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<td>124</td>
<td></td>
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# Bachelor of Arts in Liberal Studies

## Proposed Four-Year Course Schedule

### First Year:

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<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN100 (Core)</td>
<td>EN101 (Core)</td>
</tr>
<tr>
<td>HU100</td>
<td>SN100 (Core)</td>
</tr>
<tr>
<td>MA180 (Core)</td>
<td>Electives</td>
</tr>
<tr>
<td>FY100 (Core)</td>
<td>Electives</td>
</tr>
</tbody>
</table>

### Second Year:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
</tr>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
</tr>
<tr>
<td>200/400 Electives</td>
<td>200/400 Electives</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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</table>

### Third Year:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level Three (Core)</td>
<td>Level Three (Core)</td>
</tr>
<tr>
<td>Level Three (Core)</td>
<td>Concentration 1</td>
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<tr>
<td>Concentration 1</td>
<td>Concentration 2</td>
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<tr>
<td>Concentration 2</td>
<td>Concentration 3</td>
</tr>
<tr>
<td>Concentration 3</td>
<td>200/400 Electives</td>
</tr>
<tr>
<td>200/400 Electives</td>
<td>Electives</td>
</tr>
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</table>

### Fourth Year:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HU300</td>
<td>HU400</td>
</tr>
<tr>
<td>Concentration 1</td>
<td>Concentration 1</td>
</tr>
<tr>
<td>Concentration 2</td>
<td>Concentration 2</td>
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<tr>
<td>Concentration 3</td>
<td>Concentration 3</td>
</tr>
<tr>
<td>200/400 Electives</td>
<td>Electives</td>
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</table>
# Associate of Arts in Liberal Studies Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Semester course completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Wesley College Core Curriculum – Levels I and II</strong></td>
<td>27 Credits</td>
<td>See page 40</td>
<td></td>
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</tr>
<tr>
<td>HU100</td>
<td>Introduction to the Humanities</td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>An additional course in each of the Level II Categories</strong></td>
<td>12</td>
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<tr>
<td>200—400 Level</td>
<td>Free Electives</td>
<td>12</td>
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<tr>
<td>Any Level</td>
<td>Free Electives</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Degree Requirement Credits</strong></td>
<td>64</td>
<td></td>
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</tr>
</tbody>
</table>
The mission of the Mathematics and Data Science Department at Wesley College is to develop the analytical and quantitative skills of all students so that they have sufficient skills, now and after graduation, to analyze and solve quantitative problems, and communicate the results. The Bachelor of Science degree in mathematics is recommended for students who plan to work in a quantitative field, or who plan to pursue graduate studies in mathematics or another discipline that requires a strong mathematical background.

Wesley College also offers mathematics courses to support programs of study in the Sciences, Business, Education, Nursing and other disciplines. A variety of mathematical courses are offered ranging from developmental mathematics through abstract algebra.

Graduates of the mathematics program have the quantitative skills necessary for success in their chosen field. These skills include the ability to:

1. Understand problems
   a. Restate/Clarify what is meant by the problem
   b. Differentiate essential facts from irrelevant information
   c. Identify the expected solution

2. Devise appropriate techniques/Strategies to solve a given problem
   a. Identify possible strategies for solving the problem
   b. Select appropriate strategies
   c. Sequence selected strategies

3. Apply appropriate models to solve the problem
   a. Use appropriate strategies for solving the problem
   b. Execute selected strategies and techniques

4. Interpret and analyze data
   a. Assess the accuracy of the solution
   b. Verify the reasonableness of the solution in the context of the problem

5. Communicate/Present the findings
   a. Present findings in written and oral form
   b. Translate findings into format appropriate for the intended audience
   c. Recommend course of action based on findings

SPECIAL FEATURES
- Opportunity to work as a math tutor
- Opportunity to work closely with math faculty in undergraduate research
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA120</td>
<td>Computer Applications</td>
<td>3</td>
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<tr>
<td>MA140</td>
<td>Computer Programming I</td>
<td>3</td>
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</tr>
<tr>
<td>MA211</td>
<td>Calculus I</td>
<td>4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MA212</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MA240</td>
<td>Computer Programming II</td>
<td>3</td>
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<tr>
<td>MA250</td>
<td>Discrete Mathematics I</td>
<td>3</td>
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<tr>
<td>MA3113</td>
<td>Calculus III</td>
<td>4</td>
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<tr>
<td>MA314</td>
<td>Elementary Differential Equations</td>
<td>4</td>
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</tr>
<tr>
<td>MA340</td>
<td>Probability Theory</td>
<td>3</td>
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<tr>
<td>MA360</td>
<td>Elementary Linear Algebra</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MA410</td>
<td>Real Analysis</td>
<td>3</td>
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<td></td>
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<tr>
<td>MA420</td>
<td>Numerical Analysis</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MA450</td>
<td>Mathematical Statistics</td>
<td>3</td>
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</tr>
<tr>
<td>MA460</td>
<td>Abstract Algebra</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS240</td>
<td>Physics I</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>PS250</td>
<td>Physics II</td>
<td>4</td>
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<tr>
<td><strong>Major Requirement Credit Hours</strong></td>
<td></td>
<td><strong>54</strong></td>
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</tr>
<tr>
<td><strong>Major Electives</strong></td>
<td>Choose two of the following free elective courses:</td>
<td></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
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<tr>
<td></td>
<td>MA320</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>MA325</td>
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<tr>
<td></td>
<td>MA330</td>
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<td><strong>Free Electives</strong></td>
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<tr>
<td><strong>Total Degree Requirement Credits</strong></td>
<td></td>
<td><strong>124</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BACHELOR OF SCIENCE IN MATHEMATICS
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:  
MA120  
MA211 (Core)  
EN100 (Core)  
FY100 (Core)  
Electives

Spring:  
MA140  
MA212  
EN101 (Core)  
SN100 (Core)  
MA205 (Core)

Second Year
Fall:  
MA313  
MA250  
MA240  
PS240  
Level Two (Core)

Spring:  
MA314  
MA360  
PS250  
Level Two (Core)

Third Year
Fall:  
MA3xx electives  
Level Two (Core)  
Level Two or Three (Core)  
Electives

Spring:  
MA340  
MA3xx electives  
Level Two or Three (Core)  
Level Two or Three (Core)

Fourth Year
Fall:  
MA410  
MA450  
Level Three (Core)  
Electives

Spring:  
MA420  
MA460  
Electives
Medical Technology

PROGRAM
Bachelor of Science in Medical Technology

The Medical Technology program provides career opportunities in a variety of areas. Principally, the course of study prepares one to work as a Medical Technologist, in which the graduate would do tests in blood banking, chemistry, hematology, immunology and microbiology in a laboratory dedicated to providing health care. This might be in a hospital, a physician’s office, or a privately owned facility. Completion of the program could lead as well to careers with veterinary clinics, pharmaceutical companies, or food processors. In addition, the program qualifies students to take one of the national certification examinations and to advance to graduate level studies.

Students who wish to declare this major, or transfer into this major from another institution or from another program within Wesley College, must be currently enrolled in MA102 or higher, and must have a GPA of 2.0 or higher. Higher-level math courses are those in the math sequence (MA111, 112, 211, 212); MA180 is not a sequential math course. The GPA requirement will obviously be waived for incoming, first-semester students.

Graduates of the Medical Technology Program:

1. Will be prepared to work as a Medical Technologist, in which the graduate would do tests in blood banking, chemistry, hematology, immunology and microbiology in a laboratory dedicated to providing health care.
2. Qualify to take one of the national certification examinations.

SPECIAL FEATURE
- Senior year clinical experience at off-campus hospital site

Medical technology schools differ in admission requirements, but the minimum grade point requirement is usually around 2.8. The Wesley College Medical Technology Program has affiliation agreements with several hospital-based medical technology programs in the Mid-Atlantic region, though students are free to attend any NAACLS-accredited program. The department does not guarantee admission to any program.
# Bachelor of Science in Medical Technology Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA201</td>
<td>Introduction to Statistical Methods</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI140</td>
<td>Scientific Process</td>
<td>1</td>
<td>C or better</td>
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<tr>
<td>BI150</td>
<td>Biology I</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>BI155</td>
<td>Biology II</td>
<td>4</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>BI218</td>
<td>Microbiology</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>BI335</td>
<td>Immunology</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>CH150</td>
<td>Chemistry I</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>CH160</td>
<td>Chemistry II</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>CH200</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>CH210</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH326</td>
<td>Biochemistry</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>MA111</td>
<td>Precalculus</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>PS200</td>
<td>Introduction to Physics</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>MA205</td>
<td>Applied Statistics</td>
<td>3</td>
<td>C or better</td>
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<td></td>
<td>Senior Year at Approved School of Medical Technology</td>
<td>32</td>
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<tr>
<td><strong>Major Requirement Credit Hours</strong></td>
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<td><strong>79</strong></td>
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<td><strong>Free Electives</strong></td>
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<td><strong>16</strong></td>
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<tr>
<td><strong>Total Degree Requirement Credits</strong></td>
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<td><strong>125</strong></td>
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</tbody>
</table>
BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall: BI140 (Core) CH150 FY100 (Core) EN100 (Core) MA111
Spring: BI150 (Core) CH200 EN101 (Core) Level Two (Core) MA201

Second Year
Fall: BI155 CH210 Level Two (Core) Level Two (Core)
Spring: BI218 CH160 Level Two (Core) Level Three (Core)

Third Year
Fall: BI335 Level Three (Core) Free Electives
Spring: CH326 Level Three (Core) Free Electives

Fourth Year
Fall: Classes at Med Tech School
Spring: Classes at Med Tech School
Multimedia Communication

PROGRAM
Bachelor of Arts in Multimedia Communication

CONCENTRATIONS
Multimedia Communication
Visual Communication
Digital Media

MINORS
Multimedia Communication
Multimedia Storytelling

The baccalaureate program in Multimedia Communication provides a thorough background in liberal arts with an emphasis on how the media operates in the world to shape the public mind. We consider issues of production and consumption of media forms in theoretical and practical terms. Some courses are directed at the theories behind the media process and others are more directed at hands-on media production experiences such as journalism, video production, and desktop publishing. All the courses provide excellent opportunities for a motivated student interested in working in the communications industry at a professional level to hone the thought processes and skills needed to compete in a very competitive career area. Such well-developed fundamental skills allow students to enter organizations or institutions in need of creative people who can produce media messages consistent with that organization’s objectives.

Graduates of the Multimedia Communication Program:
1. Demonstrate knowledge of the theories of effective mediated communication.
2. Demonstrate an understanding of the ways in which the media influence social, cultural and economic spheres of human activity through effective research and writing.
3. Will create effective print, audio, video, web, and interactive presentations directed at specific target audiences that demonstrate an understanding of the use of hardware, software, and online resources.
4. Carry out their work in an ethical and a professional manner.

SPECIAL FEATURES
- Students in Multimedia Communication typically staff the College's print and online student newspapers, WXStream internet radio station, and WCTV TV channel.
- Internships encouraged.

REQUIREMENTS FOR TRANSFERRING INTO MAJOR
Students who wish to transfer into the program, either from another institution or another program within Wesley College, must have a minimum GPA of 2.0.
### Bachelor of Arts in Multimedia Communication Degree Requirements - General Concentration

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wesley College Core Curriculum</td>
<td>36 Credits</td>
<td></td>
<td>See page 40</td>
<td></td>
</tr>
<tr>
<td>CM101</td>
<td>Public Speaking</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>ME100</td>
<td>The Media in Your Life</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>ME130</td>
<td>Media Aesthetics</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>ME210</td>
<td>Writing for the Media</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>ME220</td>
<td>Audio Production</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>ME230</td>
<td>Video Production</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>ME240</td>
<td>Web Site Design and Development</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>ME242</td>
<td>Digital Imaging</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>ME243</td>
<td>Digital Illustration</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ME346</td>
<td>Content Management Systems</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ME300</td>
<td>Media and Culture</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ME344</td>
<td>Integrated Media Production</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ME351</td>
<td>Journalism</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>ME345</td>
<td>Advanced Visual Communication</td>
<td>3</td>
<td>C or better</td>
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<td>ME400</td>
<td>Media Law</td>
<td>3</td>
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<td>ME490</td>
<td>Senior Media Project</td>
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<td>C or better</td>
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</tbody>
</table>

**Major Requirement Credit Hours** 48

**Concentration requirements:**

**Required:**
- CM101
- ME351

**Fifteen credits of ME electives (choose from courses listed below):**

- ME235
- ME301
- ME310
- ME330
- ME335
- ME336
- ME361
- ME450
- ME471
- ME480
- ME470

**200-Level and Above**

- Free Electives 12

**100-Level and Above**

- Free Electives 15

**Total Degree Requirement Credits** 124
### Bachelor of Arts in Multimedia Communication

**Proposed Four-Year Course Schedule**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>FY100 (Core)</td>
<td>SN100 (Core)</td>
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</tr>
<tr>
<td></td>
<td>EN100 (Core – Multimedia Comm. Section)</td>
<td>EN101 (Core – Multimedia Comm. Section)</td>
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<tr>
<td></td>
<td>MA180 (Core)</td>
<td>ME220</td>
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<tr>
<td></td>
<td>ME100</td>
<td>CM101</td>
<td></td>
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<tr>
<td></td>
<td>ME130</td>
<td>Electives (Multimedia Comm. or other)</td>
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<tr>
<td></td>
<td>Work at one of the student media outlets</td>
<td>Work at one of the student media outlets</td>
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<tr>
<td><strong>Second Year</strong></td>
<td>ME210</td>
<td>ME345</td>
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<tr>
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<td>ME230</td>
<td>ME351</td>
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<tr>
<td></td>
<td>ME242</td>
<td>Level Two (Core)</td>
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<td>ME243</td>
<td>Multimedia Comm. Elective</td>
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<tr>
<td></td>
<td>Level Two (Core)</td>
<td>Electives (Multimedia Comm. or other)</td>
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</tr>
<tr>
<td></td>
<td>Electives (Multimedia Comm. or other)</td>
<td>Work at one of the student media outlets</td>
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</tr>
<tr>
<td></td>
<td>Work at one of the student media outlets</td>
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<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td>ME240</td>
<td>ME344</td>
<td>ME480 (Internship)</td>
</tr>
<tr>
<td></td>
<td>ME300</td>
<td>ME346</td>
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<td>Content Management Systems</td>
<td>3</td>
<td>C or better</td>
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<td>ME400</td>
<td>Media Law</td>
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<td>C or better</td>
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BACHELOR OF ARTS IN MULTIMEDIA COMMUNICATION WITH CONCENTRATION IN VISUAL COMMUNICATION
PROPOSED FOUR-YEAR COURSE SCHEDULE

**First Year**

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<td>ME220</td>
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**Second Year**

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**Third Year**

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**Fourth Year**

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<td>Level Three (Core)</td>
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# Bachelor of Arts in Multimedia Communication Degree Requirements - Digital Media Concentration

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<tr>
<th>Course Prefix and Number</th>
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<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<td>The Media in Your Life</td>
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<td>C or better</td>
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<td>ME130</td>
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<td>Writing for the Media</td>
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<td>C or better</td>
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**Major Requirement Credit Hours**

- **Required:** ME235, ME335, ME330
- **Nine credits of ME electives (choose from courses listed below):** ME301, ME351, ME471, ME310, ME450, ME480, ME336, ME470

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<thead>
<tr>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
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<tr>
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**200-Level and Above Free Electives**

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**100-Level and Above Free Electives**

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**Total Degree Requirement Credits**

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<tr>
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# Proposed Four-Year Course Schedule

## First Year

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<tbody>
<tr>
<td><strong>FY100 (Core)</strong></td>
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<td><strong>EN101 (Core – Multimedia Comm. Section)</strong></td>
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<td><strong>MA180 (Core)</strong></td>
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## Second Year

<table>
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<tr>
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<tbody>
<tr>
<td><strong>ME210</strong></td>
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<td><strong>ME230</strong></td>
<td><strong>ME351</strong></td>
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<th>Summer</th>
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135
Music

PROGRAM
Bachelor of Arts in Music
Bachelor of Science in Music Industry

CONCENTRATIONS
Music Education
Music History
Music Theory and Composition

MINOR
Music

The Bachelor of Arts degree in Music equips students with the knowledge, skill and performance experience needed to pursue a successful career. Our comprehensive program offers a Bachelor of Arts in Music and allows students to complete concentrations in either Music Education, Music History or Music Theory and Composition. The department offers a full range of courses including a four-semester sequence in Music Theory and Aural Skills, a four-semester survey of the history of Western Classical Music, courses in Composition, as well as additional courses in Music Technology, American Popular Music, Conducting, World Music and other topics ranging from Film Music to Opera. The Music Department offers private lessons in voice and all instrumental areas given by leading professionals in their fields.

MUSIC INDUSTRY PROGRAM GOALS
- Possess skills in audio production, recording, live sound reinforcement, digital distribution, and web/interface design.
- Possess foundational music knowledge and competencies, the understanding of music form and structure, and critical listening and assessment skills.
- Demonstrate technical competency with various industry-standard hardware and software.
- Possess essential business knowledge in the foundational areas of marketing, communications, business, contracts and law.
- Possess essential knowledge in intellectual property, music listening, media markets and event production.

SPECIAL FEATURES
- State of the art recording studio and music technology facilities.
- College independent student managed record label and production company.
- College independent student radio station.
- Frequent performance opportunities at top venues in Delaware.
- Small class sizes.
- Internship in music industry.
## Bachelor of Arts in Music With a Concentration in Music Education Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
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# BACHELOR OF ARTS IN MUSIC - MUSIC EDUCATION CONCENTRATION
## PROPOSED FOUR-YEAR COURSE SCHEDULE

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# Bachelor of Arts in Music – History Concentration

## Proposed Four-Year Course Schedule

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- MU212
- MU311
- MU304
- MU312
- MU307
- MU406
- 3 Semesters of Applied Music (300 and 400 level)
- Applied Music or Composition at 300 and 400 level

**Free Electives**

- 19

**Degree Requirements**

- 124
### BACHELOR OF ARTS IN MUSIC – THEORY & COMPOSITION CONCENTRATION
### PROPOSED FOUR-YEAR COURSE SCHEDULE

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**Major Requirement Credit Hours** 40  
**Free Electives** 17  
**Total Degree Requirement Credits** 124
**BACHELOR OF SCIENCE IN MUSIC INDUSTRY**

**PROPOSED FOUR-YEAR COURSE SCHEDULE**

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<td></td>
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</table>
Nursing

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

ACCREDITATION
The Wesley College Bachelor of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

3343 Peachtree Road NE, Suite 850, Atlanta, GA., 30326.
Phone: 404.975.5000
www.acenursing.org

Approved by the Delaware State Board of Nursing.

The Bachelor of Science in Nursing program prepares the graduate to take the NCLEX to become a Registered Nurse and to assume a role within the totality of nursing practice. Students begin clinical experiences in the first year of study and utilize a broad liberal arts and science base to provide nursing interventions in a variety of clinical settings. The BSN graduate is able to demonstrate critical thinking, clinical competence, and a commitment to the value of client oriented nursing care. Through collaborative, accountable and organized practice, the BSN graduate is an advocate to the client and respects other health care workers and their contributions to health care.

Students must be fully admitted and matriculated into the BSN program in order to take any NR-prefix courses except for the following:

- NR 130 Nursing in Today’s World
- Any Level III Core courses with a NR prefix

Please refer to the Department of Nursing webpage for a more detailed description of the BSN program admission requirements.

Graduates of the BSN:
1. Synthesize knowledge from a liberal education in essential skills and competencies, breadth of knowledge, depth of understanding, and application in the major.
2. Apply leadership and management skills to provide quality and cost-effective health care.
3. Apply the nursing process to provide evidence-based, clinically competent, contemporary professional nursing care.
4. Integrate information and health care technology with knowledge based on research to provide competent nursing care.
5. Comprehend the implications of the health care system on quality patient care and the scope of nursing.
6. Communicate using an ongoing interactive process that builds therapeutic interpersonal relationships
7. Promote healthy lifestyles through health education, community partnerships and health promotion strategies.
8. Practice within the values, ethics and standards of professional nursing practice
9. Apply critical thinking skills to provide comprehensive compassionate evidence based nursing care across the life span and in the continuum of health care environments

SPECIAL FEATURES
- Clinical experiences begin in first year
- Senior practicum in area selected by student
- Eligible for 3 graduate credits in second semester senior year
REQUIREMENTS
1. Completion of College core.
2. Maintain minimum GPA of 3.0 in all courses with NR prefix.
3. Maintain a minimum GPA of 2.00 in all science courses.
4. Maintain a minimum cumulative GPA of 2.50.
5. Must be CPR certified throughout program.
6. Annual professional health and safety responsibilities as required by individual clinical facilities.
7. Satisfactory criminal background check, abuse registry checks, and urine drug screen prior to admission.
8. All Nursing major transfer credits must be completed with a "B" or better to transfer to the Wesley College Bachelor of Science in Nursing program.
9. Nursing students may only repeat one failed nursing course. If two courses are failed, the student is no longer eligible to continue in the Nursing Program.
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
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<tbody>
<tr>
<td>BI210</td>
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<td>BI218</td>
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<td>Applied Math Concepts</td>
<td>3</td>
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<tr>
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# BACHELOR OF SCIENCE IN NURSING
## PROPOSED FOUR-YEAR COURSE SCHEDULE

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<tbody>
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<td>MA201 or PY222</td>
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### Second Year

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<td>BI218</td>
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<td>NR307</td>
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Philosophy and Religion

PROGRAM
Bachelor of Arts in Philosophy and Religion

MINORS
Philosophy
Religion

The Bachelor of Arts degree in Philosophy and Religion provides students with the tools of critical reasoning and the inspiration for personal reflection with regard to the fundamental questions of human existence. In employing complementary methods of inquiry, students broaden their intellectual horizons while perfecting skills of written and oral expression essential for success in the professions. Course offerings emphasize the invaluable legacy of history and culture in the development of philosophical and religious systems, while providing guidance toward a deeper understanding of contemporary movements. Students investigate the assumptions, principles, and values animating current disputes of vital human importance. These include the nature and impact of religious experience, the relevance of personal, social, and professional ethics, and the limitations of scientific and technological responses to the challenges of human life.

A strong background in philosophy and religion offers students an excellent foundation for growth in a world where flexibility and adaptability define the conditions for future success. Historically, students having excelled in philosophy and religion have applied their intellectual skills while pursuing careers in religious ministry, business, law, politics, information technology, the health sciences, and the professions in general. Students may opt to do an internship (PH/RE410) with a local agency or nonprofit organization.

Graduates of the Philosophy and Religion Program:

1. Demonstrate a developed awareness and appreciation of the importance of philosophy and religion for addressing the concerns of contemporary life;
2. Apply advanced skills of critical reasoning to questions of central importance to human existence;
3. Exhibit advanced proficiency in oral and written communication;
4. Achieve a solid foundation for potential graduate study in the humanities or the professions;
5. Develop strong potential for positions of responsibility in professional life.

SPECIAL FEATURES
- Participation in undergraduate philosophy and religion conferences
- Special Topics and Independent Study courses of interest to students of philosophy and religion
- Opportunity to provide tutoring services in philosophy and religion
- Domestic travel and study abroad opportunities of special interest to students of philosophy and religion
- Guidance and support of students pursuing entry into graduate school programs or professional career opportunities
### Bachelor of Arts in Philosophy and Religion Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
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<th>Credit per Course</th>
<th>Requirement for Course</th>
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<td>PH100</td>
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<td>C or better</td>
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<tr>
<td>PH210</td>
<td>Logic and Critical Thinking</td>
<td>3</td>
<td>C or better</td>
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<tr>
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<td>Modern Philosophy</td>
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<td>C or better</td>
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<tr>
<td>PH325</td>
<td>Epistemology and Metaphysics</td>
<td>3</td>
<td>C or better</td>
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**Five Religion courses of which two must be at the 300-level or above. Of these five courses, at least one must be taken from each of the three following areas:**

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<tbody>
<tr>
<td>RE201</td>
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<td>RE202</td>
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<td>Relevant special topics course</td>
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<table>
<thead>
<tr>
<th>Scriptures and Texts</th>
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<td>RE131</td>
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<tr>
<td>RE231</td>
<td></td>
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<td>RE241</td>
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<th>Historical, Cultural, Theoretical Studies</th>
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<td>RE200</td>
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<td>RE305</td>
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<tr>
<td>RE306</td>
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<tr>
<td>Relevant special topics course</td>
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| PH301/RE301                              | 3           | C or better |
| PH401/RE401                              | 3           | C or better |

### Major Requirement Credit Hours

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<tr>
<td>Any Level Free Electives</td>
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### Total Degree Requirement Credits

| 124 |
# BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION

## PROPOSED FOUR-YEAR COURSE SCHEDULE

### First Year

<table>
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<tbody>
<tr>
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### Second Year

<table>
<thead>
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<tbody>
<tr>
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### Third Year

<table>
<thead>
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<tbody>
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### Fourth Year

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<tr>
<td>PH/RE301</td>
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<tr>
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</table>
Physical Education K-12

The mission of the Teacher Education programs at Wesley College is to prepare teacher candidates to function as knowledgeable, self-directed, caring, and confident professionals who are able to act as change agents for educational reform throughout their career.

The purpose of the K-12 Physical Education program is to prepare teachers for elementary, middle and secondary schools. The program includes theory and activity courses, as well as field experience and student teaching experiences.

Graduates of the Physical Education program:

1. Demonstrate comprehensive knowledge of content and life-long learning strategies for independent knowledge construction.
2. Demonstrate comprehensive knowledge of pedagogy, including self-knowledge and knowledge of how children, youth, and others learn.
3. Demonstrate continual growth in Content Pedagogical Knowledge through planning, delivering, differentiating, and assessing instruction in ways that align to social constructivist practice and content standards.
4. Demonstrate growth in scholarly competencies, including critical thinking, reflection, technological literacy, and communication through multiple texts.
5. Demonstrate growth in the dispositions of persistence, tolerance for ambiguity, work ethic, and self-directed learning as learners first and then as teachers who consistently demonstrate these professional qualities in multiple professional contexts and settings.

SPECIAL FEATURES

- NCATE accredited program
- All programs are nationally recognized by Specialty Professional Associations.
- Partnerships with local schools for field work and student teaching.
- Academic and social support through the federal Teacher Quality Partnership grant.
- Field experience in most education classes.
- All candidates participate in a year-long student teaching experience.
- Second content area concentration to support certification in a second teaching field.

REQUIREMENTS

Prior to admission to yearlong student teaching in senior year, the following criteria must be met:

1. Earn a “C” or better grade in all major course requirements and have a cumulative GPA of ≥ 2.75.
2. Achieve and maintain the Healthy Fitness zone in aerobic capacity, muscular strength & endurance, flexibility, and body composition, as well as demonstrate competency in 6 fundamental movement skills and selected game strategies as measured by Fitnessgram & Department rubrics. Accommodations will be made for candidates with documented physical disabilities.
3. Successfully develop and present a Teacher Candidacy portfolio outside of and beyond PE 299 or PE 399.
4. Pass the PRAXIS II exam in Health and Physical Education: Content Knowledge (5857) to be certified in both Health and Physical Education or take Physical Education (5091) to be certified only in Physical Educational; or Health (5551) to be certified only in Health, and have scores sent to Wesley College Educational Studies and Teacher Licensure Department.
5. Complete a student teaching application on record in the department by the due date. ALL application materials must be on record in the department by the due date for the student teaching application to be considered complete. This includes the following:
   - Valid negative TB test
   - Current criminal background check
   - Current Delaware Child Protection Registry Check
   - Authorization Release form
1. In order to graduate with a teacher certification degree, the following criteria must be met:
   - A culminating grade point average of $\geq 2.75$
   - Passing scores on Praxis Performance Assessment for Teachers (PPAT)

**NOTE:**
Any current Wesley College student not initially declared as a Physical Education, must have an accumulative grade point average of 2.0 in order to be accepted (change major) into the program.

Upon satisfactory completion of the program of study in physical education and passing Praxis II, and PPAT, graduates receive the B.S. degree in Physical Education, and upon submitting evidence of having achieved a level of performance satisfactory to the Delaware State Department of Education, may be granted by the Delaware State Department of Education initial licensure and certification in physical education for grades K-12. It is the student's responsibility to determine licensure and certification requirements for other states, which may include the necessity to take an additional PRAXIS II exam (this does not replace the PRAXIS II requirement designated by the state of DE Department of Education) designated by the state's Department of Education.
### Bachelor of Science in Physical Education Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI215</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED103</td>
<td>Foundations of Educational Professionalism</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KN305</td>
<td>Exercise Physiology</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KN306</td>
<td>Biomechanics</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE150</td>
<td>Invasion &amp; Target Games</td>
<td>1</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE151</td>
<td>Net/Wall Sports and Fielding/Run-scoring Sports</td>
<td>1</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>PE191</td>
<td>Physical Fitness Activity</td>
<td>1</td>
<td>C or better</td>
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<tr>
<td>PE193</td>
<td>Gymnastics, Rhythm/Dance Activities</td>
<td>1</td>
<td>C or better</td>
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<tr>
<td>PE194</td>
<td>Cooperative Games &amp; Adventure Activities</td>
<td>1</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE262</td>
<td>Motor Development</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE264</td>
<td>Instructional Approaches for Diverse Learners</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>PE299</td>
<td>Second Year Seminar</td>
<td>.5</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>PE317</td>
<td>Methods of Elementary Physical Education</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE318</td>
<td>Methods of Teaching Health for Middle and Secondary Schools</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>PE324</td>
<td>Curriculum Planning and Practice</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>PE327</td>
<td>Adapted / Special Physical Education</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PE350</td>
<td>Methods of Teaching Invasion and Target Games</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PE351</td>
<td>Methods of Teaching Net/Wall and Fielding/Run-scoring Sports</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PE399</td>
<td>Pre-Student Teaching Seminar in Physical Education</td>
<td>.5</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PE403</td>
<td>Assessment and Statistics in Physical Education</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PE405</td>
<td>Physical Education Student Teaching I</td>
<td>9</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PE413</td>
<td>Physical Education Student Teaching II</td>
<td>9</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PE464</td>
<td>Student Teaching Seminar in Physical Education</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wesley College Core Curriculum</strong></td>
<td></td>
<td><strong>40 Credits</strong></td>
<td></td>
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</tr>
</tbody>
</table>

#### Major Requirement Credit Hours
- **Choose one content area (five courses)**
- **Math, Science, Special Education, History, English, Business**
  - 1st course in 2nd teaching field
  - 2nd course in 2nd teaching field
  - 3rd course in 2nd teaching field
  - 4th course in 2nd teaching field
  - 5th course in 2nd teaching field
  - **15** C or better in each of these courses

#### Free Electives
- **0**

#### Total Degree Requirement Credits
- **124**
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year - 32 hours

<table>
<thead>
<tr>
<th>Fall: 17</th>
<th>Spring: 15</th>
<th>Summer (optional)</th>
</tr>
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<tbody>
<tr>
<td>ED103 (3)</td>
<td>PE150 (1)</td>
<td>1-3 courses in core or in</td>
</tr>
<tr>
<td>PE151 (1)</td>
<td>PE193 (1)</td>
<td>2nd teaching field instead of</td>
</tr>
<tr>
<td>PE191 (1)</td>
<td>PE194 (1)</td>
<td>in fall or spring semester</td>
</tr>
<tr>
<td>FY100 (Core) (3)</td>
<td>EN101 (Core) (3)</td>
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<tr>
<td>EN100 (Core) (3)</td>
<td>Level Two (Core) (3)</td>
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</tr>
<tr>
<td>MA102 (Core) (3)</td>
<td>Level Two (Core) (3)</td>
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</tr>
<tr>
<td>1st course in 2nd teaching field (3)</td>
<td>Level Two (Core) (3)</td>
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Second Year – 32 hours

<table>
<thead>
<tr>
<th>Fall: 16</th>
<th>Spring: 16</th>
<th>Summer (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI210 (Core) (4)</td>
<td>BI215 (4)</td>
<td>1-2 courses in core or in</td>
</tr>
<tr>
<td>PE262 (3)</td>
<td>MA201 (3)</td>
<td>2nd teaching field instead of</td>
</tr>
<tr>
<td>PE264 (3)</td>
<td>PE317 (3)</td>
<td>in fall or spring semester</td>
</tr>
<tr>
<td>PE324 (3)</td>
<td>Level Two (Core) (3)</td>
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<tr>
<td>2nd 2nd teaching field course (3)</td>
<td>3rd 2nd field course (3)</td>
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Third Year - 36 hours

<table>
<thead>
<tr>
<th>Fall: 16.5</th>
<th>Spring: 16.5</th>
<th>Summer: 3</th>
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<tbody>
<tr>
<td>PE299 (.5)</td>
<td>PE318 (3)</td>
<td>5th 2nd teaching field course (3)</td>
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<tr>
<td>PE351 (3)</td>
<td>PE327 (3)</td>
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</tr>
<tr>
<td>KN305 (4)</td>
<td>PE350 (3)</td>
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<tr>
<td>Level Three (Core) (3)</td>
<td>PE399 (.5)</td>
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<td>Level Three (Core) (3)</td>
<td>KN306 (4)</td>
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<tr>
<td>4th 2nd teaching field course (3)</td>
<td>Level Three (Core) (3)</td>
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Fourth Year – 24 hours

<table>
<thead>
<tr>
<th>Fall: 12</th>
<th>Spring: 12</th>
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</thead>
<tbody>
<tr>
<td>PE403 (3)</td>
<td>PE413 (9)</td>
</tr>
<tr>
<td>PE405 (9)</td>
<td>PE464 (3)</td>
</tr>
</tbody>
</table>

In any long semester a student may choose to take a lighter load by enrolling in a course during the summer. These may be taken at Wesley or transferred in, with prior approval.
Political Science

PROGRAM
Bachelor of Arts in Political Science

MINOR
Political Science

The Political Science program of Wesley College seeks to afford students the knowledge, understanding, and skills necessary for civic and professional efficacy and the insight into the human condition that favors personal fulfillment and the good of society.

A graduate of the Political Science program:

1. Gains a solid base of knowledge of the purposes, genesis, structures, and processes of modern political systems, in particular of modern democracies.
2. Develops a fundamental understanding of the relationship between human needs and aspirations and the nature and exercise of political power.
3. Develops the cognitive and civic skills requisite to the discerning exercise of freedom.
4. Acquires insight into the nature of the individual and social Good, the relationship between the two, and the most promising paths to their realization.

SPECIAL FEATURES
• Study abroad and internship opportunities
• Internship Opportunities
<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC202 or PO335</td>
<td>Principles of Macroeconomics or Introduction to Research Methods in Social Science</td>
<td>3</td>
<td></td>
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<tr>
<td>PO103</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO231</td>
<td>Introduction to American Politics</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO241</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO251</td>
<td>Introduction to International Politics</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO470</td>
<td>Political Science Internship</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PO490</td>
<td>Contemporary Issues in Political Science</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Six credits from any History course</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td>Nine credits from 300-400 level Political Science courses in at least two of the following categories:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>American Politics, Comparative Politics, and International Relations</td>
<td>9</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>Choose one of the following Political Theory courses:</td>
<td>PO325</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PO326</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PO329</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PO428</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td><strong>Major Requirement Credit Hours</strong></td>
<td>39</td>
<td></td>
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<tr>
<td>300-400 Level</td>
<td>Electives</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Level</td>
<td>Free Electives</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Degree Requirement Credits</strong></td>
<td>124</td>
<td></td>
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</tbody>
</table>
# Bachelor of Arts in Political Science

## Proposed Four-Year Course Schedule

### First Year

<table>
<thead>
<tr>
<th>Fall:</th>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO103</td>
<td>PO251</td>
</tr>
<tr>
<td>PO231</td>
<td>EN101 (Core)</td>
</tr>
<tr>
<td>EN100 (Core)</td>
<td>SN100 (Core)</td>
</tr>
<tr>
<td>MA180 (Core)</td>
<td>HI104</td>
</tr>
<tr>
<td>FY100 (Core)</td>
<td>PO3xx</td>
</tr>
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</table>

### Second Year

<table>
<thead>
<tr>
<th>Fall:</th>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO241</td>
<td>PO3xx Theory</td>
</tr>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
</tr>
<tr>
<td>Level Two (Core)</td>
<td>Level Two (Core)</td>
</tr>
<tr>
<td>PO3xx</td>
<td>PO3xx</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Fall:</th>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO3xx</td>
<td>PO470</td>
</tr>
<tr>
<td>PO3xx</td>
<td>PO3xx</td>
</tr>
<tr>
<td>Level Three (Core)</td>
<td>Level Three (Core)</td>
</tr>
<tr>
<td>LI course</td>
<td>Level Three (Core)</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
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</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Fall:</th>
<th>Spring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO3xx</td>
<td>PO490</td>
</tr>
<tr>
<td>PO3xx</td>
<td>Electives</td>
</tr>
</tbody>
</table>
Pre-Occupational Therapy

PROGRAM
Pre-Occupational Therapy
The Pre-Occupational Therapy program is housed within the Kinesiology Department which strives to impart the knowledge, skills, and professional qualities necessary to pursue advanced learning opportunities on the graduate level of Occupational Therapy. The department combines the values of a liberal arts education with specific content relative to Occupational Therapy.

Graduates of the Pre-Occupational Therapy program should be able to:
1. Demonstrate the abilities associated with being an independent learner and critical thinker.
2. Demonstrate the ability to communicate professionally both orally and in writing.
3. Demonstrate pre-professional skills and qualities evidenced through a practical culminating experience.

SPECIAL FEATURE
- Internship requirement – off campus

REQUIREMENTS
All students enrolled in the Pre-Occupational Therapy program:
1. Must have an accumulative GPA of 3.0 by the conclusion of the 4th consecutive full time semester of enrollment in the program or completion of 64 credit hours as designated by the year one and two of the 4-year plan. If below the required GPA at this point, the student must change degree program. For internship eligibility requirements: attain a minimum grade of "C" in all courses with KN; attain a minimum grade of "C" in all MAJOR REQUIREMENT COURSES; must have an earned cumulative GPA of 3.0; must be a declared major in Pre-OT program; and have final approval of the Kinesiology Department Faculty. All interns should have a current CPR/AED certification during the internship experience. If the site supervisor for the internship deems it unnecessary, a written statement to the fact must be submitted to the intern's college supervisor (academic advisor). All internship site supervisors and facilities must meet the approval of the Kinesiology Department Faculty. The internship requirement is a minimum of 400 clock hours.
2. A minimum grade of "C" must be earned in all major requirement courses, including the Level I math (MA 112) and science (BI 210), and Level IV Core course (KN402A). Any current Wesley College student not initially declared as a major in the program, must have an accumulative grade point average of 3.0 and have taken and passed MA 111 with a "C" minimum grade in order to be accepted (change major) into the program.
3. Graduation requirement is an accumulative GPA of 3.0 or higher and an earned grade of C in all courses listed under program requirements, including MA 112, BI 210, and KN402A.
4. Any additional graduate school admission requirements, including a specified final GPA is the responsibility of the student.
1. NO transfer credits will be accepted from community college level course work for 300 and 400 level courses. Acceptance of ANY transfer credits is the discretion of the Wesley College Office of the Registrar and the Kinesiology Department Faculty.

PRE-OCPPONATIONAL THERAPY PROGRAM
Pre-Occupational Therapy students appropriately apply the skills and knowledge obtained through the science based coursework that is required when applying for admission to a Master's level OT program. Any additional coursework beyond the Pre-OT curriculum needed for graduate school is the responsibility of the student to obtain.

INTERNSHIP ELIGIBILITY
1. ALL required program course work must be completed no later than the semester prior to the actual internship semester.
2. An overall GPA must be a minimum of 3.0
3. Completion of the minimum 100 hours of observation in the field within an appropriate facility or facilities.
4. A minimum grade of C in all required program course work, including MA 112, BI 210, and KN 402A.
5. Criminal background check, drug screen, and immunization verification if required by the site of the internship (may also apply to the observation hours).
6. All other requirements requested by potential site supervisors.
7. Final approval from the faculty of the department.
## Pre-Professional Occupational Therapy Program Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Wesley College Core Curriculum</strong></td>
<td>41 Credits</td>
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<tr>
<td>CH130</td>
<td>Chemistry for Allied Health</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>BI150</td>
<td>Biology I</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 210</td>
<td>Anatomy &amp; Physiology I (Level I core – science)</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>BI215</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>BI327</td>
<td>Animal Behavior</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>PS240 or PS200</td>
<td>Physics I or Introduction to Physics</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>MA111</td>
<td>Precalculus I</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>MA 112</td>
<td>Precalculus II (Level I core – math)</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>MA201, MA205 or PY222</td>
<td>Upper level math course (must be taken to complete Level I core math)</td>
<td>3</td>
<td>C or better</td>
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<td>PY100</td>
<td>Introduction to Psychology</td>
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<td>PY200</td>
<td>Abnormal Psychology</td>
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<td>PY232</td>
<td>Human Development</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN101A</td>
<td>Wellness Lifestyles</td>
<td>2</td>
<td>C or better</td>
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<td>KN203</td>
<td>Advanced First Aid</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN205</td>
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<td>3</td>
<td>C or better</td>
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<tr>
<td>KN 220</td>
<td>Seminar: Occupational Therapy as a Career</td>
<td>2</td>
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<td>KN305</td>
<td>Exercise Physiology</td>
<td>4</td>
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<tr>
<td>KN306</td>
<td>Biomechanics/Kinesiology</td>
<td>4</td>
<td>C or better</td>
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</tr>
<tr>
<td>KN307</td>
<td>Treatment of Athletic Injuries</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN327</td>
<td>Adapted/Special Physical Education</td>
<td>3</td>
<td>C or better</td>
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<td>KN/PY331</td>
<td>Psychology of Performance Injury</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN402A</td>
<td>Research in Practice (Level IV Core – Capstone)</td>
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<td>C or better</td>
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# PRE-PROFESSIONAL OCCUPATIONAL THERAPY PROGRAM
## PROPOSED FOUR-YEAR COURSE SCHEDULE

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>EN100 (Core)</td>
<td>EN101 (Core)</td>
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<tr>
<td>FY100 (Core)</td>
<td>MA112 (Core)</td>
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</tr>
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<td>MA111</td>
<td><strong>BI150</strong></td>
</tr>
<tr>
<td>PY100</td>
<td>KN101A</td>
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### Second Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MA201</td>
<td>BI215</td>
</tr>
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<td>KN205</td>
<td>KN203</td>
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<tr>
<td><strong>BI210</strong> (Core)</td>
<td>PY200</td>
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### Third Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
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<tr>
<td>Level Two (Core)</td>
<td>PY232</td>
</tr>
<tr>
<td><strong>KN306</strong></td>
<td><strong>KN305</strong></td>
</tr>
<tr>
<td><strong>KN307</strong></td>
<td><strong>KN/PY 331</strong></td>
</tr>
<tr>
<td><strong>PS240</strong> or PS200</td>
<td>Level Three (Core)</td>
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<td>Level Three (Core)</td>
<td>Free Elective</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td><strong>KN327</strong></td>
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<tr>
<td><strong>BI327</strong></td>
<td><strong>KN402A</strong> (Core-Capstone)</td>
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<tr>
<td>Free Elective</td>
<td>Free Elective</td>
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</table>

*Courses in bold print indicate the semester the courses are only or primarily taught. Must be completed by 4th semester.*
Pre-Physical Therapy

PROGRAM
Pre-Physical Therapy
The Pre-Physical Therapy program is housed within the Kinesiology Department which strives to impart the knowledge, skills, and professional qualities necessary to pursue advanced learning opportunities in the physical therapy field. The department combines the values of a liberal arts education with specific content relative to Physical Therapy.

Graduates of the Pre-Physical Therapy program should be able to:
1. Demonstrate the abilities associated with being an independent learner and critical thinker.
2. Demonstrate the ability to communicate professionally both orally and in writing.
3. Demonstrate pre-professional skills and qualities evidenced through a practical culminating experience.

SPECIAL FEATURE
- Internship requirement – off campus

REQUIREMENTS
All students enrolled in the Pre-Physical Therapy program:
1. Must have an accumulative GPA of 3.0 by the conclusion of the 4th consecutive full-time semester of enrollment in the program or completion of 67 credit hours as designated by the year one and two of the 4-year plan. If below the required GPA at this point, the student must change degree program. For internship eligibility requirements: attain a minimum grade of “C” in all courses with KN; attain a minimum grade of “C” in all MAJOR REQUIREMENT COURSES; must have an earned cumulative GPA of 3.0; must be a declared major in Pre-PT program; and have final approval of the Kinesiology Department Faculty. All interns should have a current CPR/AED certification during the internship experience. If the site supervisor for the internship deems it unnecessary, a written statement to the fact must be submitted to the intern’s college supervisor (academic advisor). All internship site supervisors and facilities must meet the approval of the Kinesiology Department Faculty. The internship requirement is a minimum of 400 clock hours.
2. A minimum grade of “C” must be earned in all major requirement courses, including the Level I math (MA 112) and science (BI 210), and Level IV Core course (KN402A). Any current Wesley College student not initially declared as a major in the program, must have an accumulative grade point average of 3.0 and have taken and passed MA 111 with a “C” minimum grade in order to be accepted (change major) into the program.
3. Graduation requirement is an accumulative GPA of 3.0 or higher and an earned grade of C in all courses listed under program requirements, including MA 112, BI 210, and KN402A.
4. Any additional graduate school admission requirements, including a specified final GPA is the responsibility of the student.
5. NO transfer credits will be accepted from community college level course work for 300 and 400 level courses. Acceptance of ANY transfer credits is the discretion of the Wesley College Office of the Registrar and the Kinesiology Department Faculty.

PRE-PHYSICAL THERAPY PROGRAM
Pre-Physical Therapy students appropriately apply the skills and knowledge obtained through the science based coursework that is required when applying for admission to a Doctorate of PT program. Any additional coursework beyond the Pre-PT curriculum needed for graduate school is the responsibility of the student to obtain.

INTERNSHIP ELIGIBILITY
1. ALL required program course work must be completed no later than the semester prior to the actual internship semester.
2. An overall GPA must be a minimum of 3.0
3. Completion of the minimum 100 hours of observation in the field within an appropriate facility or facilities.
4. A minimum grade of C in all required program course work, including MA 112, BI 210, and KN 402A.
5. Criminal background check, drug screen, and immunization verification if required by the site of the internship (may also apply to the observation hours).
6. All other requirements requested by potential site supervisors.
7. Final approval from the faculty of the department.
## Pre-Professional Physical Therapy Program Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student use: Semester requirement successfully completed</th>
<th>Grade Earned</th>
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<td>C or better</td>
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<tr>
<td>CH160</td>
<td>Chemistry II</td>
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<td>C or better</td>
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<tr>
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<td>Biology I</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>BI 210</td>
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<td>C or better</td>
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<tr>
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<td>Animal Behavior</td>
<td>3</td>
<td>C or better</td>
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<td>MA 112</td>
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<tr>
<td>MA201, MA205 or PY222</td>
<td>Upper level math course (must be taken to complete Level I core math)</td>
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<td>Human Development</td>
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<td>Advanced First Aid</td>
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<td>C or better</td>
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<td>KN204</td>
<td>Motor Learning</td>
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<td>Personal and Community Health</td>
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<td>C or better</td>
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<td>KN305</td>
<td>Exercise Physiology</td>
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<td>Biomechanics/Kinesiology</td>
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<td>KN307</td>
<td>Treatment of Athletic Injuries</td>
<td>3</td>
<td>C or better</td>
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<td>KN327</td>
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<td>C or better</td>
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<td>KN/PY331</td>
<td>Psychology of Performance Injury</td>
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<td>C or better</td>
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<td>KN402A</td>
<td>Research in Practice (Level IV Core – Capstone)</td>
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<td>C or better</td>
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<td>KN405A</td>
<td>Internship</td>
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**PRE-PROFESSIONAL PHYSICAL THERAPY PROGRAM**  
**PROPOSED FOUR-YEAR COURSE SCHEDULE**

### First Year

<table>
<thead>
<tr>
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<th>Spring</th>
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<tbody>
<tr>
<td>EN100 (Core)</td>
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<td>MA112 (Core)</td>
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<td><strong>CH150</strong></td>
<td><strong>CH160</strong></td>
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<tr>
<td>MA111</td>
<td>BI150</td>
</tr>
<tr>
<td>PY100</td>
<td>KN 205</td>
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### Second Year

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<td>KN204</td>
<td>BI215</td>
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<td>MA 201</td>
<td>KN203</td>
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<td>BI210 (Core)</td>
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### Third Year

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### Fourth Year

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<th>Spring</th>
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<tbody>
<tr>
<td><strong>KN327</strong></td>
<td>Internship</td>
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<td>BI327</td>
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<td>Level Three (Core)</td>
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*Courses in bold print indicate the semester the courses are only or primarily taught.  
#Must be completed by 4th semester.*
Psychology

PROGRAM
Bachelor of Arts in Psychology
Associate of Arts in Psychology

CONCENTRATION
Concentration in Clinical Psychology

MINORS
General Theory
Developmental Psychology

The Psychology Department at Wesley College provides a broad-based curriculum which exposes the student to a wide variety of fields in which Psychology is used. The overriding goal of the Psychology Department is to prepare students for graduate school in the field of Psychology, or other allied fields, or to enter the work force in entry level positions in various government or human services agencies.

A graduate of the Psychology Program:
1. Demonstrates an understanding of the knowledge base of psychology, such as familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understands and applies research methods in psychology including research design, data analysis, and interpretation.
3. Uses critical and creative thinking, skeptical inquiry, and the scientific approach to investigate problems related to behavior and mental processes.
4. Understands and applies psychological principles to personal, social, clinical, ethical, and organizational issues.

SPECIAL FEATURES
- Internship opportunities available for qualified Senior Psychology majors.
- Psychology Club which is open to all Psychology majors. This club is organized and run by elected officers in the Psychology program, along with a faculty sponsor. It meets regularly and engages in activities related to the field of Psychology (i.e., field trips, special speakers, movie critiques, etc.).
- Psi Chi, the National Honor Society for Psychology majors, is available at Wesley College. This honors organization is open to students who have either a major or minor in Psychology and who meet the national organization's requirements for induction.
- Directed research with a faculty member. This provides an excellent opportunity to publish research results before entering into graduate school.

Psychology majors must take all required Psychology courses at Wesley College once they have matriculated. Students who transfer required Psychology courses into Wesley prior to matriculating at Wesley will have those courses applied towards their BA degree at Wesley subject to review and approval of the Department Chair. This requirement may be waived, based upon specific individual circumstances, with the approval of the Department Chair.

To graduate, students majoring in Psychology must hold a minimum GPA of 2.50 in all PY prefix major course requirements, including major electives. Students must also attain a minimum grade of C (70%) in each of these courses. Students majoring in psychology are required to complete assessments of their knowledge of various topics in psychology, which are not necessarily part of individual course requirements, for example, standardized assessments.
CONCENTRATION IN CLINICAL PSYCHOLOGY
12 credit hours
Students must hold a minimum GPA of 2.5 in courses comprising the clinical concentration. Students must also attain a minimum grade of C (70%) in each of these courses.

<table>
<thead>
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<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
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<td>Abnormal Psychology</td>
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<td>C or better</td>
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<tr>
<td>PY232</td>
<td>Psychology of Human Development</td>
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<td>C or better</td>
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<tr>
<td>PY301</td>
<td>Psychology of Personality</td>
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<td>C or better</td>
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<td>PY302</td>
<td>Experimental Psychology</td>
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**NOTE:** PY prefix courses only, including the 3 required psychology electives, are included in the 2.5 GPA requirements for graduation.
# Bachelor of Arts in Psychology
## Proposed Four-Year Course Schedule

### First Year
- **Fall:**
  - PY100
  - EN100 (Core)
  - FY100 (Core)
  - MA180 (Core)
  - General Electives
- **Spring:**
  - PY102
  - EN101 (Core)
  - PY200
  - SN100 (Core)
  - General Electives

### Second Year
- **Fall:**
  - PY232
  - Level Two (Core)
  - BI110
  - Psychology Electives
- **Spring:**
  - Psychology Electives
  - Level Two (Core)
  - PH100
  - Level Two (Core)
  - General Electives

### Third Year
- **Fall:**
  - PY301
  - PY317
  - Level Two (Core)
  - General Electives
- **Spring:**
  - PY330
  - PY302
  - Psychology Electives
  - Level Three (Core)
  - General Electives
  - 300+ General Electives

### Fourth Year
- **Fall:**
  - Level Three (Core)
  - 300+ General Electives
  - PY416 if qualified
- **Spring:**
  - Level Three (Core)
  - 300+ General Electives
  - PY417 if qualified or General Electives
A graduate of the Psychology Program with an Associates of Arts Degree:

1. Demonstrates an understanding of the knowledge base of psychology, such as familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understands and applies research methods in psychology including research design, and interpretation.
3. Uses critical and creative thinking, skeptical inquiry, and the scientific approach to investigate problems related to behavior and mental processes.
4. Understands and applies psychological principles to personal, social, clinical, ethical, and organizational issues.

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wesley College Core Curriculum (Levels I &amp; II)</td>
<td>27 Credits</td>
<td></td>
<td>See page 40</td>
<td></td>
</tr>
<tr>
<td>PY100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PY102</td>
<td>Psychological Science</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PY200</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>PY232 or PY208</td>
<td>Psychology of Human Development OR Child &amp; Adolescent Psychology</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
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<tr>
<td>BA150</td>
<td>Microcomputer Applications</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>One Science Course as listed:</td>
<td>BI100</td>
<td>4</td>
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<tr>
<td></td>
<td>BI110</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>BI150</td>
<td></td>
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<tr>
<td></td>
<td>BI210</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>BI215</td>
<td></td>
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<td>Major Requirement Credit Hours</td>
<td>19</td>
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<tr>
<td>Any Level</td>
<td>Psychology Electives</td>
<td>9</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>Total Degree Requirement Credits</td>
<td>64</td>
<td></td>
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</tbody>
</table>
ASSOCIATE OF ARTS IN PSYCHOLOGY
PROPOSED TWO-YEAR COURSE SCHEDULE

First Year
Fall:
- PY100
- EN100 (Core)
- FY100 (Core)
- MA180 (Core)
- BA150
Spring:
- PY102
- EN101 (Core)
- PY201
- Level Two Core
- Elective

Second Year
Fall:
- PY200
- PY212
- SN100
- Level Two Core
- BI210
Spring:
- PY232
- PY208
- Level Two Core
- Level Two Core
- Elective
- Elective
Sport Management

PROGRAM
Bachelor of Science in Sport Management

The Bachelor of Science in Sport Management housed within the Kinesiology Department strives to impart the knowledge, skills, and professional qualities necessary to pursue career and/or advanced learning opportunities in the administration of sports at various levels, fitness settings, and leisure/recreation settings, as well as promote health and wellness as a part of life-long learning. The department combines the values of a liberal arts education with specific content in the area of Sport Management.

Graduates of the Kinesiology Department will:
1. Demonstrate the abilities associated with being an independent learner and critical thinker.
2. Demonstrate the ability to communicate professionally both orally and in writing.
3. Demonstrate pre-professional skills and qualities evidenced through a practical culminating experience.

SPECIAL FEATURES
- Internship requirement – off campus
- Coaching Certificate

REQUIREMENTS
All students enrolled in the Sport Management program:
1. Must complete a minimum of 100 clock hours of documented field observation as part of internship eligibility.
2. For internship eligibility requirements: attain a minimum grade of "C" in all courses with KN; attain a minimum grade of "C" in all MAJOR REQUIREMENT COURSES; must have an earned cumulative GPA of 2.0; must have an earned GPA of 2.5 for ALL courses with the KN index; must be a declared major in the department’s program; and have final approval of the Kinesiology Department Faculty. All interns must have a current CPR/AED certification during the internship experience. If the site supervisor for the internship deems it unnecessary, a written statement to the fact must be submitted to the intern’s college supervisor (academic advisor). All internship site supervisors and facilities must meet the approval of the Kinesiology Department Faculty. Completion of the 100 observation hours with appropriate documentation is required prior to internship application. Background check, drug screening, and immunization verifications may be required by the internship site. This is the responsibility of the student to meet this requirement. The internship requirement is a minimum of 400 clock hours.
3. NO transfer credits will be accepted from community college level course work for 300 and 400 level courses. Acceptance of ANY transfer credits is the discretion of the Wesley College Office of the Registrar and the Kinesiology Department Faculty.
4. Any current Wesley College student not initially declared as a major in one of the department’s programs, must have an accumulative grade point average of 2.0 in order to be accepted (change major) into the program.

B.S. DEGREE IN SPORT MANAGEMENT
Sport Management students appropriately apply the knowledge, principles, and skills related to the management of sport and physical activity based organizations.

Graduates of the Sport Management Program should be able to:
1. Demonstrate knowledge and comprehension of the socio-cultural dimensions and ethical considerations related to sport and physical activity.
2. Analyze and apply the concepts of management, finance, economics, and marketing in the sport and physical activity settings.
3. Demonstrate comprehension of the legal concepts related to the sport management field.
4. Describe and identify the principals involved in leadership and the attributes of sport governance organizations.
Academic Progress Policy  
(Effective as of A.Y. 2012-13)

The Kinesiology Department has developed the following policy regarding continuation within the curriculum programs (Exercise Science and Sport Management):

1. If a student within the Kinesiology majors fails the same KN course requirement* twice, the student can no longer major in the KN program. If conditions change in regards to coursework, the student may apply for readmission into the major via letter of request. The letter must be submitted to the Chairperson of the department of Kinesiology for review and pending approval by the Kinesiology Department faculty. Submission of a letter to request consideration for readmission to the program does not guarantee acceptance.

2. If by the conclusion of the 5th semester in the program, a student major has a GPA for the KN(PE) courses of less than 2.0, the student can no longer major in KN.

*The KN course requirement per internship eligibility and graduation specifications is that a “C” or higher grade must be earned.
Bachelor of Science in Sport Management Degree Requirements

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Name</th>
<th>Credit per Course</th>
<th>Requirement for Course</th>
<th>For Student Tracking: Add semester course was completed successfully</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA150</td>
<td>Computer Applications</td>
<td>3</td>
<td>C or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI210</td>
<td>Anatomy &amp; Physiology I (Level I core – science)</td>
<td>4</td>
<td>C or better</td>
<td></td>
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<tr>
<td>BI215</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>EC201</td>
<td>Microeconomics</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>EC202</td>
<td>Macroeconomics</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>ME361</td>
<td>Sport Communication</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>MG206</td>
<td>Principles of Management</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>MK204</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN1XX or (KN101 – 2 credits)</td>
<td>Activity Course</td>
<td>1</td>
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<tr>
<td>KN1XX</td>
<td>Activity Course</td>
<td>1</td>
<td>C or better</td>
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<tr>
<td>KN201</td>
<td>History &amp; Philosophy of Kinesiology and Physical Education</td>
<td>3</td>
<td>C or better</td>
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</tr>
<tr>
<td>KN203</td>
<td>Advanced First Aid and Emergency Care</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>KN205</td>
<td>Personal and Community Health</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>KN210</td>
<td>Organization and &amp; Admin of Physical Education</td>
<td>3</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>KN305</td>
<td>Exercise Physiology</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>KN306</td>
<td>Biomechanics/Kinesiology</td>
<td>4</td>
<td>C or better</td>
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<tr>
<td>KN308</td>
<td>Coaching Techniques</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN320</td>
<td>Sport Management</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN330</td>
<td>Legal Aspects of Sport</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN390</td>
<td>Sport Entrepreneurship</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN401</td>
<td>Contemporary Issues in Physical Education, Health, Recreation, &amp; Sports</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN402A (Level IV Core)</td>
<td>Research in Practice</td>
<td>3</td>
<td>C or better</td>
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<tr>
<td>KN403</td>
<td>Test and Measurements in Human Performance</td>
<td>3</td>
<td>C or better</td>
<td></td>
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<tr>
<td>KN405A</td>
<td>Program Internship</td>
<td>9</td>
<td>C or better</td>
<td></td>
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</tr>
<tr>
<td>KN409</td>
<td>Sport Facility &amp; Event Management</td>
<td>3</td>
<td>C or better</td>
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</table>

**Major Requirement Credit Hours**: 74

**Free Electives**: 10

**Total Degree Requirement Credits**: 124
BACHELOR OF SCIENCE IN SPORT MANAGEMENT
PROPOSED FOUR-YEAR COURSE SCHEDULE

First Year
Fall:                   Spring:
EN100 (Core)            EN101 (Core)
FY100 (Core)            Free Elective
KN203                  KN201
MA180(Core)            KN205
BA150                  KN Activity
KN Activity            Level Two (Core)

Second Year
Fall:                   Spring:
KN210      Level Two (Core)
BI210 (Core)    BI215
MK204      EC201
Level Two (Core)  MG206
Level Two (Core)  Electives

Third Year
Fall:                   Spring:
EC202      ME361
KN306      KN305
KN308      KN320
KN330      KN390
Level Three (Core)  Level Three (Core)

Fourth Year
Fall:                   Spring:
KN401      KN402A (Core-capstone)
KN403      KN405A
KN409
Level Three (Core)  Free Electives

*courses in bold print indicate the semester the courses are only or primarily taught.
WESLEY COLLEGE
OTHER PROGRAMS OF STUDY
HONORS PROGRAM

DESCRIPTION
The Honors Program is designed for students with high academic ability and aspiration. The Honors Program brings together outstanding students and faculty in courses created specifically for the program. The courses are designed to provide enriched academic experiences consistent with students’ academic abilities and interests.

SPECIAL FEATURES
Students admitted to the Honors Program may receive the following benefits:

- Wesley Scholarship
- Other college scholarships based on an evaluation of merit and need
- Honors housing on campus
- Travel support for professional conferences
- Priority registration
- Special recognition on transcripts and diploma and at graduation
- Honors courses designated on transcripts
- Special Honors trips and events

REQUIREMENTS
Students may enter the Honors Program upon admission to Wesley or at any point prior to completing 90 credits. All students with a Wesley College GPA of 3.0 are entitled (and encouraged) to enroll for Honors courses without participating in the program.

Criteria for Application: Students may apply for admission to the Honors Program by satisfying one of the four requirements below. Applicants may also be required to submit a letter of recommendation from a teacher or professor and a letter detailing the student’s reasons for applying to the Honors Program. The Director of the Honors Program will review all applications for admission to the program. The four entry routes to the Honors Program are:

1. Entering first year students with a minimum high school GPA of 3.3 and a minimum composite SAT score of 1100 or ACT score of 23.
2. Enrolled students at Wesley with up to 90 college credits and a college GPA of 3.0.
3. Transfer students with up to 90 transfer credits and a college GPA of 3.0.
4. International students entering with minimum TOEFL score of 617 (computer-based test: 260) who have completed a minimum of 12 credits at Wesley with a Wesley GPA of 3.0. International students who are eligible to enroll at Wesley without the TOEFL requirement must satisfy one of the requirements 1-3 above.

Criteria for Continuation in the Program:
To maintain eligibility in the Honors Program, students are required to achieve a minimum 3.0 cumulative GPA. A student may retain his or her Honors Program status for one semester only following the semester in which the cumulative GPA falls below 3.0 in order to restore the GPA. Failure to maintain a cumulative GPA of 3.0, after the one semester will result in a loss of Honors Program status until a 3.0 GPA is obtained. To regain Honors status, a student should submit a letter requesting re-instatement to the Director of the Honors Program. The Director of the Honors Program will monitor student eligibility for participation.

CURRICULUM
A specific interdisciplinary seminar is required each semester for the first two years of the Honors Program. These courses are listed below. In addition, Honors EN 101 is required during the first semester for first-year students. This requirement is waived for enrolled or transfer students who have successfully completed EN 101 or its equivalent.
REQUIRED INTERDISCIPLINARY SEMINARS

HN 101: The Nature of Reality
HN 102: The Nature of Knowledge
HN 201: The Good Life
HN 202: The Social Good

Successful completion of the required interdisciplinary seminars will satisfy the following areas of the Core Curriculum:

- EN 100 College Writing
- Frontiers of Science*
- Level Two: Philosophy and Religion
- Level Two: History and Social Sciences

JUNIOR AND SENIOR YEAR COURSE REQUIREMENTS

After completion of the four required seminars, Honors students, under the direction of a faculty mentor, must earn credit for two courses designed to facilitate the completion of a required Honors Senior Thesis:

HN 300: The Research Process
HN 400: Honors Senior Thesis

*Pending approval
DOVER AIR FORCE BASE & EVENING PROGRAMS

Wesley offers classes designed to meet the educational needs of busy adult military students at the Dover Air Force Base in the evening and during the lunch hour.

DOVER AIR FORCE BASE
The Wesley College program on Dover Air Force Base is located in Building 261 Chad Street. Classes are held in Buildings 261 and 262. The College offers 100- and 200-level courses on Dover Air Force Base that can be taken by military personnel, Department of Defense employees, or civilian students. The courses are accepted and accredited for completion of the General Education requirements for a Community College of the Air Force degree, to earn a degree at Wesley College, or to use as transfer courses to another institution.

ADMISSION AS PART-TIME, MILITARY STUDENT
Application Process:
• Complete Application for Part-Time online or in the DAFB Wesley office
• The $25 application fee is waived for military members and their families
• Order official transcripts from high school and any college previously attended (including the Community College of the Air Force)
• Send the above application materials to: Wesley College DAFB, 436 FSS/FSDE, 261 Chad Street, Dover AFB, DE 19902

REFUND POLICY
One hundred percent of tuition will be refunded if written notification of withdrawal is made prior to the first day of class. Other refunds of tuition will be made upon receipt of written notification of withdrawal according to the following schedule:

Half-Semester Sessions (Accelerated)
• 50% in first week
• 25% in second week
• 0% after second week

14-Week Semester
• 75% in the first week of the academic period
• 50% in the second week of the academic period
• 25% in the third week of the academic period
• No refund will be made following the third week of the academic period.

Refund checks will be issued within 30 days, if all financial aid is cleared. Students will be considered enrolled in a course unless a withdrawal form has been completed, signed by an advising official and returned to the Registrar’s Office. Students who fail to officially withdraw in writing may receive a grade of F.
RESERVE OFFICER TRAINING CORPS (ROTC)

ARMY ROTC MILITARY SCIENCE PROGRAM

Four-Year Program
Students at Wesley College, through a Cross-Enrollment Agreement with the University of Delaware, have the opportunity to earn a commission as a Second Lieutenant in the U.S. Army upon completion of the military science program and baccalaureate degree requirements. The four-year program consists of the completion of eight semester courses, totaling 16 credits, and one summer encampment. Courses at the 100 and 200 level are open electives to freshmen and sophomores. These courses are offered on the campus of Delaware State University. A military obligation is incurred only if the student contracts for commission during the last two years and receives pay.

Two-Year Program
The two-year program is designed to provide sophomores and juniors who have not completed the first two years of military science the opportunity to qualify for advanced ROTC and to obtain a commission. The student has at least two years of full-time academic status remaining to qualify. As a prerequisite, the student must complete a four-week summer basic camp. Students are paid while attending this camp. Military veterans generally qualify automatically for the two-year program. It is preferred that non-military veterans sign up for this program no later than the end of their first semester of their sophomore year.

ADVANCED CAMP
The ROTC student desiring to receive a commission must successfully complete a six week summer encampment, normally between the junior and senior years. This camp allows the student to apply, in a totally military environment, those leadership and technical skills studied on campus. Students are provided uniforms, food, lodging and medical care at no cost and are paid during this period.

PAY AND ALLOWANCE
ROTC students contracting for a commission during the junior and senior years receive a subsistence allowance of $350 – 400 per academic month. Obligation: Up to four years of active duty (full-time employment), or eight years of part-time employment (one weekend per month and an annual two-week encampment) in the National Guard or Reserve Components, upon receipt of a commission.

ARMY ROTC SCHOLARSHIP
Two and three year scholarships are awarded on the basis of academic merit, athletic ability and leadership potential. Scholarships pay tuition, books, supplies, fees up to $20,000 a year and between $400 - $500 subsistence allowance per academic month. The number of scholarships available vary from year to year. Obligation: Up to four years of active duty (full-time employment), or eight years of part-time employment (one weekend per month and an annual two-week encampment) in the National Guard or Reserve Components, upon receipt of a commission. A limited number of scholarships are available to qualified students who desire a commission in the Army Reserve or National Guard.

ACADEMIC DELAY
ROTC graduates may apply for a delay from entry on active duty for the purpose of obtaining an additional academic degree.

For more information contact:

University of Delaware
314 Wyoming Road
Newark, DE 19716
Maj. Noel Milian
Phone: (302)831-8213
Email: nmilian@udel.edu

Phone: (800)830-ROTC
Fax: (302)831-2219
E-mail: army-rotc@udel.edu
MINORS

ACCOUNTING

MINOR REQUIREMENTS
Complete 15 accounting (AC) credit hours as listed.
A minimum of nine credit hours must be taken at Wesley College.
Transfer credits must be approved by the accounting department chair.
Course prerequisites must be followed.

These two courses must be taken.
AC300 Intermediate Accounting I
AC301 Intermediate Accounting II

Select any three of the following:
AC310 Cost Accounting
AC311 Federal Taxation
AC316 Accounting Information Systems
AC408 Auditing
AC409 Advanced Accounting
AC412 Governmental, Not-For-Profit and Fiduciary Accounting

Total Credit Hours 15

AFRICANA STUDIES

Required Courses:
AA 120 Introduction to Africana Studies and the Black Experience
AA 400 Seminar and Practicum in Africana Studies

Africana Studies Electives:
Africana studies courses are classified by thematic tracks including 1) Cultural Production and Expression 2) Social and Structural Analysis and 3) Historical Investigation. Students choose 3 courses (or 9 hours) to include at least one (1) course from two (2) of the tracks. One elective course (3 hrs) must have an "AA" designation.

Theme/Track 1: Cultural Production and Expression
AA301 African Americans in Film
AA202 Hollywood’s Africa
EN336 African American Prose and Drama
EN337 African American Poetry, Prerequisite: EN101.
MU205 Jazz: The American Musical Venture

Theme/Track 2: Social and Structural Analyses
AA201 African Cultures & Traditions
SO301 Contemporary Social Problems Prerequisite: SO100 or PY100.
SO302 Race and Ethnicity
AA320 Race, Class, Gender and Crime Prerequisite: Any of the following: AA 120, SO 100, SO 221/LJ 203, LJ 102, or PY 100
RE252 Black Theology

Theme/Track 3: Historical Investigation
AA302 Africans and the Making of the Atlantic World
HI320 African American History
HI321 Modern Africa
HI330 The American Civil War and Reconstruction

Total Credit Hours: 15
Students must earn a 2.0 or better in all courses counting toward the minor in Africana Studies.

Students may minor in Africana Studies in conjunction with any major course of study, and courses taken toward the minor may also count toward Core Requirements. A minimum of 9 hours must be completed at Wesley College, and at least 6 credits must be at or above the 300-level. Special Topics courses may count as electives in the tracks with the approval of the Africana Studies Advisor.
AMERICAN STUDIES

AM200 American Culture/Counterculture

Five of the following courses to be spread across at least three disciplines or any AM courses, with at least three courses taken above the 200-level:

<table>
<thead>
<tr>
<th>AM Courses</th>
<th>HI Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN207A States of Grace</td>
<td>HI327 Twentieth-Century America</td>
</tr>
<tr>
<td>EN208A A Literature Made by War</td>
<td>HI335 Special Topics in American Social and Cultural History</td>
</tr>
<tr>
<td>EN336 African American Prose and Drama</td>
<td>HI360 Special Topics in American Political History</td>
</tr>
<tr>
<td>EN337 African American Poetry</td>
<td>MU205 Jazz: The American Musical Venture</td>
</tr>
<tr>
<td>EN353 American Romanticism</td>
<td>PO231 Introduction to American Politics</td>
</tr>
<tr>
<td>EN355 American Realism</td>
<td>PO337 Special Topics: American Political Systems and Behavior</td>
</tr>
<tr>
<td>EN357 American Modernism</td>
<td>PO352 U.S. Foreign Policy</td>
</tr>
<tr>
<td>EN440 Contemporary American Literature</td>
<td>PO373 American Campaigns, Parties, &amp; Interest Groups</td>
</tr>
<tr>
<td>HI103 Foundations of America</td>
<td>PO374 Congress and the President</td>
</tr>
<tr>
<td>HI104 The Transformation of America</td>
<td>RE200 Religion in America</td>
</tr>
<tr>
<td>HI203 The 1960’s: Culture in Conflict</td>
<td>SO201 Marriage and Family Life</td>
</tr>
<tr>
<td>HI204 The American Family and Its Home</td>
<td>SO301 Contemporary Social Problems</td>
</tr>
<tr>
<td>HI220 African American History</td>
<td>At least nine credit hours must be 200-level or above</td>
</tr>
<tr>
<td>HI323 Colonial America and the Revolution</td>
<td>A minimum of nine credit hours must be taken in residence</td>
</tr>
<tr>
<td>HI324 Nineteenth-Century America</td>
<td>Transfer credits must be approved by the Chair</td>
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</table>

**Total Credit Hour:** 18
**ART**

Courses required:

AR101 Design Fundamentals I  
AR103 Drawing I  
AR109 Painting I  

One (1) of the following the following courses:

AR199A Printmaking  
AR203 Drawing II  
AR209 Painting II  

Either one (1) from below, or an additional one (1) from above:

AR100 History and Appreciation of Art  
AH101 History of Art, Pre-History – Renaissance  
AH102 History of Art, Renaissance – 20th Century  
AH201 History of Art, Modern and Contemporary Art  
ME235 Digital Photography  
ME240 Web Design & Development  
ME242 Digital Imaging (lab class focusing on using Photoshop)  
ME243 Digital Illustration (lab class focusing on using Illustrator)  
ME300 Media & Culture  
ME310 Social Media  
ME336 Animation  
ME345 Advanced Visual Communication  
ME346 Content Management Systems  
ME301 Documentary Film  
ME230 Video Production  
ME330 Advanced Video Production  
ME335 Nonfiction Media Production  

**Total Credit Hours:** 15

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**BIOLOGY**

**MINOR Requirements**

A grade of "C" or higher is required in each course in the minor.  
A minimum of nine credit hours must be taken at Wesley College.

BI150 Biology I  
BI155 Biology II  

**Total Credit Hours:** 15

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**BUSINESS ADMINISTRATION**

**MINOR Requirements**

AC202 Principles of Accounting I  
BA150 Microcomputer Applications  
BA300 Business Law I  
MG206 Principles of Management  
MK204 Principles of Marketing  

**MINOR Electives**

Six additional credits in 300-400 level courses with BA, MG or MK prefixes  

**Total Credit Hours:** 21

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**CHEMISTRY**

**MINOR Requirements**

A grade of "C" or higher is required in each course in the minor.  
A minimum of nine credit hours must be taken at Wesley College.

CH150 Chemistry I  
CH160 Chemistry II  
CH200 Organic Chemistry I  
CH210 Organic Chemistry II  
CH310 Analytical Chemistry or  
CH326 Biochemistry  

**Total Credit Hours:** 19-20

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**COMMUNICATION**

CM101 Public Speaking  
CM210 Human Communication  
CM315 Interpersonal Communication  

Six additional credits in communication courses at least three of which must be at the 300-level or above  

**Total Credit Hours:** 15
**CRIMINAL JUSTICE**

**Minor Requirements**
- LJ102 Introduction to Criminal Justice
- LJ201 Criminal Law
- LJ205 Law and Justice

**Minor Electives**
Nine credits from the following courses:
- LJ/SO 203 Criminology
- LJ 302 Criminal Procedure
- LJ 312 Interviewing and Investigating
- LJ 317 Juvenile Delinquency and the Law
- LJ/SO 319 Drugs in American Society
- PO355 Constitutional Law: Rights
- PY307 Forensic Psychology

**Total Credit Hours:** 18

Students may minor in Criminal Justice in conjunction with any major course of study. Special Topics courses may count as electives with the approval of the Criminal Justice Advisor.

**Drama and Theater**

**Minor Requirements**
Students will choose six credits from one group and nine credits from the other group to satisfy requirements.

**Group A:**
- DR213 History of Theatre I
- DR215 History of Theatre II
- EN329 Studies in Drama
- EN435 Shakespeare and His Age

**Group B:**
- DR110 Introduction to Acting
- DR112 Technical Theatre
- DR115 Introduction to Directing and Production
- DR214 Advanced Acting and Stagecraft

**Total Credit Hours:** 15

**Economics**

(Open to business and non-business majors)

**Minor Requirements**
- EC201 Principles of Microeconomics
- EC202 Principles of Macroeconomics

**Minor Electives:**
Twelve additional credits in Economics at the 300-400 level

**Total Credit Hours:** 18

**English**

**Minor Requirements**
Students will choose:
- EN205A: The Adventure of English or
- EN205B: Myths of Britain: Power, Gender, and Identity
- EN206A: Empire and Identity or
- EN207A: States of Grace
- EN208A: A Literature Made by War

Nine additional credits in English:
- 200 level or above (3 credits)
- 300-400 level (6 credits)

**Total Credit Hours:** 15

**Environmental Science**

**Minor Requirements**
A grade of “C” or higher is required in each course in the minor. A minimum of nine credit hours must be taken at Wesley College.

- CH130 Chemistry for Allied Health
- ES209 Environmental Sciences
- ES211 Environmental Field Sampling
- ES400 Environmental Policy
- ES420 Principles of Geographic Information Systems
- Any 300 or 400 level course in Environmental Studies

**Total Credit Hours:** 19
ENVIRONMENTAL POLICY

MINOR Requirements
A grade of "C" or higher is required in each course in the minor.
A minimum of nine credit hours must be taken at Wesley College.

ES209 Environmental Sciences
ES310 Introduction to GIS
ES340 Environmental and Land Use Planning
ES400 Environmental Policy
ES408 Environmental Law
PH315 Environmental Ethics

Total Credit Hours: 18

FRENCH

FR200 Intermediate French I
FR201 Intermediate French II
Twelve credits of French (above 201 level), which may include HU250/251 Foreign Travel and Study I, II to an appropriate destination.

Total Credit Hours: 18

GENDER STUDIES

GS100 Introduction to Gender Studies
GS400 Seminar in Gender Studies
9 additional credit hours, 6 of which must be at the 300-level or higher, from among the following courses:
EN319 Fairy Tales
EN324 Gendered Rhetoric
EN415A Women Writers
SO201 Marriage and Family Life
GS200 Strong Women, Strong Men
GS300 Women of the World: The Female Experience through Film
HI351 Money and Sex
PO363 Gender and Leadership
PO365 Politics and the First Spouse

Additional courses, with the approval of the Chair of the Department of Literature and Languages or as they are added to the program, may fulfill elective course requirements for the minor.

Total Credit Hours: 15

HISTORY

Fifteen credits of History courses
(Six credits must be 300-level or above)
Students must have a C or better average in all 100-level History courses used to fulfill the History minor. In 200, 300, and 400-level History courses, students must attain C or better grade in each course used to fulfill the minor.

Total Credit Hours: 15

HUMAN BIOLOGY

MINOR Requirements
A grade of "C" or higher is required in each course in the minor.
A minimum of nine credit hours must be taken at Wesley College.

BI 110 Basic Human Anatomy & Physiology OR
BI 210 Anatomy & Physiology I

MINOR Electives
The following courses may be applied toward a minor in human biology:
BI215 Anatomy & Physiology II
BI218 Microbiology
BI314 Medical Microbiology
BI335 Immunology
BI345 Embryology
BI3xx Biology Special Topics (selected topics)
CH130 Chemistry for Allied Health
ES2xx Environmental Science Special Topics (selected topics)
PH315 Environmental Ethics
PE305 Exercise Physiology OR PE 306 Biomechanics/Kinesiology

Total Credit Hours: 24
INTERNATIONAL BUSINESS

MINOR Requirements
BA212 International Business
EC312 International Economics I
MG206 Principles of Management

MINOR Electives
Six credits from among the following courses:
BA310/410 Special Topics in Business
BA316 International Supply Chain
EC412 International Economics II
EC340 Environmental Economics
LJ316 Law Around the Globe

Total Credit Hours: 15

MANAGEMENT

MINOR Requirements
MG206 Principles of Management
MG310 Human Resource Management
MG314 Small Business Management

MINOR Electives
Six credits from among the following courses:
BA310/410 Special Topics in Business
MG344 Management Information Systems
MG400 Organizational Behavior
MG404 Production and Operations Management

Total Credit Hours: 15

MARKETING

MINOR Requirements
MK204 Principles of Marketing
MK411 Marketing Research
MK412 International Marketing

MINOR Electives:
Six credits from among the following courses: BA310/410 Special Topics in Business
MK306 Consumer Behavior
MK311 E-Marketing
MK420 Branding, Advertising and Integrated Marketing Communications

Total Credit Hours: 15

MATHEMATICS

MINOR Requirements
- Complete Math credit hours as listed.
- A minimum of (9) or the required (18) credit hours must be taken at Wesley College.

MA211 Calculus I
MA212 Calculus II
MA201 Statistics
MA111 or above Math Class
200-level or above Math Class

Total Credit Hours: 18

INFORMATICS

MINOR Requirements
MA140 Computer Programming I
MA205 Applied Statistics or MA450 Mathematical Statistics
ES310 Introduction to GIS or ES420 Spatial Analysis Using Geographical Information Systems and Image Analysis
BI406 Research Methods
BI407 Experimental and Project Research
MA325 Introduction to SAS Programming

Total Credit Hours: 15

MEDIA STUDIES

MINOR Requirements
ME130 Media Aesthetics
ME200/HI230 History of the U.S. Mass Media
ME300 Media and Culture
Six additional credits in Media Arts at the 300- and 400-level
MUSIC

MINOR Requirements
MU101 Aural Skills I
MU102 Aural Skills II
MU103 Theory of Music I
MU104 Theory of Music II
MU208 History and Literature of Music I or
MU209 MU209 History and Literature of Music II

PERFORMANCE Requirement
(3 credits total from the following three courses)
MU115 Contemporary Music
MU117 College Band
MU151 College Choir

(PLUS three credits of private lessons)

MINOR Electives
(One of the following four courses)
MU211 Composing with Computers
MU205 Jazz: The American Musical Venture
MU206 Art of Song
MU327 Music: the Universal Language

Total Credit Hours: 20

PHILOSOPHY

The minor in Philosophy requires 18 course credits, 9 of which must be at the 200 level or above. A minimum grade of C is required for each course.

Total Credit Hours: 18

POLITICAL SCIENCE

Students must attain a grade of C or better grade in all Political Science courses used to fulfill the minor.

At least nine credits must be 200-level or above. Courses in at least three of the four Political Science areas: American Politics, Comparative Politics, International Relations and Political Theory

Total Credit Hours: 15
PRE-PROFESSIONAL (PRE-MEDICINE/PRE-DENTAL/PRE-VET/PRE-PA)

The Pre-professional minor provides students with the background needed to apply for admission to Medical School, Dental School, Veterinary School and Physician Assistant programs without completing a major in one of the sciences.

MINOR Requirements
A grade of "C" or higher is required in each course in the minor.
A minimum of nine credit hours must be taken at Wesley College.

BI150 Biology I
BI155 Biology II
CH160 Chemistry II
CH210 Organic Chemistry II
MA211 Calculus I
PS240 Physics I
PS250 Physics II

Total Credit Hours: 28

PSYCHOLOGY

General Theory Minor in Psychology
PY100 Introduction to Psychology
PY200 Abnormal Psychology
PY232 Human Development
PY301 Psychology of Personality
Student choice at the 300 or above level
PY302 Experimental Psychology

Developmental Psychology
PY100 Introduction to Psychology
PY201 Educational Psychology
PY208 Child and Adolescent Psychology or PY232 Human Development
PY318 Developmental Psychopathology
Student choice at the 300 or above level
PY302 Experimental Psychology

Nine (9) of the eighteen hours specified above must be taken at Wesley College

Total Credit Hours: 18

RELIGION

The minor in Religion requires 18 course credits, 9 of which must be at the 200 level or above. A minimum grade of C is required for each course.

Total Credit Hours: 18

SOCIOLOGY

Learning Outcomes for the Sociology minor:
Upon graduation with a minor in Sociology, students will:
1. Apply the sociological imagination and sociological concepts and principles to his/her own life.
2. Apply and present sociological thinking to analysis of social structures and institutions, social movements, practices, and social constructs such as race, gender, social class, and other social positions that organize peoples’ lives.
3. Understand the causes and consequences of social inequality.
4. Understand the social construction of ideas.
5. Identify important social institutions in society.
6. Understand the scientific nature of sociology.
7. Demonstrate skills in critical thinking, oral and written communication.
8. Demonstrate an ethos of civic engagement.

Required Courses: SO 100 Introduction to Sociology (3 hours)
Electives: Students will take four elective courses (12 hours). Three courses (9 credits) must be taken at or above the 300-level. At least 9 credits must be taken at Wesley College.

Total Credit Hours: 15

SPANISH

SP200 Intermediate Spanish I
SP201 Intermediate Spanish II
Twelve credits of Spanish courses (above 201), which may include HU250-251 Foreign Travel and Study I, II to an appropriate destination

Total Credit Hours: 15
WRITING

WR202 or WR211
EN317 or EN325

Nine additional credits in English, Multimedia Communications, or Writing at least six of which must be 300–400 level from among the following list of courses or other courses as approved by the Chair of the Department of Literature and Languages:

EN317  History and Structure of the English Language
EN324  Gendered Rhetoric
EN325  Rhetorical Theory and Practice
EN420  Internship
ME210  Writing for the Media
ME351  Journalism
ME450  Scriptwriting
ME470  Special Topics: Freelance Writing
WR202  Expository Writing
WR211  Persuasive Writing
WR318  Technical Writing

NOTE:  EN100 and EN101 do not count for the Writing Minor, although these courses do serve as prerequisites for many of the courses listed above. The Writing Minor is restricted to non-English majors.

Total Credit Hours: 15
CERTIFICATE PROGRAMS

Accounting (Post-Baccalaureate): The certificate in accounting is designed for the individual who holds a bachelor’s degree in another field and desires a concentration in accounting. The certificate program provides the coursework in accounting theory and practice necessary for professional testing. A maximum of six credits may be waived if equivalent courses have been completed at another accredited institution.

CERTIFICATE REQUIREMENTS
- Complete 36 credit hours as listed below.
- A minimum of 30 credit hours must be taken at Wesley College.
- Transfer credits must be approved by the accounting department chair.
- Course prerequisites must be followed.

AC202 Principles of Accounting I
AC203 Principles of Accounting II
AC300 Intermediate Accounting I
AC301 Intermediate Accounting II
AC310 Cost Accounting
AC311 Federal Taxation
AC416 International Accounting
AC408 Auditing
AC409 Advanced Accounting
AC412 Governmental, Not-For-Profit and Fiduciary Accounting
BA300 Business Law I
BA301 Business Law II

Coaching Certificate: The Certificate in Coaching verifies that the recipient has taken 15 credits of coursework that are related to the field of coaching. The content of the courses provides extended knowledge and application to better prepare an individual to participate in a coaching capacity.

KN210 Organization and Administration
KN302 Principles of Strength and Conditioning
KN303A Sport and Exercise Psychology
KN307 Treatment of Athletic Injuries
KN308 Coaching Principles and Techniques

Legal Studies (Post-Baccalaureate): The Certificate in Legal Studies is designed for the individual who desires a basic knowledge of Legal Studies and who holds a bachelor degree in another field. All transfer credits must be completed with a “C” or better. The Certificate courses taken under Legal Studies must be completed with a “C” or better to earn Certificate credit. Only one (1) three-credit Legal Specialty course or legal elective may be transferred from another institution for the Legal Studies Certificate with the approval of the Program Director. Certificate candidates are not eligible for internship credit.

Paralegals may not provide legal services directly to the public, except as permitted by law.

CERTIFICATE REQUIREMENTS 9 Credit Hours
LJ 101 Introduction to Law
LJ 200 Legal Research and Writing
LJ 301 Civil Litigation
**CERTIFICATE MAJOR ELECTIVES**  9 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LJ 201 Criminal Law</td>
<td>3</td>
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<tr>
<td>LJ 202 Tort and Personal Injury Law</td>
<td>3</td>
</tr>
<tr>
<td>LJ 210 Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LJ 211 Contract Law</td>
<td>3</td>
</tr>
<tr>
<td>LJ 215 Advanced Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LJ 310 Wills, Trusts and Estates</td>
<td>3</td>
</tr>
<tr>
<td>LJ 311 Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>LJ 312 Interviewing and Investigation</td>
<td>3</td>
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<tr>
<td>LJ 313 Law of Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LJ 400 Evidence and Trial Advocacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**  18

**Advanced Certificate in Laboratory Science for Nursing Majors:** This certificate program is designed to strengthen preparation in the laboratory sciences and prepare nurses for work as researchers or eventually for a career in medicine.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ES199A GIS for Everyone</td>
<td>3</td>
</tr>
<tr>
<td>BI210 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BI215 Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>BI218 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CH130 Chemistry for Allied Health</td>
<td>4</td>
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<tr>
<td>CH200 Organic Chemistry I</td>
<td>4</td>
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</tbody>
</table>

**Total Credits (over currently required coursework)**  14 or 15

**Informatics:** Many companies must be able to deal with and analyze large data sets. Informatics is a growing field that provides training in how to deal with large data sets. Students who acquire the Informatics Certificate will have increased opportunities to conduct research and analyze data sets of all sizes. A three-course Informatics certificate will make it easy for local students and employees to acquire the skills needed to conduct research and/or analyze data. Companies that could benefit from employees with the Informatics Certificate include credit card companies, health care providers, hospitals, pharmaceutical companies, insurance companies, etc.

**CERTIFICATE REQUIREMENTS**  9 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MA205  Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MA325  Introduction to SAS Programming</td>
<td>3</td>
</tr>
<tr>
<td>ES310  Introduction to GIS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**  9
UNDERGRADUATE COURSE DESCRIPTIONS

ARABIC

AB100  Beginning Arabic
AB100 is designed to teach students basic reading, writing, speaking, and comprehension of the Arabic language. Students will develop aural ability, oral facility, reading comprehension, and writing skills. They will also be introduced to modern standard Arabic language and cultures. Not open to native speakers of the language. 3 credits.

AB101  Beginning Arabic II
Beginning Arabic II, is a continuation of AB100, Beginning Arabic I. The course emphasizes the oral approach to language, including basic structural patterns, analytical grammar, reading practice, and exposure to Arabic cultures. Prerequisite: AB100 or one year of high school Arabic with a grade of C or better. Not open to native speakers of the language. (Offered each year as demand warrants.) 3 credits.

ACADEMIC STRATEGIES FOR EXCELLENCE

AS198  Academic Strategies for Excellence
A course designed to assist in the transition to college-level coursework for double-developmental and other interested students. The course counts as an elective credit and helps students develop academic and personal skills to smooth the transition to college academics and culture. 3 credits

ACCOUNTING

AC130  Accounting Perspectives
Introduces accounting majors to career choices within the accounting profession. Studies the evolution of the profession, its characteristics, and its unique responsibility to society. Includes also the qualitative conceptual framework and accompanying methods of critical thinking in the discipline. Required of all accounting majors; students may be exempt only with departmental approval. 1 credit

AC202  Principles of Accounting I
Studies fundamental accrual accounting principles applied to sole proprietorships, with special emphasis on the basic structure of the accounting system, current assets, and fixed assets. Includes recording transactions and statement preparation according to generally accepted accounting principles as well as financial analysis. 3 credits

AC203  Principles of Accounting II
Continuation of AC202. Includes accounting for the partnership form of ownership and for the corporate entity. Stresses debt and equity financing, investments, the statement of cash flows, and financial analysis. Prerequisite: A grade of C or better in AC202. 3 credits

AC300  Intermediate Accounting I
Studies theoretical concepts underlying elements of financial statements and evaluation of generally accepted accounting principles. Includes asset valuation and income determination. Prerequisites: A grade of C or better in AC203, MA102, and EN100. Offered fall semester. 3 credits

AC301  Intermediate Accounting II
Studies accounting for long-term and contingent liabilities, stockholders’ equity, pensions, leases, income recognition, interim reporting, differences between financial and taxable income, and the statement of cash flows. Emphasizes financial analysis. Prerequisites: A grade of C or better in AC300. 3 credits

AC302  Managerial Accounting
Explores relevant costs and the contribution approach to management decision-making. Examines cost analysis and capital budgeting, with emphasis on special management problems. Covers budgets, cost systems, and cash flows. Uses case studies to stress the application of managerial accounting concepts. Prerequisites: A grade of C or better in AC203 and MA102. Offered fall and spring semesters. 3 credits
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AC310</td>
<td>Cost Accounting</td>
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<tr>
<td>AC311</td>
<td>Federal Taxation</td>
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<tr>
<td>AC316</td>
<td>Accounting Information Systems</td>
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<tr>
<td>AC408</td>
<td>Auditing</td>
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<tr>
<td>AC409</td>
<td>Advanced Accounting</td>
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<tr>
<td>AC410</td>
<td>Special Topics in Accounting</td>
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<td>AC411</td>
<td>Special Topics in Accounting</td>
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<tr>
<td>AC412</td>
<td>Governmental, Not-For-Profit and Fiduciary Accounting</td>
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<tr>
<td>AC416</td>
<td>International Accounting</td>
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<tr>
<td>AC475</td>
<td>Accounting Major Internship</td>
</tr>
<tr>
<td>AC485</td>
<td>Accounting Major Internship</td>
</tr>
</tbody>
</table>
AFRICANA STUDIES

AA120  Introduction to Africana Studies and the Black Experience
Surveys the history, major themes, development, and current trends of the discipline of African American Studies. Introduces the social, historical, economic and political challenges faced by people of African descent in America.  3 credits

AA201  African Cultures & Traditions
This course examines the oral traditions, religions, and cultures of traditional Africa by integrating methods from sociology, history, and literary studies. Students will read oral histories, view documentaries about African kingdoms, and examine African cultural practices through proverbs, marriage and family, and rituals. Cross listed with HI211.  3 credits

AA202  Hollywood's Africa: Myths, Monsters, Mercenaries, and Magic
This integrated course provides an historical, political, and cultural overview of Hollywood films focusing on Africa. Students will read about, watch and critique films portraying Africans from the American film industry's inception in the early 20th century to contemporary times. A selection of films from various time periods in African history, such as the exploration and scramble for Africa, imperial and colonial periods, and modern African leaders seeks to engage students in a debate about how popular films affect historical imaginations and memory.  3 credits

AA301  African Americans in Film
Provides a social, historical, political, and cultural overview of African Americans in film. Students will read about, watch and critique films portraying African Americans from the film industry's inception to the present time, including developments from both Hollywood and independent filmmakers. Representations of African Americans in cinema will be highlighted through lectures, class discussions, reading assignments, and films.  3 credits

AA302  Africans and the Making of the Atlantic World
Examines the contributions of Africans in the making of the Atlantic world. Specific emphasis is placed on enslavement, resistance, and the unique cultural and social adaptations Africans made in new environments, such as the United States, the Caribbean, and Brazil. Cross listed with HI302.  3 credits

AA320  Race, Class, Gender and Crime
Surveys the relationship between race, class, gender and crime in the United States. Topics include the historical context of race and notions of criminality, criminal law and racial discrimination: capital punishment, felon disenfranchisement, racial, class, and gender disparities in the war on drugs, and illegal immigration. Prerequisite: Any of the following: AA 120, SO 100, SO 221/LJ 203, LJ 102, or PY 100. Cross listed with LJ320 and SO320.  3 credits

AA400  Seminar and Practicum in Africana Studies
Provides training in the construction of quality research papers for graduate and professional work and exposes students to scholarly journals, databases, and authoritative resources in African American studies through writing intensive assignments and service learning. Students will develop their research around a specific topic defined by their interest and service learning site.  3 credits

AMERICAN STUDIES

AM200  American Culture and Counterculture
Introduces interdisciplinary nature of American Studies and focuses on the persistence of “counterculture” groups in the ongoing development of American culture. Required for majors and minors in American Studies, but others may take it as an elective. No prerequisites.  3 credits

AM205  Popular Culture
This course studies the development and characteristics of popular culture in America, including consumer society, mass media, social media and sports. Students will use key concepts from Sociology, History, Cultural Studies, Women's Studies, American Studies, Africana Studies, and Communications to examine popular culture in America. Students will analyze the reciprocal relationship between culture and key stratification factors such as gender, race, age, class, and region. Cross listed with SO205.  3 credits.

AM206  Coming to America
“Coming to America” explores the role of immigration in American history from the Colonial Period to the present. Immigration has had tremendous impact on the social and political development of the United States. This course will explore the experiences of African, Irish, German, Italian, Asian, and Latin American immigrants. Cross listed with HI208.  3 credits
AM300  Special Topics in American Studies
Provides interdisciplinary seminar on special topics in American Studies. This course is designated as repeatable as long as topic covered is not duplicated.  3 credits

AM330  The Roaring Twenties
Examines American society during the period of history known as the “Roaring Twenties.” The decade often stereotyped as an age of bathtub gin, flappers, and carefree gaiety also included the Scopes “Monkey” Trial, the Teapot Dome Scandal, and the executions of Sacco and Vanzetti and was punctuated by the Stock Market Crash of 1929. Through reading and discussion, students will examine the contradictions of the time made famous and christened by F. Scott Fitzgerald as “The Jazz Age.” 3 credit hours/ 3 contact hours. (Offered in rotation every two years or as demand warrants.) 3 credits

AM331  After the Roar
The 1930s in America explores American society during the decade of the Great Depression. Through reading and discussion students will examine key historical events of the decade, including the New Deal, as well as the social and cultural contexts of the era, including the rise of the Communist Party, the development of the hard-boiled detective, the films of Frank Capra and Shirley Temple, and radio heroes, to develop an understanding of this often-ignored time in modern America. (Offered in rotation every two years or as demand warrants.) 3 credits

AM340  The Gilded Age and Progressive Era
The fifty years between the end of the Civil War and Reconstruction to World War I brought revolutionary changes in every aspect of American life. This course explores key social, economic, cultural, and political forces active from 1877 to the beginning of World War I. 3 credits

AM350  Money and Sex
This course explores the historical political and cultural debates surrounding the commodification of sex in American culture. Students will engage topics such as prostitution, human trafficking, the remarkably lucrative pornography industry, and the use of sexual imagery in advertising and music. Cross listed with HI351. 3 credits

AM353  The American West: Diversity, Equality, and Inequality
This is a course that covers that history of the American West with emphasis on Native Americans, Hispanics, African Americans, and Asians. The central focus of the course is the impact of the frontier environment on these groups and why women gained more equality there while Hispanics, Native Americans, African Americans, and Asians did not. Students will research one or more of the topics, write and present papers to the class, and lead class discussions on the selected topics. Students taking the course for American Studies credits will also address what the frontier experience reflected about American culture and will contribute to the class discussions from their interdisciplinary perspective. Cross listed with HI353. 3 credits

AM400  Senior Seminar in American Studies
Interdisciplinary seminar for American Studies students to identify and characterize American culture, utilizing readings and discussions from disciplines in the program. The theme of the seminar will vary from year to year. The seminar leads to a major paper, or senior thesis, that incorporates disciplines represented in the major. This course is designated as repeatable as long as topic covered is not duplicated. 3 credits

ART

AR101  Design Fundamentals I
Focuses upon the theory and techniques of design and neutrals applicable to problems of visual presentation. Develops designs by line and form, shape and balance, using the neutrals of black, gray, and white. 3 credits

AR103  Drawing I
Emphasizes the development of drawing skills through observation and the discovery of form from both real and imagined sources. Various materials and techniques are used to develop the technical means of expression. No Prerequisites. 3 credits

AR109  Painting I
Emphasizes the development of painting skills, techniques, and aesthetic sensibilities related to artistic expression through the use of water soluble oils. The emphasis for this course is on color and composition. No Prerequisites. 3 credits

AR190  Introduction to Printmaking
In this course students learn classical studio printmaking processes to produce multiple original artistic prints in full color and monochrome. Processes covered include relief, intaglio and planographic printing. Hand-printing as well as press printing techniques will be explained and demonstrated in detail. Tools, inks, paper, presses and other equipment will be explained. 3 Credits. Course fee: See current academic catalog for course fee. 3 credits
AR199  
**Special Topics in Art**
Special Topics are available either as independent study for a small number of students or as a class on a topic of interest to majors. This course is designated as repeatable as long as topic covered is not duplicated.  
3 credits

AR203  
**Drawing II**
Further expands upon ideas introduced in AR 103. Progressive understanding of materials and mixed media is covered with emphasis on a broader development of the conceptual rather than perceptual. Prerequisite: AR 103.  
3 credits

AR209  
**Painting II**
Emphasizes painting as the expressive communication of experience and ideas with increasing attention on the conceptual rather than perceptual. Students will explore the possibilities of realism, representation and abstraction through the use of various painting media, material, and techniques. Prerequisite: AR 109.  
3 Credits

AR219  
**Hands-On Art History**
Students will investigate a diverse array of methods and materials used in the production of artwork. Students will utilize assigned art historical readings and discussions in their application of hands-on studio art experiences, such as printmaking, small sculpture, and photography. Students will further their investigation through visiting museums and attending art related lectures.  
3 Credits

AR225  
**Art in Our Environment**
This course focuses on historical and contemporary environmental, installation, public, and site specific art – art that responds to and addresses space, location, and site. Through visual examples, readings, discussions, and individual and collaborative art projects, students will learn about the diverse methods, concepts, intentions, and social impact these types of art can have.  
3 Credits

**ART HISTORY**

AH101  
**History of Art, Pre-History to the Renaissance**
Covers art from prehistory through the Renaissance by examining painting, sculpture, and architecture from a world perspective.  
3 credits

AH102  
**History of Art, Renaissance to the Twentieth Century**
Covers art from the Renaissance to the beginning of the 20th century by examining painting, sculpture, and architecture from a world perspective.  
3 credits

AH201  
**Modern and Contemporary Art**
Examines the relationship between Modern World Art and Contemporary World Art and includes a study of movements such as Cubism, Expressionism, Surrealism, Pop Art, Post-Modern and Performance Art.  
3 credits

**BUSINESS ADMINISTRATION**

BA100  
**Introduction to Business**
Overviews the fundamentals of business administration, including international business, marketing, management, accounting, human resources, and social responsibility. Designed for the student who wishes to gain a general understanding of business.  
3 credits

BA120  
**The Business Environment**
Examines business opportunities in a global society, their connectedness, and their complexities. Emphasizes critical thinking skills of students as they consider many perspectives in the business environment. Students required to use computers for class communication and research. Required of all business students. Students may be exempt only with departmental approval.  
1 credit

BA150  
**Microcomputer Applications**
Provides comprehensive coverage of usage in current software applications that includes, but is not limited to, electronic spreadsheets, database management, and presentation software. (Offered Fall and Spring Semesters.)  
3 credits

BA212  
**International Business**
Identifies the challenges, tasks, processes, and practices confronting managers in international business. Considers topics such as global economic trends, movements towards free trade, the international legal environment of business, international integration strategies, and entry to foreign markets, international human resource management, and ethical issues for international operations. Required: Sophomore standing.  
3 credits

194
BA300   Business Law I
Examines the legal system and the courts, legal aspects of business, torts, business crime, and contracts. Includes also Sales law, the Uniform Commercial Code (UCC), warranties and product liability, fair employment practices, and governmental regulation of business behavior. (Offered Fall and Spring Semesters.) Prerequisite: A grade of C or better in AC203.          3 credits

BA301   Business Law II
Continuation of BA300. Includes commercial paper and secured transactions, partnership and corporate law, reorganization and liquidation under bankruptcy laws, personal property, bailments, real property law including leases, insurance, decedent's estates, and accountant's liability. *Prerequisite: BA300. (Offered Spring Semesters.)          3 credits

BA310/BA410   Special Topics in Business
Special Topics are available as a class on topics of interest. Topics may include Distribution Models in Marketing, Contemporary Issues in the Workplace and International Perspectives. Prerequisites: Permission of the Instructor and Junior or Senior standing.          3 credits

BA312   Quantitative Business Analysis
Analyzes and applies quantitative techniques designed for business decision-making. Develops use of simulation and mathematical models to examine the role of production and management functions from planning to control. Prerequisites: MA111, MA201, AC203 with a grade of C or better in each; junior standing. (Offered Fall Semesters.)          3 credits

BA316   International Supply Chains
Investigates issues and strategies adopted in supply chain management. Focuses on evaluation and integration of methods and models used in international business. *Prerequisite: BA212 with a grade of C or better and junior or senior level standing. (Offered Fall Semesters.)          3 credits

BA319   Business Communications
Presents in-depth treatment of oral and written skills essential for success in business. Emphasizes preparation of routine business documents. Prerequisites: Junior standing; EN100 and BA150 with a grade of C or better in each or permission of the instructor. (Offered Fall and Spring Semesters.)          3 credits

BA325   Leadership Challenges and Strategies
Analyzes the leadership challenges and opportunities existing in today's business environment. Presents leadership and management strategies and techniques to promote leadership success. Enhances the student's appreciation of the qualities of effective and efficient leadership. Suggests how to recognize and counter poor leadership. Senior standing.          3 credits

BA330   Business Policy and Strategy
Capstone course for Business Administration. Designed to integrate content of business functions as necessary in solving problems facing senior management. Case study method is used. *Prerequisites: A grade of C or better in AC302, EC300 and last semester senior standing. (Offered in Spring Semester.)          3 credits

BA418   Business Administration Internship
Internship in a work setting with industry or government. Provides the student with the opportunity to apply academic learning in a practical work environment. Credit may be given for two different internships. Prerequisites: Junior or senior standing, cumulative GPA of 3.00 or higher, meeting college and departmental eligibility criteria, and approval by the School Director. Pass/Fail. This course is designated as repeatable as long as topic covered is not duplicated.          3 credits

BA430   Business Administration Internship
Internship in a work setting with industry or government. Provides the student with the opportunity to apply academic learning in a practical work environment. Credit may be given for two different internships. Prerequisites: Junior or senior standing, cumulative GPA of 3.00 or higher, meeting college and departmental eligibility criteria, and approval by the School Director. Pass/Fail. This course is designated as repeatable as long as topic covered is not duplicated.          3 credits
BI100  Introductory Biology
One-semester introductory course concerned with the fundamental facts and principles of modern biology. Designed for the student who wishes to gain an understanding of current biological concepts and their relevance to the problems of human society. Emphasis on principles and topics of contemporary interest; cell structure and function, energy transfer, maintenance and diversity of life forms, reproduction and heredity, evolution, ecological problems, and man as a functional organism of the environment. Special Note: Three lecture hours and three lab hours per week. May not be substituted for BI150 or BI155. Not recommended for science-related majors. (Offered as enrollment requires.) Prerequisite: MA 180 or MA 102.  

BI114  Forensics
The scientific process will be used to evaluate evidence, process circumstantial evidence, perform autopsies, determine evidentiary values, create victimology profiles, determine probable guilt and/or innocence, and produce court ready presentations of the evidence for each crime scene. The student will become a forensic laboratory investigator, and learn to process evidence, and conduct tests that actual forensic scientists use in the field and laboratory. This laboratory course includes hands-on activities: determining fingerprint matches, foot print identifications, fiber analysis by making a match to fibers from a crime scene, blood typing, performing an autopsy to determine cause of death and description of the wound path, are just a few of the fascinating techniques available in this course. Prerequisite: MA 180 or MA 102.  

BI140  The Scientific Process
Utilizes selected current and historical topics in biology so that the student can understand how the process of science occurs. Evaluates some topics in their societal context so that an array of possible solutions and implications can be explored. Participants required to do independent research in the lab and library, presenting their findings in written and oral form. One course hour per week. Students who transfer to Wesley College as Biology majors, or Wesley students who change their major to Biology after their first semester and who have successfully completed with a grade of C or better one or more of the major's courses (e.g. Chemistry I, Biology I, Anatomy and Physiology I) will be exempted from this course. Students with no prior experience in a major's science course should enroll during the fall of the sophomore year. (Offered Fall & Spring Semesters.) Prerequisite: Concurrent enrollment in MA102 or above.  

BI150  Biology I
First course in a two-semester sequence in Biological Science that covers selected biological concepts in depth. Major topics include historical and current technology and scientific philosophy; cell types, their structure and physiology; the biochemical and biophysical processes of metabolism; principles of genetics and heritability; and the importance of bacteria, protists, and fungi in our lives. Designed for student anticipating a career directly related to the natural and physical sciences. Three lecture hours and three laboratory hours per week. (Offered Spring Semester.) Prerequisite: C or higher in MA102 or concurrent placement in a higher sequential math course (MA111, 112, 211, 212). MA180 (or 108) is not a sequential math course.  

BI155  Biology II
Continuation of Biology I. Major topics include the diversity, structure and reproduction of plants; reproduction, embryonic development, diversity, and anatomy and physiology of animals; and a study of the principles of ecology, adaptation, and evolution. Local environments are stressed in the study of ecological relationships. Three lecture hours and three laboratory hours per week. Prerequisite: A grade of C or better in BI150. (Offered Fall Semester.)  

BI210  Anatomy and Physiology I
First course of a two-semester sequence that includes the study of morphological and functional aspects of human systems. Studies of normal and abnormal functions, the maintenance of homeostatic conditions, basic concepts of cells and tissues, and integumentary, skeletal, muscular, and nervous systems. Laboratory includes dissection and experimentation to illustrate anatomical and physiological relationships. Course is designed for student considering career in biological sciences, various allied health fields, and related areas. Three lecture hours and three laboratory hours per week.  

BI215  Anatomy and Physiology II
Continuation of BI210 which includes a study of the circulatory, lymphatic, respiratory, digestion, nutrition and metabolism, urinary, reproductive, and endocrine systems. Prerequisite: a C or better in BI 155 or BI210.  

BIOLOGY

The following courses may involve the use of animals or animal organs. Students who are concerned about the use of animals in laboratory instruction have the responsibility to contact the instructor prior to class enrollment to determine whether animals are to be used, whether class exercises involving animals are required or optional, and what alternatives (if any) are available. The refusal to participate in required activities involving animals may result in a failing grade in a course.

Students may not register for any course offered by this department more than three times. When registering for the same course the third time, the student must receive permission of the instructor. This policy affects courses with the BI, CH, PS, and ES prefix.
BI218  Microbiology
Introduces the study of microorganisms and bacteria in detail. Topics include morphology, physiology, and the role of bacteria in specific diseases and in the environment. There will be a brief survey of protozoa, fungi, rickettsia, and viruses. A description of the interaction of the microorganisms and the immune system is provided, and information on disinfectant and antimicrobial agent mechanisms. Three lecture hours and three laboratory hours per week. Prerequisites: A grade of C or better in BI150 or BI215; A grade of C or better in CH130 or CH150. (Offered Spring Semester.)  

BI265  Directed Research
Provides an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising profaculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present his or her results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI150 with a grade of C or higher, or approval of the supervising faculty member; sophomore standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated.  

BI314  Medical Microbiology
Continues the study of microorganisms with emphasis on pathogenic bacteria, viruses, protozoa, and fungi. There will be an emphasis on pathogenic mechanisms and epidemiology. Infectious diseases will be examined as to characteristic symptoms, causative agents, diagnosis, treatment, and prevention. The goal is to provide an understanding of the relationship between pathogenic microorganisms and humans or other animals. Prerequisite: A C or better in BI218.  

BI322  Cell Biology
Examines the chemistry, physiology, and morphology of cells. Areas covered include bioenergetics, membrane structures and their functions, regulation, differentiation, and cellular interdependence. Laboratory will reinforce lecture topics and provides hands-on work with microscopy and methods and techniques used in cell biology. Three lecture hours and three laboratory hours per week. Prerequisites: A grade of C or better in BI218, CH210.  

BI325  Biology Special Topics
Special Topics are available either as independent study for a small number of students or as a class on a topic of interest to majors.  

BI327  Animal Behavior
Designed for biology and psychology majors. Includes the genetic, ecological, evolutionary and physiological aspects of animal behavior. Special emphasis placed on social behaviors including kin selection, communication, aggression, and reproductive behavior. (cross-listed with PY327/SN327)  

BI332  Principles of Plant Biology
Studies the classification, structure, and anatomy of the algae, lower plants, and vascular plants. Stresses the relationship of anatomy to basic physiological processes such as photosynthesis, nutrient uptake, and internal transport. Examines the ecological relationships of plant communities in the mid-Atlantic region in the laboratory. Three lecture hours and three laboratory hours per week. Prerequisites: BI155 and CH210 with a grade of C or better in each.  

BI335  Immunology-Immunohematology
Studies the areas of immunology and immunohematology. Three lecture hours and a three-hour laboratory period per week. The laboratory period consists of practical experience on clinical samples. Prerequisite: A grade of C or better in BI218.  

BI340  Genetics
Introduces the principles of heredity in living systems. Topics covered include cell division, Mendelian principles of genetics, conjugation and recombination, gene interactions, gene regulation, genetic engineering, and population genetics. Covers experimental results and methodology of both classical genetics and molecular techniques during discussion. Six hours of integrated lecture and lab per week. Prerequisites: a grade of C or better in BI218, CH210.  

BI350  Ecology
Studies the interactions between the individual organism and its environment; population dynamics and interactions; communities; energy transfer within an ecological system; components of the ecosystem. Prerequisites: A grade of C or better in BI 100 or BI150, recommended or concurent.  

BI355  Limnology
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: BI155 or concurrent.  

4 credits

2 credits

3 credits

4 credits

3 credits
BI361  **Invertebrate Zoology**  
Studies the evolution, development, morphology, physiology, and ecology of representatives of the major invertebrate groups. Includes principles of physiological dynamics including osmoregulation, respiration, hemodynamics, digestion, and control of organ interaction. Laboratory will emphasize morphological and taxonomic principles. Six hours of integrated lecture and lab. Prerequisite: A grade of C or better in BI155.  
4 credits  

BI365  **Directed Research**  
Provides an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising faculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present his or her results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI150 with a grade of C or higher, or approval of the supervising faculty member; junior standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated.  
2 credits  

BI404  **Biology Senior Seminar**  
This non-project based capstone seminar emphasizes comprehension of scientific papers. Instruction focuses on searching the biological literature, reading the primary literature, and the process for writing scientific papers and reports. Particular topics will vary with the instructor. Prerequisite: senior status (Offered spring semester). A student must have completed all required 100- and 200-level major courses with a grade of "C" or higher, and must anticipate graduating within one year of date of enrollment.  
3 credits  

BI406  **Research Methods**  
An introduction to quantitative and qualitative research methods. Topics include research questions, sampling, measurement, bias, research validity, research design, and data analysis. Student prepares a research proposal. Prerequisites: MA205 (may be taken concurrently) (Offered Spring Semester.) A student must have a cumulative GPA of 3.0 or higher, and must obtain permission from the course instructor and from their STEM-oriented or technique-based research mentor.  
1 credit  

BI407  **Experimental and Project Research**  
Continuation of BI406. Student is expected to conduct guided research and write their results in a format suggested by editors of leading biological and environmental sciences journals. Prerequisite: A grade of C or better in BI 406 (Offered Fall Semester.)  
2 credits  

BI409  **Biology Internship**  
Internship in a work setting with a private company or government agency. Experience provides the student the opportunity to apply academic learning in a practical work environment. Introductory, intermediate, and concluding evaluation conferences will be held with the student, cooperating supervisor, and program director. Following the internship, the student prepares an oral and written report of the significance of the internship in theoretical learning. Prerequisites: Junior or senior standing and approved internship application.  
3 credits  

BI435  **Environmental Microbiology**  
Continues the study of microorganisms with emphasis on those of environmental importance. There will be thorough discussion of those microorganisms that cause problems and/or are of use in natural environments, industrial processes, pollution, food preservation, and preparation. Two lecture hours and three laboratory hours per week. Prerequisite: A grade of C or better in BI218. (Offered Spring Semester in even-numbered years.)  
3 credits  

The six Biology courses listed below are for the Medical Technology clinical year. Enrollment in these courses is limited to senior Medical Technology students.  

BI405  **Medical Technology Seminar**  
Introduction to the clinical laboratory, including orientation, quality assurance, professional ethics, safety, laboratory mathematics, and venipuncture and other manual skills. Student participates in an ongoing program of continuing education within the hospital and may be expected to present findings of their research. Theories of laboratory management and educational methodologies will also be introduced. This course is designated as repeatable as long as topic covered is not duplicated.  
3 credits  

BI410  **Clinical Chemistry**  
Combination lecture and practicum on instrumentation, laboratory mathematics, study of carbohydrates, amino acids, proteins, lipids, enzymes, hormones, blood gases and therapeutic drugs.  
7 credits  

BI415  **Clinical Hematology/Cytochemistry**  
Combination lecture and practicum covering hematopoiesis, normal and abnormal cell maturation, cause, and diagnosis of hemoglobinopathies, leukemias, anemias, and lymphomas. Coagulation, mechanisms of hemostasis, and causes and diagnosis of hemorrhagic disorders are discussed.  
7 credits  

BI420  **Clinical Microbiology**  
Combination lecture and practicum covering the causative agent, diagnosis, treatment and prevention of most viral, parasitic, mycological and bacterial diseases.  
7 credits
BI425  Clinical Urinalysis, Parasitology, and Body Fluids
Combination lecture and practice on renal structure, the formation of urine, chemical and microscopic examinations and clearance tests. Also included are topics on other body fluids such as synovial, spinal, and peritoneal fluids. Specimens are examined for evidence of parasites.  3 credits

BI430  Clinical Immunohematology
Combination lecture and practice on AABB standards of donor selection, blood bank procedural management, proper use and preparation of blood components and theory and techniques of blood grouping, cross-matching of blood and hemolytic disease of the newborn.  7 credits

CHEMISTRY

Students may not register for any course offered by this department more than three times. When registering for the same course the third time, the student must receive permission of the instructor. This policy affects courses with the BI, CH, PS, and ES prefix.

CH130  Chemistry for Allied Health
Focuses on inorganic, organic and biochemistry with emphasis on the applications of chemical principles to the molecular basis for life. Designed for students who plan to pursue careers in the health-related areas. Topics include structure and properties of matter; energy; atomic structure and bonding; gas laws; chemical reactions; reaction rates and equilibrium; acids and bases and their regulation in the body; saturated and unsaturated hydrocarbons; alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, and amines; carbohydrates, lipids, proteins, enzymes, vitamins, and body fluids. This course may not be substituted for CH150 or CH160. Three class hours and one three-hour laboratory period per week. Prerequisite: Grade of C or better in MA180.  4 credits

CH150  Chemistry I
Familiarizes student with the basic principles and calculations of chemistry. An introductory course for science majors. Topics covered include: atomic theory; stoichiometry and solution calculations; thermochemistry; atomic and molecular structure; chemical bonding, and a survey of chemical reactions and chemical reactivity. Three class hours and one three-hour laboratory per week. (Offered Fall Semester.) Prerequisite: C or higher in MA102 or concurrent placement in a higher sequential math course (MA111, 112, 211, 212). MA180 (or 108) is not a sequential math course.  4 credits

CH160  Chemistry II
Continuation of CH150. Topics include: properties of solutions and states of matter; thermodynamics; chemical equilibrium; acid-base theory and solubility; electrochemistry; and chemical kinetics. Three class hours and one three-hour laboratory per week. Prerequisite: CH150 and MA 111 with grade of C or better. (Offered Spring Semester.)  4 credits

CH200  Organic Chemistry I
First semester of a two-semester course in organic chemistry. Principal topics covered are: the language of organic chemistry, identification of more commonly encountered functional groups, and a more detailed study of hydrocarbons, reaction types and mechanisms, alcohols, and ethers. Three class hours and one three-hour laboratory per week. Prerequisite: A grade of C or better in CH150. (Offered Spring Semester.)  4 credits

CH210  Organic Chemistry II
Continuation of CH200. Includes aromatic compounds, aldehydes and ketones, acids, amines, phenols, carbohydrates, lipids, proteins and nucleic acids. Each topic includes a study of nomenclature, synthesis, and representative reactions. Use of spectroscopy in the identification of compounds is also covered. Three class hours and one three-hour laboratory per week. Prerequisite: Grade of C or better in CH200. (Offered Fall Semester.)  4 credits

CH265  Directed Research
Provides an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising faculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present his/her results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI150 with a grade of C or higher, or approval of the supervising faculty member; sophomore standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated.  2 credits

CH303  Physical Chemistry I
A quantitative study of the fundamental physicochemical principles of matter as applied to gases, liquids, solids, and solutions with illustrative laboratory experiments. Three lectures and one three-hour laboratory period per week. Prerequisites: A grade of C or better in CH210, MA212 and PS250.  4 credits
CH304  Physical Chemistry II
A quantitative study of the fundamental physiochemical principles of matter as applied to gases, liquids, solids, and solutions with illustrative laboratory experiments. A continuation of CH303. Three lectures and one three hour laboratory period per week. Prerequisites: A grade of C or better in CH303.  4 credits

CH305  Physical Chemistry for the Life Sciences
quantitative study of the fundamental physical chemical principles of matter and energy, with applications to biological systems. Topics covered will include thermodynamics and thermochemistry, physical and chemical equilibrium processes, chemical kinetics and transport processes, and basics of quantum theory applied to structures of molecules and spectroscopy. Three hours of lecture and one three-hour laboratory period per week. Prerequisites: grades of C or better in CH160, CH210, MA212 and PS250.  4 credits

CH306  Instrumental Analysis
Theoretical principles and chemical applications of instrumental methods of analysis. Two lectures and two three hour laboratory experiments. Three lectures and one three hour laboratory period per week. Prerequisites: CH210, MA212 and PS250.  4 credits

CH310  Analytical Chemistry
Introduces both quantitative and qualitative aspects of chemical analysis. Topics covered: data and error analysis; gravimetric methods; various volumetric analysis methods; and various spectroscopic, chromatographic, and potentiometric methods of analysis. Two class hours and two three-hour laboratory periods per week. Prerequisites: Grade of C or better in CH160, CH210 and MA 205. (Offered Spring Semester.)  4 credits

CH326  Biochemistry
Studies structure, nomenclature, and metabolism of carbohydrates, lipids, proteins, and nucleic acids. Emphasis is given to the formation, storage, and transfer of energy and to the study of enzyme kinetics and specificity. Prerequisites: C or better grade in CH160 and in CH210. (Offered Spring Semester.)  3 credits

CH365  Directed Research
Provides an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising faculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present his/her results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI150 with a grade of C or higher, or approval of the supervising faculty member; junior standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated.  2 credits

COMMUNICATION

CM101  Public Speaking
A performance course in public speaking for all students whose professional goals will require them to address small or large audiences. Audience analysis, topic selection, construction and organization, and delivery skills emphasized. (Offered Fall and Spring Semesters.)  3 credits

CM201  Business and Professional Speaking
A performance course with emphasis on speaking and working with appropriate formats. Assignments include, but are not limited to, panel discussions and interviews related to employment, performance appraisals, and discipline. (Offered annually.)  3 credits

CM210  Human Communications
An overview and analysis of basic theory and processes underlying the communication experience. Topics include interpersonal communication, small group processes, organizational communication, and mass communication. Student will give presentations in class; however, CM210 is not a performance course. (Offered annually.)  3 credits

CM305  Intercultural Communication
Examines the relationship between communication and culture. Explores and analyzes general concepts of intercommunity, and those relevant to understanding and appreciating cultural differences for their impact on communication.  3 credits

CM310  Introduction to Public Relations
Introduces the nature, history, and practices of public relations in business, trade associations, nonprofit organizations, and other institutions. Areas investigated are the news release, broadcast publicity, special events, in-house publications, and the planning required for effective public relations. Prerequisite: Junior standing or permission of the instructor. (Offered annually.)  3 credits
CM315  Interpersonal Communication
Studies the human communication processes in relationships, with an emphasis on variables affecting communicative interactions. Theories, models, research, and relevant variables are the subject of study, including communication styles, competency, and roles.  3 credits

CM325  What You Say Without Words
An examination of how people communicate without using words, with emphasis on how the nonverbal impacts varying relationships (business, interpersonal, intercultural, etc.); a goal-directed approach is used to help senders enhance the impression they make on others, with emphasis on related research in the field of Communication and how research findings apply to everyday communication interactions.  3 credits

CM410  Persuasion
Studies in-depth the theory underlying the persuasive process, with emphasis on the psychological and cultural processes that make them effective. Sender, receiver, and message variables are studied for their persuasive impact, and the actual performance of persuasion-related messages is required. Prerequisites: Junior standing or permission of the instructor. (Offered annually.)  3 credits

CM470  Special Topics in Communications
Varied topics in communication will be emphasized to give students more detailed and in-depth knowledge in a specific area of the field. This course is designated as repeatable as long as topic covered is not duplicated.  3 credits

DRAMA

DR110  Introduction to Acting
Introduces theories and principles of acting, with particular attention to basic stage movement, technique, and speech. Practical exercises will demonstrate specific problems encountered by the actor. (Offered Fall and Spring Semesters.)  3 credits

DR111  Introduction to Directing and Production
Studies fundamentals of directing, which include play selection and analysis, rehearsal procedures, stage movements, and the techniques of translating a script into dramatic action on stage. (Offered when demand warrants.)  3 credits

DR112  Technical Theater
Studies technical elements of production, including lighting, set design and construction, and management of a dramatic production. (Offered Fall and Spring Semesters.)  3 credits

DR213  History of Theater I
Surveys drama from classical times, emphasizing Greek, Medieval, Shakespearean, Restoration, and eighteenth-century theater. (Offered when demand warrants.)  3 credits

DR214  Advanced Acting and Stagecraft
Provides study of acting techniques, focusing particularly on twentieth-century theories of acting (Stanislavski, Brecht) and backstage work, including elements of lighting, design, and stage management. Prerequisite: DR110. (Offered Spring Semester.)  3 credits

DR215  History of Theatre II
Examines major movements in twentieth-century theatre from Ibsen and Chekhov to the present. (Offered when demand warrants)  3 credits

ECONOMICS

EC201  Principles of Microeconomics
Studies the behavior and functioning of economic decision-making units, the choices available, how they make their decisions, and the consequences of their choices. Includes supply and demand theory, market structures, and issues of conflicting rights with markets and public goods.  3 credits

EC202  Principles of Macroeconomics
Introduces principles of macroeconomics and their applications. Examines factors determining the level of national income, employment, and the general price level. Studies problems of unemployment and inflation and examines the effects of monetary and fiscal policies on these problems.  3 credits
EC300  Finance
Studies the methods used to determine the size of a firm's internal and external resources, and optimal allocation of these resources with special emphasis on risk and uncertainties in the decision process. Includes a study of the market for funds, market instruments, and institutions. Prerequisites: AC203, EC201, EC202, MA201 with a grade of C or better in each, and junior standing.  3 credits

EC302  Investments
Analyzes the investment process, including security analysis and portfolio management. Examines analytical tools, risk factors, and financial institutions. Prerequisites: EC202, EC300, MA201 with a grade of C or better in each.  3 credits

EC304  Intermediate Microeconomics
Studies the theories of consumer choice, the production process, costs, competition, and monopoly. Examines also the economics of uncertainty, welfare economics, partial and general equilibria, externalities, and public goods. Prerequisite: EC201 with a grade of C or better. Recommended: EC202.  3 credits

EC305  Intermediate Macroeconomics
Studies macroeconomic theories with an emphasis on business cycles, aggregate output determination, economic growth and inflation. Policy implications are also investigated as well as consequences of fiscal and monetary policies. Prerequisite: EC202 with a grade of C or better. Recommended: EC201.  3 credits

EC312  International Economics I
Covers the impact of international political and economic institutions on the global economic and business environment. Explores the roles of government and international organizations such as the IMF and World Bank, in supporting international trade and commerce. Studies issues of international trade, protectionism, tariffs, and special trade agreements like WTO, NAFTA, and the actions of the EU. The role of multinational corporations is examined. Prerequisites: EC201, EC202 with a grade of C or better.  3 credits

EC340  Environmental Economics
Employs a variety of economic analyses to study and analyze the environmental problems and issues. The concept of externalities is introduced along with relevant cost-benefit analysis. It is then applied to the studies of the allocation of natural resources, environmental issues, and pollution issues such as air, water, and solid wastes. Different government-based and market-based policies in regards to environmental issues are introduced and examined. Consequences on the environment and related aspects of these policies are considered and discussed. Prerequisite: EC 201.  3 credits

EC412  International Economics II
Studies the process by which management and investors assess profitable opportunities in foreign markets and commit resources for investment. Current themes include international financial environments, foreign exchange markets, futures and options markets, foreign exchange risk management, financing from a global perspective and direct foreign investment decisions of firms. Emphasizes the changing transaction costs across international borders and foreign exchange markets. Attention is given to exchange rates, exposure to rate fluctuations and managing currency for the international firm. Prerequisite: EC201, EC202 with a grade of C or better.  3 credits

EC420  Money and Banking
Examines the monetary and credit system and the role of money in modern economy. Topics include interest rate determination, money and capital markets, and monetary theories. The roles and consequences of monetary policies implemented by the Federal Reserve System are investigated. Prerequisites: EC201, EC202 with a grade of C or better in each.  3 credits

EC461  History and Analysis of Economic Thought
An analysis of the origin and development of various economic philosophies and thoughts. Focus is on general understanding of the philosophies and ideas of Capitalism and Socialism since Adam Smith. These include Classicism, Neo-classicism, Marxism, German and EnglishHistoricism, Keynesianism and Austrian Marginalism. Prerequisites: EC201, EC202 with a grade of C or better in each.  3 credits
EDUCATION

ED102  First Year Seminar
Introduces first-year Education students to teaching, one another, and the Education faculty, and familiarizes students with the Education department’s expectations of teacher candidates. In small groups teacher candidates and faculty will read, write, share and articulate their perceptions of learning and teaching. As part of the discussion, the knowledge, skills, and professional quality expectations of teacher candidates in an NCATE accredited program will be introduced. Attendance and participation in the Seminar will constitute the first professional quality evaluation – an ongoing assessment of teacher candidates. Restricted to first-year Education majors; requirement may be waived with departmental approval.  1 credit

ED103  Foundations of Educational Professionalism
An introduction to thinking and doing for the prospective educator or anyone interested in learning more about what it means to learn and to teach in the changing world of education. Introduces the student to thinking, reflecting, team building, and other essential foundational skills needed by prospective educators to be able to respond effectively to an ever-changing educational context and remain on the cutting edge of the profession.  3 credits

ED105  Children’s Growth, Development, and Learning
Explores various theories of child development, including cognitive, social, physical, and behavioral. Emphasizes the relationships between the child’s development and appropriate instructional practices. Includes field experience. Open to non-majors.  3 credits

ED202  Language & Linguistics
Connects the study of child development to issues related to instruction in the primary grades. The course introduces assessment as an important part of the instructional process and gives practice in interacting with children and analyzing products. Various assessment and instructional models are studied and observed in the practicum experience. Candidates teach lessons based on children’s literature. Includes sixteen hours of field experience.  3 credits

ED207  Curriculum Instruction in English Language Arts, 1
Creates a writing process community, in which candidates examine their own writing process through a variety of genres; and explore and practice various strategies that can be taught to children. Candidates learn to support each other through peer conferences, and develop mini-lessons to share with their peers.  3 credits

ED210  Curriculum and Instruction in Mathematics, 1
An introductory course that focuses on the teaching and learning of mathematics at the elementary level. In particular, this course introduces students to the Standards of Mathematical Practice and the five major standards addressed in elementary mathematics curricula. To address the content of the course, students will engage in interactive hands on learning experiences and apply and reflect upon the enactment of newly acquired knowledge in a field experience at a local elementary school.  3 credits

ED211  Masterpiece
In this course students will produce one intensive, encompassing “masterpiece” that will reflect the students’ interests and talents and make an impact on their personal lives and communities. Masterpieces may include projects related to writing, the fine arts, community service, teaching, leadership, and other areas of interest. Through a supportive yet rigorous classroom structure, students will research, design, and carry out their masterpiece projects.  3 credits

ED212  Young Adult Literature, Documentaries and Music as Lens to 20th Century America
Mid – late twentieth century America will be explored through the pages of young adult literature trade books, documentaries and music that define the era. The chronology that demonstrates the dramatic shifts during the last fifty years of the century will be highlighted. Projected field trips include art museums, concerts and films.  3 credits

ED225  Curriculum and Instruction in Social Studies, 1
Focuses on research-based pedagogical practices for elementary social studies classrooms. Introduces State and National Social Studies Standards and grade level content. Candidates will learn developmentally appropriate instructional practices and will create classroom environments that support diverse populations.  3 credits

ED290  The Exceptional Child
Provides an overview of exceptionality in childhood and adolescence. Emphasizes special needs of the exceptional student as a learner and considers the implications for education in the least restrictive environment. Examines and discusses instructional strategies and materials appropriate for exceptional learners in the elementary and secondary classroom. Included are the roles and relationships of the family and the community. Includes a field experience.  3 credits
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<tr>
<th>Course Code</th>
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<tr>
<td>ED291</td>
<td>History and Philosophy of Special Education</td>
<td>Course provides an overview of the initiation and development of special education in the United States. Students will read, interpret, and evaluate professional literature that frames laws and regulations that now govern special education programs and in addition use this information to formulate solutions to present day problems that have arisen as a result of requests for a free and appropriate education.</td>
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<td>ED292</td>
<td>Systemic Effects on Learning</td>
<td>Course provides an opportunity to understand the systemic effects of development, family, community, culture, gender, ethnicity, and language on a child’s learning. The focus is on identifying which systems are supporting a child's learning and which systems are not supporting a child's learning, with limited emphasis on deficit labeling which evokes yet another system of influence. Prerequisite: ED290.</td>
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<tr>
<td>ED303</td>
<td>Curriculum and Instruction in Mathematics, 2</td>
<td>Investigates the organization of mathematical knowledge and skills, and introduces various curriculum structures. An intensive practicum allows student to try out models learned in class.</td>
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<tr>
<td>ED304</td>
<td>Curriculum and Instruction in English Language Arts, 2</td>
<td>Explores how children emerge into literacy and the methods teachers can use to facilitate and guide the learning. An intensive practicum experience allows student to try out models learned in class.</td>
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<td>ED311</td>
<td>Literature for Children</td>
<td>Analyzes classics and more contemporary works for children. Considers the importance of text, illustrations, and book awards in selecting and purchasing literature for children, nursery age through eighth grade. Models and explores activities for the classroom that strengthen students' multicultural understanding and their critical thinking abilities.</td>
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<td>ED312</td>
<td>Critical Analysis of Children’s Literature</td>
<td>Studies book evaluation, which includes the exploration of children's book publishing, current awards and developments in the field of Literature for Children. Critical reading of exemplary titles and related research, coupled with individualized work, prepares participants to actively engage in analytic assessment of trade books.</td>
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<td>ED321</td>
<td>Early Intervention for Literacy Problems</td>
<td>Investigates problems children encounter in learning to read and write. 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. Requires 15 hours of practicum experience.</td>
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<tr>
<td>ED340</td>
<td>Curriculum and Instruction in Science</td>
<td>Applies principles of learning to inquiry-based teaching practices, focusing on science content in national and state standards. Teacher candidates participate in, plan, deliver, and assess a number of inquiry-based lessons in a variety of classroom settings. There is an intensive field component.</td>
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<td>ED341</td>
<td>Classroom-Based Assessment</td>
<td>Focuses on data-based decision making in the classroom. Candidates collect quantitative and qualitative data related to children and their learning as part of their junior methods field placements. Emphasis is placed on objective, detailed, valid data collection which is then analyzed and interpreted through the lenses of major learning theorists. From data interpretations, candidates develop goals or additional questions to explore, setting the stage of reaction research in student teaching. Junior methods practicum is required.</td>
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<td>ED350</td>
<td>Technology for Teaching</td>
<td>This course focuses on the use of computer and web-based technologies as tools for teaching and learning. In particular, this course introduces students to the International Society for Technology in Education standards and addresses how to incorporate these standards into classroom practice. To address the content of the course, students will engage in interactive hands on learning experiences to build technology based teaching and learning tools and reflect about the process of creation and evaluation of these tools in a classroom context. (Offered Fall).</td>
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<td>ED430</td>
<td>Research Methodology and Design</td>
<td>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.</td>
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<td>ED440</td>
<td>Applied Learning Theory</td>
<td>This practicum will provide candidates with practice in assessing and providing assistance to individual students with social/emotional behavioral needs in a classroom. The course provides study and use of theory-based strategies for behavior management, fostering self-directed learning, and crisis intervention. Students will develop skill in collecting data through structured observation and interviews and developing plans for meeting individual needs.</td>
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ED441 Diagnostic Assessment
This practicum will provide candidates with practice in assessing individual student learning needs with particular emphasis on literacy and math issues. Candidates will learn to administer a variety of formal and informal assessments and create assessments designed for particular needs. Based on the assessments, candidates will create, implement, and evaluate instructional plans. Clinical experience Pre-requisite: ED321. 3 credits

ED454 Integrated Elementary Language Arts Methods
Presents an overview of the learning theory and instructional skills necessary to become an effective elementary language arts teacher. Reviews current research theory and practice in elementary English/language arts education. Practice is provided in designing, delivering, and assessing effective lessons in an integrated classroom. Reading comprehension and the writing process are emphasized. This practicum experience and companion seminar is intended to be vocational in nature, affording students an opportunity to immerse themselves in a potential career field. Co-requisite: ED454, 455, 457, 458, 459. 1.5 credits

ED455 Integrated Elementary Mathematics Methods
Presents an overview of the learning theory and instructional skills necessary to become an effective elementary mathematics teacher. Course is based on the current NTCM standards that demand knowledge of such skills as appropriate use of manipulatives for teaching abstract concepts, appropriate use of calculators and computers, mathematics as problem solving, and alternative assessment. Course also emphasizes the use of children's literature for teaching mathematics and writing to learn mathematics. There is an intensive field component. Co-requisites: ED454, 456, 457, 458, 459. 1.5 credits

ED456 Integrated Elementary Science Methods
Gives an overview of the learning theory and instructional skills necessary to become an effective elementary teacher of science. Introduces student to current research and theory about teaching and learning science and provides instruction and practice in integrated curriculum design, and constructivist-based lesson management and learning assessment. Emphasizes instruction in the use of graphic organizers, interactive science computer software, and alternative assessment strategies. Includes reading science for comprehension, scientific writing, and writing to reflect on teaching. There is an intensive field component-admission to senior year. Co-requisites: ED454, 455, 457, 458, 459. 1.5 credits

ED457 Integrated Elementary Social Studies Methods
Presents an overview of the learning theory and instructional skills necessary to become an effective teacher of social studies. Introduces current research, theory, and practice in elementary social studies education are introduced. Provides practice in designing integrated curriculum, managing an effective lesson, and effective instructional use of computers and multimedia; attention is also given to reading comprehension, the writing process, and instruction in handwriting, spelling, grammar, and mechanics. There is an intensive field component. Prerequisites:-admission to senior year. Co-requisites: ED454, 455, 456, 458, 459. 1.5 credits

ED458 Classroom and Behavior Management
Examines effective instructional strategies and practice in primary and middle-level education. Analyzes classroom management theories and techniques as well as the relationship between cognitive demands and instructional choice, questioning techniques, group process, and physical, cultural, social differences. Gain practical experience in the application of effective management and instructional strategies during a sixty-hour supervised practicum. Prerequisite: admission to senior year. Co-requisites: ED454, 455, 456, 457, 458, 459. 1.5 credits

ED459 Student Teaching I, Analysis of Teaching
Student Teaching I, Analysis of Teaching is a co-requisite of the first semester student teaching courses, ED454- ED458. Teacher candidates enrolled in Student Teaching I will be assigned as a teaching intern to selected teachers. In this capacity they will participate in the day to day running of a classroom, overseeing students, planning and delivering instruction, and design, delivery, and evaluation of assessments of student learning. Teacher candidates will be in their assigned placement for four full days of instruction per week. A major product of this first semester of student teaching is submitting and passing the PPAT. 3 credits

ED470 Professional Practicum Research Seminar
Fulfills a requirement in the core and the major. The purpose of this seminar course is to help Educational Studies majors design, conduct, write up and present an independent research project in fifteen weeks. A project may investigate any topic related to educational studies, but it must focus on an original researchable question using primary sources and appropriate research methods. (3 credits) Fall, Spring Prerequisite: Senior standing, 2.5 grade point average, faculty approval. Co-Requisite: ED471. 3 credits

ED471 Educational Studies Professional Practicum
The purpose of this required applied practicum course for the Educational Studies majors is two-fold: (1) for students to work and be supervised within an educational site congruent with their desired professional goals; and, (2) for students to attend a weekly seminar designed to provide deep understanding of situated learning and communities of practice. This practicum experience and companion seminar is intended to be vocational in 13 nature, affording students an opportunity to immerse themselves in a potential career field. Fall, Spring, Summer. Co-requisite: ED470. 9 credits
ED480  Student Teaching II, K-6
Gives the student fourteen weeks of full-time experience with and practice in an elementary K-6 or 6-8 classroom, and experience in action research. A regularly scheduled seminar will be an integral part of this course and covers topics as school law and students’ rights, professional development, analysis of curriculum and instructional strategies in the elementary classroom. Co-requisite: ED493. 9 credits

ED481  Student Teaching II, K-6/Special Ed
This internship gives candidates experience working in inclusion situations, filling the multiple roles of the special education teacher. Candidates will provide support for students in tiers of RtI as appropriate, assess and develop IEPs as part of a MDT, provide services as defined in the IEPs to students identified for special services, evaluate the effectiveness of the interventions. (Pre-requisites: A successful application to student teaching, including passing scores on required Praxis II tests.) Co-Requisite: ED493. 9 credits

ED491  Special Topics in Education
Special Topics are available either as independent study for a small number of students or as a class on a topic of interest to majors. 3 credits

ED493  The Reflective Teacher
Capstone course that represents the final phase of teacher training, and serves to access both professional readiness and the effectiveness of the Wesley College Teacher Education program. Develops and conducts an action research project in student teaching classroom. Co-requisite: ED480 or ED481. 3 credits

ENGLISH

EN099  Basic Writing
Prepares students for the kinds of writing in English 100, elsewhere in the College, and beyond. The course focuses primarily on the importance of context, purpose, and process, and includes instruction in the paragraph and the short essay; it also includes Writing Center experience. A grade of C or better in EN099 is required to register for EN100. (Offered on regular rotation) 2 credits

EN100  College Writing
Introduces students to expository and persuasive writing with particular attention to rhetorical strategies and the writing process. Also includes study and practice of the paraphrase and summary. Accuracy, correct grammar, vocabulary development, and sentence structure are emphasized. Prerequisite: Testing for placement. A grade of C or better in EN100 is required to earn graduation credits. (Offered each semester) 3 credits

EN101  College Writing II
 Provides continued study and practice of expository writing, with emphasis on research writing, including effective gathering and organizing of materials for critical thinking and writing the library research paper. Students also receive continued practice in writing the summary and the paraphrase and learn correct documentation. Prerequisite: EN100 with a grade of C or better. A grade of C or better in EN101 is required to earn graduation credit. (Offered each semester.) 3 credits

EN103  Introduction to Literary Studies
This course introduces the English major, or the potential English major, to the challenges of advanced literary study and provides an understanding of professional opportunities for those who study literature and language. Through reading and discussion of selected literary works, students will become familiar with the elements of fiction, film, poetry, and drama. They will also be introduced to literary theory. The course emphasizes close reading of literature, critical analysis, and research methods. Required of all first-year English majors, including transfer students, in the fall semester; students may be exempt with departmental approval. Closed to students with junior/senior standing. (Offered Fall Semester) 1 credit

EN201  Practicum: Peer Tutoring and Writing
Focuses upon composition theory and peer tutoring methodology. The course includes a review of English grammar and mechanics. It is required of all peer tutors in the Writing Center. Prerequisite: EN101 with a grade of C or better, and faculty recommendation. 1 credit

EN205A  The Adventure of English: Language, Literature, & Conquest
This course involves study of major phases in the development of the English language through the analysis and explication of representative literary texts. Adopting a sociolinguistic approach, students will pay particular attention to the internal and external history of the language and to variations based upon class, gender, and ethnic background as revealed in Old English epic, Arthurian romance, Elizabethan drama, Neoclassical verse, and early incarnations of the novel. Students will learn how to critically read, discuss, & write about a wide range of texts from the period of the Anglo-Saxon invasions to the Norman Conquest through the early years of the British Empire. 3 credits
EN205B Myths of Britain: Power, Gender and Identity
Myths of Britain focuses on prominent texts from the Anglo-Saxon, Middle English, and Early-Modern English periods of British Literature. Primary texts are used as avenues into exploration of the socio-cultural identity of the British people. Adopting the depth-psychotherapy idea that myths are stories to which our lives become attached (what Joseph Campbell referred to as “myths to live by”), students will explore aspects of early British cultural identity (such as the myth of the hero, the myth of gender, the myth of the monarch, the myth of the magician) as revealed in its literature. Prerequisite: EN101. 3 credits

EN206A Empire and Identity: A History in Literature
For nearly 200 years, the British, enveloping continents and cultures, ruled over the most expansive empire in recorded history. In this class, students will focus on literature born of the social, political, and military conflicts that accompanied this global phenomenon. This course will analyze the rise and fall of the British Empire through analysis of poetry, fiction, drama, and non-fiction prose. In doing so, students will gain a socio-historical understanding of how the anxiety and excitement of the Romantic period led to England’s imperial dominance throughout the reign of Queen Victoria and to the inevitable decline of the British Empire resulting from the military and political turmoil of the 20th century. Students will learn how to critically read, discuss, and write about a wide range of texts by major British authors, intellectuals, and political figures and the struggle for identity and independence taken up by both the colonizer and the colonized. 3 credits

EN207A States of Grace
The integrative nature of the course will demonstrate the interrelations between theology and early American literature. Early reports (from Columbus and De Las Casas) will be considered in terms of Catholic doctrine; the writings of Bradford, Winthrop, Bradstreet, Taylor, and Rowlandson will reveal Calvinist (Puritan) theology; material from Franklin, Jefferson, and Paine will present the philosophy/theology of Deism; and the final section of the course (Emerson et al) will illustrate American Transcendentalism and responses (Hawthorne, Poe, and Whitman) to that theological value system. Prerequisite: EN101. 3 credits

EN208A A Literature Made By War
"A Literature Made by War" is an integrative course that explores the ways in which American writers since the Civil War have responded to social change, especially the changes wrought by war. Through intensive reading, writing, and discussion of literature and history, students will examine the social and cultural changes that followed the Civil War, the World Wars, and other international conflicts of the late twentieth and twenty-first centuries. Literature is both a reflection and an expression of the historical and cultural moment. This course seeks to help students develop both an awareness and an understanding of the connections between literature and history as it introduces them to significant writers of American culture. Prerequisite: EN101. 3 credits

EN209A Heroic Dreams
The integrative nature of the course will demonstrate the interrelations between archetypal psychology and ancient world literature (the epic). In this course students examine how epics of ancient cultures reflect the mythic imagination and those recurrent patterns that, ever since Carl Jung and James Hillman, have been referred to as “archetypal.” Archetypal concepts (archetypal and Jungian psychology) studied through the readings of this course include deities, anima and animus, shadow, the underworld gods, monsters, and the heroic journey (ego psychology, including individuation). 3 credits

EN210A Writing Freedom: The Empowered Self and World Literature
Satisfies the Level Two Literature & Language requirement for the Core. This course uses world literature to examine how ideas of human freedom and selfhood have evolved since the Age of Enlightenment. Selections will highlight the ways in which autonomy is seen as both a desirable goal and a problem in terms of social structures, religious and philosophical beliefs, and concepts of the human psyche. Students will also consider important differences between “Western” and “Eastern” ideas, as well as the impact of cultural and social movements, such as colonialism and Marxism. 3 Credits.

EN317 History and Structure of the English Language
Surveys the origin and development of the English language from its Indo-European roots to the present. Students analyze changes in sounds, forms, and vocabulary affecting the growth and structure of Old, Middle, and Modern English. Students also investigate political and social factors that influenced the development of the language as a medium of literary expression. Course also includes a unit on grammar and usage. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

EN319 Fairy Tales
Introduces students to multi-cultural variants of classic fairy tales as well as to the growing canon of contemporary feminist fairy tales. Students are also immersed in the large body of critical theory related to the study of fairy tales. Primary texts are analyzed in light of seminal studies that reflect both historical and psychoanalytical readings of the tales. Students learn about the “tellers” of the tales and their effect on style, content, and message. Critique of both classic and contemporary fairy tales exposes students to extremes of sex and violence, proving that such cautionary tales were not intended primarily for children. Prerequisite: EN101 with a grade of C or better. (Offered Spring semester.) 3 credits
EN320  Adolescent Literature
Surveys literary works commonly taught in middle and high school English classes, including the novel, short story, drama, and poetry. The primary aim is to teach students to approach analysis of adolescent literature with the same rigor as they would approach works targeted towards adult readers. To that end, students will be exposed to methods of critical theory and be expected to apply these methods to the works they study. Students will read primarily classic works, although some contemporary works rich in literary allusions will be studied as well. Prerequisite: EN101 with a grade of C or better. (Offered Fall semester.) 3 credits

EN324  Gendered Rhetoric
A study of the differences between historically privileged masculine and traditionally devalued feminine methods of communicating. Focuses on the effects of gender on language use in our culture. Students develop their abilities to recognize and then assume the stance most appropriate to subject and audience. Proceeds under the assumption that to become “linguistically aware” is to become more sophisticated as writers and more knowledgeable about issues of writing. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

EN325  Rhetorical Theory and Practice
Examines the history, practice, and application of rhetorical theory. The course begins with classical rhetoricians, such as Plato and Aristotle, and surveys medieval, modern, and contemporary rhetoricians. Students study rhetorical theories and explore the application of those theories to specific fields of study, such as composition/argumentation, computer-mediated communication, media studies, cultural studies, and gender studies. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN326  (Methods Course) English Practices in Grades 7-12 Curriculum
This course will provide the teacher candidates in English secondary education with knowledge of current theory, research, and best practices focused on the teaching of edited American English to all students. Activities will include assessing English Language Proficiency (ELP) in reading, writing, listening, and speaking – and designing instruction to support students’ language development. In addition to professional practice through in-class activities, the teacher candidates in English secondary education will be expected to participate in a field placement applying theory, research, and best practices to help support English Language Learners (ELLs) and struggling students’ academic English language development. Students will construct digital portfolios of learning and observational analysis advocating instructional strategies that best support ELLs. Particular attention will be devoted to the pedagogical implications and limitations of current theory and research in English language development. Prerequisite: admission to teacher candidacy. 3 credits

EN329  Studies in Drama
Focuses on one or more dramatic themes found in western and non-western cultures. Topics may include study of a specific time period (such as ancient Greek and Roman), a specific area of the world (such as Asian drama or American drama), or a specific theme (such as tragedy or comedy). Authors and course of study will vary at the discretion of instructor. Prerequisite: EN101 with a grade of C or better. 3 credits

EN330  Studies in The Short Story
Examines short stories as condensed re-creations of experience shaped by the author’s imagination, vision, and particular use of the elements of the short story to create unified works of art. It includes discussion of short story theory and development. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN331  Studies in Film
Examines film as condensed re-creations of experience shaped by an author’s imagination, vision, and particular use of the elements of film to create unified works of art. The course includes discussion of film theory and history. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN332  Studies in Poetry
Focuses on the study of one or more poetic forms found in Anglo and non-Anglo cultures. Topics may include study of a specific time period (such as Renaissance, Romantic, or Modern), a specific poetic form (such as epic, ode or sonnet) or a specific theme (such as war, nature or prosody). Authors and course of study will vary at the discretion of instructor. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN333  Studies in the Novel
Examines the novel as condensed re-creations of experience shaped by an author’s imagination, vision, and particular use of the elements of the novel to create unified works of art. It includes discussion of narrative theory and development. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN336  African American Prose and Drama
This course will focus on the history and development of African-American literature (prose and drama), from the captivity narrative of Olaudah Equiano and the slave narratives of Harriet Jacobs and Frederick Douglass to the major works of the Harlem Renaissance and contemporary works by Ralph Ellison, Amiri Baraka, Sapphire and others. The course will place this literature within historical and social contexts, explore the unique visions of African-American writers, and examine the African-American contribution to the American literary tradition. (Offered on regular rotation.) 3 credits
EN337 African American Poetry
This course will survey African-American poetry as a record of the history and development of African-American literature, from the colonial period (eighteenth century) to the twenty-first century. The course will place African-American poetry within historical and social contexts, explore the unique visions of African-American poets, and examine the African-American contribution to the American literary tradition. Major writers of poetry will be studied chronologically. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN339 Magical Realism
Magical Realism explores the genre of magical realism through the lens of fiction and film. Originating as a genre in Latin American literature, magical realism focuses on the intersection, collision, or merging of conflicting realities, celebrating the coexistence of primitive and modern cultures. The course covers short stories and novels by the major figures of the genre, such as García Márquez, Borges, Allende, Esquivel, Morrison, and others. It also incorporates films by directors such as Del Toro, Lynch, Jeunet, Gilliam, Aronofsky, and others. Prerequisite: EN101. 3 credits

EN340 Medieval English Literature
Surveys medieval English literature from Beowulf to Le Mort d’Arthur. Students will examine Anglo-Saxon poetry, dream visions, secular and religious prose and poetry, morality plays, satire, and Arthurian romance. Major authors may include Kempe, Julian of Norwich, Chaucer, Langland, the Gawain poet, and Mallory. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN340A Wild Knights: Eros, Ethos, and Ethics in Arthurian Literature
Examines two primary areas associated with Arthurian literature: Eros (love, courtly love, and adultery) and Ethos (the ideals/idealism presented in the Arthurian tales as model behavior for the nobility of 12–13th century Europe, especially France). Students will explore the idealism embodied in this literature and the subsequent breakdown of Arthurian ideals in the codes of right action (chivalry) and domestic life (love and courtly love) of the knight errant. Finally, students will examine how Arthurian literature (myth) remains part of western culture. 3 credits

EN341 Age of Milton
Studies the interaction of literature, culture, and politics from the English Renaissance through the Augustan Age to the Age of Johnson. Students examine the evolution of literary forms in the period and study major authors such as Spenser, Donne and the metaphysicals, Milton, Dryden, Bacon, Pope, Swift, and Johnson, plus novelists such as Defoe, Smollett, Fielding, and Sterne. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN345 Romantic Prose and Poetry
Studies the Romantic Movement in England (1784 to 1837), its cultural and historical contexts, and major tendencies of thought. The course focuses on the primacy of the imagination in Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. It also focuses on the sensibility of the English Romantic Movement through other poets and prose writers, such as Lamb, Hazlitt, DeQuincy, and Mary Shelley. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN346 The Victorian Age
Studies the major British poets and prose writers from 1837 to 1901, their cultural and historical contexts, and major tendencies of thought. The course focuses on the religious, political, and social concerns of the period in such authors as Hopkins, Carlyle, Mill, Ruskin, Arnold, and Newman. It also examines selections by the major poets—Tennyson, the Browningss, and the Rossettis—and the major novelists—Dickens, Thackeray, the Brontës, George Eliot, and Hardy. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN349 Twentieth-Century Literature
Studies the major British and Irish poets, dramatists, and prose writers from 1890 to the present. Students read selections from major figures, such as Conrad, Hardy, Shaw, Yeats, Synge, Lawrence, Forster, Woolf, Orwell, Eliot, Joyce, Auden, Beckett, and Amis, plus authors of other nationalities such as Atwood. Students also study changes in the form of the novel and poetry and examine representations of the political, social, and sexual revolutions and issues of decadence and disease. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits

EN350 American Immigrant Literature
The United States, it has often been said, is a nation of immigrants. EN3xx, American Immigrant Literature, examines the truth of this statement through study of the literature created by immigrants from the diverse cultures of the United States. Students will examine the process of assimilation, including the gains and losses of becoming American, as it is portrayed in this literature and consider the validity of the "melting pot" theory to formulate responses to Hector St. John de Crèvecoeur's question in Letters from an American Farmer (1782): "What is an American?" Prerequisite: EN101. (Offered in rotation at least once every two years or as demand warrants.) 3 credits

EN353 American Romanticism
Studies major American Romantics with emphasis on Hawthorne, Melville, Emerson, and Thoreau. The course places these writers within the context of British Romanticism and American cultural and philosophical history. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.) 3 credits
EN355  American Realism  
Focuses on the beginnings and development of the realistic and naturalistic mode of fiction in American literature, with emphasis on Twain, James, Howells, Crane, Wharton, Dreiser, and/or Norris. The course examines as well the cultural context within which these works were created. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.)  
3 credits

EN357  American Modernism  
Examines the major works of twentieth-century prose, including Anderson, Hemingway, Fitzgerald, and Faulkner. It examines as well the cultural contexts within which these works were created. Prerequisites: EN101 with a grade of C or better. (Offered on regular rotation.)  
3 credits

EN375  Contemporary World Literature  
Analyzes selected works of 20th and 21st century world authors in English or in translation with attention to innovations in literary form and theme. Students consider the interplay of texts and their cultural or multi-cultural contexts. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.)  
3 credits

EN400  Literature and Theory  
Covers a number of contemporary critical movements, including Marxism and feminism and the criticism of popular culture. The seminar allows students to pursue critical study of a literary work, a selected author, or a literary theme or topic. Students work with their advisors to develop and write a thesis that incorporates critical thinking, research, and literary analysis. (Offered on regular rotation)  
3 credits

EN415  Special Topics  
Reflects the serious interests of English faculty or the special interests of students. Such courses as folklore, foreign literature in translation, tribal American literatures, or myth and literature might be offered. (Offered when demands warrants.) This course is designated as repeatable as long as topic covered is not duplicated.  
3 credits

EN415A  Women Writers  
Develops the student’s appreciation for and understanding of literature written by women. Students focus upon the development of that literature as well as upon the visions, concerns, and styles of its authors. The course also may include discussion of films written and directed by women. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.)  
3 credits

EN420  Internship  
Provides opportunity for English majors to serve in research and writing positions. Each internship carries a maximum of three-credit hours of upper-level elective credit. Students must devote a minimum of fifty clock hours to work experience for each credit hour awarded. At the end of the internship, each student will submit a journal, portfolio, and final report detailing participation in the experience. Prerequisites: Junior or Senior standing and permission of department chair. Internships may be taken more than once and impact the student’s GPA. Content of study either builds on itself or is not the same.  
3 credits

EN435  Shakespeare and His Age  
Provides intensive study (some of it independent) of Shakespeare's poems and plays, including examples from each of the major genres: comedy, tragedy, and history. Other authors studied may include Spenser, Raleigh, Sidney, Marlowe, and the sonneteers. The course emphasizes each piece as a work of art and its contribution to a definition of the age. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation)  
3 credits

EN440  Contemporary American Literature  
Examines American poets, dramatists, and/or prose writers from 1945 to the present. It focuses on the literary transition from modernism to post-modernism. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation.)  
3 credits

EN450  Senior Seminar  
Required of all English majors, this research seminar is designed to give students the opportunity to draw upon knowledge and skills acquired throughout their coursework for the major. Students in this capstone course will work with their advisor to expand upon and revise an essay developed in a previous upper-level English course. They will also write an essay in which they reflect upon this revision process. Prerequisite: Senior standing.  
3 credits
ENGLISH AS A SECOND LANGUAGE

EL100 English as a Second Language
Provides beginning instruction in English as a second language to speakers of languages other than English. The course is not open to native speakers of English. It emphasizes the spoken language, including basic structural patterns, analytical grammar, basic vocabulary, and introduction to American customs and culture. (Four class periods per week and language practice assignments, including the use of tapes, computer software, videos, and other materials.) Note: May be counted toward the baccalaureate core curriculum and may be taken with EN099. (Offered Fall Semester.) 3 credits

ENVIRONMENTAL STUDIES

Students may not register for any course offered by this department more than three times. When registering for the same course the third time, the student must receive permission of the instructor. This policy affects courses with the BI, CH, PS, and ES prefix.

ES209 Environmental Sciences
Comprehensive survey of the major components that constitute the field of Environmental Sciences. Covers the introductory aspects of environmental sustainability, ecosystems, populations, resources pertinent to air, water, mineral, energy, soil, and food issues, toxic and waste issues, quality of life, and environmental ethnics. Two hours of lecture and one three-hour laboratory. 3 credits

ES211 Environmental Field Sampling
This course will examine theory, application, methodology and instrumentation used in the sampling and analysis of environmental contaminants. Students will be provided with opportunities to gain knowledge, experience, and skills in many of the following areas as well as other closely related fields: water pollution, air pollution, industrial wastes, solid waste management, site assessment, water treatment, municipal/industrial wastewater treatment. Prerequisites: A grade of C or better in BI150 and CH150. 3 credits

ES265 Directed Research
Provides student an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising faculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present her or her results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI150 with a grade of C or higher, or approval of the supervising faculty member; sophomore standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated. 2 credits

ES300 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. Selected laboratory, field, and computer activities will be included. Prerequisites: ES209, BI155, CH160, MA112. 3 credits

ES304 Introductory Soil Science
Emphasizes the soils as a natural resource. Chemical, physical, and biological interactions among the soil and other components of ecosystems will be highlighted. Applications to natural resources planning, water quality, ecology, geography, hazardous materials management, and engineering will be emphasized. Laboratory, field, and computer activities are included. Prerequisites: MA112, CH160, ES209, BI155. 4 credits

ES310 Introduction to GIS
A science course that provides an equal balance between theory and hands-on applications. This course 1) introduces students from many disciplines the use of a Geographic Information System (GIS) as an analytical tool for storage, display, and analysis of geo-referenced information and 2) provides students with an introduction to the fundamental components of GIS in terms of understanding types, entry, and analysis of spatial data, and map display. Application areas that will be discussed include political science, municipal planning, natural resources management, nursing, business, marketing, and communications geographics. Prerequisites: no prior geographic or GIS knowledge is assumed. Enrollment for second semester freshman or higher. Cross listed with SN310. 3 credits
ES365 Directed Research
Provides student an opportunity to engage in an independent, problem-oriented or technique-based research project under the guidance of a faculty member. After discussing possible topics with the supervising faculty member, student will be required to submit a written proposal outlining the proposed project and research design prior to enrolling in this course. Upon completion of the project, student will present their results in the form of a poster, paper, or oral PowerPoint presentation. Prerequisites: successful completion of CH150 and BI1150 with a grade of C or higher, or approval of the supervising faculty member; junior standing; cumulative GPA of 3.00 or higher. This course is designated as repeatable as long as topic covered is not duplicated. 2 credits

ES340 Environmental & Land Use Planning
This is an upper level undergraduate/graduate course that will explore the interaction between the American land use planning system and the environmental regulations, which protect our land, water, air, and wildlife resources. The course will provide students with a working knowledge of the land use planning processes and theories, then build upon that base to explore the complex social and political dynamics which influence land use regulations and development patterns. Contemporary environmental planning issues and current events will be explored first hand through participation in local planning meetings and class discussions. 3 credits

ES375 Special Topics in Environmental Science

ES400 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. Prerequisites: A grade of C or better in ES209, in BI150 OR BI100, and in CH150 or CH130. 3 credits

ES404 Environmental Science Senior Seminar
This non-project based capstone seminar emphasizes comprehension of scientific papers. Instruction focuses on searching the biological literature, reading the primary literature, and the process for writing scientific papers and reports. Particular topics will vary with the instructor. Prerequisite: senior status (Offered spring semester). A student must have completed all required 100- and 200-level major courses with a grade of "C" or higher, and must anticipate graduating within one year of date of enrollment. 3 credits

ES405 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. Prerequisites: BI218. 3 credits

ES406 Research Methods
An introduction to quantitative and qualitative research methods. Discussion topics include research questions, sampling, measurement, bias, research validity, research design, and data analysis. Student prepares a research proposal. Prerequisites: MA205 (may be taken concurrently). A student must have a cumulative GPA of 3.0 or higher, and must obtain permission from the course instructor and from their STEM-related research mentor.” (Offered Spring Semester.) 1 credit

ES407 Experimental and Project Research
Continuation of ES406. 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 Fall Semester.) 2 credits

ES408 Environmental Law
Studies the environmental law process, including the role of Congress, administrative agencies, and the courts in creating, implementing, and interpreting environmental 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. This course shall include, but not be limited to, case studies and projects. Field trips may be required. Prerequisites: A grade of C or better in ES209, in BI150 or BI100, and in CH150 or CH130. 3 credits

ES412 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: A grade of C or better in ES209, in BI155, and in CH160. 3 credits

ES420 Spatial Analysis Using Geographical Information Systems and Image Analysis
GIS and remote sensing course that provides 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: Junior/Senior standing; BI155, ES205, MA205; or consent of the instructor. 3 credits
ES445  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

ES480  Environmental Science Internship
A fifteen-week internship with a private or government agency. Internship position gives the student a set of realistic learning experiences in a professional environment. Introductory, biweekly, and concluding evaluation conferences will be held with the student, program director, and cooperating organization. Following the completion of the internship in the field, the student will spend the equivalent of thirty clock hours with the Program Director, appropriate faculty, and selected professionals in a series of concluding seminars that will serve to unite theoretical and practical learning, evaluate internship experiences, and emphasize those areas of the curriculum which may need to be strengthened. Prerequisite: Approval of Program Director and approved internship application.  3 credits

FRENCH

FR100A  Beginning French I
Beginning course emphasizing the spoken language. Students practice listening and speaking skills in the classroom and with tapes. They also learn basic vocabulary and structures. (Offered Fall Semester.)  3 credits

FR101A  Beginning French II
Continuation of FR100. Students complete exposure to basic vocabulary and structures of French, achieve an appreciation of the diversity of the French-speaking world, and become familiar with aspects of contemporary French life. Prerequisite: FR100. (Offered Spring Semester.)  3 credits

FR200  Intermediate French I
Provides thorough review and expansion of French vocabulary and grammar. An integrated tape program is used. The course also provides an introduction to cultural and literary aspects of French heritage. Prerequisite: FR101. (Offered Fall Semester.)  3 credits

FR201  Intermediate French II
Continuation of FR200. It focuses on advanced grammatical structures. Readings and discussions of topics from French history, geography, literature, and contemporary culture are included. (Offered Spring Semester.)  3 credits

FR300  Voices of the French-speaking World
Surveys the major literary figures from French-speaking areas outside France, including Francophone Europe (Belgium, Switzerland), Africa (especially Senegal and the Ivory Coast), North America (principally Quebec), and the Caribbean. The course focuses on literature of the twentieth century and places writers in their historical and social contexts. Course is taught in French; discussion and papers will be in French. Prerequisite: FR201. (Offered as demand warrants.)  3 credits

FR301  Survey of French Literature
Studies the literature of France since the Revolution (1789) to the present. Special emphasis is placed on major writers and movements in their historical context. Course is taught in French; discussion and papers are in French. Prerequisite: FR201. (Offered as demand warrants.)  3 credits

GENDER STUDIES

GS100  Introduction to Gender Studies
Examines the socially constructed and historically variable understanding of what it means to be a woman or a man in contemporary American society. The course explores gender as it interacts with other constructions—of race, social class, and sexual preference—to create a sense of personal identity. It also considers the ways in which social institutions convey ideologies that give meaning to these categories. Offered annually Fall and Spring terms.  3 credits

GS200  Strong Women, Strong Men
Examines the achievements of extraordinary women and men who have stepped outside traditional gender roles and expectations. Through reading and discussion of biographies and autobiographies as well as viewing and discussion of documentaries and biopics, students will consider the ways in which socially and historically constructed understandings of gender have shaped and continue to shape individual lives. In doing so, they will examine the successful challenges that individuals have made to those constructions and their costs and benefits to the individuals and society as a whole. Offered annually Fall term.  3 credits
GS300  Women of the World: The Female Experience through Film  
Explores the diversity and similarities in gender roles and expectations among women throughout the world through analysis and discussion of films about the female experience and the contexts, including social, political, economic, and religious, that create and influence them. Offered annually Fall term. 3 credits

GS363  Gender and Leadership  
This course provides a semester-long focus on the topics of gender and leadership. Among the topics explored within the course are: theories of leadership, studies on the impact of gender on leadership, and profiles of current historical leaders. Cross listed with PO363. 3 credits

GS400  Seminar in Gender Studies  
Provides practice and instruction in the development of a research project focused on gender studies. Students will be exposed to scholarly journals, databases, and authoritative resources in the field, and in consultation with their instructor, they will identify and define a topic of interest, conduct research on the subject, and write a seminar paper that they will present to their classmates. Prerequisite: Senior standing or permission of Literature and Languages Chair. Offered annually Spring term. 3 credits

GEOGRAPHY

GE205  World Regional Geography  
Studies the major geographic regions of the world, emphasizing the impact of physical environment upon culture and civilization. 3 credits

GE230  Geography of the Americas  
Studies the physical, cultural, and political environments of North, Central, and South America. Offered when demand warrants. 3 credits

HISTORY

Some 200-level History course may be taken at the 300-level at the discretion of the Department Chair.

HI101  Introduction to History  
The course introduces majors to the philosophy, methods and controversies within the discipline of History, as well as the history of History, and provides a foundation of knowledge, awareness and insight into what it means to have a historical consciousness and a historical perspective that will enhance students’ understanding of their major and the knowledge provided in subsequent History courses. The class also provides a foundation for the research skills needed to discern context and causation, methods of historical analysis, issues of truth and objectivity, conflicting interpretations, and inquiry into varied historical approaches and genres. 3 credits

HI103  Foundations of America  
Survey of the discovery and exploration of America, the Colonial Period, the American Revolution, the Young Republic, westward expansion, industrialization, the Civil War, and Reconstruction. 3 credits

HI104  The Transformation of America  
Survey of the history of the United States from Reconstruction through the Present with emphasis on America’s involvement in war, poverty and reform, the Presidents, and the social and cultural life of Americans. 3 credits

HI109  How did all of this Begin?: World History to 1500  
How did this, meaning our broadly interconnected world, really get started? This course will begin to answer this question through an exploration of world history to 1500. As students gain a basic understanding of early historical periodization and geography, they will also learn key academic skills related to communication, research, reading, writing, studying, media literacy, and critical thinking. 3 credits

HI110  How did we get Here?: World History since 1500:  
How did we, as in all of humanity, get here? This course will begin to answer this question through an exploration of world history since 1500. As students gain a basic understanding of modern historical periodization and geography, they will also learn key academic skills related to communication, research, reading, writing, studying, media literacy, and critical thinking. 3 credits
HI203  The 1960s: Culture in Conflict
Examines the turbulent sixties with emphasis on the impact of the Civil Rights Movement and the Vietnam War. 3 credits

HI204  The American Family and its Home
Examines the history of the family in America and the changing shape of the family home from the Colonial Period to the Present. 3 credits

HI206  Epidemics in History
"Epidemics in History" explores the social and cultural impact of epidemics such as Bubonic Plague, Syphilis, Small Pox, Yellow Fever, Cholera, Polio, Influenza and HIV/AIDS. Case studies will illuminate major themes such as the impact of disease in war, the impact of disease on religious belief and practice, the economic consequences of epidemics and the development of public health systems as a response to crises. 3 credits

HI208  Coming to America
"Coming to America" explores the role of immigration in American history from the Colonial Period to the present. Immigration has had tremendous impact on the social and political development of the United States. This course will explore the experiences of African, Irish, German, Italian, Asian, and Latin American immigrants. Cross listed with AM206. 3 credits

HI210  Gangsters and Media Censorship in Early 20th-Century American Film
This course explores the rise and fall of the image of ethnic gangsters in the media, especially the movies, from the beginning of the talkies in the late 1920s to the 1950s, and the role Hollywood and media censorship played in shaping the image. It will explore the cultural implications and results of the gangster film's popularity. This course will enable the student to critically analyze images and the role of censorship by understanding their dialectical interplay. Cross listed with ME206. 3 credits

HI211  African Cultures & Traditions
This course examines the oral traditions, religions, and cultures of traditional Africa by integrating methods from sociology, history, and literary studies. Students will read oral histories, view documentaries about African kingdoms, and examine African cultural practices through proverbs, marriage and family, and rituals. Cross listed with AA201. 3 credits

HI214  Modern Asia
This course provides an overview of the political, economic, and cultural history of Modern Asia, including South Asia, Southeast Asia, and East Asia. Beginning with the early modern era, course topics include intra-Asian regional relationships, European colonialisms, the rise of nationalisms, the World Wars, the Cold War, and beyond. 3 credits

HI215  It's a Conspiracy!
This course explores the 20th- and 21st-century American fixation on conspiracy theories, from post-World War 1 and post-World War II fears of communism to 9-11 and the Connecticut school shootings. We will read a text that chronicles the 20th-century fixation on conspiracy theories via the American public’s reaction to an increasingly centralized and invasive central government, as well as through media such as radio shows (1938's "War of the Worlds") and movies (JFK, as well as Internet videos, including "Loose Change," which details the 9-11 conspiracy theories). This course will enable the student to critically analyze conspiracy theories by understanding their common components and why, in certain periods of history, they become more prominent than at other times. Cross listed with ME205. 3 credits

HI225  Ancient History
Study of the ancient civilizations in the Middle East, Africa, Asia and the Americas to the fifth century A.D. 3 credits

HI226  Colonial America and the Revolution
Study of the social, political, and cultural developments in sixteenth, seventeenth and eighteenth century America with emphasis on the different life styles of the Chesapeake, New England, Middle Atlantic regions, and the Carolinas and Georgia as they influenced the political events leading to the American Revolution. 3 credits

HI227  Post World War II America
Study of the history of the United States after 1945, including World War II’s immediate aftermath, the Cold War, McCarthyism, Civil Rights, Korea and Vietnam, Feminism, Watergate, the conservative 1980s, and the Clinton-Bush-Obama years. 3 credits

HI230  History of the US Mass Media
A historical survey of the impact of the media on the political, cultural, and economic aspects of U.S. society. 3 credits

HI241  Public History
This course examines the theory and practice of public history and familiarizes students with the work of historical professionals outside of academia. Emphasis is placed on communicating history to public audiences and addressing ethical issues in the practice of public history. 3 credits

215
HI302  Africans and the Making of the Atlantic World
Examines the contributions of Africans in the making of the Atlantic world. Specific emphasis is placed on enslavement, resistance, and the unique cultural and social adaptations Africans made in new environments, such as the United States, the Caribbean, and Brazil. Cross listed with AA302.  3 credits

HI308  Modern China
The course examines the history of China from 1800 to the present. Starting with the High Qing, the course covers the Opium Wars, the Taiping Civil War, the Boxer Rebellion, the early Republic, the Communist Revolution, the Great Leap Forward, the Cultural Revolution, and the post-Mao era. Course themes include family, devotion, hunger, and the diverse perspectives on Chinese modernity. 3 Credits

HI312  Modern Russia
Studies Russian society, economy, and politics from 1850 to the present with special attention paid to the Russian Revolution, the development of the Soviet Union, its ultimate collapse, and Russia today. 3 credits

HI313  Modern Europe
Survey of the major historical, political, economic, and cultural developments in Europe from 1870, including the unification of Germany and Italy, the impact of World War I and World War II, and the creation of the European Union and its impact on both its member nations and those nations that wish to be a part of the union. 3 credits

HI319  Modern Latin America
Studies Latin America from the late 19th-century to the present with emphasis on the post-colonial social, political, economic, and social developments in Central and South American and the Caribbean. 3 credits

HI320  African American History
Studies the Black experience in America and the development of an African-American culture beginning with the African background and continuing through slavery, freedom, Jim Crow, segregation, the Civil Rights Movement to the present time. 3 credits

HI321  Modern Africa
Surveys the history of Africa from late 19th-century European colonization to the present with emphasis on regional social, cultural, economic, and political changes and the evolution of modern African states. 3 credits

HI322  Modern Middle East
History of the social, cultural, economic, and political impact of the end of the Ottoman Empire and the rise of modern Middle East nations, including Jordan, Syria, Israel, Palestine, Saudi Arabia, Iran, Iraq, and Afghanistan. 3 credits

HI330  The American Civil War and Reconstruction
Explores the causes, progression and consequences of the American Civil War, from the 1840s to 1877. This course will help students understand the multiple meanings of perhaps the most transforming event in American history. 3 credits

HI333  Exhibiting History
Exhibiting History will be both a pedagogical and hands-on experience culminating in the creation of a plan for a history exhibit. Step by step, the course will cover how to select and research an appropriate topic, how to interpret primary sources, artifacts, and narratives, and how to design a visually appealing exhibit that accomplishes a purpose. Students will have an opportunity to gain practical experience working with materials. Prerequisite HI241 or permission of the instructor. 3 credits

HI338  Exhibiting Controversy
Confederate monuments? The Enola Gay? Religious artifacts? How do Americans decide what stories are told? Whose point of view dominates historical narratives? This course will explore the dynamic interactions that "history dialogues" can create both intentionally and unintentionally. Exhibition pitfalls have included the display of "stolen" artifacts, human remains, religious artifacts, racist objects, perceived pornography, divergent perspectives, debated ethical values, and glorification or exclusion of notable historical persons. 3 credits
HI339  **Historical Memory and Community**  
A shared past ties people together in communities and provides a sense of identity; however, the existence of diverse perspectives raises complex questions. How are stories and events of the past remembered and interpreted among various groups? Who controls a community’s historical memory? How do people decide what should be remembered? The purpose of this course is two-fold. It explores the role of history in defining and shaping communities at local and regional levels as well as developing students’ skills in the practice of oral history and material culture. The course will make use of the history of the Delmarva peninsula and address topics such as the 1968 race riot in Wilmington, the hidden history of Hispanic immigration in Delaware, the Patty Cannon slave gang, and the region’s industrial development.  
**3 credits**

HI340  **The Gilded Age and Progressive Era**  
The fifty years between the end of the Civil War and Reconstruction to World War I brought revolutionary changes in every aspect of American life. This course explores key social, economic, cultural, and political forces active from 1877 to the beginning of World War I.  
**3 credits**

HI344  **The English Reformation**  
This course will examine the peculiar origin and course of development of the Protestant Reformation in England in the sixteenth and seventeenth centuries—from the conclusion of the Wars of the Roses (1485) to the Act of Toleration (1689). It will examine the politics and intrigue of royal houses, the rise and fall of state churches, and the formation of new English denominations of Christianity that arose from the variety of English proposals for the proper constitution of a Christian church. Cross listed with RE351.  
**3 credits**

HI345  **The Cold War in Popular Culture**  
The Cold War left an indelible stamp on the culture of every nation in the second half of the twentieth century. New fears of nuclear weapons, Soviet power, and the onslaught of communism transformed national identities and divided the world into two opposing camps. This course will examine those transformations through the lens of popular culture as the artifacts of popular culture reveal much about shared values and beliefs.  
**3 credits**

HI346  **The Golden Age of Islam, 570-1570**  
What is Islam? How did it become a global religion? And how has it contributed to the making of our world? This course will begin to answer these and other questions by diving into the history of the religion’s golden age. Course topics will include the founding of Islam; the development of Islamic philosophy, science, spirituality, and law; the crusades; the spread of Islam throughout Afro-Eurasia; and the relationship between the Islamic golden age and many of the current debates surrounding Islam.  
**3 credits**

HI347  **Modern Japan**  
The course examines the development of culture, politics, and economics in modern Japan, beginning with the establishment of the Tokugawa shogunate in the seventeenth century, through the emergence of a modern nation-state, the rise of Japan’s WWII Empire, and the development of a mass consumer culture.  
**3 credits**

HI348  **The Holocaust**  
This course examines the Holocaust, together with its historical causes and consequences. The course will address the ethical responsibility, both personal and societal, for the religious bigotry and gross inhumanity of the Holocaust. Furthermore, it will demonstrate the relevance of the study of the Holocaust by tracing current global events in politics, religion, bigotry, and the atrocities that people continue to commit against one another. Cross listed with RE352.  
**3 credits**

HI349  **Modern Islamic Societies: Family, Faith, and Terror**  
This course uses a series of historical case studies in film, literature, and scholarship to help students understand modern Islamic societies (1450-the present). Students will engage with modern debates about Islam while comparing and contrasting Muslim communities in Africa, the Middle East, Asia, Europe, and the United States. Emphasis will be placed on gender, doctrine, and violence. No prerequisites necessary. Cross listed with RE349.  
**3 credits**

HI350  **The Good, the Bad, the Ugly: Early Modern Europe**  
The course explores the nature and ideas of humanism and individualism during the Renaissance and Reformation and the religious turmoil of the time. It chronicles the development of capitalism and the centralized state, and the influence of these movements on art, theology, philosophy, politics and ideas, including the rise of science and skepticism.  
**3 credits**

HI351  **Money and Sex**  
"The Business of Sex" explores the historical political and cultural debates surrounding the commodification of sex in American culture. Students will engage topics such as prostitution, human trafficking, the remarkably lucrative pornography industry, and the use of sexual imagery in advertising and music. Cross listed with AM351.  
**3 credits**
HI352   Tyrants in World History
Through the study of evil people students will have the opportunity to gain an understanding of the nature and consequences of the actions of people who commit crimes against humanity and attempt to force their personal will on their nation's people and the people of the world. Evil is not confined to one nation, one civilization, nor one ethnic group but can plague everyone and one across time and place.  3 credits

HI353   The American West: Diversity, Equality, and Inequality
This is a course that covers that history of the American West with emphasis on Native Americans, Hispanics, African Americans, and Asians. The central focus of the course is the impact of the frontier environment on these groups and why women gained more equality there while Hispanics, Native Americans, African Americans, and Asians did not. Students will research one or more of the topics, write and present papers to the class, and lead class discussions on the selected topics. Students taking the course for American Studies credits will also address what the frontier experience reflected about American culture and will contribute to the class discussions from their interdisciplinary perspective. Cross listed with AM353.  3 credits

HI410   Special Topics
Reflects the serious interests of History faculty or the special interests of students.  3 credits

HI440   Historical Professions Internship
An internship with a museum or historical agency. Provides the student the opportunity to apply their historical learning in a practical work environment. Following the internship, the student prepares written papers on the significance of the internship and an individual research project related to the internship. Required of all History majors. Prerequisites: Junior or Senior standing, and an approved, internship application. Internship may be taken more than once and impact the student's GPA. Content of study either builds on itself or is not the same.  3 credits

HI450   History Senior Seminar
This is the capstone course in the history major. The primary product of the course is a senior thesis that requires students to draw on skills and knowledge acquired throughout the program. Focus is placed on historical methods, historiography, research, writing, oral presentations, and an assessment of historical knowledge. Required of all history majors.  3 credits

HI460   History Colloquium: Selected topics in American, European, and non-Western history
History Colloquium is designed to promote focused, in-depth discussion, critical thinking, research, and writing at a level that will prepare students for graduate school. Topics considered vary from semester to semester. May be repeated for credit.  3 credits

HONORS

HN101   The Nature of Reality
An interdisciplinary honors seminar in which students, through reading, writing and discussion, examine different perspectives to identify underlying assumptions about reality and their implications.  3 credits

HN102   The Nature of Knowledge
An interdisciplinary honors seminar in which students, through reading, writing and discussion, explore different ways of knowing.  3 credits

HN201   The Good Life
An interdisciplinary honors seminar in which students, through reading, writing and discussion, analyze different perspectives on the "good" life, which address such issues as morality, happiness, and the richness of life.  3 credits

HN202   The Social Good
An interdisciplinary honors seminar in which students, through reading, writing and discussion, explore different perspectives on the social good.  3 credits

HN300   The Research Process
A seminar devoted to both the general and discipline-specific processes and issues of scholarly research. Students are required to develop a thesis proposal with topic, rationale, research design, and literature review and produce the first chapter of their Honors Senior Thesis. Prerequisite: Junior class standing.  3 credits

HN400   Senior Honors Thesis
A course devoted to the completion of the Honors Senior Thesis involving the cooperation of the Honors faculty and thesis supervisor in each student's respective major. Prerequisite: Senior class standing  3 credits
HUMANITIES

HU100  Introduction to the Humanities
This course introduces the various humanities disciplines. Through reading and discussion, students will explore the unique aspects of each discipline and the common bonds between them. Prepares students to select their major concentration areas for advanced study in the major. Required of all first year Liberal Studies majors, including transfer students; students may be exempt with departmental approval. Closed to students with junior/senior standing. (Offered Fall Semester)   1 credit

HU210  Happiness
The course is an inquiry into the nature, sources, and means of happiness. Students will explore philosophical, psychological, and biological perspectives to guide students to develop their own informed philosophy of happiness.  3 Credits

HU222  World Mythology
Introduces students to mythology from the peoples of Asia, Africa, Australia, Europe, and North and South America. Students will read and discuss creation myths, stories of goddesses and gods, and hero myths from ancient civilizations to contemporary cultures. Prerequisites: EN101 or permission of the instructor (Offered Spring Semester.)  3 credits

HU230  Contemporary American Culture
An historical topical survey, this course provides an overview of the dynamics of 20th and 21st century American culture through the interdisciplinary examination of its political, economic, cultural, religious, and ethical dimensions. Particular emphasis will be placed on the United States’ multicultural roots and evolution of a common identity. (Offered on regular rotation.)  3 credits

HU230A Living in the USA: Contemporary American Culture
An historical topical survey, this course provides an overview of the dynamics of 20th century American culture through the interdisciplinary examination of its political, economic, cultural, religious, and ethical dimensions. Particular emphasis will be placed on the United States’ multicultural roots and evolution of a common identity.  3 credits

HU231  Contemporary World Cultures
Examines specific national cultures and aspects of an emerging global culture. The course emphasizes the tension between cultural traditions and change. (Offered on regular rotation.)  3 credits

HU250-251 Foreign Travel and Study I, II
Allows students to earn credit for travel to a foreign country in conjunction with academic study at the College, to be established by the instructor and approved, in advance, by the appropriate Program Director. Two credits are available for completing an approved itinerary (HU250). One additional credit is available for completing a paper or project planned with the instructor and the Chair of the appropriate department. (Offered when demand warrants.) This course is designated as repeatable as long as topic covered is not duplicated.  2-3 credits

HU300  Humanities Seminar
Interdisciplinary seminar required of liberal studies majors that explores the interrelationships of liberal studies subject areas. Students employ critical thinking, writing across the curriculum, and other humanistic approaches. Open to other students with advanced standing in other majors. (Offered Fall Semester.)  3 credits

HU400  Humanities Seminar
Interdisciplinary seminar required of liberal studies majors that explores the interrelationships of liberal studies subject areas. Critical thinking, writing across the curriculum, and other humanistic approaches will be employed. Open to other students with advanced standing in other majors. (Offered Spring Semester.)  3 credits

INTERNATIONAL STUDIES

IS200  Introduction to the Comparison of Cultures
Develops tools and approaches for the comparative study of various cultures through an interdisciplinary approach. Includes attention to religious, ethnic, and political diversity, variety of family traditions, with emphases on literature, music, drama and, and other things. Introductory course for International Studies majors. Open as an elective for other students.  3 credits

IS300  Interdisciplinary Special Topics Courses
Covers special topics in International Studies. Content may vary annually. May be taken as an elective by non-majors.  3 credits
**IS310 Foreign Cultures in Film**
Introduces the cultures of foreign countries through the medium of foreign films that depict the culture of each country in the language of the country. May be taken as an elective by non-majors. (Offered Spring Semester.)  
*3 credits*

**IS400 Senior Seminar in International Studies**
Interdisciplinary seminar for majors in which a team of faculty lead the student through readings and discussions to conceptualize a holistic statement of international culture utilizing all of the disciplines represented in the program. The theme of the seminar will vary from year to year according to the expertise of the faculty involved and the needs and interests of the seniors in the program. Seminar leads to a major paper, or senior thesis, that incorporates two or more of the disciplines represented in the major. This course is designated as repeatable as long as topic covered is not duplicated. Prerequisite: senior standing.  
*3 credits*

### ITALIAN

**IT100 Beginning Italian I**
Provides students with a basis for communication as it is spoken and written in contemporary Italian. The four basic skills – speaking, listening, writing, and reading are incorporated into the course. Italian lifestyle and culture are introduced through readings, video, and audio materials. (Offered Fall Semester.)  
*3 credits*

**IT101 Beginning Italian II**
Continues to stress the goals of Italian 100. Ample practice in speaking and writing Italian is provided. Culture and lifestyle are further explored through audio and video materials. Prerequisite: IT100 or equivalent. (Offered Spring Semester.)  
*3 credits*

**IT200 Intermediate Italian I**
Skills stressed in Beginning Italian are reviewed. Students are guided to communicate orally and in writing to master basic structures and active vocabulary. Readings focus on the various regions of Italy. Famous men and women in Italian history are presented and discussed. Prerequisite: IT101 or equivalent. (Offered when demand warrants.)  
*3 credits*

**IT201 Intermediate Italian II**
Continuation of Italian 200. Builds capacity in the basic skills of modern foreign language through interactive activities and expanded cultural material. Students continue to study the geography of Italy and the life and contributions of famous Italians. Prerequisite: IT200 or equivalent. (Offered when demand warrants.)  
*3 credits*

**IT203 Italian for Travelers**
Offers the opportunity to increase language skills with conversation designed for traveling to countries where Italian is spoken and to Italy. Students follow an itinerary exploring the history and culture of the cities to be visited at the end of the course during a trip to Italy. Students meet daily while on tour to review use of the language and to relate the day's itinerary to class activities during the semester. Students develop a portfolio following their travels that includes pictures taken on the tour and captions in Italian to demonstrate the student's level of language ability. Prerequisite: IT100 or equivalent. (Offered when demand warrants.)  
*2 credits*

**IT210 La Storia: History of Italy via Famous Contributors**
Intermediate level course in which students explore the history and culture of Italy through the lives and accomplishments of some of its greatest personalities, including Marco Polo, Leonardo DaVinci, Maria Montessori, and Enrico Fermi, who contributed not only to the development of their own country but also to that of Western civilization. Builds conversational and reading skills. Prerequisite: IT201 or equivalent. (Offered when demand warrants.)  
*3 credits*

**IT212 In Viaggio: Exploring Italy's Geography and Culture**
Provides opportunities to develop language skills at an advanced level while learning about the differences of the Italian people from various regions due to geography and their cultural/historical backgrounds. Prerequisite: IT201 or equivalent. (Offered when demand warrants.)  
*3 credits*

**IT299 Special Topics in Italian**
Special topics are offered on an occasional basis at the 200- and 300- levels. They may include foreign travel. This course is designated as repeatable as long as topic covered is not duplicated.  
*3 credits*

**IT299A Advanced Conversation and Composition I**
Provides the opportunity to listen to, speak, read, and write Italian. Students read about and discuss current issues that then serve as a basis for composition and an opportunity to express their opinions in the target language. Basic grammar is re-introduced, drilled, and embedded into the writing activities. Prerequisite: IT201 or equivalent. (Offered when demand warrants.)  
*3 credits*
**Advanced Conversation and Composition II**
Continues the development of communication and writing skills. Activities based on political and social issues draw together vocabulary, grammatical functions, and cultural information while students practice modern proficiency guidelines. Prerequisite: IT299A or permission of instructor.  

**JP100**  
**Beginning Japanese I**
A thorough study of the sounds and structural patterns of Japanese with emphasis on self-expression and communication. Includes pronunciation, listening comprehension, conversation, reading, and writing. (Offered Fall Semester.)  

**JP101**  
**Beginning Japanese II**
A continuation of Beginning Japanese I (JP100). A thorough study of the sounds and structural patterns of Japanese, with emphasis on self-expression and communication. Includes pronunciation, listening comprehension, conversation, reading, and writing. (Offered Spring Semester.)

**JAPANESE**

**JP100**  
**Beginning Japanese I**
A thorough study of the sounds and structural patterns of Japanese with emphasis on self-expression and communication. Includes pronunciation, listening comprehension, conversation, reading, and writing. (Offered Fall Semester.)  

**JP101**  
**Beginning Japanese II**
A continuation of Beginning Japanese I (JP100). A thorough study of the sounds and structural patterns of Japanese, with emphasis on self-expression and communication. Includes pronunciation, listening comprehension, conversation, reading, and writing. (Offered Spring Semester.)

**KINESIOLOGY**

**KN101A**  
**Wellness Lifestyles**
Examines, and in specific instances, experiences various components of daily behavior to implement and maintain a lifetime approach to health and wellness. Monitoring techniques will be included. Lecture and practical experiences will be utilized to implement a healthier lifestyle. Physical activity documentation external to course is required.

**KN102**  
**Volleyball and Softball**
Focuses on the rules, fundamental skills, and strategies.

**KN103**  
**Physical Development**
Emphasizes physical development with weight training methodologies, with emphasis on general body conditioning.

**KN115**  
**Bowling**
Develops bowling skills and studies rules and etiquette of game. A $40 fee will be applied.

**KN122**  
**Tennis I**
Emphasizes skills, strategies, rules and etiquette for the inexperienced player.

**KN123**  
**Tennis II**
Focuses on retaining and developing tennis skills and strategies for tennis players who are proficient at an intermediate level.

**KN124**  
**Soccer and Floor Hockey**
Emphasizes basic skill and studies associated rules and strategies.

**KN125**  
**Badminton and Golf**
Emphasizes basic skill and studies associated rules and strategies.

**KN139**  
**Basketball/Team Handball**
Focuses on rules, basic skills, and strategies.

**KN140**  
**Recreational Individual and Dual Sports and Activities**
Participates in new, recreational, and lifelong sports and activities. Activities selections will be at instructor’s discretion, but will not duplicate existing activity course offerings. Possible areas of instruction are pickleball, fencing, billiards, fly fishing/casting, jump-roping skills, canoeing, royal tennis, squash, handball, juggling, 221risbee, ultimate 221risbee, circuit training, and orienteering.
KN141 Recreational Team Sports
Leans and participates in nontraditional or new-team sports. Instructional areas will be the decision of instructor, but will not duplicate existing activity course offerings. Possible areas of instruction are rugby, wallyball, speedball, lacrosse, flag football, newcomb, global ball, broomball, flickerball, and angleball. 1 credit

KN201 History and Philosophy of Kinesiology, Sports Sciences, and Sport
Studies purposes, objectives, and philosophies associated with the history of Kinesiology, Sports Science, and Sports. Examines events and trends from the ancient Greek era through to the present. Become acquainted with the development of the Kinesiology profession and exposed to current literature of the professions. 3 credits

KN203 Advanced First Aid and Emergency Care
Provides student with the knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until professional medical help arrives. Topics include breathing in cardiac emergencies, bleeding, burns, musculoskeletal injuries, sudden illness, substance abuse, and victim transport. Successful completion of the course may lead to National Safety Council certification. (Offered Fall and Spring Semester.) 3 credits

KN204 Motor Learning
This course will investigate principles of motor learning through the study of theories, research and application emphasizing the processes involved in learning motor skills. Prerequisites: KN201, and sophomore status or instructor approval. Fall Spring. 3 credits

KN205 Personal and Community Health
Emphasizes acquisition of functional health knowledge and favorable attitudes and desirable habits of personal and community health. Topics include wellness, stress management, nutrition, weight control, fitness, sexual relationships and lifestyles, pregnancy and parenting, and the aging process. 3 credits

KN210 Organization and Administration of Physical Education and Sport
Explores policies, standards, procedures, and problems pertaining to the organization and administration of physical education and sport programs. (Offered Fall and Spring Semester.) 3 credits

KN220 Seminar: Occupational Therapy as a Career
This course will examine the history and growth of Occupational Therapy practice over time to view its current and future place in health care. Aside from coursework, there is emphasis on participation in reviewing stories of OT clients, observing the provision of Occupational Therapy intervention and participating in interviewing disabled clients. These interactive assignments will assist the learner to gain insight into the impact of injury, disease or any barriers that limit engagement in occupation. Upon completion, learners will demonstrate an understanding of the growing field of Occupational Therapy, the areas that practitioners work in and the clients they serve. (Includes a fieldwork observation experience with structured assignments). This course is ONLY for students enrolled in the undergraduate Pre-Professional Occupational Therapy program. (Offered in the fall semester) 2 credits

KN301A-Z Special Topics in Kinesiology
Special Topics are available either as independent study for a small number of students or as a class on a topic of interest to majors. Prerequisite: KN201 or approval of instructor. This course is designated as repeatable as long as topic covered is not duplicated. 3 credits

KN302 Principles of Strength and Conditioning
Examines theories, principles, and current research related to strength development. Student applies principles of strength and conditioning to the design and development of conditioning programs for various populations. Prerequisite: KN306, junior status, or approval of instructor. (Offered in the Spring Semester, primarily.) 3 credits

KN303A Sport and Exercise Psychology
An examination of the psychological dimensions of sport and exercise with emphasis on skill acquisition and preparation for athletic performance. Prerequisites: KN 201 or PY 100; Junior status, or permission of instructor. Cross listed with PY303A. 3 credits

KN305 Exercise Physiology
Studies the effects of exercise on the body and its systems. A system approach will be used to formulate a complete body analysis of the effects of exercise. Exercise prescription, diet analysis, and body composition will be included. Laboratory experiences will be used to implement and reinforce the lecture materials. Prerequisite: BI210/215. (Offered Spring Semester.) 4 credits

KN306 Biomechanics/Kinesiology
Studies anatomical and mechanical aspects of human movement to physical education and athletics. Prerequisite: BI210/215. (Offered Fall Semester.) 4 credits
KN307  Treatment of Athletic Injuries
Studies methods and theory course in the prevention and care of injuries. Topics include massage, taping, use of wraps and supports, conditioning exercise and therapeutic modalities. Prerequisite: KN203. (Offered in the Fall Semester.) 3 credits

KN308  Coaching Principles and Techniques
Focuses on the philosophical, sociological, psychological, kinesiological aspects of coaching competitive athletics. Course also covers the basic organizational and administrative aspects of coaching athletics. Prerequisite: KN201 with a C or higher, and Junior status or approval of instructor. 3 credits

KN310  Nutrition
Examines essential needs for healthy nutritional choices. Basic energy metabolism, dietary evaluations, dietary recommendations, and dietary changes will be addressed. Benefits of nutrition will be identified and related to everyday and active lifestyles, including the presence of illness and disease. Written expression will be emphasized. (Offered in the Fall Semester.) Prerequisite: KN 205. 3 credits

KN320  Sport Management
Emphasizes careers such as athletic directors, sports facilities managers, and sports community relation’s directors. Student will gain insight in the operations of sports programs at various levels. Written assignments will be a major emphasis of course assessment. Prerequisite: PE 210, Junior status or by approval of instructor. (Offered Spring Semester.) 3 credits

KN327  Adapted/Special Physical Education
Demonstrates both a theoretical and practical understanding of the importance of physical activity in the growth and development of individuals who are differently abled. Demonstrates knowledge in neurodevelopment and functional ability impairments and their implications for motor performance, and of techniques by which instruction can be individualized to enhance performance of motor tasks. Prerequisite: KN204 or KN 220 (offered fall semesters, and taken during senior year for Exercise Science majors only). A field experience is included. 3 credits

KN330  Legal Aspects of Sports
Introduction to the application of law to the sport and recreation industry. The emphasis include identifying and analyzing legal issues, the impact of those issues, and the management of risk in sport and physical activity. Prerequisite: KN210. 3 credits

KN331  Psychology of Performance Injury
An examination of the psychological impact of performance injury, factors of injury, and processes in rehabilitation. Pre-requisite: KN 201 or PY 100 with a minimum of a C, and Junior status, or permission of instructor. Cross listed with PY331. 3 credits

KN390  Sport Entrepreneurship
An investigation into the role of a sport manager as an entrepreneur to enhance the capabilities of a sport organization. A study of basic financial, accounting, and economic principles concerning sport and sport institutions. Issues include financial challenges, budgeting, and revenues resources, the economic impact of sporting events and forecasting trends in the sport industry. Prerequisite: EC201, MG206, and KN210. 3 credits

KN401  Contemporary Issues in Kinesiology, Sports Sciences, and Sport
Focuses on current issues and trends that relate to the professional pursuits relating to the fields of sport management, sport sciences, and kinesiology. Prerequisite: KN305 and KN306 with a grade of "C" or higher in both; senior standing or instructor approval is required. 3 credits

KN402A  Research in Practice
Provides intensive guided independent study in specialized programs within the department. Qualitative action research study that relates to the internship experience requiring instructor approval. To be taken concurrent with KN405A. Prerequisite: KN404 or KN409; approved internship. 3 credits

KN403  Tests and Measurements in Human Performance
Implementation of test administration and evaluative techniques, focusing on quantitative statistical methods used in application of tests in psychomotor, affective, and cognitive areas of human performance. Prerequisite: MA180 with a grade of C or higher. 3 credits

KN404  Advanced Exercise Physiology
Risk screening, assessment, and exercise prescription for primarily asymptomatic populations are emphasized in this course. The course will include, but is not limited to, guidelines and standards for testing and exercise prescription applications, using current ACSM standards and guidelines, components of physical fitness, behavioral strategies for compliance, and related health promotion. Prerequisites: KN305, KN306 with a grade of C or higher in both courses, or instructor approval. Fall semester. 3 credits
KN405A  Program Internship
Works in an approved off campus private company or government agency. Provides the student the opportunity to apply academic learning in a practical work environment. Internship requirements are discussed with the designated college supervisor, generally the student's academic advisor. Mid experience and final evaluations will be conducted by the site supervisor, as part of the final grade for the experience. An exit interview with the college supervisor is required upon completion of the internship. The internship must be a minimum of 400 clock hours. Prerequisites: Senior standing, approval of the Kinesiology Department Faculty, a minimum of 2.0 accumulative GPA, a minimum of 2.5 GPA for all KN indexed courses taken/required, a minimum grade of "C" in all Major Requirement courses, completion of all required courses, completion of the documented 100 clock hours of field/observation experiences, and any requirements set forth by the site supervisor or facility policies. For Exercise Science and Sport Management majors.  9 credits

KN405B  Scope of Practice Field Experience
Students who have completed an Occupational Therapy Assistant Program do not have to be certified as Occupational Therapy Assistants (COTAs) but must have completed all required coursework and fieldwork experiences, for the Wesley degree course requirements and Associate degree requirements for the OTA, as part of the eligibility to take KN 405B. Additional requirements include an overall minimum grade point average of 3.0 for Wesley coursework, 100 pre-experience log, department faculty approval. Completion of the course requires a minimum of 400 clock hours in the field, which will include but may not be limited to the focus on the roles and scope of practice of the occupational practitioner, as compared with the COTA and other healthcare practitioners, to include assessment and treatment practices. Other requirements may include, but not limited to outside readings, portfolio completion, project development, and evaluations. Admittance into the course is at the discretion of the department faculty.  9 credits

KN408  Stress Management
Studies stress theory and concepts, including relaxation and exercise, utilized to help individuals cope with stress.  3 credits

KN409  Sport Facility and Event Management
Current trends, practices, and the management of sport facilities and sporting events are studied. The emphases include design and development, programming, evaluation, and risk management in sport and physical activity. Prerequisite: KN320.  3 credits

KN410  Clinical Exercise Physiology
Addresses the current principles, standards and guidelines, and clinical applications with exercise prescription emphasis as applies to symptomatic/ diseased populations, with the inclusion of exercise responses and limitations based on the nature and extent of the disease. Field experience will be required. Pre-requisite KN 305 C or better. Fall Semester.  3 credits

LAW AND JUSTICE STUDIES

LJ101  Introduction to Law
This course introduces students to the sources of law in the United States, the differences between civil and criminal law, and the United States Legal System including federal and state judicial systems. Students will learn about several areas of substantive law such as criminal law, tort law, contract law, and family law.  3 credits

LJ102  Introduction to Criminal Justice
This course serves as an introduction to the historical background, development and major issues of the criminal justice system. Students will be exposed to concepts such as the legal system, crime, justice and punishment.  3 credits

LJ200  Legal Research and Writing
This course provides an introduction to the law library and legal research including the use of primary sources, secondary sources and citation manuals. The course will provide practice in briefing cases, writing an interoffice memorandum of law, use of the IRAC method, and the legal ethics involved in this area of the law. Students will analyze various legal issues, conduct legal research using print and/or electronic sources, and learn basic legal writing skills. Prerequisites: LJ 101 or LJ 102.  3 credits

LJ201  Criminal Law
This course introduces substantive criminal law and includes fundamental federal and state court structures as well as the history of the criminal system in the United States. Substantive topics covered include crimes against the person, property, habitation and inchoate offenses, factual and statutory defenses and constitutional defenses as well as ethical issues in criminal law.  3 credits
LJ202 Tort and Personal Injury Law
This course surveys the law of torts (civil wrongs) and personal injury. Unlike crimes, which are prosecuted by the state, tort lawsuits are brought by private parties to compensate them for harm suffered to their person and/or property as a result of actions by another. Topics include negligence, such as automobile accidents and falls, as well as intentional torts such as battery, and other torts such as defamation and products liability, and ethical issues surrounding tort law. The course also includes practical assignments such as conducting legal research and drafting legal documents. Prerequisites: LJ 101 or permission of instructor.  

3 credits

LJ203 Criminology
Criminology is the scientific study of crime, criminal behavior and societal responses to crime and to crime victims. This introductory course will survey theories of crime causation, crime types, ethics of research, data collection and methods of crime prevention and control. Issues such as capital punishment, gun control and restorative justice will be discussed. Prerequisite: SO100. Cross listed with SO221.  

3 credits

LJ205 Law and Justice
This course surveys the theories of law and justice. Students will discuss themes and questions such as: Does fairness equal justice? If our culture and sense of morality change, should that affect what we deem to be just? Why is there an inter-connectedness among law, politics and economic forces? Further, students will develop an understanding of how to address law and legal issues from a variety of perspectives and approaches, including but not limited to, anthropological, historical, literary, philosophical, political, psychological and sociological.  

3 credits

LJ210 Family Law
This course studies the basic legal principles of marriage, divorce, support, juvenile law, and parent/child relationships. In this course we will discuss the difficulty of legally governing the personal nature of families as well as ethical issues in this area of the law. Students will draft legal documents in several areas of domestic relations such as a prenuptial agreement, separation agreement, petition for divorce and child support/custody agreement. Prerequisites LJ 101 or permission of instructor.  

3 credits

LJ211 Contract Law
This course examines the law of contracts including the six basic requirements for every valid contract: offer, acceptance, consideration, legality of subject matter, contractual capacity, and contractual intent. Topics include formation and interpretation of contracts, categories of contracts, the Statute of Frauds, the Uniform Commercial Code, legal remedies for breach of contract, and ethics in this area of the law. Students will learn how to conduct research in this area of the law, to read contracts, and to draft basic contracts. Prerequisites LJ 101 or permission of instructor.  

3 credits

LJ215 Advanced Legal Research and Writing
This course is a continuation of Legal Research and Writing, and will focus on legal writing including legal reasoning, legal correspondence, case briefs, and trial briefs. Students will learn advanced research techniques as well as how to write more advanced legal documents. Legal ethics will also be discussed. Prerequisites: LJ 101 and LJ 200.  

3 credits

LJ217 The Prison Culture of America
The United States imprisons more people than any other industrialized country. This course will examine the prison population explosion in America. Students will study theories on how America became one of the largest mass incarcerators of the industrialized world; who benefits and/or suffers from this policy; and, ultimately, how it affects our nation, past, present and future.  

3 Credits

LJ301 Civil Litigation
This course introduces students to the process of civil litigation from investigating and filing a civil lawsuit through pleadings, discovery, ADR and concluding with trial and post-trial practice. The course examines the basic principles of pretrial, trial, and post-trial procedures including: complaints, responsive pleadings, motions, discovery and trial preparation as well as the ethical requirements in civil litigation practice. Drafting litigation documents is the main focus of the course. Prerequisites LJ 101 or permission of instructor.  

3 credits

LJ302 Criminal Procedure
This course introduces students to the criminal court system and the law of criminal procedure. Topics include constitutional aspects of criminal procedure, search and seizure arrests, pretrial process, trial procedure, sentencing, appeal and post-trial processes. Prerequisites: LJ 101 or LJ 102 or permission of instructor.  

3 credits

LJ310 Wills, Trusts and Estates
One of the most important things an individual can do is to plan how and to whom his/her wealth will transfer upon death; yet many people will die without a will or other estate planning tools, thereby leaving state statutes to determine who receives their property. This course examines the ways by which a person’s property passes at death, the creation of wills, trusts, and other estate planning tools, what happens when a person dies without a will, and the ethical issues surrounding this area of the law. Students will learn interviewing skills as well as how to draft basic estate planning documents. Prerequisites: LJ101 or permission of instructor.  

3 credits
LJ311 Real Estate Law
Real estate, or property, is the biggest purchase that many people will make in their lives. This course examines the various aspects of property law with a focus on real property (real estate). Topics covered include the differences between personal and real property, various ways of owning real estate both individually and with others, deeds, mortgages and other real estate documents, the real estate closing, landlord tenant law, and ethical issues in real estate law. Students will prepare basic real estate documents. Prerequisites: LJ 101 or permission of instructor. 3 credits

LJ312 Interviewing and Investigation
This course examines the concepts and techniques used in interviewing clients, witnesses, and others involved in civil litigation. Actual interviews are conducted. Investigation is examined by applying various approaches to the discovery process phase of litigation and fact gathering. Together, interviewing and investigations exposes the students to an integral part of information gathering and its practical application. 3 credits

LJ313 Law of Business Organizations
This course provides an overview of the law of business organizations such as sole proprietorships, partnerships, and corporations. Topics include learning which law governs business entities, how to create business organizations, and drafting documents to create businesses. 3 credits

LJ315 Deviance and Social Control
This course focuses on a sociological understanding of deviance and examines theories of deviance, focusing on their attribution of causation and the implications for correction and/or control at both the individual and societal levels. Includes topics such as alcoholism, sexual deviance, mental illness, violence, criminality, and other deviant behaviors. Prerequisites: One of the following: LJ 102, SO 100, or PY 100. Cross listed with SO315. 3 credits

LJ316 Law Around the Globe
This course provides an overview of legal systems in the United States and other nations with an emphasis on Common Law as well as Civil Law. It examines sources of law, methods of legal procedure, interpretations of laws, and the function of legal institutions in various countries. Some foreign cases will be discussed and compared to similar cases in the United States and other countries. 3 credits

LJ317 Juvenile Delinquency and the Law
This course will cover the history and philosophy of juvenile law and justice in America. Students will learn the legal framework in which the juvenile justice system operates and will highlight the differences in adult and juvenile law. Further, students will discuss the varied contributors to juvenile delinquency such as media, forms of entertainment, gangs and peers. 3 credits

LJ318 Cyberlaw
This course provides an overview of the legal doctrines and principles that apply to the operation and development of computer technology and the Internet. Topics include issues related to cyber-crime, national security, privacy, constitutional issues of free speech, property rights, and e-business. 3 credits

LJ319 Drugs in American Society
This course examines the role that drugs play in American society and in the American criminal justice system. Topics include the history of drug prevention in the United States, the types of illegal drugs in the United States, patterns of licit and illicit drug use, the effects of individual drugs on behavior, the social stigma attached to particular drugs, and the relationship between drugs and crime. Cross listed with SO321. 3 credits

LJ320 Race, Class, Gender and Crime
This course surveys the relationship between race, class, gender and crime in the United States. Topics include the historical context of race and notions of criminality, criminal law and racial discrimination: capital punishment, felon disenfranchisement, racial, class, and gender disparities in the war on drugs, and illegal immigration. Prerequisites: One of the following: AA 120, LJ 102, SO 100, or PY 100. Cross listed with AA320 and SO320. 3 credits

LJ335 Introduction to Research Methods in Social Science
This course examines, in detail, the various steps involved in conducting social research, from the statement of the problem to the final analyses of data and presentation of results, with emphasis on the logic of social (particularly criminological and criminal justice) research and the procedures used to study delinquency, crime, victimization, and administration of criminal justice. Specifically, the content of this course focuses on four primary research methods (i.e., experiments, survey 2 and interview research techniques, field work and participant observation, and analysis of available data/secondary analysis) and several of the ethical issues involved in collecting and analyzing data when working with human subjects. Cross listed with PO335 and SO335. Prerequisites: LJ 102, PO 103 or SO 100 and MA102 or MA 180. 3 credits

LJ351 The American Prisoner: Laws, Rights and Reform
This course will take an in depth view of the legal status of the American prisoner. We will review the laws that govern prisoners and their rights during incarceration. Additionally, the course will examine trends in prison reform as the United States self-reflects on its ethical duties and responsibilities toward the incarcerated. 3 Credits
Prerequisite: MG206 and BA325 with a C or better in each.

Studies principles and techniques utilized to manage human resources of a business firm. Topics include human resource planning, organizing, directing, and controlling as they relate to the business firm. Includes management theories and their usefulness in the decision making for efficient and effective utilization of organizational resources. Prerequisite: at least 24 completed semester credit hours. 3 credits

MG310 Human Resource Management

Studies principles and techniques utilized to manage human resources of a business firm. Topics include human resource planning, recruitment, selection, compensation, promotion and employment laws. Prerequisite: MG206 and BA325 with a C or better in each. 3 credits
MG314  Small Business Management
Designed for students to apply basic knowledge and skills of management, marketing, economics, and accounting. Studies the importance of small business within the free enterprise system and the significance of entrepreneurship. Case analysis is emphasized, culminating with individual projects of comprehensive business plans. Prerequisites: AC202, EC201, MG206, and MK204 with a grade of C or better in each; junior standing.  **3 credits**

MG344  Management Information Systems
Examines management systems, their appropriateness, and applicability in different businesses. Emphasizes information systems to illustrate how effective systems can enhance managerial decision-making. Examines effects of systems on workers and productivity. Prerequisites: MG206 with a grade of C or better; junior standing.  **3 credits**

MG400  Organizational Behavior
Studies human behavior and administrative problems that are characteristic of complex organizations. Particular emphasis is placed on intragroup and intergroup behavior relative to the processes and issues of dividing work, achieving coordination, organizational change, and adaptation under dynamic environmental conditions. Includes both theory and case analysis. Required: Senior standing. Prerequisites: MG206 and PY100 both with a grade of C or better.  **3 credits**

MG404  Production and Operations Management
Examines planning and control functions of operations management systems. Emphasizes quantitative tools and techniques related to operations problem analysis. Topics include forecasting, linear programming, systems design and layout, quality control, inventory management, and project management. Prerequisites: MA180 or MA201, MG206 with a grade of C or better in each: senior standing.  **3 credits**

Management Systems

MS307  Business Data Analysis Using Spreadsheets
Provides students with knowledge and skills to address problem solving through an analytical approach. Students learn how to structure, and analyze data to form decisions using spreadsheet functions. Topics include fundamentals of data analysis, its role in business decisions, how to build, apply, and analyze models of various problems in different business sectors as well as to interpret and communicate the results. The course also includes advanced spreadsheet skills such as statistical and financial formulas and functions, advanced charts and graphs for data visualization, pivot tables, diverse decision-making tools, logical functions, and Solver and Data Analysis. (Prerequisite: A grade of C or better in MA102 or MA180; junior standing).  **3 credits**

MS308  Database Management
Introduces students to database design, development, data retrieval and administration. This course emphasizes the fundamentals of relational database systems and gives the student an opportunity to experience developing, creating and implementing relational databases, and formulating and executing complex SQL queries. (Prerequisite: Junior standing).  **3 credits**

MARKETING

MK204  Principles of Marketing
Introduces the marketing process, its essential functions, and the institutions performing them. The interacting effects of such factors as selling, advertising, pricing, and channels of distribution in marketing management are considered. Prerequisite: at least 24 completed semester credit hours.  **3 credits**

MK306  Consumer Behavior
Analyzes and explores in detail the consumption wheel dealing with environmental, behavioral, affective and cognitive factors inherent in consumer purchase decisions. Emphasis is on the advertising elements of marketing and the psychological aspects influencing consumption. Prerequisites: MK204 with a grade of C or better, PY100.  **3 credits**

MK311  E-Marketing
Examines how technology has created new and more effective ways in marketing to customers. Particular emphasis is placed on electronic commerce. Studies Customer Relationship Management (CRM) and facilitating technologies such as database marketing and data mining, as well as other evolving hardware and software technological developments representing challenges and/or opportunities for marketers including cellular, satellite, digital, and virtual reality. Prerequisite: MK204 with a grade of C or better.  **3 credits**

MK411  Marketing Research
Emphasizes the processes, methods and techniques employed in gathering and analyzing information essential to effective and efficient strategic marketing decisions. Student presentations and assignments include a term project, focusing on the applications of research techniques. Prerequisites: MK204 with a grade of C or better, MA201. Prerequisite: Senior standing or permission of instructor.  **3 credits**
MK412  International Marketing
Emphasizes the importance of devising and employing a sound global marketing strategy in an expanding international marketplace. Examines the historical and theoretical background of foreign trade, the international environment and international marketing organizations. Prerequisite: BA212, MK204 with a grade of C or better; Senior standing. 3 credits

MK420  Branding and Marketing Communications
Emphasizes understanding, devising and employing the marketing communications mix: advertising, public relations and publicity, sales promotion, direct marketing, and personal selling. Discusses major social, ethical and legal aspects of marketing communications. Prerequisite: MK204 with a grade of C or better; Senior standing. 3 credits

MATHEMATICS

MA099  Basic Mathematics Skills
Strengthens skills of student preparing to enter algebra. Topics include the basic operations involving whole numbers, fractions, and decimals; formulas; word problems; percent problems and their applications, and an introduction to algebraic equations. A grade of C or better in MA099 is required to register for MA101. 2 credits

MA101  Fundamentals of Algebra
Operations and properties of whole numbers, integers, rational, and real numbers. Solution of linear, quadratic (by factoring), rational, and absolute value equations. Properties of whole number exponents. Operations on polynomial and rational expressions. Solution of word problems. Prerequisite: Testing for placement. A grade of C or better in MA101 is required to register for MA102 or MA180. (Offered Fall and Spring Semesters.) 3 credits

MA102  Intermediate Algebra
Properties of negative and rational exponents. Properties of radicals. The solution of equations (radical and quadratic). Complex numbers. Graphing equations involving two variables. Writing the equation of lines. The solution of linear and quadratic inequalities. An introduction to the solution of systems of equations. Prerequisite: Testing for placement, or a grade of C or better in MA101. (Offered Fall and Spring Semesters.) 3 credits

MA111  Precalculus I
Functional approach to topics in algebra. Solution of quadratic, polynomial, rational, radical, exponential and logarithmic equations. Functions, inverse functions, and their graphs. Operations, zeros, and graph of polynomial and rational functions. Exponential and logarithmic functions. Systems of equations and inequalities. Prerequisite: A grade of C or better in MA102 or equivalent course. (Offered Fall Semester.) 4 credits

MA112  Precalculus II
Continuation of MA111. Trigonometric functions and their graphs. Trigonometric identities. Trigonometric equations. Inverse trigonometric functions. The law of sines. The law of cosines. Complex numbers and DeMoivre’s Theorem. Conic Sections Prerequisite: A grade of C or better in MA111 or equivalent course. (Offered Fall Semester.) 4 credits

MA120  Computer Applications
Provides a comprehensive understanding and use of computer software applications. The software applications include, but are not limited to, electronic spreadsheets, MAPLE, MATLAB, and a programming language. (Offered Fall Semester) 3 credits

MA140  Computer Programming I
The principles of computer science are illustrated and applied through programming in the object-oriented language C++. Programming projects are assigned to illustrate and reinforce the information presented in the classroom. Prerequisite: MA120. (Offered Spring Semester) 3 credits

MA180  Applied Math Concepts
This is a general education mathematics course for students of all majors. The course emphasis is on consumer mathematics and statistics and their applications. Course topics are consumer mathematics (to include percent, applied percent, interest), metric system and dimensional analysis (to include metric system and non-metric system), and applied statistics (to include descriptive and inferential statistics covering topics such as measures of central tendency, measures of variation, probability, regression and correlation). Prerequisite: Testing for placement, or a grade of C or better in MA101. (Offered Fall and Spring Semesters) 3 credits

229
MA201  Introduction to Statistical Methods
Elements of descriptive and inferential statistics including frequency distributions, measures of location and variation, probability, discrete and continuous probability distributions, sampling techniques, statistical estimation and an introduction to hypothesis testing. Prerequisites: A grade of C or better in MA102 or MA 180, or equivalent course. (Offered Fall and Spring Semesters.)  

3 credits

MA205  Applied Statistics
Continuation of MA201. Methods of estimation and hypothesis testing. Analysis of variance, correlation and regression analysis, nonparametric statistics, time series as applied to business-related problems, and decision analysis. Prerequisite: A grade of C or better in MA201. (Offered upon demand.)  

3 credits

MA211  Calculus I
Concepts of differential and integral calculus and analytic geometry. Topics include functions, limits, continuity, the derivative and its applications, the integral and applications. Prerequisite: A grade of C or better in MA111 or the equivalent course. (Offered Fall Semester.)  

4 credits

MA212  Calculus II
Calculus of the trigonometric, inverse trigonometric, logarithmic, exponential, and hyperbolic functions. Methods of integration. Infinite series. Applications. Prerequisite: A grade of C or better in both MA211 and MA112. (Offered Spring Semester.)  

4 credits

MA220  Foundations of Geometry
Topics include geometry in problem solving, geometry as a structured system, geometry of the circle, and dimensional geometry. Prerequisite: A grade of C or better in MA101 or higher, or high school equivalent. (Offered On Demand.)  

3 credits

MA240  Computer Programming II
This course is a continuation of MA140. Topics include the review of data type abstraction, recursion, arrays, stacks, queues, multiple stacks and linked lists. Emphasis is also placed on dynamic storage management, garbage collection, trees, graphs, tables, sorting and searching. Prerequisite: MA140 (Offered Fall Semester)  

3 credits

MA250  Discrete Mathematics I
A study of logic, sets, relations, induction, recursion, number systems, counting, and graph theory. Prerequisite: A grade of C or better in MA111 or equivalent course. (Offered On Demand.)  

3 credits

MA213  Calculus III
Extension of concepts of differential and integral calculus and analytic geometry. The calculus of several variables. Polar coordinates, vectors, parametric equations. Prerequisite: A grade of C or better in MA212. (Offered Fall Semester.)  

4 credits

MA313  Elementary Differential Equations
Solution of differential equations of elementary types. Solution of homogeneous and nonhomogeneous linear equations, variation of parameters, and differential operators. Prerequisite: A grade of C or better in MA313. (Offered Spring Semester.)  

4 credits

MA320  Elements of Geometry
This course is a continuation of MA220. Topics include geometry of the plane, right triangle geometry, transformational geometry, Euclidean, and non-Euclidean geometry. Prerequisite: A grade of C or better in MA220. (Offered On Demand.)  

3 credits

MA325  Introduction to SAS Programming
An introduction to the use of the SAS Programming language for the analysis and presentation of data. The topics will include an introduction to the SAS environment on a PC, the components of a SAS program, creating a SAS data set, saving and retrieving data, an introduction to SAS procedures, manipulating data within SAS, and data mining with large data sets.  

3 credits

MA330  Applied Mathematics
This course emphasizes the use of mathematical models to solve problems. The topics include linear programming, integer programming, dynamic programming, and game theory. Prerequisite: MA211. (Offered On Demand.)  

3 credits

MA340  Probability Theory
This course introduces the basic theory in both discrete and continuous aspects of probability theory. Topics include interpretations of probability, counting principles, independence, conditional probabilities, Bayes’ theorem, discrete random variables, continuous distributions, expectation of random variables, and central limit theorem. Prerequisite: MA313. (Offered On Demand.)  

3 credits
MA360 Elementary Linear Algebra
Topics include systems of linear equations, matrix equations, matrix algebra, determinants, vector spaces, linear independence, eigenvalues and eigenvectors, orthogonality, and least squares approximation. Prerequisite: MA211. (Offered On Demand.) 3 credits

MA410 Real Analysis
This course includes a rigorous treatment of one variable calculus. Topics include sequences of real numbers, limit theorems, continuity, differentiation, and Riemann integral. Prerequisite: MA313. (Offered On Demand.) 3 credits

MA420 Numerical Analysis
Direct and iterative methods for solution of algebraic equations and systems of linear equations, nonlinear equations, sets of equations, and ordinary differential equations are discussed. Specific topics include matrix inversion, interpolation, approximation of functions, and curve fitting. This course stresses both numerical analysis and algorithmic aspects. Prerequisite: MA240 and MA410. (Offered Spring Semester.) 3 credits

MA450 Mathematical Statistics
This course is an introduction to mathematical aspects of statistics. Topics include exploratory data analysis, parameter estimation, maximum likelihood estimators, sampling distributions of estimators, testing of hypothesis, nonparametric methods, linear statistical models, and simulation. This course includes the use of computer applications to solve the problems. Prerequisite: MA340. (Offered On Demand.) 3 credits

MA460 Abstract Algebra
This course is an in-depth introduction to abstract algebra. Topics include groups and subgroups, homomorphism's, rings, and fields. Prerequisite: MA410. (Offered Spring Semester.) 3 credits

MAXXX Special Topics
Course descriptions and syllabi: available at time of offering. This course is designated as repeatable as long as topic covered is not duplicated. 3 credits

MULTIMEDIA COMMUNICATION

ME100 Media in Your Life
This course is an introduction to how effectively use media in everyday life. We will understand basic design principles, and implement them through a series of projects using Microsoft Office. Will also examine the history and impact of various media on society while exploring career possibilities in Multimedia Communication. No prerequisites. 3 credits

ME130 Media Aesthetics
A basic film and video analysis course that deals with the formal elements of the visual media (light, color, composition, movement, editing and sound). Media Aesthetics is designed both for persons who plan a career in some area of film or video production and for persons who simply want to improve their understanding of video and film forms. No prerequisites. 3 credits

ME200 History of the US Mass Media
A historical survey of the impact of the media on the political, cultural, and economic aspects of U.S. society. Cross listed with HI230. Prerequisite: ME100 with a C or higher. 3 credits

ME205 It’s a Conspiracy!
This course explores the 20th- and 21st-century American fixation on conspiracy theories, from post-World War 1 and post-World War II fears of communism to 9-11 and the Connecticut school shootings. We will read a text that chronicles the 20th-century fixation on conspiracy theories via the American public’s reaction to an increasingly centralized and invasive central government, as well as through media such as radio shows (1938’s “War of the Worlds”) and movies (JFK, as well as Internet videos, including “Loose Change,” which details the 9-11 conspiracy theories). This course will enable the student to critically analyze conspiracy theories by understanding their common components and why, in certain periods of history, they become more prominent than at other times. Cross listed with HI215. 3 credits

ME206 Gangsters and Media Censorship in 20th-Century American Film
This course explores the rise and fall of the image of ethnic gangsters in the media, especially the movies, from the beginning of the talkies in the late 1920s to the 1950s, and the role Hollywood and media censorship played in shaping the image. It will explore the cultural implications and results of the gangster film's popularity. This course will enable the student to critically analyze images and the role of censorship by understanding their dialectical interplay. It also will hint at the evolution of the pre-World War II's gangster film's into post-war film noir. Cross listed with HI210. 3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME207</td>
<td>Design in Your Life: Introduction to Visual Communication</td>
<td>Explores fundamental design principles, typography, and color and they are used in everyday life to communicate a strong message. We will learn how to apply these principles through a series of projects using industry standard software.</td>
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<tr>
<td>ME210</td>
<td>Writing for the Media</td>
<td>An introductory course that provides students with basic writing skills for print, broadcast and digital media. Students will learn fundamental skills in gathering information and in writing coherent stories that will stand alone or that will accompany visuals. Prerequisite: ME100 and ME130, or approval of instructor.</td>
<td>3</td>
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<tr>
<td>ME220</td>
<td>Audio Production</td>
<td>An introduction to the fundamentals of live and recorded sound for radio and recorded music production. Topics covered include microphone types, mixing board operation, multi-track recording and mixing, the aesthetics of sound perception, audio documentary production and the operation of a streaming internet &quot;radio&quot; station. Prerequisite: ME130 with a C or higher.</td>
<td>3</td>
</tr>
<tr>
<td>ME230</td>
<td>Video Production</td>
<td>A study of the basic skills of video production. Students have an opportunity to operate camcorders, video switchers, computer-based editing and graphic systems, lights, microphones, audio control boards, and so forth. Prerequisite: ME130 with a C or higher.</td>
<td>3</td>
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<tr>
<td>ME235</td>
<td>Digital Photography</td>
<td>A study of the basics of digital photography. Topics include camera operations, lenses, media types, lighting techniques, compositions, use of color, digital manipulation of images, and making digital prints.</td>
<td>3</td>
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<tr>
<td>ME240</td>
<td>Web Site Design and Development</td>
<td>This course enables students to create websites that incorporate principles of effective and functional website design. Students will also critique websites according to established design principles. Prerequisite: ME130 with a C or higher.</td>
<td>3</td>
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<tr>
<td>ME242</td>
<td>Digital Imaging</td>
<td>A lab course that covers the use of software (currently Adobe Photoshop) to process raster images for a variety of publications for print and the web. Topics include graphic design, typography, relevant file formats, scanning images, printing and publishing to the web. Prerequisites: ME130 with a C or higher.</td>
<td>3</td>
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<tr>
<td>ME243</td>
<td>Digital Illustration</td>
<td>A lab course that covers the use of software (currently Adobe Illustrator) to process vector images for a variety of publications for print and the web. Topics include graphic design, relevant file formats, creating and editing vector images, infographics, printing and publishing to the web. Prerequisites: ME130 with a C or higher.</td>
<td>3</td>
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<tr>
<td>ME280</td>
<td>Campus Media Production</td>
<td>Students will produce the Wesley College yearbook, Eukaria, under the direction of a faculty advisor. Credit will be awarded and grades assigned on the basis of satisfactory completion of assignments.</td>
<td>1-3</td>
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<tr>
<td>ME300</td>
<td>Media and Culture</td>
<td>An overview of contemporary approaches to media as culture. Students use the tools of cultural studies to analyze media content, including advertisements, films, news reports, television shows and Websites. Covers the issue of globalization as it relates to the spread of culture through the media.</td>
<td>3</td>
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<tr>
<td>ME301</td>
<td>Documentary Film</td>
<td>Covers a wide range of non-fiction film from the earliest days to the present. The example films represent many different modes of presentation based on different strategies of persuasion, poetics, observation, advocacy, education, and entertainment. It is an exploration of some approaches to the documentary film. At the end of the class, the student should have a deeper understanding of the motives and methods of documentary filmmaking an be able to articulate this understanding through critical essays that link the theory and practice of documentary film.</td>
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<tr>
<td>ME310</td>
<td>Social Media</td>
<td>This course introduces students to the use of social media within the professional world. Topics include social media branding, interaction with consumers on social media, paid social media advertising and understanding social media controversies. Upon completion, students should be able to effectively communicate on social media in both a business-to-business and business-to-consumer setting.</td>
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<tr>
<td>ME330</td>
<td>Advanced Video Production</td>
<td>The production of video programs from planning to completion. Students will either create a regularly scheduled program or create a long form fiction or documentary project. Prerequisite: ME230.</td>
<td>3</td>
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ME335 Nonfiction Media Production
This course consists of practical and creative exercises in documentary media production. Production emphasis will be on video production but we will explore other new media production techniques as well. Students will explore lighting, audio, camera, and post – production techniques. The course emphasizes the research process of documentary video and explores utilizing “found” material from photography archives, home movies, library collections, web sites etc. Class discussion will include historical, ethical, and aesthetic issues of non-fiction media. Screenings will focus on televisual journalism, the historical documentary, and the personal perspective documentary. Prerequisite: ME230 Video Production. 3 credits

ME336 Animation
Students will learn the basics of stop motion animation. Assignments develop skills in character design, set design, creating sound, pacing, and narrative. Students will work with a variety of materials including clay, paper, wire, and sand on glass. Students will learn to utilize effective lighting, layering, cross cutting, and seamless match cuts in their animations. Students will become knowledgeable of animation in its broader cultural context. Prerequisite: ME230 Video Production. 3 credits

ME344 Integrated Media Production
Study and practice in integrated media production for the web. Students will create and update an online newspaper throughout the spring semester of their third year in the Media Arts program. Students will write stories, shoot and edit still and video images and sounds, and design and upload this content to the web. Course only for Multimedia Communication majors. Prerequisites: ME 210, 220, 230, 235, 240, 242, 243. Student may take up to 2 prereq courses simultaneously with this course. 3 credits

ME345 Advanced Visual Communication
A lab course that combines skill experience in multiple industry-standard programs (Adobe InDesign, Illustrator, and Photoshop) to create projects for print and web. Learned skills will include effective print and web design, branding, raster and vector graphics, and presentations. Prerequisites: ME100, ME242, & ME243 with a C or higher. 3 credits

ME346 Content Management Systems
This course introduces students to use of Content Management Systems to create websites for a range of environments, such as media, business, and nonprofit. Topics include selecting, installing and administering a CMS, processing images and data for entry into the CMS, and selecting, installing and testing customization options such as plugins and themes. Upon completion, students should be able to enter multimedia content into CMSs, as well as create and administer solid, functional CMS-based websites for individuals or groups. 3 credits

ME351 Journalism
An in-depth course in news writing, reading and editing. Students will learn to write hard news articles as well as explore longer profiles and feature stories, editorials and personal essays. They will learn the rudiments of editing by editing and being edited by their classmates and their professor. The will read daily newspapers (online and paper) and weekly magazines as part of class discussions, and read the best newspaper writing of the past several decades to understand the depth and range of great journalism. Prerequisite: ME210 or permission of the instructor. 3 credits

ME361 Sports Communication
Students learn professional promotional techniques used by mass spectator sports. Students develop a portfolio of projects including news releases, feature sports articles, fact sheets, videotaped interviews, video-feature sport stories, and other projects as assigned by the instructor. Prerequisite for Multimedia Communication majors: ME210. 3 credits

ME400 Media Law
A study of the development of media law as current legal issues in the U.S. media. Students will become familiar through discussion of the law and writing about central case studies dealing with First Amendment issues, libel, privacy, copyrights, obscenity, etc. 3 credits

ME450 Scriptwriting
Students write scripts for television and film. An in-depth examination of films and video programs in terms of narrative structure. Topics covered include writing dialogue, script formats, writing for visualization, writing copy to support existing video footage, and writing original material to be produced in video production classes. 3 credits

ME470 Special Topics in Multimedia Communication
Subject matter will vary according to student’s interest and the availability of experts in certain fields. 3 credits

ME480, 486 Internships in the Media
An internship related to Multimedia Communication in a work setting that is acceptable to the department faculty. Experience provides the opportunity to apply academic learning in a practical work environment. Introductory, intermediate, and concluding evaluation conferences will be held with the student, cooperating advisor, and program director. Following the internship, the student prepares an oral and written report on the significance of the internship in theoretical learning. Internships may be taken more than once and impact the student’s GPA. Students can earn up to 9 internship credits, up to 6 of which can be counted as major electives. Prerequisites: Sophomore, Junior or Senior standing, GPA of 2.0 or above, minimum grade of “C” in all major requirements and major electives, and approved internship application. 1-6 credits
ME490  **Senior Multimedia Communication Project**
Required course for all Multimedia Communication students. Students produce a final project containing elements of critical thinking, research, and effective expression. Students work with their advisors to plan and execute the final project. Prerequisite: Senior standing. (Offered only in the Fall Semester.)  3 credits

**MUSIC**

**MU099  Basic Aural Skills**
Strengthens musicianship skills of students preparing to enter MU101 Aural Skills I. Topics include basic singing, solfege, and melodic and rhythmic dictation. A grade of C or better is required to register for MU101.  1 credit

**MU101  Aural Skills I**
An intensive study in the pursuit of developing listening and musicianship skills. This course will cover traditional Solfege singing, melodic dictation, rhythmic dictation, and sight singing. Prerequisite: the ability to consistently match pitch.  1 credit

**MU102  Aural Skills II**
A continuation of MU101. Prerequisite: MU101.  1 credit

**MU103  Music Theory I**
An introduction to the basic notational and theoretical materials of music. Topics will include formal analysis, the fundamentals of music composition, the principles of Roman numeral analysis, and an overview of pop chord symbols. Repertoire will include compositions from the classical, jazz, and popular music traditions. No prior musical experience is necessary.  3 credits

**MU104  Music Theory II**
A continued study of materials introduced in MU103. Coursework will include projects in counterpoint, song writing and harmonic analysis. Repertoire will include compositions from the classical, jazz, and popular music traditions. Prerequisite: MU103.  3 credits

**MU105  Functional Keyboard I**
Class instruction in elementary level piano technique, functional keyboard skills and keyboard literature for music majors.  1 Credit

**MU106  Functional Keyboard II**
A continuation of Functional Keyboard I. Prerequisites: Grade of C or better in Functional Keyboard I.  1 Credit

**MU107  Voice Methods**
A course designed to teach the fundamentals of vocal technique. Topics will include the physicality of vocal production, breath, posture, resonance, stage performance, and solo voice literature.  1 Credit

**MU108  Woodwind Methods**
Basic technique of playing and teaching the woodwind instruments.  1 Credit

**MU109  Brass Methods**
Methods, materials, and pedagogy related to the teaching of brass instruments.  1 Credit

**MU110  Percussion Methods**
Performance techniques and teaching methods of percussion instruments.  1 Credit

**MU111  String Methods**
This class is designed to acquaint the music education major with string instruments and pedagogical techniques through participation.  1 Credit

**MU201  Aural Skills III**
Aural Skills III is a course designed to explore chromatic harmony concepts and techniques. Activities include advanced rhythmic study, singing and dictation of chromatic music from the 18th through the early 20th century Western Musical Canon. Prerequisite: MU102 Aural Skills II.  1 credit
MU202  Aural Skills IV
Aural Skills IV is a course designed to explore pre-tonal and post-tonal concepts and techniques. Activities include advanced rhythmic study, singing and dictation of modal (medieval, renaissance, and modern folksong modality) and atonal/intervallic music. Prerequisite: MU201 Aural Skills III. 1 credit

MU203  Music Theory III
A semester long examination of the theoretical & compositional materials in music. Topics will include formal analysis, the fundamentals of music composition, Roman number analysis, Modulation and secondary function chords. Repertoire will include compositions from the classical, jazz, and popular music traditions. 3 credits

MU204  Music Theory IV
Theory IV is a review of the basic musical materials, techniques, and important theoretical concepts of 20th century music. This course will focus primarily on the years 1890 – 1960. This course will integrate musical concepts through analytical discussion, analytical writing and reduction, compositional modeling, in-class performance and listening. Prerequisite: MU203 Music Theory 3. 3 credits

MU205  Jazz: The American Musical Venture
This course will examine the different genres of Jazz in the United States throughout the Twentieth Century. Lectures and demonstrations will cover Jazz from its roots in 18th century New Orleans to present day trends. Jazz styles and their major historical artists will be analyzed for their distinguishing musical contributions to the art form. The music and its artists will be examined from a historical perspective placing the music in its social, cultural and political environment of its given time period. 3 credits

MU206  The Art of Song
This course is an integrative study on the relationship between poetry music throughout history. Students will learn about various poetic and musical forms, the art of setting poetry to music, and the life and works of history's greatest song composers. Genres to be covered include art song, aria, musical theater, ballad, folk song, and popular song forms including blues, rock and roll, and songs of protest. 3 credits

MU208  History & Literature of Music I
A study of musical development from Ancient Greece to the early eighteenth century, with special emphasis on the Renaissance and Baroque eras. Examination of historical contexts, discussion of musical characteristics, and observation of live performances will contribute to an understanding of the music of these periods. 3 credits

MU209  History & Literature of Music II
A study of musical development during the Classic and Romantic eras. Examination of historical contexts, discussion of musical characteristics, and observation of live performances will contribute to an understanding of the music of these periods. 3 credits

MU211  Composing with Computers
This course provides a fundamental, broad-based understanding of the uses of music technology. Classes will survey industry standard computer hardware, software, and peripheral devices as they relate to the creation of music. Topics include fundamentals of Computer Synthesis, MIDI Sequencing and Digital Audio Production. Software to be covered will include Protools, Reason, Audacity, QuickTime and others. 3 credits

MU212  Music Production and Engineering I
This course is an overview of studio technologies and introductory principles of audio recording. Lectures include acoustic principles, microphone design & placement techniques, multi-track recording & mixing as well as studio organization. The primary objective is to familiarize each student with recording studio environments, equipment and use. Students will learn the terminology and procedures of modern studios by lecture, discussion and participation of actual recording sessions. 3 Credits

MU213  Diction I
Study and practice of English, Latin, and German pronunciation for voice majors. Prerequisites: Concurrent enrollment in applied voice lessons. 1 Credit

MU214  Diction II
Study and practice of French and Italian pronunciation for voice majors. Prerequisites: Concurrent enrollment in applied voice lessons. 1 Credit

MU255  Music Business
Introduction to music business will survey the current music industry focusing on the areas where music and business overlap. The course will focus on developing an understanding of the structure of the music industry and gaining the understanding of how to successfully maneuver within its landscape. Lecture topics will include marketing, publicity, advertising, promotion, distribution, touring, licensing and radio. 3 credits
MU256  Music Business Practicum
This course teaches students, through experiential hands-on learning, the business of concert series and record label management. Students will work together on a semester long project culminating in the implementation of an event or product. Projects will include organizing a concert festival event or recording and publishing music by an original artist. Students will work in specific jobs as assigned by the instructor. Students may take the course for a maximum of six credits over multiple semesters.  

**2 credits**

MU301  Choral Methods
Methods, materials, and pedagogy related to the teaching of choral music in elementary, junior high/middle school, and senior high school choirs. Prerequisite: Passing of Vocal Proficiency Exam.  

**3 Credits**

MU303  Conducting I
Covers the fundamentals of conducting, score study, and rehearsal methods for both instrumental and choral music. Prerequisite: MU104 Music Theory II.  

**3 credits**

MU304  Orchestration and Arranging
This course is a thorough review of orchestration technique. Analysis assignments, instrumental demonstrations, and listening assignments are designed to acquaint you with the capabilities, idiomatic uses and practical combinations of the instruments (and instrumental choirs) of the orchestra and how they were utilized through the Classical period through the Twentieth Century. Prerequisite: MU203 Music Theory III.  

**3 credits**

MU305  Conducting II
An in-depth study of instrumental and vocal/choral conducting techniques, with emphasis on practical conducting experiences using live ensembles. Attention will be given to the selection, preparation, and conducting of literature appropriate to various public school ensemble levels. Prerequisites: Grade of C or better in Basic Conducting.  

**2 Credits**

MU306/406 Seminar in Music History
An in-depth study of topics derived from the pantheon of Western Music history. Topics may be specific themes, styles, composers, or eras in history. In most instances the semester topic will be determined prior to the beginning of the term by the instructor. Course work will include readings on the selected topic and preparation of a research project by each student. Prerequisites: MU102 Music Theory 2 & MU209 History and Literature of Music II.  

**3 credits**

MU307  History of Opera
A study of the historical and stylistic developments in opera from its beginnings to the present. When possible, this course will include a trip to either Washington D.C. or Philadelphia for a live opera performance. Prerequisite: MU104.  

**3 credits**

MU308  Elementary Music Methods
A study of the various methods and materials used in the teaching of choral and general music in kindergarten through grade six including curriculum design with national and state music standards as well as performing, responding and creative assessments. Course experiences are highly participatory to facilitate improvement of musical and pedagogical skills. Prerequisite: Passing of Vocal Proficiency Exam.  

**3 Credits**

MU309  Instrumental Methods
Methods, materials, and pedagogy related to the teaching of instrumental music in the secondary schools. Prerequisite: Passing of Vocal Proficiency Exam.  

**3 Credits**

MU311  Canon and Fugue
This is a course that covers in detail the contrapuntal style of J.S. Bach. Assignments will include analysis of selected keyboard repertoire and compositional modeling. Composition projects will include the Canon, Invention, and the Fugue. Prerequisite: MU204.  

**3 credits**

MU312  Music Production and Engineering II
This course is an overview of studio technologies and advanced principles of audio recording and editing. Lectures include, high-volume multi-track recording & mixing, post production editing and mastering. Students will learn the terminology and procedures of modern studios by lecture, discussion and participation of actual recording sessions. Prerequisite: MU212 and Engineering I.  

**3 credits**

MU324A/B  Internship – Church Music
Music Interns will serve as members of a local church choir. Interns are appointed and/or auditioned by both the Director of Music and a full-time Wesley College music professor. Duties include weekly rehearsals, services, and helping to staff the music library.  

**0 credit**
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MU327</td>
<td>Music: The Universal Language</td>
<td>Examines the supposed primacy and centrality of Western Music, particularly the West's classical music lineage, in contrast to the perceived &quot;other&quot; as defined by the field of ethnomusicology. In an effort to reveal the origins of today's vast musical landscape, students will trace the lineage of different musical cultures from across the globe.</td>
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<tr>
<td>MU328</td>
<td>American Pop: Music and Identity in the United States</td>
<td>The objective of this course is the study of popular music in the United States. This course will survey a variety of popular musical styles in historical context starting in the 1920s and concluding at the present day. We will examine musical styles and their relation to social, economic, political, technical and cultural transformations that occurred during the Twentieth century. We will examine the role popular music played in the establishment of a mass culture that Americans participate in regardless of class, region, race, and gender.</td>
<td>3</td>
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<tr>
<td>MU401</td>
<td>Twentieth Century Music</td>
<td>An examination of 20th-century art music focusing on the evolution of musical aesthetics and the manner in which they have been impacted by parallel artistic, socio-economic and political events. The course will include analysis of Post-tonal harmony and modern compositional techniques. Prerequisite: MU204.</td>
<td>3</td>
</tr>
<tr>
<td>MU403</td>
<td>Form and Analysis</td>
<td>An in-depth study of large compositional of forms from the Baroque, Classical, Romantic and Modern periods through intensive analysis, listening, research, and writing. Emphasis on individual student research to develop abilities in theoretical and composition investigation. Prerequisite: MU204.</td>
<td>3</td>
</tr>
<tr>
<td>MU404</td>
<td>Senior Capstone Project</td>
<td>For seniors in the Bachelor of Arts in Music degree program only. Students will develop a final project under the guidance of a full-time music professor. The individual projects should reflect an advanced level of musical understanding, scholarship, and writing. The student will meet with his or her professor once per week, either individually or in a group setting, in order to ensure steady progress throughout the semester.</td>
<td>3</td>
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<tr>
<td>MU405</td>
<td>Contemporary Songwriting</td>
<td>This is a course for the development of musical skills and approaches related to Songwriting. The content of the class will be focused on composing songs in the commercial styles of popular music. Students will listen to and analyze many examples from a variety of popular styles and will leave the course with a portfolio of three songs.</td>
<td>3</td>
</tr>
<tr>
<td>MU406</td>
<td>Scoring for Video</td>
<td>This course provides the understanding and practices of composing music to accompany a visual medium, including the aesthetics, terminology, software and procedures of the art form. Techniques to be discussed include click tracks, spotting, scoring under dialogue, free timing, and overlap cues. Students will complete a portfolio that will include an original score to a short film clip and a movie trailer, produced and tracked to a QuickTime video file.</td>
<td>3</td>
</tr>
<tr>
<td>MU455</td>
<td>Internship</td>
<td>The Internship is an essential part of a Music Industry student's learning experience to provide &quot;hands-on, real world&quot; experience, and allows the student to establish a network of professional contacts with the goal of permanent employment after graduation. Internship positions are only available to juniors and seniors. Students arrange the internship around their class schedule. The average internship schedule consists of a maximum of 4 days a week, with a 12 hour per week minimum. Students are required to meet weekly with their academic advisor to provide an update on their learning and address concerns. A capstone paper will be required.</td>
<td>3</td>
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**Applied Lessons:**

<table>
<thead>
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<tbody>
<tr>
<td>MU116 - 316</td>
<td>Applied Music: Private Composition</td>
<td>Weekly private lessons; students will explore the techniques and materials of musical composition. Prerequisite MU104.</td>
<td>1</td>
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<tr>
<td>MU119 - 319</td>
<td>Applied Music: Piano</td>
<td>One 50-minute session in a piano laboratory environment per week. Though open to all students, this course is designed to be taken consecutively with Music Theory and Aural Skills. Extra study time may be required for non-music majors.</td>
<td>1</td>
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</tbody>
</table>
MU123-423  Applied Music: Voice
One 25-minute private lesson per week. With permission of the instructor, a student may register for one 50-minute lesson per week for 2 Credits. No prior musical experience needed. 1-credit lesson requires a 5-minute graded performance in front of peers with repertoire to be determined by the instructor. 2-credit lesson requires this performance in addition to a juried performance evaluation, which will serve as the final examination for the course. Prerequisite: ability to match pitch and basic note reading skills, to be assessed during the first two days of add/drop week; grade of C or better in preceding level. 1 or 2 Credits

MU133-433  Applied Music: Woodwinds
The study of flute, oboe, bassoon, clarinet, or saxophone: their respective tonal concept, technique, literature, history, and heritage through weekly 25-minute (1 credit) or 50- minute (2 credits) private lessons. No prior musical experience needed. 1-credit lesson requires a 5-minute graded performance in front of peers with repertoire to be determined by the instructor. 2-credit lesson requires this performance in addition to a juried performance evaluation, which will serve as the final examination for the course. Prerequisite: ability to match pitch and basic note reading skills, to be assessed during the first two days of add/drop week. Prerequisite: grade of C or better in preceding level. 1 or 2 Credits

MU137-437  Applied Music: Brass
The study of trumpet, trombone, French horn, euphonium, or tuba: their respective tonal concept, technique, literature, history, and heritage through weekly 25-minute (1 credit) or 50-minute (2 credits) private lessons. No prior musical experience needed. 1-credit lesson requires a 5-minute graded performance in front of peers with repertoire to be determined by the instructor. 2-credit lesson requires this performance in addition to a juried performance evaluation, which will serve as the final examination for the course. Prerequisite: grade of C or better in preceding level. 1 or 2 Credits

MU138-438  Applied Music: Percussion
The study of the primary percussion instruments (snare drum, keyboard percussion, timpani, drumset, and auxiliary percussion) through weekly 25-minute (1 credit) or 50-minute (2 credits) private lessons. No prior musical experience needed. 1-credit lesson requires a 5-minute graded performance in front of peers with repertoire to be determined by the instructor. 2-credit lesson requires this performance in addition to a juried performance evaluation, which will serve as the final examination for the course. Prerequisite: grade of C or better in preceding level. 1 or 2 Credits

MU146-446  Applied Music: Guitar
One 25-minute lesson per week. With permission of the instructor, a student may register for one 50-minute lesson per week for 2 credits. 300-level sections include a recital requirement. Students may take any applied music course more than once, receiving additional credit credit each time they are enrolled. Course fee: See current academic catalog for course fee. 1 or 2 Credits

MU147-347  Applied Music: Strings
One 25-minute lesson per week. With permission of the instructor, a student may register for one 50-minute lesson per week for 2 credits. No prior musical experience needed. Requires a 5-minute graded performance in front of peers with repertoire to be determined by the instructor. Course fee: See current academic catalog for course fee. 1 or 2 Credits

ENSEMBLES:

MU115-315  Contemporary Ensemble
The Wesley Contemporary Ensemble is a musical group with an emphasis on collaborative learning through rehearsal and performance of Jazz, Rock, R&B, Hop-Hop, and other popular music genres. Open to all instrumentalists and vocalists with minimal formal music experience. Final semester performance will take place at the Schwartz Center of the Arts. 1 credit

MU117-417  College Band
The College Band serves as an extension of the applied music studio, theory sequence, and history sequence, as well as contributes to the general training of the music student. The ensemble studies and performs the finest literature available composed for woodwinds, brass, and percussion. The ensemble maintains a highly visible profile on the college campus, in the community, and throughout the region and state through public performances. 1 Credit

MU118-318  Gospel Choir
Open to any student with an interest in performing both traditional and contemporary gospel music. 1 credit

MU124-224  Internship – Church Music
Music Interns will serve as members of a local church choir. Interns are appointed and/or auditioned by both the Director of Music and a full-time Wesley College music professor. Duties include weekly rehearsals, services, and helping to staff the music library. 0 credit
MU151-451 **College Choir**  
A select ensemble for which an audition is required. The College Choir rehearses and performs choral repertoire from all periods and styles with a special emphasis on traditional collegiate choral literature. The College Choir rehearses twice per week and performs an average of three to five times during the semester. Prerequisite: students who do not audition prior to the end of add/drop week will be automatically dropped from the course.  

1 credit

MU161-361 **Choral Society**  
Open to any student with an interest in performing choral repertoire from diverse styles and periods. This course is designated as repeatable and may be taken 6 times for credit.  

1 credit

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**NURSING**

**NR107 **Introduction to Professional Nursing  
Introduces concepts and roles of professional nursing and the Wesley College conceptual framework for the nursing curriculum. Nursing process, introductory communication skills, and basic techniques of care are emphasized. Offered spring semester.  

3 credits

**NR130 **Nursing in Today’s World  
This non-required introductory seminar is designed to assist the potential nursing major to understand the challenges and opportunities involved in becoming a professional registered nurse. Topics include introducing the Wesley nursing program elements, investigating roles and responsibilities of the registered nurse, utilizing educational resources, navigating learning software and technology and recognizing the value of test taking skills, organization and study planning and utilizing learning resources on campus. In addition, nursing ethics and the professional role of the registered nurse, as both generalist and specialist, will be explored. Offered fall semester.  

1 credit

**NR203 **Client Assessment for Health Promotion  
Teaches the concepts and skills of physical and mental assessment to identify an individual’s health status. Health promotion concepts and strategies are identified and used to guide the development of a plan for assisting the client to maximize his or her health potential. Prerequisite: NR107, BI210, BI215. Co-requisite: NR214. Offered fall semester.  

3 credits

**NR214 **Foundations of Nursing  
Focuses on fundamental nursing interventions and assisting clients to fulfill basic human needs. Nursing roles as caregiver, communicator, problem solver, and a member of the health care team are developed in structured settings. Prerequisite: NR107, BI210, BI215. Co-requisite: NR203. Offered fall semester.  

5 credits

**NR228 **Health Maintenance and Restoration I  
Examines physiologic, psychosocial, and community concepts as they apply to care of adult clients across the lifespan in a variety of clinical settings. Selected concepts and theories related to restoring and maintaining optimal health of clients experiencing common acute and/or chronic health problems are examined. Prerequisite: Completion of level one and fall semester level two nursing courses. Offered spring semester.  

5 credits

**NR229 **Pathophysiology  
Provides basis for understanding the principles of diagnosis, treatment, and management of specific diseases affecting individual patients. Provides the rationale needed to provide adequate patient care of individuals with these diseases and disorders. Prerequisites: Completion of level one nursing courses, BI210, BI215. Co-requisites: NR228 or NR214 or by permission of instructor. Offered fall and spring semester.  

3 credits

**NR230 **Pharmacology  
Focuses on the principles and concepts of pharmacology and its nursing indications. The nursing process is used to explore the therapeutic effects, side effects, and adverse reactions that may occur in clients as a result of these therapies. Patient education concepts are emphasized. Prerequisites: Completion of level one nursing courses, BI210, BI215. Co-requisites: NR228 or NR214 or by permission of instructor. Offered fall and spring semester.  

3 credits

**NR304 **Palliative Care at the End-of-Life  
Provides essential concepts and the best practices for quality of care at the end of life. It combines holistic, humanistic caring with comprehensive palliative interventions to manage pain and other symptoms that occur at the end of life. The course includes interventions and concepts appropriate across the lifespan. This course may be counted for a level three core course in the area of Personal, Social and Ethical Responsibility. Prerequisites: For enrollment in this course the student must have successfully completed three out of four 200 level baccalaureate college core courses. Offered on a rotating basis.  

3 credits
NR305  Child Care Health Consultant Training  
Provides students and professionals the opportunity to expand their knowledge and skills to provide consultation, training, and technical assistance to child care providers in the State of Delaware. This course may be counted for a level three core course in the area of Personal, Social and Ethical Responsibility. Prerequisites: For enrollment in this course the student must have successfully completed three out of four 200 level baccalaureate college core courses. Offered on a rotating basis.  
3 credits

NR306  Holistic Health  
This course explores complementary and alternative therapies that are used to promote health and healing. This course looks at the biological, psychological, emotional, spiritual, environmental, and cultural aspect of health and illness. Prerequisites: Completion of FY100, EN 100, Level II Core Courses. Offered spring semester.  
3 credits

NR307  Health Maintenance and Restoration II  
This course expands upon the concepts of NR228, Health Maintenance and Restoration I, and focuses on issues related to patients with multi-system conditions and complex clinical needs. Prerequisites: Completion level two nursing courses and all required science courses. Offered fall semester.  
5 credits

NR312  Research in Nursing  
Explores principles of nursing research and the conceptual models and theories utilized in the development of research studies. Emphasis on developing ability in critiquing and evaluating research findings as they apply to nursing practice. Prerequisites: Completion of level two nursing courses or permission of instructor. Prerequisites or co-requisites: MA201, PY222. Offered fall semester.  
3 credits

NR313  Health Maintenance and Restoration III  
Examines physiological, psychological, psychosocial, and community concepts as they apply to the care of adults with degenerative, debilitating diseases. Emphasis on comprehensive rehabilitative nursing care to facilitate optimal client health capacity. Addresses concepts of disaster nursing and emergency preparedness. Prerequisites: Completion of level two and NR307 nursing courses. Offered spring semester.  
5 credits

NR324  Mental Health Nursing  
Applies concepts and principles of providing care to individuals, groups, and families to restore and maintain optimal health of clients experiencing psychopathology. Prerequisites: Completion of level two nursing courses and NR307. Offered in spring semester.  
5 credits

NR332  Perioperative Nursing Clinical Practicum  
Nursing process and Maslow’s hierarchy of human needs are the basis for the comprehensive exploration of Perioperative nursing. The major concepts of this course will be the principles of surgical asepsis, maintaining a safe care environment, and the advanced technology utilized in the surgical and post anesthesia settings. Prerequisites: Completion of all level two nursing courses or permission of the instructor. Three week intensive. Offered May term.  
3 credits

NR403  Maternal/Child Nursing  
Applies concepts of the art and science of nursing care of the family throughout the life cycle. The course addresses family needs across the health/illness continuum. Prerequisites: Completion of level three nursing courses. Fall semester.  
5 credits

NR409  Community Health Nursing  
Explores concepts and principles of caring for clients in community settings and client as community. Diverse nursing roles and interventions are examined. In depth community assessment employing epidemiological principles and data collection strategies are emphasized. The course discusses the determinants and operations of the of the health care system from a broad political, economic, social and legal perspective. Prerequisites: Completion of level three nursing courses. Offered fall semester.  
5 credits

NR421  Critical Thinking to Enhance Professional Nursing Practice  
Involves the student in cognitive (thinking) and attitude (feeling) exercises. Students apply the basic core nursing knowledge and draw on knowledge from other fields to respond to client situations that enhance positive outcomes for clients. Prerequisite: Completion of level three nursing courses. Offered spring semester.  
3 credits

NR423  Leadership and Management  
Introduces organizational theory and structure of nursing care delivery systems and components of leadership behavior. The course focuses on the role of nurse leadership in multiple roles of organizing, teaching, decision making, evaluating, and managing conflict. Prerequisites: Completion of level three nursing courses and fall semester level four nursing courses. Offered spring semester.  
3 credits

NR425  Senior Practicum  
In-depth study of student-selected specialty area of nursing. Leadership and research concepts are integrated. Culminates in focused senior capstone. Prerequisites: Completion of level three nursing courses and fall semester level four nursing courses. Offered spring semester.  
5 credits
NR426  Transitions to Professional Practice
Explores issues that influence nursing. Political, ethical, legal principles as they relate to health care delivery system. Health care policy, scope of professional nursing practice and transition from student to professional nursing role. Prerequisites: Completion of level three nursing courses and fall semester level four nursing courses. Offered spring semester.  3 credits

NR436  Field Study in International Health
Explores the sociocultural dimension of health/illness and systems in a selected country. Visits to health resources are a major component. Completion of level three courses or permission from instructor. 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. This course is designated as repeatable as long as topic covered is not duplicated. 3 credits

PHILOSOPHY

PH100  Introduction to Philosophy
Focuses upon the development of philosophy from the Pre-Socratic through the Classical, Medieval, and Modern periods. Emphasis is placed on major ideas, central problems, conflicts, and contributions of philosophic thought in the West. (Offered annually.) 3 credits

PH150  Introduction to Ethics
Historical topical survey of the fundamental problems of ethics from antiquity to the present day. The questions of good/evil, freedom/determinism, virtue/vice, thought/action, right/responsibility will be addressed in detail. Particular attention will be given to the relation between the philosophic examination of ethical questions and the determination of individual moral choices in daily life. No previous familiarity with philosophic method or issues is required. (Offered annually.) 3 credits

PH201  Ethics, Policy, and Practice
A discussion-based integrative course that investigates human ethics from three distinct but related vantage points: philosophical and religious theory, enacted public policy, and historical social practice. Initially, students will read and discuss selections from the traditions of ethical theory (e.g., divine-command, deontology, etc.). They will then investigate public policy initiatives influenced by these traditions (e.g., universal health care, death penalty repeal, etc.). Lastly, students will inquire into the historical implementation of conceptually grounded public policy (e.g., regional marijuana decriminalization), so as to assess the challenges and impact of transforming abstract values into social practice. Throughout the course students will endeavor to reflect upon the dynamic interplay between theoretical principles, political adaptation, and social change. 3 credits

PH210  Logic and Critical Thinking
A course designed to enable students to develop skills allowing for the identification and evaluation of arguments, and to provide an introduction to the methods of deductive and inductive logic. Methods to improve critical abilities and to encourage the art of reflective, articulate discussion will be introduced. After studying the basics of elementary logic, students will attempt to apply them to contemporary issues with varying degrees of argumentative complexity. Topics for study include deduction, induction, formal and informal fallacies, characteristics of valid reasoning, and the construction of sound arguments. 3 Credits

PH250  Ancient Philosophy
A comparative study of the main currents of ancient Greek philosophy from the Pre-Socratics to Plotinus. Primary focus on the thought of Plato and Aristotle. The course seeks to explore the cultural impact of philosophy on the ancient world and it relevance for contemporary thought in the West. 3 credits

PH265  Modern Philosophy
This course primarily examines philosophical positions developed during the 17th and 18th centuries within the writings of René Descartes, John Locke, Gottfried Leibniz, Thomas Hobbes, David Hume, and Immanuel Kant. Our areas of concentration will include the problem of knowledge, ideas and their relation to reality, free will and determinism, theories of selfhood and personal identity, the critique of metaphysics, ethical reasoning, and the sources of moral legitimacy. 3 Credits

PH300  Business Ethics
Studies applied ethics that critically examines the world of business and human values. A brief survey of the foundations of ethics gives way to the study of human conduct in a business context. The course discusses theoretical models with application to specific cases drawn from the practice of business. (Offered each semester.) 3 credits
PH301  Philosophy of Religion
Philosophical inquiry into the fundamental concepts of religion. Topics examined may include the existence of God, the relation of faith and reason, the function(s) of religious language, the validity of religious experience, theodicy, the relation of religion and culture, and/or problems relating to the truth-claims of religious traditions. It is preferable that the student has had a previous course in either philosophy or religion, but there is no prerequisite. Cross listed with RE301.   3 credits

PH310  Existentialism
Problem of human existence in nineteenth-century and twentieth-century Europe. Philosophical, literary, and political sources will trace the historical background and contemporary impact of the existential movement. Reflections on alienation, dread, absurdity, individuality, and freedom will be included. (Offered when demand warrants.)  3 credits

PH315  Environmental Ethics
Interdisciplinary, multicultural, and transformative aspects 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

PH325  Epistemology and Metaphysics
An upper-level undergraduate course in epistemology and metaphysics involving classical and contemporary sources. Epistemology deals with the questions of knowledge, belief, intuition, evidence, sense-perception, and illusion. Metaphysics deals with the issues of time, space, modality, causality, change, permanence, and reality. In epistemology one asks what might be the nature of truth and how truth may be acquired. In metaphysics one asks of what entities truthful claims may be made and under what circumstance the existence of such entities may be verified. Prerequisite: PH100 with a grade of "C" or better.  3 Credits

PH401  Senior Seminar
This course is a research seminar designed to give students an opportunity to draw upon knowledge and skills acquired throughout their coursework for the major. The seminar will usually be organized around one question that unites the concerns of philosophy and religion. That question will vary from year to year. Cross listed with RE401.   3 credits

PH410  Internship
Provides opportunity for Philosophy and Religion majors to serve in positions appropriate to their field and interests. Only a final course grade of Pass or Fail will be available for this course. At the end of the internship, each student will submit a portfolio of relevant work or documentation, and a final report detailing and reflecting on participation in the experience. Prerequisites: Junior or Senior standing and permission of department chair. Cross listed with RE410.   3 credits

PHYSICAL EDUCATION

PE100  First Year Seminar
This course introduces first year physical education K-12 majors to: the physical education profession; the teaching profession; and the physical education faculty. In addition, the course familiarizes students with the expectations in an NCATE accredited program and the process of moving through the different phases of teacher education. Teacher candidates and faculty will read, write, and articulate their perceptions of learning and teaching. Attendance and participation are required and will constitute the first professional quality evaluation, which will be an on-going assessment of teacher candidates throughout their studies. This course is restricted to first-year PE K-12 majors only. Pass/Fail Course Fall.  1 credit

PE150  Invasion & Target Games
Course will focus on the tactics and strategies necessary for effective game play in Invasion and Target games. Course will include closing and opening space, possession, grid activities, and demonstration of skill & effective decision making during game play. (Replaces PE190 Team Sports) Physical Education majors or by instructor permission. Spring.  1 credit

PE151  Net/Wall & Striking/Fielding Games
This course will focus on the tactics and strategies necessary for effective game play in Net/Wall & Striking/Fielding games. Includes demonstration of skill & effective decision making during game play. (Replaces PE191 Individual & Dual Activities) Physical Education majors or by instructor permission. Fall.  1 credit

PE191  Physical Fitness
Creation and implementation of appropriate fitness oriented curricula for K-12 school children. Students will experience and create activities that teach fitness concepts, are intrinsically motivating, and provide for fitness and activity assessment. Physical Education majors or instructor permission. Fall.  1 credit
PE193  Gymnastics, Rhythm/Dance Activities
Emphasis will be placed on basic tumbling skills and proper spotting and safety needs, rhythm development, culminated through folk/social, contemporary and popular dances. Physical Education majors or by instructor permission. Spring.  1 credit

PE194  Cooperative Games & Adventure Activities
Course involves innovative warm-up and conditioning exercises, personal and group cooperative problem solving initiatives, spotting skills, trust activities and skills associated with individual and group challenges in an adventure setting. Students will gain an understanding of the basics of trust, cooperation and healthy risk-taking behaviors in a supportive environment with school-appropriate modeling. Physical Education majors or instructor permission. Spring.  1 credit

PE220  Experiential Learning Through Play
This course provides learners with an experiential learning context to extend and apply knowledge cultivated in Level I courses. After facing individual and group challenges, students will examine how societal norms, gender roles, cultural beliefs, attitudes, and stereotypes have encouraged or discouraged their own and others cognitive, emotional, and physical development in relation to personal and group challenges.  3 credits

PE262  Motor Development
Students will learn and apply basic motor development principles as observed in young children and adolescents. The course will introduce the terminology, principles and concepts common to motor development and introduce the concept of developmentally appropriate practice as applied to young children in physical education. Prerequisites: sophomore status. (Replaces PE204 for PE majors) Fall.  3 credits

PE264  Instructional Approaches for Diverse Learners
An introduction to various instructional approaches with particular emphasis on their impact upon the effective instruction of learners with diverse needs and learning approaches; with emphasis on the design of progressive learning experiences and creation of appropriate assessments in each instructional approach for development of independent learners. Course may include a field experience. (Replaces PE263) Fall.  3 credits

PE299  Second Year Seminar
This course will prepare students to apply for teacher candidacy and assess their health-related fitness. Pass/Fail Course. Fall Spring. 0.5 credits

PE317  Methods of Elementary Physical Education
Provides for intensive study in pedagogical progressions. Emphasis is on gaining practical experience in planning and implementing physical education programs in each area.  3 credits

PE318  Methods of Teaching Health for Middle and Secondary Schools
Examines instructional strategies and techniques for teaching health education at the middle and secondary school levels. Student will develop and teach a variety of lesson and instructional units; use current literature and visual aids; develops and implement appropriate assessment techniques. A field experience is included. Spring.  3 credits

PE324  Curriculum Planning and Practice
Introductory course addressing the rationale, value and use of curriculum models, currently existing in the field. Study a variety of ways to address the achievement of learning outcomes in physical education K-12. Awareness of content, teaching skills, and learning theory are required for effective use of each curriculum model. Prerequisite: Admission to the Physical Education Teacher Education Program.  3 credits

PE327  Adapted/Special Physical Education
Demonstrates both a theoretical and practical understanding of the importance of physical education in the growth and development of individuals who are differently-abled. Demonstrates knowledge in neurodevelopment and functional ability impairments and their implications for motor performance and of techniques by which instruction can be individualized to enhance performance of motor tasks. Prerequisites: KN306 and PE264. A field experience is included. Spring.  3 credits

PE340  Responsive Leadership Through Purposeful Play
Students will learn or review the concepts of purposeful play, levels of inquiry, critical thinking frameworks, experiential learning, reflection, active listening, professional and ethical behavior. Through individual and group activities placed within their field of study and in common areas, students will continue to develop professional and personal social and ethical behaviors in typical and difficult personal and professional contexts.  3 credits
Methods of Teaching Invasion & Target Games
Study of instructional planning and delivery, classroom management and assessment of skills and strategies found in invasion and target games to gain an understanding of teaching tactics and strategies necessary for effective game play. Course builds on PE 150. Includes a field experience. (Replaces PE315 Methods in Team Sports) Prerequisite: PE 150. Fall. 3 credits

Methods of Teaching Net/Wall & Striking/Fielding Games
Intensive study of instructional planning and delivery, classroom management and assessment of skills and strategies found in Net/Wall & Striking/Fielding games. Course will include methods for teaching effective decision making during game play, to gain an understanding of teaching tactics and strategies necessary for effective game play. Course will build on PE 151. Course includes a field experience. (Replaces PE316 Methods in Lifetime Skills) Prerequisites: PE 151, admission to teacher candidacy. Fall. 3 credits

Pre-Student Teaching Seminar
This course will prepare students to apply for student teaching, pass outstanding Praxis 2 tests and assess their health-related fitness. Pass/Fail Fall Spring. 0.5 credits

Contemporary Issues of Health, Physical Education, Recreation & Sports
Focuses on current issues and trends in the field of athletics, health, and physical education. Prerequisite: All major requirements at the 100 and 200 level and admission to teacher candidacy. This course must be taken in the semester prior to student teaching. Fall Spring. 3 credits

Assessment & Statistics in Physical Education
Course will present statistical concepts, assessment techniques and other evaluation applications to prepare teacher candidates to assess student performance in physical activity. Emphasis includes skill analysis, selection & administration of traditional and authentic assessment instruments. Physical Education majors or by instructor permission. Fall Prerequisite: MA courses for major with a grade of C or better. Co-requisite: PE405. Fall Spring. 3 credits

Physical Education Student Teaching I
Teach physical education for fourteen weeks full-time in either an elementary school or a secondary school. Prerequisites: Admission to the Physical Education Teacher Education Program, consent of the Director of the Physical Education Teacher Education Program, and meeting all requirements for eligibility. Co-requisite: PE403. Fall Spring. 9 credits

Physical Education Student Teaching II
Teach physical education for fourteen weeks full-time in grades kindergarten through twelve: seven weeks in an elementary school and seven weeks in a secondary school. Prerequisites: Admission to the Physical Education Teacher Education Program, consent of the Director of the Physical Education Teacher Education Program, and meeting all requirements for eligibility. Co-requisite: PE464. Fall Spring. 9 credits

Student Teaching Seminar in Physical Education (K-12)
Examines and discusses issues related to student teaching. Both theoretical and practical models of instruction, strategies, and class management are discussed. Candidates will plan, conduct, analyze and present research of their teaching effectiveness. Co-requisite: PE413. Fall Spring. 3 credits

PHYSICAL SCIENCES

Students may not register for any course offered by this department more than three times. When registering for the same course the third time, the student must receive permission of the instructor. This policy affects courses with the BI, CH, PS, and ES prefix.

Physical Science
Develops an appreciation of the physical world in which we live. Studies relationships of the physical sciences to everyday situations, including resources, energy, and the environment. Course is recommended for non-science majors and may not be substituted for Chemistry I (CH150) or Physics I (PS240). Three class hours and one three-hour laboratory per week. 4 credits

Earth Science
Considers the concepts and principles necessary to understand the dynamic interactions of the Earth's materials and forces and Earth's place in the Universe. Studies the underlying physical principles that govern observable phenomena in the Earth's atmosphere, lithosphere, and hydrosphere; also, current theories concerning the origin and nature of the Universe. Three hours of lecture and three hours of lab per week. 4 credits
**PS200 Introduction to Physics**
Surveys principles and applications of the fundamental laws of physics. Topics include fluid properties, optics, electricity, gas laws, classical mechanics, digital electronics, and radiation. Three class hours and three laboratory hours per week. Prerequisite: A C or better in MA102 or MA 180.  
4 credits

**PS210 Geology**
Studies of geologic factors underlying many environmental problems and the interactions between population and physical environment; geologic hazards, land-use planning, conservation, mineral resources, waste disposal, land reclamation and the geologic aspects of health and disease. Prerequisites: CH160, MA111.  
3 credits

**PS240 Physics I**
Introduces physics to student majoring in science. Topics include vectors; linear, circular, rotational, and wave motion; force, work and energy; elasticity and fluids; kinetic theory, heat, and thermal properties of matter. Three class hours and one three-hour laboratory per week. Prerequisite: MA112. (Offered Fall Semester.)  
4 credits

**PS250 Physics II**
Continuation of PS240. Topics include electric and magnetic fields; electric currents and circuits; sound; light and optics; an introduction to modern physics; and nuclear physics and radioactivity. Three class hours and one three-hour laboratory per week. Prerequisite: Grade of C or better in PS240. (Offered Spring Semester.)  
4 credits

**POLITICAL SCIENCE**

**PO103 Introduction to Political Science**
Introduces the basic ideas and terminology of political science, with emphasis on important current issues.  
3 credits

**PO231 Introduction to American Politics**
Analyses the structures and functions of the American federal government with emphasis on the Constitution, political nomenclature, and suffrage as related to the expanding modern society.  
3 credits

**PO241 Introduction to Comparative Politics**
Studies the comparative analysis of political systems; emphasis is on political processes, institutions, and issues in both industrialized and developing nations.  
3 credits

**PO251 Introduction to International Politics**
Examines the theory and practice of international relations, including the elements of national power, foreign policy, diplomacy, war, foreign aid, international law, interdependence, and international organizations.  
3 credits

**PO260 Responsible Citizenship**
This course examines what it means to be a U.S. citizen — politically, historically, and culturally. Students will explore various views of citizenship historically and across cultures to truly grasp what this identification means and the rights and responsibilities it establishes for nations and societies. Topics addressed include: human rights, suffrage, elitism, discrimination, politics, and policymaking. Students will complete a multi-faceted project that examines the process to become a U.S. citizen and craft both practical and ideal guidelines and expectations for citizens that illustrate the community and national impacts of these decisions and roles.  
3 credits

**PO324 State & Local Public Administration**
This course analyzes the organization and functions of state and local government which specific emphasis on the politics, decision-making, structure, and public policy that are reflected in public administration.  
3 credits

**PO325 State and Society: Great Debates**
Examines contrasting views on the preferred relationship between state and society. Focuses on the prescriptions of conflicting “isms” (communism, anarchism, fascism, liberalism, more) and differing perspectives on such issues as civil disobedience.  
3 credits

**PO326 Politics and Religion**
The course examines the relationship between state and religion. The course deals with both the fundamental philosophical issues of the relationship as well as the prominent political disputes that have grown out of the American experiment with the separation of church and state.  
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PO329</td>
<td>Justice, Freedom, and Equality</td>
<td>The course is an exploration of the meaning, philosophy, and practice of three of humanity’s most cherished ideals. The concepts of justice, freedom, and equality are examined in the context of different perspectives and ideologies. The historical struggles to realize these ideals, the remaining obstacles to further progress, and the dangers posed by the pursuit of these ideals are explored as well.</td>
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<tr>
<td>PO333</td>
<td>American Politics in Film</td>
<td>The course addresses the portrayal of American politics, government, and issues in the medium of film. Students will analyze the content of films with a political theme, including both documentaries and fictional films.</td>
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<tr>
<td>PO335</td>
<td>Introduction to Research Methods in Social Science</td>
<td>This course examines, in detail, the various steps involved in conducting social research, from the statement of the problem to the final analyses of data and presentation of results, with emphases on the logic of social (particularly criminological and criminal justice) research and the procedures used to study delinquency, crime, victimization, and administration of criminal justice. Specifically, the content of this course focuses on four primary research methods (i.e., experiments, survey 2 and interview research techniques, field work and participant observation, and analysis of available data/secondary analysis) and several of the ethical issues involved in collecting and analyzing data when working with human subjects. Cross listed with LJ 335 and SO 335. Prerequisites: LJ 102, PO 103 or SO 100 and MA 102 or MA 180.</td>
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<tr>
<td>PO343</td>
<td>European Politics</td>
<td>Inquiries into the political systems of selected European countries and the domestic and foreign policy issues currently being debated in these countries. Course also examines the process and progress of European economic and political integration.</td>
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<tr>
<td>PO344</td>
<td>The U.S. and the Middle East</td>
<td>An inquiry into the politics of the Middle East with a focus on the role and policy of the U.S. Current developments and issues are examined within the historical, social, and political contexts of the region as well as American national interests.</td>
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<tr>
<td>PO350</td>
<td>World Order</td>
<td>Analyzes dilemmas arising from international anarchy and the efforts and developments that contribute to achieving a certain order among nations. Topics include war, security arrangements, economic and ecological interdependence, international law and organizations, and the effects of technological innovation. Emphasizes issues and developments related to the emerging new world order.</td>
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<tr>
<td>PO352</td>
<td>United States Foreign Policy</td>
<td>Examines U.S. foreign policy since the emergence of America as a superpower in World War II. Emphasizes predominant role of East/West rivalry in determining U.S. foreign policy toward virtually all countries and areas of the world. Analyzes the debate over the role of America in the post-Cold War world and the possible implications for U.S. foreign policy.</td>
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<tr>
<td>PO353</td>
<td>Model United Nations</td>
<td>Simulates the United Nations. Research major global issues from the perspective of assigned country and formulate and advocate proposals or positions on these issues. Addresses issues involving security, health, environment, economic development, education, humanitarian aid, and culture.</td>
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<tr>
<td>PO354</td>
<td>Constitutional Law: Powers</td>
<td>An examination of how the Supreme Court has come to exercise its constitutional powers and its role in the American political system. Focus will be placed upon the institutional powers of the Supreme Court such as judicial review, separation of powers, checks and balances, implied powers, inter-branch constitutional conflicts, federalism, the takings clause and commerce powers.</td>
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<tr>
<td>PO355</td>
<td>Constitutional Law: Rights</td>
<td>An examination of contemporary constitutional issues related to civil rights and liberties in the United States. Focus will be placed upon substantive due process, freedom of speech, association and press, racial, ethnic and gender discrimination, and fundamental rights such as privacy.</td>
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<tr>
<td>PO363</td>
<td>Gender and Leadership</td>
<td>This course provides a semester-long focus on the topics of gender and leadership. Among the topics explored within the course are: theories of leadership, studies on the impact of gender on leadership, and profiles of current historical leaders. Cross listed with GS363.</td>
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<tr>
<td>PO365</td>
<td>Politics and The First Spouse</td>
<td>This course explores the political impact of the U.S. President’s spouse on the political fabric of the nation. Through scholarly literature on the presidency, memoirs of former first spouses, and critical examination of their political legacies students will gain an understanding of the importance of this role. Time will also be devoted to discerning the dynamics that will emerge when the first spouse of the United States is male.</td>
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PO370  The Presidency  
An analysis of the contemporary American Presidency with emphasis on the use of power, the nature of decision-making, inter-branch relations, federalism, and public opinion.  

PO371  Congress  
Examines the legislative process in the U.S. Congress with an emphasis on the internal workings of the institution such as committees, parties and rules. Inter-branch relations, public opinion, and the significance of institutional differences between the two chambers of Congress will also be explored.  

PO373  American Campaigns, Parties, & Interest Groups  
This course examines political campaigns in the US with special attention to presidential campaigns. The organization, behavior, and role of interest groups and political parties in electoral politics and policymaking are also analyzed.  

PO379  Issues in Public Policy  
This course provides a semester-long focus on a particular area of public policymaking. Among the topics explored within the chosen area are: its place on the policy agenda, key actors and institutions involved, potential solutions to address facets of the issue, and comprehensive evaluation of emerging and past solutions.  

PO428  Utopias and Dystopias  
The course focuses on a number of specific visions of both good and bad societies as a means to explore issues of human nature, social ideals, and political ideologies. These visions, termed utopias and dystopias, are examined in the light of political theory, historical evidence, and logical analysis.  

PO470  Political Science Internship I  
Works in a private company or government agency. Experience provides the student the opportunity to apply academic learning in a practical work environment. Introductory, intermediate, and concluding evaluation conferences will be held with the student, cooperating supervisor, and internship director. Following the internship, the student prepares an oral and written report on the significance of the internship in theoretical learning. Internships may be taken more than once and impact the student’s GPA. Content of study either builds on itself or is not the same. Prerequisites: Junior or Senior standing and approved internship application. May be repeated 3 times.  

PO475  Political Science Internship II  
Six credit internship in which the student must meet the requirements of the three-credit internship plus the additional requirements of an additional 150 hours and a research paper assigned by the internship director.  

PO490  Contemporary Issues in Political Science  
Course is a synthesis of current literature and methodology in comparative politics, American politics, international relations, and political theory. Student learns about political science research methods, hypothesis testing, concept development, theory building, variable measurement, research design, and sampling. The senior thesis, included in this course, must incorporate both theory and empirical methodology.  

Special Topics  
Special Topics are available either as independent study for a small number of students or as a class on a topic of interest. Special topics are offered at the 300-level and are in such areas as, for example, political theory and methods, American political systems and behavior, political philosophy, comparative politics, international relations, foreign policy, public administration. Topics in other areas may be offered. This course is designated as repeatable as long as topic covered is not duplicated.  

PSYCHOLOGY  

PY100  Introduction to Psychology  
Introduces basic concepts and principles in psychology including research strategies, human development, intelligence, thinking, learning, diversity, personality, abnormal behavior patterns, and psychotherapy. (Offered Fall and Spring Semesters.)  

PY102  Psychological Science  
This course provides empirical/scientific training in psychology. Students explore ethical issues in psychological research, learn how to utilize electronic databases to access primary source material, read and evaluate research papers in selected content areas, conduct independent research using experimental or quasi-experimental procedures, and prepare research papers using APA format. An introduction to statistical analysis and interpretation is included. Prerequisite: PY100 (Offered Fall and Spring Semester for psychology majors only)
PY105  Introduction to Psychology for Business
The purpose of this course is to provide an overview of the fundamentals of psychology in an applied context. This course will focus upon the application of basic principles and concepts of psychology to functional areas of business, including understanding and working with co-workers, motivating oneself and others, and recognizing individual difference that could have a personal or professional impact on productivity in the workplace. In addition, students will strengthen their critical thinking skills and oral presentation, written, and electronic communication capabilities.  

3 credits

PY200  Abnormal Psychology
Surveys principal forms of psychological disorders with emphasis on their etiology, diagnosis, treatment, and prognosis. Prerequisite: PY100. (Offered Spring and Fall Semester.)

3 credits

PY201  Educational Psychology
Examines the application of psychological concepts and theories to the educational process. Investigates individual differences, cognitive processes, developmental influences, social contexts, etc. and their relationship to effective instruction. Factors that affect learning, measurement/evaluation of learning processes, and contemporary issues in education are emphasized. (Offered on a rotating elective basis.)

3 credits

PY208  Child and Adolescent Psychology
This course investigates the psychological development of the individual from birth through adolescence. The course of cognitive, language, social, emotional and moral development will be investigated. The roles of genetic, individual, family, school and cultural contexts on the development of typical behavior will be examined. Prerequisite: PY100. (Offered Fall and Spring Semesters)

3 credits

PY212  Social Psychology
Presents and discusses the effects of the social environment and the influences of others on individual behaviors, attitudes, and interpersonal relationships. Topics to be discussed include attitudes and attitude changes, aggression, prejudice and discrimination, and altruistic behaviors. Prerequisite: PY100. (Offered annually.)

3 credits

PY217  Directed Research I
Provides students with opportunity to engage in a supervised research project under the guidance of a faculty member. The student will meet with their mentor to discuss topics that may include research questions, sampling, measurement, bias, research validity, research design, and data analysis. The student and their mentor will also examine several of the ethical issues involved in collecting and analyzing data when working with human subjects. The student may be required to present their research in the form of a poster, paper, or oral Power Point presentation in a manner associated with the field of Psychology. Student may receive 1, 2, or 3 credit hours depending on the time commitment involved and the complexity of the proposed research design. Directed Research may be taken more than once. Content of study either builds on itself or is not the same. This course will impact the student's GPA. Prerequisites: PY 100, a cumulative grade point average of 2.5 or higher, and approval of the supervising faculty member.

1, 2, or 3 credits

PY222  Statistics for the Social Sciences
Covers basic processes and practical applications of statistical analysis, including the components of data collection, computations, and interpretation within the social sciences. Special emphasis is given to understanding different types of data and corresponding statistical techniques, as well as the interpretation of research results. Prerequisite: MA102 or higher. (Offered Fall Semester.)

3 credits

PY232  Psychology of Human Development
Discusses variables and factors underlying human development across the lifespan with an emphasis on physical, social, cognitive, emotional, and sexual development. Prerequisite: PY100. (Offered Fall and Spring Semesters.)

3 credits

PY300  Special Topics
Varied topics are available to provide students with instruction in contemporary areas of study. (Offered on a rotating elective basis) This course is designated as repeatable as long as topic covered is not duplicated Prerequisite: PY100.

3 credits

PY301  Psychology of Personality
Reviews and evaluates the major personality theories, including psychoanalytic, humanistic, and behavioral. Prerequisite: PY200. (Offered Fall Semester.)

3 credits

PY302  Experimental Psychology
Introduces students to the basic issues surrounding the research process and includes discussions of both quantitative and qualitative research designs. Evaluates the logic of sound experimental design, reveals common sources of bias and error, and provides an opportunity to review research literature, collect and analyze data, and communicate findings in standard scientific formats. Prerequisites: PY100, PY102 and 12 credit hours in Psychology or permission of the instructor. (Offered Spring Semester.)

3 credits
PY303A  Sport and Exercise Psychology
An examination of the psychological dimensions of sport and exercise with emphasis on skill acquisition and preparation for athletic performance. Prerequisites: KN 201 or PY 100; Junior status, or permission of instructor. Cross listed with KN303A.  3 credits

PY307  Forensic Psychology
Forensic Psychology explores the competing, and oftentimes conflicting, interests of clinical psychology and the law. Students are introduced to legal procedures and psychological research pertaining to both civil and criminal cases. Topics include psychological syndromes, civil competencies, competence to stand trial, the insanity defense, child custody and parental fitness, civil commitment, dangerousness and risk assessment. Prerequisite: PY 100. (Offered on a rotating elective basis.)  3 credits

PY308  Legal Psychology
Legal Psychology is the study of the interaction between human behavior and the law, applying principles of cognitive and social psychology to the legal system. Students are introduced to psychological research in such areas as eyewitness identification and eyewitness memory, interrogations and confessions, deception detection, jury selection and jury decision making, and criminal sentencing. (Prerequisite: PY 100).  3 credits

PY309  Psychology of Death and Dying
This course provides an introduction to the field of thanatology, the multidisciplinary study of death and dying. Through the analysis of theoretical models and empirical research, it will emphasize the psychological aspects of death and dying. Topics will include historical and socio-cultural perspectives, factors influencing attitudes and responses toward death and dying, end of life care, moral and ethical issues, ritual and meaning of death, types of death, grief and bereavement, and coping with loss. (Prerequisite: PY100).  3 credits

PY310  Personality
Examination of the major theories and research in the study of personality. Prerequisites: PY100 and PH100. (Offered Fall Semester.)  3 credits

PY311  Social Psychology
This course introduces the student to the study of the behavior of individuals in groups, emphasizing the role of social influence and social interaction. Prerequisites: PY100. (Offered Fall and Spring Semesters.)  3 credits

PY312  History and Systems of Psychology
Traces ancient through contemporary views on human behavior and experience, emphasizing enduring philosophical principles and questions such as vitalism/mechanism, idealism/materialism, determinism/free-will, how we know truth, and what is the self. Explores the diverse views and perspectives that have contributed to the eclectic blend that is Psychology today, including structuralism, functionalism, psychoanalysis, humanism, behaviorism, and Gestalt. Prerequisites: PY100 and PH100 and junior standing or permission of instructor. (Offered Fall Semester.)  3 credits

PY316  Group Processes and Practice
Presents a comprehensive overview of the practice and process of group interactions in a variety of settings, including therapeutic, industrial, educational, and organizational environments. Explores the various elements of group dynamics, along with discussions and presentations of group development. Prerequisite: PY100. (Offered Fall and Spring Semesters.)  3 credits

PY317  History and Systems of Psychology
Traces ancient through contemporary views on human behavior and experience, emphasizing enduring philosophical principles and questions such as vitalism/mechanism, idealism/materialism, determinism/free-will, how we know truth, and what is the self. Explores the diverse views and perspectives that have contributed to the eclectic blend that is Psychology today, including structuralism, functionalism, psychoanalysis, humanism, behaviorism, and Gestalt. Prerequisites: PY100 and PH100 and junior standing or permission of instructor. (Offered Fall Semester.)  3 credits

PY318  Developmental Psychopathology
This course is designed to introduce advanced undergraduate students to the field of developmental psychopathology. Topics explored will include the prevalence, etiology, course, diagnostic/assessment procedures, prognosis, and treatment of many psychological disorders that typically emerge during childhood and adolescence. The influence of developmental factors, neurobiological mechanisms and contextual features in a child's life on the appearance of psychopathology will be discussed. Risk and protective factors for developmental psychopathology will be examined. Special emphasis will be placed on contemporary issues and phenomena in child psychopathology. Prerequisites: PY100 and a course in developmental psychology. (Offered on a rotating elective basis)  3 credits

PY320  Psychology of Media Effects
This course explores the intersection of psychology and media through in-depth analysis using current research and theories of psychology and communication that will show students the benefits of understanding human behavior and experience when engaging and participating in media. It also explores how media affects individuals and cultures, and how media can be used for socially constructive purposes. It will also explore how forms of media apply psychological research to persuade and influence, including advertising, politics, filmmaking and the Web. As a Level 3 core course, it has Level 1 and 2 prerequisites.  3 credits

PY326  Health Psychology
Health psychology focuses on how biological, psychological, and social factors interact with and influence individual responses to health and illness. This course will cover topics such as health-enhancing and health-compromising behaviors, chronic pain, stress, and coping, the interplay among patients, their health-care providers, and health care settings, rehabilitation, and psychosocial adjustment of people with chronic illnesses. Throughout the course, we will include a discussion of health disparities and the impact on the individual and society. So for each of these topics listed above we will explore the role of social status, personality, gender, ethnicity on one's health and access to health care.  3 credits

PY327  Animal Behavior
Designated for Biology and Psychology majors. Topics addressed in this course include the genetic, ecological, evolutionary and physiological aspects of animal behavior. Special emphasis placed on social behaviors including kin selection, communication, aggression, and reproductive behavior. (cross-listed with BI327/SN327) (Offered on a rotating elective basis)  3 credits

PY350  Legal Psychology
Legal Psychology is the study of the interaction between human behavior and the law, applying principles of cognitive and social psychology to the legal system. Students are introduced to psychological research in such areas as eyewitness identification and eyewitness memory, interrogations and confessions, deception detection, jury selection and jury decision making, and criminal sentencing. (Prerequisite: PY 100).  3 credits

PY355  Psychology of Death and Dying
This course provides an introduction to the field of thanatology, the multidisciplinary study of death and dying. Through the analysis of theoretical models and empirical research, it will emphasize the psychological aspects of death and dying. Topics will include historical and socio-cultural perspectives, factors influencing attitudes and responses toward death and dying, end of life care, moral and ethical issues, ritual and meaning of death, types of death, grief and bereavement, and coping with loss. (Prerequisite: PY100).  3 credits

PY360  Personality
Examination of the major theories and research in the study of personality. Prerequisites: PY100 and PH100. (Offered Fall Semester.)  3 credits

PY361  Social Psychology
This course introduces the student to the study of the behavior of individuals in groups, emphasizing the role of social influence and social interaction. Prerequisites: PY100. (Offered Fall and Spring Semesters.)  3 credits

PY362  History and Systems of Psychology
Traces ancient through contemporary views on human behavior and experience, emphasizing enduring philosophical principles and questions such as vitalism/mechanism, idealism/materialism, determinism/free-will, how we know truth, and what is the self. Explores the diverse views and perspectives that have contributed to the eclectic blend that is Psychology today, including structuralism, functionalism, psychoanalysis, humanism, behaviorism, and Gestalt. Prerequisites: PY100 and PH100 and junior standing or permission of instructor. (Offered Fall Semester.)  3 credits

PY363  Developmental Psychopathology
This course is designed to introduce advanced undergraduate students to the field of developmental psychopathology. Topics explored will include the prevalence, etiology, course, diagnostic/assessment procedures, prognosis, and treatment of many psychological disorders that typically emerge during childhood and adolescence. The influence of developmental factors, neurobiological mechanisms and contextual features in a child's life on the appearance of psychopathology will be discussed. Risk and protective factors for developmental psychopathology will be examined. Special emphasis will be placed on contemporary issues and phenomena in child psychopathology. Prerequisites: PY100 and a course in developmental psychology. (Offered on a rotating elective basis)  3 credits

PY364  Psychology of Media Effects
This course explores the intersection of psychology and media through in-depth analysis using current research and theories of psychology and communication that will show students the benefits of understanding human behavior and experience when engaging and participating in media. It also explores how media affects individuals and cultures, and how media can be used for socially constructive purposes. It will also explore how forms of media apply psychological research to persuade and influence, including advertising, politics, filmmaking and the Web. As a Level 3 core course, it has Level 1 and 2 prerequisites.  3 credits

PY365  Health Psychology
Health psychology focuses on how biological, psychological, and social factors interact with and influence individual responses to health and illness. This course will cover topics such as health-enhancing and health-compromising behaviors, chronic pain, stress, and coping, the interplay among patients, their health-care providers, and health care settings, rehabilitation, and psychosocial adjustment of people with chronic illnesses. Throughout the course, we will include a discussion of health disparities and the impact on the individual and society. So for each of these topics listed above we will explore the role of social status, personality, gender, ethnicity on one's health and access to health care.  3 credits

PY366  Animal Behavior
Designated for Biology and Psychology majors. Topics addressed in this course include the genetic, ecological, evolutionary and physiological aspects of animal behavior. Special emphasis placed on social behaviors including kin selection, communication, aggression, and reproductive behavior. (cross-listed with BI327/SN327) (Offered on a rotating elective basis)  3 credits
PY330  Cognitive Psychology
This course is intended to introduce advanced undergraduate students to the field of cognitive psychology – the scientific study of mental processes. A wide variety of topics in the field will be covered, including perception, memory, attention, knowledge representation, categorization, language, and problem-solving. Prerequisites: PY100 and 12 credit hours in Psychology or permission of the instructor (Offered Spring Semester)  3 credits

PY331  Psychology of Performance Injury
An examination of the psychological impact of performance injury, factors of injury, and processes in rehabilitation. Pre-requisite: KN201 or PY100 with a minimum of a C, and Junior status, or permission of instructor. Cross listed with KN331.  3 credits

PY405  Psychological Testing
Investigates psychological assessments for intelligence, achievement, aptitude, neuropsychological, occupational interest, and personality domains. Considers the principles and assumptions underlying test construction and the ethical use of psychological tests in school, clinical, and vocational settings. Prerequisites: PY222; junior or senior standing or permission of the instructor (Offered on a rotating elective basis.)  3 credits

PY408  Clinical Psychology
This course provides an introduction to the field of clinical psychology. It includes methods of clinical assessment and diagnosis and addresses ethical and legal issues related to clinical practice. An overview of psychotherapeutic approaches and techniques used in the treatment of psychological disorders is presented. The role of scientific inquiry and outcome research in guiding and informing the practice of clinical psychology is explored. Prerequisites: PY301; senior standing or permission of instructor. (Offered Spring Semester.)  3 credits

PY412  Behavioral Neuroscience
This course investigates the biological bases of human behavior. Specific topics include: structure and function of the nervous system; mechanisms of neurotransmission; neurological disorders; sleep and dreaming; functional organization of sensory and motor systems; specialization of function; and learning and memory. Prerequisites: PY100 and one of the following: BI100, BI110, BI150, BI155, BI210, BI215. (Offered Fall semester)  3 credits

PY416  Senior Psychology Internship
Provides the opportunity to develop a project in connection with a supervised field experience in a social agency, such as a mental health agency, educational institution or government agency. The format and credit hours of the project must have been approved in writing by the course coordinator and advisor at least one week before the pre-scheduling period for the semester in which the supervised field experience will be done. Prerequisites: Cumulative grade average of 3.2 or higher; senior standing, approved internship application.  1, 2, or 3 credits

PY417  Directed Research II
Provides students with opportunity to engage in an independent, supervised research project of their choosing. Student must submit a written proposal outlining their proposed topic and research design before enrolling in this course. Student will be required to write or present their research results in a manner associated with the field of Psychology (APA paper or paper presentation). Student may receive 1, 2, or 3 credit hours depending on the time commitment involved and the complexity of the proposed research design. Directed Research may be taken more than once. This course will impact the student’s GPA. Content of study either builds on itself or is not the same. Prerequisites: A cumulative grade point average of 3.2 or higher, PY222, PY302, junior or senior standing, demonstrated ability in research and statistical analysis, and approval from supervising professor.  1, 2, or 3 credits.

PY440  Psychology Senior Seminar
This course is intended to provide Psychology majors with an opportunity to synthesize and integrate concepts and ideas acquired during their undergraduate education in Psychology. Prerequisites: Senior standing and satisfactory completion of 30 credit hours in Psychology.  3 credits

RELIGION

RE131  Sacred Stories: Myth and Scripture
This course examines the nature and use of foundational stories expressed in scriptural texts and mythologies across religious traditions, and contrasts them with the foundational stories of other cultural traditions (e.g., nations). In other words, this is a course about the stories people base their lives on, and how and why they choose to do so. The goal of the class is not to make students experts in any one tradition’s stories, but to expose students to the function of such stories and foster an understanding of how they are important.  3 credits
RE151 Nature and the Supernatural: Intersections of Religion and Science
"Nature and the Supernatural" is an integrative course that seeks to put forward the relevance of both religion and science for life in the twenty-first century while drawing attention to their inter-relation and cross-influence, particularly in Anglo-American culture. The course will examine the ways of knowing and the questions put forward by religion and science with attention to: faith and reason, wisdom and knowledge, and nature and the supernatural. As a case study of the interrelation of religion and science, a significant part of the course will examine the apparent conflict between creationism and evolution. 3 credits

RE200 Religion in America
"Religion in America" is an integrative course that examines the evolution of the culture of the United States through the lens of religion within a broad context that encompasses social, historical, political, economic, and artistic elements of that culture. The course will give significant attention to deestablishment and religious liberty, revivalism and individualism, the development of American theologies, new American denominational identities and religious movements, the civil rights movement, and so on. Although the course is carried forward by an historical outline, sociological, theological, and religious-philosophical sources and methods are also employed. The overriding question of the course is the interdependence and "cross pollination" of religion and culture in the United States. 3 credits

RE201 Eastern Religious Traditions
Religions represent a living wisdom tradition that expresses a perception of meaning and teaches a way to live a human life. This wisdom is held and evolved in a community of faith and practice, often in a body of scriptures, and usually in a system of ritual. "Eastern Religious Traditions" is an integrative course that examines the religious wisdom systems that have originated in Asia. Greater attention will be given to Hinduism and Buddhism as the larger and more prevalent traditions, but Jainism, Sikhism, Confucianism, Taoism, and Shinto will also be examined. Although the course will seek to comprehend the myths, doctrines, rituals, ethics, and institutions of leadership and community in each tradition, it will also observe the influence of these traditions on the culture, politics, economics, and histories of the nations in which they originated and to which they have emigrated. 3 credits

RE202 Western Religious Traditions
A religion is a system of meaning that seeks to orient human life toward an appropriate goal. The religious systems that now inform Western culture, both in its modern science and in its modern conceptions of morality, had their origin in the ancient Middle East. "Western Religious Traditions" is an integrative course that examines the similarities and differences of Judaism, Christianity, and Islam with attention to the ways these traditions have shaped the history, politics, and economics of the modern world. The course begins in a study of the myths, doctrines, scriptures, worship practices, community structures, institutions, and ethics of each tradition. It will conclude in a discussion of the challenges and opportunities presented in the interrelation of these traditions as they have become neighbors in a shrinking world. 3 credits

RE231 The Torah: Law and Tradition
"The Torah: Law and Tradition" is an integrated course that introduces the oldest division of the Hebrew Scriptures. This ancient body of literature, revered by Jews and Christians as sacred Scripture, and referenced in the Quran, contains myth and history as well as legal material. It constitutes a major part of the foundation of Western culture as it has influenced Western law and literature as well as living religious traditions. This course will examine the laws and stories of the Torah, the history of their study, and the methods of modern "biblical criticism" developed in the last two centuries. Further, it will introduce basic concepts of religious studies such as myth, ritual, and cults. Finally, the course will demonstrate the relevance of the Torah for the well-educated twenty-first-century American. 3 credits

RE232 Prophets and Social Justice
"Prophets and Social Justice" is an integrated course that introduces the literature and persistent themes of the ancient Hebrew prophets. The course will give a prominent place to the analysis of the concepts of biblical prophecy and ethical monotheism. Further, it will discuss the controversial role of prophecy in ancient Judaism both as an historical phenomenon and as a type by which tensions in other religious traditions may be understood. Finally, the course will demonstrate the relevance of the Hebrew prophets and prophetic movements for twenty-first-century Americans. 3 credits

RE241 Jesus, Gospels, & Canon
"Jesus, Gospels, & Canon" is an integrated course that introduces the historical figure of Jesus of Nazareth and the ancient 'biographical' literature that developed in the first through the fifth centuries of the Common Era. Further, it will discuss the process by which the early Christian communities, between the second and fourth centuries, included four of these writings in the New Testament canon. The course will also examine the nature and development of these communities as the social and political sources of the gospels and the canon. Finally, the course will demonstrate the relevance of Jesus, the gospels, and the Christian canon for twenty-first-century Americans. 3 credits

RE242 Paul and the Early Church
"Paul and the Early Church" is an integrated course that introduces the historical figure of Paul the Apostle and the New Testament letters that bear his name. The course will examine Paul as an historical figure as well as his relation to the churches and the Church through a close reading of his letters, the Acts of the Apostles, and non-canonical sources. The course will also trace the evolution of Christianity from a Jewish sect to an emerging world religion. Further, it will discuss the process by which Christian communities, between the second and fourth centuries, included thirteen letters attributed to Paul in the New Testament canon, as well as examine the arguments that question the authorship of six of those letters. Finally, the course will demonstrate the relevance of Paul's theology, and particularly his concept of the Church, for twenty-first-century Americans. 3 credits

251
RE251  Religion in Film and Literature
This course encourages students to perceive and interpret elements of religious meaning in literature and film. It explores ways in which films and works of literature address questions which are intrinsically religious, such as: the nature of human beings in terms of physical, spiritual, and moral dimensions, the nature of good and evil, the problem of suffering, the desire for transcendence, the nature of human community, and the preservation of ways of addressing religious questions through tradition.  3 credits

RE252  Introduction to Black Theology
"Black Theology" is an integrative course that introduces the Christian theology of African-Americans, particularly as it developed in the wake of the Civil Rights movement. Black theology is a form of liberation theology that addresses the historical and cultural situation of African-Americans. This course, therefore, will focus on the interplay of religion and American culture as it surveys the theological thought of major figures in black theology as it has developed in the United States, especially since the late 1960s. The course will consider the cross-influences of theology, religion, economics, politics, and sociology.  3 credits

RE299/399  Special Topics
Special Topics are offered at the 200- an 300- levels. Recent Special Topics courses have included The Idea of God, Religion in Literature and Film, Toward a Sustainable Future (team-taught and cross-listed with Environmental Studies), Denominational Evolution, The Idea of [Religious and Economic] Liberty, and Modern Islam. This course is designated as repeatable as long as topic covered is not duplicated.  3 credits

RE301  Philosophy of Religion
Philosophy of Religion provides a philosophical inquiry into the fundamental concepts of religion. Topics examined may include the existence of God, the relation of faith and reason, the function(s) of religious language, the validity of religious experience, theodicy, the relation of religion and culture, and/or problems relating to the truth-claims of religious traditions. It is preferable that the student has had a previous course in either philosophy or religion, but there is no prerequisite except junior standing. Cross listed with PH301.  3 credits

RE303  Introduction to Christian Thought
Introduction to Christian Thought examines theology in the Christian tradition, surveying its major doctrines with reference to representative historical and contemporary figures in its development. This course is designed to provide a working understanding of the major doctrines of the Christian faith and the ways those doctrines can be fitted together to form a systematic whole. (Offered in the Fall of odd numbered years.)  3 credits

RE305  History of Christianity: Pentecost to Reform
Introduces survey of the history of Christianity in its institutions and movements from its beginnings in Jerusalem through the Protestant Reformation of the sixteenth century. Examines the post-apostolic leaders of the Church, the ecumenical councils and the heresies they dealt with, the schism of 1054, the Christian Roman Empire, the rise and decline of the papacy, the Crusades, and medieval Christianity.  3 credits

RE306  The History of Christianity: Reformation to the Present
Introduces survey of the history of Christianity beginning with the Protestant Reformation in Europe and approaching the divisions, configurations, and concerns of the present. Discusses the major movements and thinkers of the last four centuries, as well as the formation of contemporary denominations. The following movements emphasized: the radical reformation, Puritanism, Pietism, the Enlightenment, modernism, fundamentalism, and neo-orthodoxy, among others.  3 credits

RE349  Modern Islamic Societies: Family, Faith, and Terror
This course uses a series of historical case studies in film, literature, and scholarship to help students understand modern Islamic societies (1450-the present). Students will engage with modern debates about Islam while comparing and contrasting Muslim communities in Africa, the Middle East, Asia, Europe, and the United States. Emphasis will be placed on gender, doctrine, and violence. No prerequisites necessary. Cross listed with HI349.  3 Credits

RE351  The English Reformation
This course will examine the peculiar origin and course of development of the Protestant Reformation in England in the sixteenth and seventeenth centuries—from the conclusion of the Wars of the Roses (1485) to the Act of Toleration (1689). It will examine the politics and intrigue of royal houses, the rise and fall of state churches, and the formation of new English denominations of Christianity that arose from the variety of English proposals for the proper constitution of a Christian church. Cross listed with HI344.  3 credits

RE352  The Holocaust
This course examines the Holocaust, together with its historical causes and consequences. The course will address the ethical responsibility, both personal and societal, for the religious bigotry and gross inhumanity of the Holocaust. Furthermore, it will demonstrate the relevance of the study of the Holocaust by tracing current global events in politics, religion, bigotry, and the atrocities that people continue to commit against one another. Cross listed with HI348.  3 credits

252
Special Topics
Special Topics are offered at the 200- and 300-levels. Recent Special Topics courses have included: Religion and Science, Jesus Goes to Hollywood (an examination of the treatment of Jesus in the movies), Religion in Literature and Film, Religion in Colonial America, Islam since 1900, and the Historical Jesus. Student may suggest topics of interest. This course is designated as repeatable as long as topic covered is not duplicated.  3 credits

RE401  Senior Seminar
This course is a research seminar designed to give students an opportunity to draw upon knowledge and skills acquired throughout their coursework for the major. The seminar will usually be organized around one question that unites the concerns of philosophy and religion. That question will vary from year to year. Cross listed with PH401.   3 credits

RE410  Internship
Provides opportunity for Philosophy and Religion majors to serve in positions appropriate to their field and interests. Only a final course grade of Pass or Fail will be available for this course. At the end of the internship, each student will submit a portfolio of relevant work or documentation, and a final report detailing and reflecting on participation in the experience. Prerequisites: Junior or Senior standing and permission of department chair. Cross listed with PH410.   3 credits

SAFETY EDUCATION

SE302  In the Car Training
Discusses the many different situations that will occur on the road and how to handle them. Practical experience is provided through student teaching. The prospective teacher spends a minimum of six hours instructing in the car. Prerequisite: SE303.   3 credits

SE303  Methods and Materials of Teaching Drivers and Safety Education
Studies the total safety program and the most recent methods and materials available for teaching Driver Education. Emphasizes techniques of assessing the knowledge, skill, and psychophysical characteristics of the beginning driver and the relation of these to the safe operation of vehicle.   3 credits

SCIENCE - CORE

SN100  Frontiers of Science
The scientific method will be used to investigate current issues of societal concern. Prerequisite: MA 180.   3 credits

SN301  Evolution – Not Just a Theory
Charles Darwin’s Theory of Natural Selection has been accepted by the majority of biologists for nearly 100 years. Despite this, it remains widely misunderstood by many members of the general public. This course will explore the early views on evolution, and progresses through the companion theories of Natural Selection, Punctuated Equilibrium, and Endosymbiosis. The concepts of Creation Science and Intelligent Design, as well as political and religious controversies, will be addressed. SN 301 is intended to serve as a Level Three Core Course; prerequisites include completion of all Level One Courses and three Level Two Courses. SN 301 will not substitute for any Biology, Chemistry, or Environmental Science course.   3 credits

SN310  Introduction to GIS
A spatial analysis course that provides an equal balance between Geographical Information Systems (GIS) theory and hands-on applications in the context of urban geography. This course 1) introduces students from many disciplines the use of a Geographic Information System (GIS) as an analytical tool for storage, display, and analysis of geo-referenced information and 2) provides students with an introduction to the fundamental components of GIS in terms of understanding types, entry, and analysis of spatial data, and map display. Application areas that will be discussed include urban structure, composition, and related environmental problems. No prior geographic or GIS knowledge is assumed. Prerequisites: Completion of all Level One Courses and three Level Two Courses. Cross-listed with ES310.   3 credits

SN327  Animal Behavior
Includes the genetic, ecological, evolutionary and physiological aspects of animal behavior. Special emphasis placed on social behaviors including kin selection, communication, aggression, and reproductive behavior. Prerequisites: Completion of all Level One Courses and three Level Two Courses. Cross-listed with BI327/PY327.   3 credits
SO100  Introduction to Sociology
Surveys sociological terms, concepts, perspectives, and thinkers that serve as a basis for understanding modern social organization. Consideration is given to culture, social structure, socialization, social stratification, social class, gender roles, social institutions, and social change. Offered fall and spring semesters.  3 credits

SO201  Marriage and Family Life
Surveys basic terms, concepts, theories, and issues in marriage and family life today. Examines changes in the functions of marriage and family and considers their future in contemporary society. Offered fall and spring semesters.  3 credits

SO205  Popular Culture
This course studies the development and characteristics of popular culture in America, including consumer society, mass media, social media and sports. Students will use key concepts from Sociology, History, Cultural Studies, Women's Studies, American Studies, Africana Studies, and Communications to examine popular culture in America. Students will analyze the reciprocal relationship between culture and key stratification factors such as gender, race, age, class, and region. Cross listed with AM205.  3 credits.

SO221  Criminology
Criminology is the scientific study of crime, criminal behavior and societal responses to crime and to crime victims. This introductory course will survey theories of crime causation, crime types, ethics of research, data collection and methods of crime prevention and control. Issues such as capital punishment, gun control and restorative justice will be discussed. Prerequisite: SO100. Cross listed with LJ203.  3 credits

SO301  Contemporary Social Problems
Surveys of selected social problems such as poverty, work and alienation, crime and justice, health, sex roles, and others of major importance in contemporary society. Prerequisite: SO100 or PY100. Offered when demand warrants.  3 credits

SO302  Race and Ethnicity
This course explores the experience of American racial, religious, ethnic and nationality groups; the nature of intergroup relations in the United States; the relationship of intergroup dynamics to social change as well as to basic ideological, technological, and institutional structures and processes. Emphasis is on social conflict over the distribution of economic and political power, family patterns, housing, education and access to the legal system.  3 credits

SO305  Contemporary Global Social Issues
Examines such global issues as population growth, ethnic strife, migration, gender inequality, poverty, and urbanization. Fulfills Non-American Culture general education requirement. Offered when demand warrants.  3 credits

SO315  Deviance and Social Control
This course focuses on a sociological understanding of deviance and examines theories of deviance, focusing on their attribution of causation and the implications for correction and/or control at both the individual and societal levels. Includes topics such as alcoholism, sexual deviance, mental illness, violence, criminality, and other deviant behaviors. Prerequisite: One of the following: LJ 102, SO 100, or PY 100. Cross listed with LJ315.  3 credits

SO320  Race, Class, Gender, and Crime
Surveys the relationship between race, class, gender and crime in the United States. Topics include the historical context of race and notions of criminality, criminal law and racial discrimination: capital punishment, felon disenfranchisement, racial, class, and gender disparities in the war on drugs, and illegal immigration. Prerequisite: AA 120, LJ 102, SO 100, SO 200 or PY 100. Cross listed with AA320 and LJ320.  3 credits

SO321  Drugs in American Society
This course examines the role that drugs play in American society and in the American criminal justice system. Topics include the history of drug prevention in the United States, the types of illegal drugs in the United States, patterns of licit and illicit drug use, the effects of individual drugs on behavior, the social stigma attached to particular drugs, and the relationship between drugs and crime. Cross listed with LJ319.  3 credits
SO335  Introduction to Research Methods in Social Science
This course examines, in detail, the various steps involved in conducting social research, from the statement of the problem to the final analyses of data and presentation of results, with emphases on the logic of social (particularly criminological and criminal justice) research and the procedures used to study delinquency, crime, victimization, and administration of criminal justice. Specifically, the content of this course focuses on four primary research methods (i.e., experiments, survey and interview research techniques, field work and participant observation, and analysis of available data/secondary analysis) and several of the ethical issues involved in collecting and analyzing data when working with human subjects. Cross listed with LJ 335 and PO 335. Prerequisites: LJ 102, PO 103 or SO 100 and MA 102 or MA 180. 3 credits

SPANISH

SP100A  Beginning Spanish I
Introduces spoken Spanish, utilizing the communicative approach and with an emphasis on the acquisition of vocabulary, structural patterns, and the cultural diversity of the Hispanic world. The course includes an introduction to reading. (Offered Fall and Spring Semesters.) 3 credits

SP101A  Beginning Spanish II
Continuation of Spanish 100. The course emphasizes the oral approach to language, including basic structural patterns, analytical grammar, reading practice, and exposure to Hispanic cultures. Prerequisite: SP100 or one year of high school Spanish with a grade of C or better. (Offered Fall and Spring Semesters.) 3 credits

SP200  Intermediate Spanish I
Provides review of basic vocabulary and structural patterns, after which the student continues to expand vocabulary and refine communicative skills through reading and discussion of literary and cultural texts and films from the Hispanic world. The course also introduces composition in Spanish. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered Fall Semester.) 3 credits

SP201  Intermediate Spanish II
Continuation of SP200. Students read from literary and cultural texts and watch films from the Hispanic world designed to increase oral proficiency. The course includes increased writing practice on cultural topics and film. Prerequisite: SP200 or three years of high school Spanish with a grade of C or better. (Offered Spring Semester.) 3 credits

SP206B  Basic Spanish for Communication
Reviews the fundamentals of Spanish grammar and vocabulary for oral communication. The course is designed especially for students who have been away from language study for some time and for persons interested in using Spanish in career settings. It emphasizes communicative strategies for practical situations. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered when demand warrants.) 3 credits

SP207B, SP307B  Conversational Spanish
Provides intensive practice of oral communication in Spanish. Students review and expand their Spanish vocabulary. Topics focus on common usage and practical applications in travel, business, and professional settings. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered when demand warrants.) 3 credits

SP208B, SP308B  Spanish for Medical Personnel
Provides training in specialized vocabulary, phrases, and medical terminology needed in health and science-related professions. It particularly emphasizes cultural differences shaping personal interactions in health settings. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered when demand warrants.) 3 credits

SP209B, SP309B  Business Spanish
Provides training in specialized office terminology, export/import, accounting vocabulary, and other business-related activities. It also provides practice in the rudiments of Spanish business letters and other forms and documents. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered when demand warrants.) 3 credits

SP210B, SP310B  Spanish for the Human Services
Provides training in the specialized vocabulary, phrases, and terminology needed in the various human services, such as legal services, law enforcement, education, welfare, and other social services. Its emphasis is oral communication, understanding of the major Hispanic population groups in the United States, and cultural differences that impact personal interaction, with practice in role-playing situations. Prerequisite: SP101 or two years of high school Spanish with a grade of C or better. (Offered when demand warrants.) 3 credits
SP250-350 Special Topics
Spanish Topics in Spanish are available either as independent study or as a class on a topic of interest to Spanish minors. Recent courses include Hispanic Society through Film and Spanish Civilization. This course is designated as repeatable as long as topic covered is not duplicated. Prerequisite: SP200 or permission of instructor. 3 credits

SP300 Survey of Spanish Literature
Studies the literature of Spain from the nineteenth century to the present, focusing on the major literary figures and movements in their social and historical context. Discussion and papers are in Spanish. Prerequisite: SP201 or permission of instructor. (Offered when demand warrants.) 3 credits

SP301 Survey of Spanish American Literature
Studies the literature of Spanish America from 1888 to the present, focusing on the major literary figures and movements in their social and historical context. Discussion and papers are in Spanish. Prerequisite: SP201 or permission of instructor. (Offered when demand warrants.) 3 credits

WRITING

WR202 Expository Writing
Provides intensive practice in and study of expository writing with special emphasis on writing style and technique and continued practice of research strategies. The course also develops critical reading skills through analysis of essay models. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

WR203, WR204 Creative Writing I and II
Provides opportunities for creative writers to analyze their own work and that of other writers in this introduction to the craft of writing fiction, drama, and/or poetry. The instructor in consultation with the student determines the kind of writing to be emphasized. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

WR211 Persuasive Writing
The course emphasizes developing persuasion fundamentals—reader identification, writer authority, control of evidence—at advanced levels leading to sound and solid argument. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

WR318 Technical Writing
Emphasizes critical writing skills used in science, business, and government. The course includes instruction in gathering, organizing, and visual display of data, proposals, process explanations, illustrations, manuals, and reports. Prerequisite: EN101 with a grade of C or better. (Offered on regular rotation) 3 credits

WR320 Life Writing
Through reading, students will explore the conventions of life writing—memoir, biography, and autobiography—as preparation for their own writing efforts in these various genres. Prerequisite: EN101. 3 credits
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.
Welcome!

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

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

Again, welcome to graduate studies at Wesley College!
GRADUATE STUDY AT WESLEY COLLEGE

POST-BACCALAUREATE DEGREE PROGRAMS
Wesley College offers post-baccalaureate certificates and master’s degrees at the Dover campus. Academic programs include Business Administration, Criminal Justice, Education, Environmental Sciences, Nursing, Occupational Therapy, and Sport Leadership. Each program has specific entrance and graduation requirements. However, common to all is the goal of assisting students who desire advanced study in current theory and practice.

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

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

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

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

ADMISSION REQUIREMENTS
- An applicant must submit a completed application form and fee to the Office of Graduate Admissions.
- An applicant must request that official transcripts of all prior academic work be sent to the Office of Graduate Admissions
- Additionally, each graduate program has specific admission requirements as indicated in the detailed description of each program in this catalog,
ADMISSION OF INTERNATIONAL GRADUATE STUDENTS
Admitted international graduate students who require a valid F-1 student visa through a Wesley College-issued I-20 form must present the following official documents at least two months before the intended semester of enrollment.

- Completed application for admission
- 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 Financial Affidavit of Support and Statement of Financial Support from Sponsor
- 2 letters of Recommendation
- Statement of Intent/Purpose
- Resume or Curriculum Vitae
- Official TOEFL/IELTS score if English is not the applicant’s first language (TOEFL-a minimum score of 563 on the paper-based test, 223 on the computer-based test, or 85 on the Internet based test; IELTS- Minimum 6.5; Duolingo 60-68). 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 or who has successfully completed an accredited English Language Institute.

Contact the specific program director for eligibility to enroll in the graduate program of study.

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

Contact the specific program director for eligibility to enroll in the graduate program of study.

TRANSFER CREDIT
A maximum of nine (9) graduate degree credits may be transferred for courses taken at other regionally accredited institutions per the discretion of the graduate program director:

- 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>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Average</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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<td>Below Average</td>
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<tr>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
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<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
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<td>W</td>
<td></td>
<td>Official Withdraw</td>
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</tbody>
</table>

Faculty may choose not to implement + and – gradations.

INCOMPLETE GRADES

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

GRADE APPEAL

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

ACADEMIC HONESTY POLICY AND PROCEDURES

In pursuit of academic excellence, Wesley College expects its students to meet the highest ethical standards. Academic standards concerning plagiarism and dishonesty prohibit:
- Concealing notes during tests
- Collusion between students in examinations
- Unauthorized cooperation on individually assigned work
- Representing another’s work or ideas as one’s own (including both published and unpublished work or ideas)
- Failing to give proper recognition to quoted, paraphrased, or summarized work taken from either print or electronic sources
- Submitting the same work for two different classes and/or assignments
- Submitting the same work for which one has earned a grade in a previous semester
- Copying the work of another person either with or without that person’s knowledge
- Other acts of academic dishonesty
**First offense**

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

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

**Subsequent offenses**

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

- Suspension from the College
- Expulsion from the College

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

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

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

**ACADEMIC STANDING**

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

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

**CONTINUOUS ENROLLMENT**

Following matriculation, students are required to be enrolled for courses each semester for continuous enrollment to be achieved. Contact the Registrar’s Office for clarification and registration related to continuous enrollment.

A maximum of five calendar years extension beyond the five year timeframe must be approved by the candidate’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 based on department approval.

GRADUATION REQUIREMENTS
The Commencement ceremony is held in May, and the candidates for graduation are invited to attend. Candidates completing their degree in December or in May must submit a signed Petition for Graduation to the Registrar’s Office as per dates specified by the Registrar’s Office.

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.
POST-BACCALAUREATE PROGRAMS

BUSINESS ADMINISTRATION

DEGREE
Master of Business Administration (MBA)

CONCENTRATIONS
Entrepreneurship
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.

- The entrepreneurship concentration is designed for students who are interested in recognizing entrepreneurial potential, developing ideas, and pitching new products and services
- 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

ENTREPRENEURSHIP CONCENTRATION
15 credit hours
BA512 Legal Options in Business
BA513 International Management
BA515 Strategic Planning and Analysis
BA521 Entrepreneurship
BA525 Innovation Leadership

MANAGEMENT CONCENTRATION
15 credit hours
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
CRIMINAL JUSTICE

DEGREE
Master of Criminal Justice

CONCENTRATION
Restorative Justice

DESCRIPTION

A Master of Science in Criminal Justice (MSCJ) prepares students for careers in a wide variety of areas including law enforcement, juvenile justice, corrections, public safety and other law enforcement and legal related fields. A graduate degree in Criminal Justice (CJ) will help to propel the career of a Criminal Justice professional. The MSCJ program will emphasize both theoretical learning as well as reality based case studies. Students can also concentrate in Restorative Justice, a burgeoning area in the criminal justice field, which can propel the career of a CJ professional, as this area is in line with cutting edge theories to incarcerate less and rehabilitate more. Moreover, a concentration in Restorative Justice expands the appeal of this degree to educational professionals who, in large numbers, are beginning to change educational discipline from out of school punitive theories to in school restorative justice practices.

ADMISSION REQUIREMENTS

The Graduate Criminal Justice Committee evaluates applicants based on the following criteria:

- A cumulative grade point average of 2.5 or higher in a baccalaureate degree from a regionally accredited institution
- Two letters of recommendation
- A current resume
- A personal statement addressing how a MSCJ degree will help the applicant with future goals

MSCJ POLICIES

The MSCJ program is structured in a cohort timeframe whereby students take one to two courses at a time. All courses meet online.
COURSE ROTATION: MSCJ

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ500</td>
<td>Criminological Theory</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>CJ5xx/6xx</td>
<td>Major Elective #1</td>
<td>3</td>
<td>Fall I</td>
</tr>
<tr>
<td>CJ501</td>
<td>Criminal Law and Criminal Jurisprudence</td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>CJ5xx/6xx</td>
<td>Major Elective #2</td>
<td>3</td>
<td>Fall II</td>
</tr>
<tr>
<td>CJ502</td>
<td>Statistical Applications in Criminal Jurisprudence</td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>CJ5xx/6xx</td>
<td>Major Elective #3</td>
<td>3</td>
<td>Spring I</td>
</tr>
<tr>
<td>CJ5xx/6xx</td>
<td>Ethical and Contemporary Issues in Criminal Jurisprudence</td>
<td>3</td>
<td>Spring II</td>
</tr>
<tr>
<td>CJ5xx/6xx</td>
<td>Major Elective #4</td>
<td>3</td>
<td>Spring II</td>
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<tr>
<td>CJ5xx/6xx</td>
<td>Major Elective #5</td>
<td>3</td>
<td>Summer</td>
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<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ620</td>
<td>Capstone Research Methods and Application Seminar</td>
<td>3</td>
<td>Fall I</td>
</tr>
</tbody>
</table>

MASTER OF CRIMINAL JUSTICE

Core Requirements* 15 Credit Hours
Students must take all of these courses

- CJ500 Criminological Theory
- CJ501 Criminal Law and Criminal Jurisprudence
- CJ502 Statistical Applications in Criminal Jurisprudence
- CJ503 Ethical and Contemporary Issues in Criminal Jurisprudence
- CJ620 Capstone Research Methods and Application Seminar

Major Electives* 15 Credit Hours
Students must choose 5 courses**

- LJ415/CJ515 Restorative Justice: Theory and Practice
- LJ416/CJ516 Cyber Crime: Emerging Trends
- CJ600 Restorative Justice Model: Applications
- CJ601 Restorative Justice in Educational Settings
- CJ602 Restorative Justice and Victimology
- CJ603 Special Topic Seminar (i.e., Multiculturalism and Diversity in Criminal Justice)
- CJ604 Criminal Behavior and the Law
- CJ605 Juvenile Justice: Theories and Issues
- CJ606 Law and Social Policy
- CJ607 The Criminal Justice Process
- CJ608 Contemporary Issues in Corrections

*A grade of B or better is required for all Major Requirements and Major Electives
** A student must take at least 3 Restorative Justice classes in order to earn a concentration in Restorative Justice
EDUCATIONAL STUDIES AND TEACHER LICENSURE

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

MASTER OF ARTS IN EDUCATION (MA.ED.)—CURRICULUM AND INSTRUCTION
(33 Required Credit Hours)
Advanced Preparation for certified teachers

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

ADMISSION REQUIREMENTS: MA.Ed.
The MA.Ed. applicant must provide a completed application to the Admissions Office and submit the following:
1. An undergraduate transcript from an accredited college or university (GPA of 3.00)
2. A copy of their professional teaching certificate
3. An on-site supervisor evaluation of professional qualities (rubric provided by the Wesley Education program),
4. An official copy of their most recent DPASS II observations data or other school-based recommendation from their site-based supervisor

CORE REQUIREMENTS: MA.ED.
All advanced preparation (MA.Ed.) candidates complete an eighteen-hour core. In addition, each candidate will work with their assigned advisor to choose a sequence of 3 additional courses (9 credit hours) to meet their program and professional goals. These additional courses could be an existing course of study offered by the department, or a unique combination of courses designed specifically for the candidate. MA.Ed candidates will design, implement and defend a thesis (6 credit hours). Candidacy for the MA.Ed is on the recommendation of the graduate faculty and is based on the defense of the proposal in ED 530 Research Methodology and Design.
The required eighteen-hour MA.Ed. core:
ED506A Curriculum Building
ED521 Analysis of Teaching
ED530 Research Methodology and Design
ED533 Assessment
ED534 Learning Theory
ED536 Seminar in Instructional Models

MA.Ed. Additional Course Requirements:
- Three additional course electives that align to your program of study and/or thesis topic (9 hours)
- Six (6) hours of thesis
- Candidates must prepare and defend a research proposal in ED530.

COURSE ROTATION: MA.Ed.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 1</th>
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</thead>
<tbody>
<tr>
<td>ED 534</td>
<td>Learning Theory (Fall and Spring course)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 506</td>
<td>Curriculum Building (Fall only course)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 5xx</td>
<td>Elective #1</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 521</td>
<td>Analysis of Teaching</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 533</td>
<td>Assessment (Fall and Spring course)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 536</td>
<td>Instructional Models (Spring only course)</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 530</td>
<td>Research Methodology &amp; Design</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 5xx</td>
<td>Elective #2</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 5xx</td>
<td>Elective #3</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 600</td>
<td>Thesis</td>
<td>6</td>
<td>Spring</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN TEACHING (M.A.T)
(30 Required Credit Hours)

The Department of Educational Studies and Teacher Licensure offers the Master of Arts in Teaching (M.A.T.) initial certification degree. Full time faculty teach all courses, assuring continuity and quality of the program. The M.A.T. 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.).

Graduates of the M.A.T. program:
1. Demonstrate comprehensive knowledge of content and life-long learning strategies for independent knowledge construction.
2. Demonstrate comprehensive knowledge of pedagogy, including self-knowledge and knowledge of how children, youth, and others learn.
3. Demonstrate continual growth in Content Pedagogical Knowledge through planning, delivering, differentiating, and assessing instruction in ways that align to social constructivist practice and content standards.
4. Demonstrate growth in scholarly competencies, including critical thinking, reflection, technological literacy, and communication through multiple texts.
5. Demonstrate growth in the dispositions of persistence, tolerance for ambiguity, work ethic, and self-directed learning as learners first and then as teachers who consistently demonstrate these professional qualities in multiple professional contexts and settings.

In addition, candidates earn a master’s degree, receive their initial teaching license, and are classified by the State of Delaware as highly qualified upon successful program completion. M.A.T. candidates have the following options for program completion:

Current Wesley College Students
1. Wesley College students may apply to the M.A.T. as early as the second semester of their sophomore year. Upon admittance into the program, students may elect to take:
   a. One course in the M.A.T. program each of the final four semesters of their undergraduate program, or
   b. Two courses each of the last two semesters of their undergraduate program, and
   c. Complete a year-long student teaching residency and corresponding coursework after completing undergraduate studies in the content area.

M.A.T. Candidates with an Earned Bachelor’s Degree
1. Upon admittance into the program, students may elect to take:
   a. One course per semester for two academic years, or
   b. Two courses per semester for one academic year, and
   c. Complete a year-long student teaching residency and corresponding courses during a final year of the program.
ADMISSION REQUIREMENTS: M.A.T.
To be admitted into the M.A.T., applicants must provide a completed application to the Admission Officer, and the following:

1. Official transcripts showing completion of a bachelor’s degree in an appropriate content area from an accredited university or college and an overall grade point average of 3.00. For current Wesley College undergraduate students, an unofficial transcript may be submitted indicating your coursework up to the time of application.
2. Resume
3. In essay format, please answer the following question: What is your philosophy of teaching and learning?
4. Two letters of recommendation, one of which must be an evaluation of the applicant’s instructional ability and attitude toward the teaching/learning process. Current Wesley College undergraduate students must provide at least one letter of recommendation from a Wesley college professor in their major who can speak to their command of the content and aptitude for graduate level work.
5. Optional: Passing scores on content area Praxis assessment. Passing Praxis test scores are required for admission to degree candidacy and student teaching.

At the time of admission, the M.A.T. applicant’s transcript will be analyzed for depth of content knowledge in the major, using the Specialized Professional Associations’ criteria (NCTM, NCTE, NSTA, NASPE, NCSS, etc.). Based on this analysis, candidates may be required to take further content courses to satisfy the SPA requirements for content knowledge. M.A.T. candidates may be conditionally admitted to the program for not meeting all of the requirements for admission. This is considered on an individual basis.

CORE REQUIREMENTS: M.A.T.
The M.A.T. degree has a 18-semester hour course core and 12 student teaching hours (30 hours total). Students must meet the following requirements in order to student teach:

1. Earn a grade point average of 3.00
2. Passing scores on the Praxis test in the area of certification
3. Valid negative TB test
4. Current criminal background check
5. Current Delaware Child Protection Registry Check
6. Authorization Release form

In addition, in order to graduate with a teacher certification degree, the following criteria must be met:

1. A culminating GPA of 3.00
2. Passing scores on the Praxis Performance Assessment for Teachers (PPAT)
COURSE ROTATION: M.A.T.

The rotation for students entering the program after completing their initial bachelor's degree is:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 534</td>
<td>Learning Theory (Fall and Spring course)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 506</td>
<td>Curriculum Building (Fall only course)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 533</td>
<td>Assessment (Fall and Spring course)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 536</td>
<td>Instructional Models (Spring only course)</td>
<td>3</td>
<td>Spring</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 537</td>
<td>Motivation to Learn (Fall only course)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 580</td>
<td>Student Teaching I (Fall only course)</td>
<td>6</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 522</td>
<td>Reflective Practitioner (Spring only course)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 537</td>
<td>Student Teaching II (Spring only course)</td>
<td>6</td>
<td>Spring</td>
</tr>
</tbody>
</table>

The rotation for students entering the program as a Wesley College undergraduate student is:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 534</td>
<td>Learning Theory</td>
<td>3</td>
<td>Fall (Junior year)</td>
</tr>
<tr>
<td>ED 506</td>
<td>Curriculum Building</td>
<td>3</td>
<td>Spring (Junior year)</td>
</tr>
<tr>
<td>ED 533</td>
<td>Assessment</td>
<td>3</td>
<td>Fall (Senior year)</td>
</tr>
<tr>
<td>ED 536</td>
<td>Instructional Models</td>
<td>3</td>
<td>Spring (Senior year)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th># Credit Hours</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 537</td>
<td>Motivation to Learn</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 580</td>
<td>Student Teaching I</td>
<td>6</td>
<td>Fall</td>
</tr>
<tr>
<td>ED 522</td>
<td>Reflective Practitioner</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ED 537</td>
<td>Student Teaching II</td>
<td>6</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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 5-8 (middle school) or 9-12 (high school) in their respective content area. Graduates of the program are eligible for DE certification at the highly qualified level for the subject in which they are prepared to teach.
MASTER OF EDUCATION (M.ED.)—CURRICULUM AND INSTRUCTION Non-licensure (30 semester hours)

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

ADMISSION REQUIREMENTS: M.ED.
Applicants to the M.Ed. must submit:
1. A completed graduate application to the Office of Graduate Admissions (US applicants) or the International Office of Graduate Admissions (international applicants).
2. U.S. applicants must submit all undergraduate transcripts, including their terminal degree transcript from accredited universities they attended (3.00 GPA is required for unconditional admission to candidacy).
3. International applicants must submit an official transcript analysis of their undergraduate degree that verifies the degree meets US higher education requirements, and meet additional admissions requirements as communicated by the International Programs Admission Counselors.
4. All applicants must submit a written statement of purpose for pursuing the degree.
5. All applicants must submit two letters of recommendation from a supervisor or peer who can speak to their potential for graduate work.
6. All applicants must submit a resume and career objectives.

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

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

Upon satisfactory completion of the M.Ed. program, candidates will be awarded the Master of Education degree in Curriculum and Instruction with their area of concentration specified on the degree.
Advanced Course of Study Certificates
Once certified teachers have received a master’s degree, colleges can meet their needs with state-approved “graduate courses of study.” These are groups of courses of 6-18 credits with a common focus. The education department has four graduate courses of study:

1. Graduate Course of Study in Literacy
2. Graduate Course of Study in Action Research
3. Graduate Course of Study in Standards-Based Teaching
4. Graduate Course of Study for Reading Specialist Certification

Advanced Course of Study in Literacy (16 credit hours)
ED505 Developing Strategic Readers
ED509 Teaching the Struggling Reader or Writer
ED514 Language and Linguistics
ED515 Methods in Process Writing
ED523 Literature Across the Curriculum
ED527 Portfolio Development

Advanced Course of Study in Action Research (12-15 credit hours)
ED530 Analysis of Research Methodology and Design
ED540, ED550, ED560, ED570 Topics In English Language Arts, Mathematics, Science, or Social Studies
ED535 Action Research
ED600 Thesis Credit

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

Advanced Courses of Study for Standards-Based Teaching (16 credit hours)
ED506A Curriculum Building
ED519 Literacy Across the Curriculum
ED521 Analysis of Teaching
ED527 Portfolio Development
ED534 Learning Theory
ED536 Seminar on Instructional Models
Advanced Course of Study for Reading Specialist Certification (21 credit hours)
ED505 Developing Strategic Readers
ED509 Teaching the Struggling Reader or Writer
ED512 Advanced Diagnosis and Remediation of Literacy Problems
ED513 Practicum in Literacy Teaching
ED514 Language and Linguistics
ED515 Methods in Process Writing
ED523 Literature across the Curriculum

Experiential and Adventure Leadership Track (12 credit hours)
ED528 Experiential and Adventure Leadership Training (ExALT 1)
ED529 Experiential and Adventure Leadership Training (ExALT 2)
ED538 Full Spectrum Leadership
ED Elective

Experiential and Adventure Leadership Certification (15 credit hours)
ED528 Experiential and Adventure Leadership Training (ExALT 1)
ED529 Experiential and Adventure Leadership Training (ExALT 2)
ED538 Full Spectrum Leadership
SL520 Sport Leadership Communication
ED Elective
ENVIRONMENTAL SCIENCE

Master of Science in Environmental Science

DESCRIPTION
The Wesley College M.S. in Environmental Science program has been designed for individuals seeking a broad-based environmental science education at the graduate level that can be used either to further professional aspirations or provide a platform for further graduate work.

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

Wherever possible student projects are integrated with coursework in order to emphasize tangible links between environmental science and the communities in which we live. Research methods and techniques, environmental instrumentation, and computer applications form an integral part of the graduate program.

SPECIAL FEATURES

- Completion in approximately two years
- Many courses are taught in the late afternoon or evening
- Small class size
- Non-thesis and thesis options
- Blends the natural and physical sciences with policy
- Incorporates computer application skills in modeling and GIS

ADMISSION REQUIREMENTS

1. Submit a completed Wesley College Graduate Application Form with application fee.
2. Have an earned Baccalaureate degree in environmental science or related field from a regionally accredited college or university, with a cumulative GPA of 3.0 or higher. Send official transcripts of all prior academic work to the Office of Graduate Studies.
3. Submit a professional résumé.
4. Submit two letters of recommendation. At least one letter should address the academic capabilities of the student.
5. Submit a two-page typed paper addressing the applicant’s interests and background in the environmental field.
6. Conditional admission may be offered to students with a GPA less than 3.0 by approval of the department. The students’ satisfactory progress by earning an “A” or “B” in two courses will be reviewed at the end of the first semester.
PROGRAM REQUIREMENTS

1. Students enrolled in the M.S. Program are required to successfully complete 30 credit hours of approved coursework at the 500 or 600 level while in good academic standing.
2. Students must complete ES506 and 507.
3. Students can select either the non-thesis or thesis option, but must inform the Program Director of this selection by the end of their first semester. This selection will be recorded on the student’s official transcript.
4. Students in the thesis option must:
   a. form a committee of at least three members, one of whom is an expert from outside Wesley College; this committee will guide the student in developing and completing the thesis project.
   b. defend their proposal before the committee; the proposal will contain a background literature review and a research plan.
   c. Conduct a public defense of their completed research, including submission of a journal ready manuscript.
   d. obtain from the Committee Chairperson, and file with the College Registrar’s Office, letters of completion for the proposal defense and for the final presentation.
ACCREDITATION
The Wesley College RN to Master of Science in Nursing program and Certificate programs are accredited by the:

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

CERTIFICATION
The Wesley College Adult Gerontology CNS program meets AACN's educational eligibility requirements for AACN Certification Corporation’s ACCNS-AG certification exam.

AACN Certification Corporation
American Association of Critical-Care Nurses
101 Columbia, Aliso Viejo, CA 92656
800-394-5995
www.aacn.org/certification

The Wesley College MSN graduate has eligibility to test for the Adult-Gerontology Clinical Nurse Specialist –Board Certified (AGCNS-BC) credential through ANCC.

ANCC
PO Box 8785
Silver Spring, MD 20907-8785
http://nursecredentialing.org/AdultGerontologyCNS

PROGRAM
RN to BSN/MSN
Upon completion of this entire program, you can earn a:
- Bachelor of Science in Nursing from Wesley College AND
- Master of Science in Nursing from Wesley College

Master of Science in Nursing – Clinical Nurse Specialist

CONCENTRATION
Role: Clinical Nurse Specialist
Population Focus: Adult-Gerontology
Practicum Hours: 500
DESCRIPTION:
The RN to 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.

For more about the clinical nurse specialist:
http://www.nacns.org

STUDENT LEARNING OUTCOMES AND ROLE SPECIFIC COMPETENCIES (RSC)
Graduates of the RN to BSN/MSN Program:
1. Synthesize existing nursing theoretical and social frameworks that may serve as a basis for professional nursing practice to support the adult-gerontology population from acute care to health promotion and wellness (RSC: Direct Care Provider)
2. Influence organizational structure in relation to functions and outcomes (RSCs: Direct Care Provider, Consultant, Systems Leader)
3. Demonstrate leadership through effective decision making that stimulates change, quality improvement and safe practice (RSCs: Systems Leader, Ethical Decision Maker)
4. Measure outcomes utilizing evidence-based research that supports advanced practice nursing in the adult-gerontology population from acute care to health promotion and wellness. (RSC: Direct Care Provider, Researcher)
5. Generate innovative nursing interventions and practice in varied health care settings. (RSCs: Direct Care Provider, Consultant, Collaborator)
6. Maximize the potential of technologies in the provision of advanced practice interventions that enhance communication, coordination, and integration of care. (RSCs: Consultant, Researcher)
7. Act on an analysis of social, economic, political and cultural forces influencing advocacy with the health care delivery system (RSCs: Collaborator, Ethical Decision Maker)
8. Function independently and collaboratively with other inter-professional teams in the health care system. (RSCs: Direct Care Provider, Collaborator)
9. Participate in a culture of lifelong learning and professional growth. (RSCs: All CNS Competencies)

SPECIAL FEATURES
- Career mobility model that allows progression without repetition
- Evening classes that meet once weekly; same day the entire program; hybrid format classes
- Full time doctoral prepared faculty teaching in small seminars
- Emphasis on expert roles in practice, research and education
- Thesis or non-thesis option
- Graduates are eligible to sit for the Adult-Gerontology Clinical Nurse Specialist board certification examination which aligns with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education.

For more information on the APRN consensus model go to: https://www.ncsbn.org/738.htm
ADMISSION REQUIREMENTS

- A current, unencumbered United States Registered Nurse license

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

- A degree in nursing from an accredited nursing program. Submit official transcripts.
- A cumulative GPA of 3.0 is required for full admission. Conditional admission for those with a GPA < 3.0 may be offered after review of all required materials. Submit official transcripts.
- Two letters of reference. At least one letter should address the academic capabilities of the candidate.
- A professional resume

ASSOCIATE DEGREE OR DIPLOMA RN GRADUATE

A. Transfer credits from basic nursing education program
   - Wesley College Transfer Policy

B. Undergraduate Core Requirements: 12 credits
   - Statistics
   - Three courses from the Wesley College core curriculum at the 300 level of courses. These must be taken at Wesley College.

C. Bridge Sequence: 15 credits
   NR504 Population Focused Care
   NR505 Seminar in Professional Nursing
   NR507 Theory and Evidence Based Practice
   NR508 Health Policy

D. Graduate Sequence: 39 credits
   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
   NR610AG: Advanced Practice Nursing I
   NR612AG: Advanced Practice Nursing II
   NR615: Graduate Nursing Research II
   NR616AG: Advanced Practice Nursing III
   NR620AG: Thesis/Project
E. Graduate Nursing Electives: *

**Electives are offered on a rotating basis and/or upon student request or health care trend need. An elective may be taken for the student to expand an area of interest. Electives are not required.**

NR516: The Process of Curriculum Building in Nursing
NR517: Intro to Public Health Administration
NR518: Nursing Case Management & the APN
NR536: Field Study in International Health
NR604: Palliative Care, Nursing at the End of Life
NR605: Childcare Health Consultant Training Program
NR630: Ethnographic Field Techniques
NR631: Culture and Health
NR632: Ethical Decision Making
NRxxx: Graduate Special Topics
NR500A: Special Topics: The Nurse as Entrepreneur
NR500C: Special Topics: Nursing Response to Bioterrorism
NR500D: Special Topics: Forensic Nursing
NR500G ST: Disaster Preparedness for Nurses
NR600D ST: Care of the Older Adult Advanced Concepts & Application
NR600E: Special Topics: Alternative Therapies

RN WITH BACHELOR'S DEGREE IN NON-NURSING MAJOR

A. Transfer credits from basic nursing education program and baccalaureate degree
   a. Wesley College Transfer Policy
B. Bridge sequence: As noted previously
C. Graduate sequence: As noted previously
D. Graduate Nursing Electives: **Electives are offered on a rotating basis and/or upon student request or health care trend need. An elective may be taken for the student to expand an area of interest. Electives are not required.**

BACHELOR OF SCIENCE IN NURSING GRADUATE (B.S.N.)

A. Graduate Sequence: As noted previously
B. Graduate Nursing Electives: **Electives are offered on a rotating basis and/or upon student request or health care trend need. An elective may be taken for the student to expand an area of interest. Electives are not required.**
POST MASTER’S CERTIFICATES IN NURSING

POST MASTER’S CERTIFICATE IN NURSING EDUCATION - ONLINE
DESCRIPTION:
The Post Master’s Certificate in Nursing Education allows those nurses prepared for clinical roles at the advanced practice level to gain the necessary knowledge for the role of nurse educator in a variety of settings. The curriculum consists of 15 credits including the teaching practicum.

ADMISSION REQUIREMENTS
- A current, unencumbered United States Registered Nurse license
- Master of Science in Nursing earned degree
- Submit official transcripts.

STUDENT COMPETENCIES
1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

ONLINE COURSE OF STUDY IS AS FOLLOWS:
NR637 Theory and Process in Nursing Education
NR636 Evaluation and Classroom Methods in Nursing Education
NR639 Curriculum Development & Implementation
NR638 Nursing Education Practicum

POST MASTER’S CERTIFICATE IN ADULT-GERONTOLOGY

DESCRIPTION:
The post-master’s certificate for adult-gerontology clinical nurse specialist serves those master prepared nurses who require additional coursework to meet eligibility requirements to take the national certification examination as an adult-gerontology clinical nurse specialist. Students will complete clinical practice hours in the advanced practice nurse role and be prepared to practice in three spheres of influence: patients and families, nurses and nursing practice, and organizations. The Adult-gerontology CNS area prepares post-master’s RNs to provide advanced care to adults experiencing complex acute health problems. The post masters RN will use advanced diagnostic and assessment skills and interventions to manage and improve patient care. Graduates are prepared for the national certification examination as an adult-gerontology clinical nurse specialist through a national certifying organization.

ADMISSION REQUIREMENTS
- A current, unencumbered United States Registered Nurse license.
- Master of Science in Nursing earned degree with a clinical focus.
- Submit official transcripts.
**STUDENT COMPETENCIES**
The Post Masters CNS Adult Gerontology graduate
- Provides advanced care to adults experiencing complex acute health problems.
- Uses advanced diagnostic and assessment skills and interventions to manage and improve patient care.
- Considers all influences on a patient's health status and the related psychosocial and behavioral problems arising from the patient's altered physiological condition.

**COURSE OF STUDY**
The Post Masters CNS Adult Gerontology is 16 credits:
NR601 Advanced Pharmacology
NR602 Advanced Pathophysiology
NR603 Advanced Physical Assessment
NR616PM Advanced Practice Nursing III
NR620PM Capstone
A maximum of 6 credits from previous study may be applied to earn the certificate. Those with previous credits in Advanced Pharmacology, Advanced Pathophysiology, and/or Advanced Physical Assessment must take NR600DST: Care of the Older Adult Advanced Concepts and Application.
ACCREDITATION

Wesley’s entry-level occupational therapy master’s degree program has received Accreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.

ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org.

The program completed the pre-accreditation review, an on-site evaluation, and was granted Accreditation status. The graduates are eligible to sit for the national certification examination for occupational therapy (NBCOT).

MAJORS
Masters of Occupational Therapy

DESCRIPTION
The Wesley College Department of Occupational Therapy offers an entry-level Masters in Occupational Therapy Degree. Through a strong curricular foundation, this program will prepare graduates to be generalists within the various arenas of the field. However, innovation and emerging practice areas have a strong emphasis. The program has a focus on meeting the needs of today’s healthcare industry, reform, and interdisciplinary practice. Hence emerging niches of health and wellness, chronic disease management, prevention and interprofessional collaboration encompass the curriculum. The program aims to develop leaders and innovators in these areas of practice.

Accreditation of the program has been obtained, its graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

SPECIAL FEATURES
- Sensory Lab
- Simulated Patient Experiences
- Syndaver® Labs
- Student research and professional presentations

ADMISSION REQUIREMENTS
Wesley will accept students upon receipt of candidacy status. Applications must be submitted through the OT Centralized Application Service (OTCAS). Please allow a few weeks for the OTCAS verification process.

Visit www.otcas.org to begin the application process.

Interested applicants may contact the admissions department for further information.

The admissions team may request a candidate interview.

Following receipt of a baccalaureate degree from an accredited institution, students are expected to enter into the program having completed the indicated prerequisite courses with a grade of "B-" or better and a cumulative grade point average no less than 3.0 on a four-point scale:

Human Anatomy and Physiology (2 semesters with a laboratory component)
English (1 semester)
Statistics (1 semester)
Physics or Human Movement (i.e. Biomechanics and Kinesiology; Exercise Science courses approved at the discretion of the admission’s committee) (1 semester)
Sociology or Cultural Anthropology (1 semester)
General Psychology (1 semester)
Abnormal Psychology (1 semester)
Developmental Psychology or Life Span Development or Human Development (1 semester)
All prerequisite courses must be completed within 10 years of submitting an application. At the discretion of the occupational therapy admission's committee, credit may be given through a CLEP process.

Additional Admissions Requirements:

- Documented observation hours with an OTR. Observation of two or more client populations are recommended.
- Three letters of recommendation, one from an OTR
- Applicant interview if determined by occupational therapy admissions committee
- For International applicants: Test of English as a Foreign Language (TOEFL) scores may be requested at the discretion of the occupational therapy admissions committee. Students requiring an F-1 Student Visa should contact the admissions department prior to submitting an application.

PROGRAM REQUIREMENTS

1. Students enrolled in the Masters of Occupational Therapy program are required to complete 52 credit hours of professional courses and 12 hours of clinical fieldwork.
2. Students will attend the program full-time throughout the indicated time-frame, including summer clinical fieldwork.
3. Each student who completes the requirements of the program with a cumulative average of a "B" (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master's degree in Occupational Therapy.
4. Only 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. For the MOT program one term is defined as an academic semester. Hence, students must meet the GPA requirement no later than the culmination of the semester following the semester of probation to avoid dismissal. Students cannot receive probation more than two times during their academic career in the program. *Please note, failure of a Level II fieldwork could result in immediate dismissal from the program.

Academic Standing:

- Students must maintain a minimum GPA of 3.00.
- Students may receive a maximum of two C grades during their time in the program.
- Students not meeting the requirements for academic progression will be dismissed from the program.
- Students receiving a grade below a C risk being dismissed from the program.
- Students dismissed from a program may petition for re-admission following one year after dismissal.
- Students may repeat a maximum of two courses.
- Students may repeat the same course only once.
- Students may repeat a maximum of one Level II Fieldwork experience.

Progression, Probation, Remediation Plan, Dismissal, and Grievance: A student must be in good academic standing as outlined above. A student may not receive academic probation more than twice during their academic MOT program. In the case a remediation plan is set in place, the conditions of such plan must be met for progression in the program. In the case a dismissal from the program, the student can petition, through a formal written request, to be re-admitted following a period of one year following their dismissal. Dismissal can occur based on academic performance in addition to academic dishonesty of behavior endangering other's safety and well-being as outlined below

<p>| Professional Courses | 52 Credits |
| Clinical Fieldwork   | 12 Credits |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT500: Fundamentals of OT I: History and</td>
<td>OT505 Biomechanics</td>
</tr>
<tr>
<td>Theory</td>
<td>OT511 OT in Mental Health and Psych</td>
</tr>
<tr>
<td>OT501: Fundamentals of OT II: Emerging</td>
<td>OT507/OT509 OT505</td>
</tr>
<tr>
<td>Practice and Advocacy</td>
<td>OT506 Human Structure and Function II</td>
</tr>
<tr>
<td>OT505: Human Structure and Function I:</td>
<td>OT507 OT505</td>
</tr>
<tr>
<td>Anatomy and Physiology Lecture and Lab</td>
<td>OT512 Assessment and Interventions in OT I</td>
</tr>
<tr>
<td>OT506: Human Structure and Function II:</td>
<td>OT516 Clinical Reasoning Professional Behavior I</td>
</tr>
<tr>
<td>Neuroscience and Behavior Lecture and Lab</td>
<td>OT514 Fieldwork Level Ia</td>
</tr>
<tr>
<td>OT507: Health and Wellness I: Conditions</td>
<td>OT515 Fieldwork Level Iia</td>
</tr>
<tr>
<td>in Adults and Gerontology</td>
<td>OT507 OT507</td>
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<tr>
<td>OT508: Health and Wellness II: Conditions</td>
<td>OT508 Health and Wellness II</td>
</tr>
<tr>
<td>in Pediatrics and Adolescent</td>
<td>OT507 OT507</td>
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<tr>
<td>OT509: Occupational Performance</td>
<td>OT501 Fundamentals of OT II</td>
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<tr>
<td>OT510: Biomechanics and Physical Dysfunction</td>
<td>OT501 OT510</td>
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<tr>
<td>OT511: OT in Mental Health and Psychosocial</td>
<td>OT500 OT500</td>
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<tr>
<td>Practice</td>
<td>OT512 OT505</td>
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<tr>
<td>OT512: Assessment and Interventions in OT</td>
<td>OT505 OT505</td>
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<tr>
<td>I: Adults and Gerontology</td>
<td>OT511 OT511</td>
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<tr>
<td>OT513: Fundamentals of fieldwork: Clinical</td>
<td>OT512 OT505</td>
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<tr>
<td>Skills and Communication</td>
<td>OT513 OT513</td>
</tr>
<tr>
<td>(Includes a 1 week experience and Medical</td>
<td>OT514 OT514</td>
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<tr>
<td>Terminology Exam)</td>
<td>OT515 OT507</td>
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<tr>
<td>OT514: Fieldwork Level Ia: Interprofessional</td>
<td>OT515 OT507</td>
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<tr>
<td>Collaboration</td>
<td>OT516 OT507</td>
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<tr>
<td>OT515: Level Iia: Immersion in Experiential</td>
<td>OT507 OT507</td>
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<tr>
<td>Practice</td>
<td>OT516 OT507</td>
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<tr>
<td>OT516: Clinical Reasoning and Professional</td>
<td>OT514 OT507</td>
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<tr>
<td>Behavior I:</td>
<td>OT514 OT507</td>
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<tr>
<td>*Includes competency Exam before Level II</td>
<td>OT514 OT507</td>
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<tr>
<td>fieldwork</td>
<td>OT515 OT055</td>
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<tr>
<td>OT517: Clinical Reasoning and Professional</td>
<td>OT515 OT507</td>
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<tr>
<td>Behavior II</td>
<td>OT515 OT507</td>
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<tr>
<td>OT518: Assessment and Interventions in OT</td>
<td>OT515 OT507</td>
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<tr>
<td>II:</td>
<td>OT515 OT507</td>
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<tr>
<td>Pediatrics and Adolescent</td>
<td>OT515 OT507</td>
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<tr>
<td>OT505: Interprofessionalism and Leadership</td>
<td>OT515 OT507</td>
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<tr>
<td>OT506: Leadership and Scholarly Inquiry I</td>
<td>OT515 OT507</td>
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<tr>
<td>OT507: Leadership and Scholarly Inquiry II</td>
<td>OT515 OT507</td>
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<tr>
<td>OT508: Assistive Tech and Universal Design</td>
<td>OT515 OT507</td>
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<tr>
<td>Lecture and Lab</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT510: Specialty Practice: Acute Care,</td>
<td>OT515 OT507</td>
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<tr>
<td>Hand Therapy, or Sensory Integration</td>
<td>OT515 OT507</td>
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<tr>
<td>(Selected based on Level Iib)</td>
<td>OT515 OT507</td>
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<tr>
<td>OT605: Seminar: Competencies in OT</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT606: Leadership and Scholarly Inquiry I</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT607: Leadership and Scholarly Inquiry II</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT608: Assistive Tech and Universal Design</td>
<td>OT515 OT507</td>
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<tr>
<td>Lecture and Lab</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT610: Seminar: Competencies in OT</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT611: Seminar: Competencies in OT</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT620: Fieldwork Level I: Speciality Area</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>OT621: Fieldwork Level II: Advanced</td>
<td>OT515 OT507</td>
</tr>
<tr>
<td>Experiential Practice</td>
<td>OT515 OT507</td>
</tr>
</tbody>
</table>
SPORT LEADERSHIP

DEGREE

Master of Arts - Sport Leadership

CONCENTRATIONS

Coaching Leadership
Sport Management

DESCRIPTION

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

SPECIAL FEATURES

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

ADMISSION REQUIREMENTS

1. Submit a complete Wesley College Application Form with application fee
2. Send official transcripts of all prior academic work to the Office of Graduate Studies
3. Have a Baccalaureate degree from a regionally accredited college or university
4. Submit two letters of recommendation. At least one letter should address the academic capabilities of the candidate
5. International students are not eligible for admission to this program
PROGRAM REQUIREMENTS

1. Students enrolled in the M.A. program are required to have daily access to the Internet in order to complete assignments in a timely manner. They are to have the capability to stream video, download and upload various file types.

2. Students enrolled in the M.A. program are required to complete 21 hours of core courses and 12 hours of electives.

3. Students will complete the Research Design and Methods course and capstone Project and Field Experience course following completion of all other courses in the program.

4. Each student who completes the requirements of the program with an overall average of "B" (minimum GPA of 3.0 on a 4.0 scale) will be awarded the Master’s degree in Sport Leadership.

5. Overall undergraduate GPA of 3.0 (4.0 scale).

6. If a course is dropped, retaking of a course can only occur during the scheduled course rotation; and must adhere to the 5 year graduation requirement from matriculate date.

MASTER OF ARTS - SPORT LEADERSHIP

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

COACHING TRACK: 12 CREDIT HOURS
SL510 Theories and Principles of Sport Management
SL511 Coaching Psychology
SL516 Injury Prevention
SL522 Training Principles and Strategies

SPORT MANAGEMENT TRACK: 12 CREDIT HOURS
SL510 Theories and Principles of Sport Management
SL518 Sport Finance
SL519 Sport Governance
SL521 Sport Promotion

COACHING CERTIFICATE: 15 CREDIT HOURS
SL508 Legal Aspect of Sport
SL511 Coaching Psychology
SL516 Injury Prevention
SL517 Leadership Organization and Administration
SL522 Training Principles and Strategies
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

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

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

BA511  Quality Planning and Control
Studies the total quality organization embracing the total ability to see the organization as a whole and to understand quality aspects of integrated strategic planning, empowered how and why the functions of a business are interdependent workers, internal and external quality assessments and must be carefully managed for the organization to benchmarking, supplier/vendor agreements and customer perform well. Students are encouraged to relate the opera-focus. Quality Functional Deployment (QFD) and Continuation of their own firm to the course content. Quality Improvement (CQI), supportive of Total Quality Management are included.  
3 credits
BA512  Legal Options in Business
Studies law governing commercial transactions, relationships of parties-of-interest and organizations involved. Emphasizes applications and options in decision-making. 3 credits

BA513  International Management
Examines international business, integrating theory, policy, and application in a global setting. Topics include theories of international trade, types of investment, exchange rates, international finance, government intervention in trade and the role of global institutions in promoting world trade and trade blocs. 3 credits

BA514  Contemporary Issues Seminar
Studies current issues of interest that will vary from time to time. Although topics generally will be macro in scope, events may suggest appropriate micro topics as well. 3 credits

BA515  Strategic Planning and Analysis
Serves as a capstone course in business policy that stresses a synthesis of the functional business fields. Course develops student ability to see the organization as a whole and to understand how and why the functions of a business are interdependent and must be carefully managed for the organization to perform well. Students are encouraged to relate the operation of their own firm to the course content. 3 credits

BA518  Economics of the Environment
Introduces students to the integral economic aspects of environmental issues. Includes economic analysis applied to resource allocation, international environmental issues, and pollution issues as related to air, water, and solid and hazardous wastes. Different government-based and market-based policies in regards to environmental issues are examined. Consequences on the environment and related aspects of these policies are discussed. 3 credits

BA519  Quantitative Methods for Sustainability
Focuses on research methods and quantitative skills necessary to support sustainable business communities. Skills necessary to conduct graduate level research, to gather information relevant to the problems of sustainability, and to develop decision-based models for evaluating selected problems are pursued. Specific topics include research methods, data collection, forecasting methods, decision-making techniques, and inferential statistics. 3 credits

BA520  Sustainable Business Communities
Serves as a capstone course for the concentration in environmental sustainability. Three integrated sections, each with its own objectives but with interrelated areas and common/unified threads include the overall understandings of the science elements of nature as they pertain to business operations, relationships between sustainability of the natural environment and business operations, and social arrangements/systems that foster sustainability in the business context. 3 credits

BA521  Entrepreneurship
Analyzes those values frequently observed in successful entrepreneurships such as curiosity, creativity, integrity, and tenacity. Utilizing all of the functional areas of business, each student develops an idea into a business plan that includes launching and growing a sustainable business. 3 credits

BA525  Innovation Leadership
Promotes a value-based mindset of creative and collaborative leadership. Teamwork skills and the significance of information technology are emphasized in the process of producing creative ideas, products, services, and solutions. 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
CRIMINAL JUSTICE

CJ500  Criminological Theory
This course is a survey of the historical and contemporary attempts to explain the phenomena of crime and criminal behavior from the perspectives of sociology, psychology, economics, biology, and law. Emphasis will be placed on contemporary theories and the analysis of evidence supportive of various theoretical positions. 3 credits.

CJ501  Criminal Law and Criminal Jurisprudence
This course provides an overview of criminal law and its relation to the criminal justice system. The class employs theoretical, common law, statutory and case law materials to the study of the legal elements of a crime, excuse/justification, sentencing and punishment. The second half of this course focuses on the basic principles of criminal jurisprudence – the balancing of individual rights with police functions and the need to ensure public safety. Emphasis will be directed at the criminal law and doctrine that has developed under the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments. 3 credits.

CJ502  Statistical Applications in Criminal Jurisprudence
Students will learn techniques to manage and analyze quantitative data. Students will learn the scientific method to the study of crime and criminal justice. Topics discussed will be methodological designs; survey research; data management and ethical issues that govern the study of crime and justice. 3 credits.

CJ503  Ethical and Contemporary Issues in Criminal Jurisprudence
This course addresses various aspects and approaches to the practice and study of ethics in the criminal justice system. Topics include philosophical approaches to crime and punishment, as well as the responsibilities, moral quandaries and ethical dilemmas faced by legal professionals, law enforcement, correctional officers and others involved in the criminal justice system. 3 credits.

CJ620  Capstone Research Methods and Application Seminar
This capstone course requires the successful completion of a significant empirical research study. It consists of directed research in criminal justice. The student is required to present the study's findings in a scholarly paper and an oral presentation. Pre-requisites: (The other 4 core courses – CJ500, CJ501, CJ502, CJ503). 3 credits.

L3415/CJ515  Restorative Justice: Theory and Practice
This course explores the model of restorative justice, a newer movement that differs from the traditional criminal justice model. In recent years, there has been a movement by the criminal justice system to include victims and members of the community as a part of the rehabilitation process. Under the restorative justice model, offenders are held accountable for their actions and the goal is to restore them to be law-abiding citizens. 3 credits.

L3416/CJ516  Cyber Crime: Emerging Trends
This course addresses the evolution of criminal activity involving internet technology. Areas of study will include cyber terrorism, cyber stalking, espionage, information warfare, electronic fraud, "phishing", systems interference and other virtual crimes. 3 credits.

CJ600  Restorative Justice Model: Applications
Students will be introduced to models of restorative practices used in criminal justice, community, and social services contexts. Drawing on the latest research, students will explore and critique three core models—mediation, conferencing, and circles. We’ll also discuss other models and restorative practices, using international examples to highlight the importance of a human rights culture. Prerequisite: L3 415/515 Restorative Justice: Theory and Practice. 3 credits.

CJ601  Restorative Justice in Educational Settings
This course will focus on both the theory and practice in the development, implementation and application of restorative approaches in educational environments. Students will critically consider the potential of restorative justice for creating safe, nurturing and engaging educational settings and communities. This class will explore Restorative Justice in primary, secondary and tertiary educational institutions as well as after-school programming, recreational and residential settings. This course of study will focus on the distinctive features and challenges of restorative justice in education. Prerequisite: L3 415/515 Restorative Justice: Theory and Practice. 3 credits.

CJ602  Restorative Justice and Victimology
This course is a survey of the evolving field of victimology from its preoccupation with the study of the victim as a co-active participant in crime to the reemergence of the victim as the focus of the criminal justice system and public policy. This course will also examine how restorative justice, which seeks to address the needs of victims, offenders, and the community, effects the victimology. Prerequisite: L3 415/515 Restorative Justice: Theory and Practice. 3 credits.
CJ603  Special Topic Seminar (i.e., Multiculturalism and Diversity in Criminal Justice)
Special topics are seminars that focus on varying selected issues and problems confronting criminal justice. The purpose of this course is to present a conceptual framework to provide understanding of the special conditions of minorities in the context of the criminal justice system and encourage the development of culturally and gender specific awareness and practical approaches to meet their needs. Prerequisite: CJ 500 Criminological Theory. 3 credits.

CJ604  Criminal Behavior and the Law
This course will focus on some of the psychological causes and effects of criminal behavior. Students will explore the causes of various psychological abnormalities. Finally, students will learn how different psychosis affect a person's actions. Prerequisite: CJ501 Criminal Law and Criminal Jurisprudence. 3 credits.

CJ605  Juvenile Justice: Theories and Issues
This course provides a contemporary overview of theoretical issues and concerns with juvenile delinquency. Students will study how economics, culture, politics and society impacts youth. In this seminar, students will review recent research and trends in problem solving the issue of juvenile delinquency. Prerequisite: CJ 500 Criminological Theory. 3 credits.

CJ606  Law and Social Policy
This course will explore the relationship between law and social policy in contemporary American society. Students will explore (1) the ways in which social problems become defined as legal issues; (2) the role which cultural values and assumptions play in framing legal arguments and influencing judicial opinions and remedial programs; and (3) the strengths and limitations of the law as a means of achieving specific policy objectives. Prerequisite: CJ 503 Ethical and Contemporary Issues in Criminal Jurisprudence. 3 credits.

CJ607  The Criminal Justice Process
This course analyzes the structures, functions and operations of the various criminal justice agencies, including the police, the court, and corrections within the overall context of the criminal justice system. 3 credits.

CJ608  Contemporary Issues in Corrections
This course provides the student with the opportunity for an in-depth focus on the various issues that impact upon our correctional system and its effectiveness. Students will consider various factors such as community demands for crime control; societal concerns about mass-incarceration; sentence disparities and political pressures to address such demands. 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

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. Prerequisite: ED510. 3 credits

ED514  Language and Linguistics
Provides a comprehensive study of theories and research on language development in children. Emphasize the relationship between language development and expectations of the school environment (psychosociolinguistics, discourse analysis, and culture). 3 credits
ED515  Methods in Process Writing  
Provides opportunities for teachers to explore their own writing process as they keep a writing journal and share pieces with their peers. The course examines ways to involve children and adolescents in purposeful writing and in learning to revise and edit their writing for a variety of audiences. 3 credits

ED516  The Diverse School  
Explores contemporary pluralism within U.S. educational environments. This course explores student diversity – characterized by ethnicity, language, cultural background, gender, socio-economic background, sexual orientation, and exceptionality – in relation to multiple dimensions of school life: differentiated instructional strategies, the formal curriculum, the informal curriculum, teacher and student relationships, connections with family and community, and teachers' professional development. 3 credits

ED517  Issues in Education  
Explores contemporary issues and practices in U.S. education. This course begins with an examination of the major philosophical perspectives to education and their application to educational practice. Readings and discussions will focus on current practices and issues, models of reform, the impact of reform strategies, leadership, and change. Students will examine the works of researchers, policymakers, and practitioners at all levels of the educational system. 3 credits

ED518  Content Preparation Practicum  
In this independent study course, students will work with a content expert to increase knowledge in an area of mutual interest, and with an educational expert to develop a teaching unit based on this content. The unit could be taught during student teaching in the MAT program plus one of the following: ED540 Topics in Science Education; ED550 Topics in Mathematics Education. 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

ED524  Seminar on Exceptional Children  
Examines the characteristics and instructional needs of exceptional learners and explores research-based techniques for adapting classroom instruction to accommodate the integration of exceptional children in regular classrooms. 3 credits

ED526  Student Teaching Middle and Secondary Education (MAT only)  
Provides fourteen weeks of full-time experience with and practice in a middle or secondary classroom. Prerequisites: admission to the initial certification graduate program and permission of the Director of Graduate Studies in Education. Co-requisite: ED5XX The Reflective Practitioner. 9 credits

ED527  Portfolio Development  
Provides support for the creation of a portfolio to demonstrate progress in meeting goals of the course of study. 1 credit
ED528  Experiential and Adventure Leadership Training 1
This course is designed to give students practical experience in experiential and adventure leadership through participation, organizing, and creating activities using experiential learning methodologies. Students will become familiar with the principles and general approaches of Adventure Education and the Cooperative Learning Model. Students will gain first-hand experience through active participants and reflection of experiential learning activities, and transform this knowledge into developing their own experiential learning units. Students engage in activities designed to enhance students’ understanding and appreciation of individual differences of the affective domain. 3 credits

ED529  Experiential and Adventure Leadership Training 2
This is the second course in a series. It directs students' critical examination of their experiential and adventure teaching experiences with respect to content and pedagogical content knowledge, unit design, and facilitation principles. This fieldwork experience will provide students an authentic opportunity to implement, adjust and reflect on their own experiential and adventure unit. Students will develop observational skills, gain further understanding of the Adventure Education and Cooperative Learning Models, and the leadership development. Prerequisite: KN 5xx Experiential and Adventure Leadership Training 1. 3 credits

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

ED538  Full Spectrum Leadership
This course offers an exploration of authentic leadership as a model that emerges from the synthesis and synergy of mind, body, and spirit to weave presence and intent into a climate of transformative trust in the service of individual and group wellbeing. Varied learning methods will challenge students in perception, motivation, leadership, communication, group dynamics, conflict resolution and personal authenticity. 3 credits

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

ED539  Professional Practicum in Education
Allows M.ED/MA.ED candidates observational/internship experiences in their existing or prospective workplace. The practicum should occur early in the candidate's program of study, and serve along with foundational coursework as an anchor for identifying a meaningful research question that naturally evolves from the setting. The length and nature of the observation or internship must be approved by the Graduate program director in education, and overseen by a member of the Education faculty. The department's Practicum agreement form must be filed with the program chair prior to approval for the credits. The course is available only to candidates with full admission status. 3 – 6 credits, depending upon the role of the practicum in the candidate's program of study.

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
ED580  Student Teaching I
Students participate in fourteen weeks of full-time experience as a practicing classroom teacher under the supervision of a certified classroom teacher and college supervisor. A regularly scheduled seminar (ED537) will be an integral part of this course and covers topics such as preparing for instruction, creating a classroom environment conducive to learning, motivating students to learn, implementing effective instructional strategies, as well as professionalism in the secondary classroom. Pre-requisite: ED506A, ED533, ED534, ED536 AND the successful completion of content area praxis (www.ets.org). (Fall) 6 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. 1 credit

ES507  Experimental and Project Research
Student is expected to conduct guided research and write their results in a format suggested by editors of leading biological and environmental sciences journals. Prerequisite: grade of “B” or higher in ES506. 2 credits

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. 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 disposal 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. 3 credits

ES513  Introduction to Geographic Information Systems
Introduction to the foundations, theory, and use of geographic information systems. This course provides students with grounding in mapping theory, GIS software, geographic data sources, and applications. Provides students with a different set of tools with which to analyze, display, and understand geographic data. Designed to cover applications in demography, business, epidemiology, and other disciplinary areas. A significant portion of the course will be self-paced; the instructor acts as a facilitator and mentor. Serves as a prerequisite for advanced GIS studies. 3 credits

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

ES535  Environmental Regulatory Permitting and Risk Assessment
Analyzes the major contemporary and proposed legislative and regulatory programs that affect both the private and public sectors of the environmental profession. Current, strategic risk assessment mechanisms that evaluate, manage, and minimize risk will be incorporated into individual assignments and group projects via the use of scientific and economic information for the formulation of public and private sector policies with specific emphasis on indoor air quality and ambient atmospheric masses. 3 credits

ES545  Current Topics in Environmental Sciences: Soils and Water Resources
Analyzes the status of environmental impact interactions on the soil communities, surface water, and ground water. Individual assignments and group projects will reflect student's interests and expertise in the identification, analysis, and subsequent recommendations for soil improvement, land use, and water quality remediation. 3 credits

ES547  Environmental Policy
Economic, ethical, and political aspects of analyzing conflicts surrounding transportation, endangered species, land use, air and water pollution, and energy policy. Explores evaluation of alternatives for solution of complex environmental problems. Prerequisite: Graduate standing. 3 credits

ES555  Environmental Instrumentation
Instrumentation techniques currently used to assess samples from atmospheric, hydrologic, geologic, and biospheric sources. Quality assurance and quality control procedures will be incorporated into the analytical procedures that will be integrated into individual student assignments and group projects. 3 credits

ES556  Limnology
Cross-referenced with BI355. Examines the ecology of aquatic habitats in which the biota of lakes, marshes, and estuarine systems are studied utilizing field surveys and individual projects. Prerequisite: Graduate standing. 3 credits

ES580  Science Internship
This internship is designed to help students connect their academic studies to practical applications by offering academic credit for environmentally-focused work experience. A well-designed internship will allow students to develop professional skills, gain hands-on experience, evaluate career opportunities and begin building a professional network. This course emphasizes that earning academic credit for work experience requires more than just showing up for work and doing a good job. Introductory, biweekly, and concluding evaluation conferences will be held with the student, program director, and cooperating organization. Following the completion of the internship students will be required to submit a reflection on their experience. This reflection could be in the form of a presentation or portfolio. This is a 14 week internship that will require students to work a minimum of 70 hours per credit hour earned. Prerequisite: Approval of Program Director and approved internship application. 1 - 3 credits

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ES600  Environmental Sciences Integrated Thesis Project
ES600A and ES600B Environmental Sciences Integrated Thesis Project Thesis project selection, experimental design, collection, and analysis of data, and subsequent presentation. ES600A is required for students in the thesis track, but ES600B is not required. Courses can be taken concurrently. 3 credits

NURSING

NR500C  Response to Bioterrorism
This course explores intentional disaster and the role of the nursing professional in promoting the health of the community and the consumer by structuring, developing, and fostering an environment prepared to respond and manage a major public health emergency, particularly bioterrorism. Case scenarios are utilized to facilitate implementation of physical and psychosocial disaster preparedness principles. (TBA) 3 Credits

NR500D  Forensic Nursing
To provide the graduate student with an overview of Forensic Nursing Practice within the scope of the nursing process, by applying the standards and principals of nursing practice to questions of law. (TBA) 3 Credits

NR504  Population Focused Care
This clinical course is designed to provide students with the opportunity to apply the nursing process to the community as the health client. Students will use principles of public health nursing 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. Practical experiences utilize a variety of community settings RN Licensure. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. 5 credits

NR505  Seminar in Professional Nursing
This is a seminar course focusing on issues pertinent to professional nursing practice and providing an opportunity for graduate students to design and lead a seminar presentation. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. 3 credits

NR507  Theory & Evidence Based Practice
This course examines theories of nursing and other theories relevant to nursing practice. The relationship among theory, research and evidence based practice is explored and applied to real life practice situations. The role of the nurse in support of this theory, research and evidence based practice is addressed through a theoretical capstone paper, research critiques, and a poster presentation. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. 3 credits

NR508  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. Current licensure as an RN. Admission to the RN to MSN Program or permission of the Program Director. 4 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. Current RN license in Delaware or a compact state. Completion of Bridge component of Nursing Program or BS in Nursing. 3 credits

NR512  Leadership Role in Advanced Practice Nursing
This course is designed to examine the leadership strategies and nursing roles for influencing practice decisions within the health care system. It provides the framework for the implementation of the advanced practice role in departments of nursing, health care provider organizations and alliances or other health care settings. Emphasis is placed on the leadership role of the clinical nurse specialist as expert clinician, educator, consultant and researcher. Current RN license in Delaware or a compact state. Completion of Bridge component of Nursing Program or BS in Nursing. 3 credits
NR515  Graduate Research I
This course builds upon the knowledge acquired in baccalaureate level courses and is designed to enable 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, procedures for analysis, ethical considerations and funding sources. Students will critique two nursing research articles. In addition, students will design two research proposals, one qualitative and one quantitative, the proposals will be based on a literature review in a selected area of research. The study background and proposal will be presented in the form of a research proposal. Current RN license in Delaware or a compact state. Completion of Statistics and Bridge component of Nursing Program or BS in Nursing. 3 credits

NR516  Process of Curriculum Building in Nursing
The course is designed to provide clinical nurse specialist students with the opportunity to build upon their fundamental nursing knowledge related to teaching and learning. Students will be engaged in the process of curriculum formation, revision, and evaluation for nursing, patient, and community education. Students will apply the teaching/learning process and curriculum theory to design a variety of educational units. BSN or completion of bridge required. 3 credits

NR517  Intro to Public Health Administration
The course provides an introduction to organization and management theory as they relate to health service institutions and the administrator’s role. The essentials of the public health organization and the health care system will be reviewed with regard to human resource management and development issues, organizational design and development, shared administrative responsibility, regulatory agencies, governmental factors and fiscal realities. The course will provide an overview of the way public and personal health services are structured, managed, regulated, financed and delivered at the federal, state and local levels. Tools for analyzing individual, group and organizational effectiveness will be used to integrate theory and practice in the public health system. BSN or completion of bridge required. 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

NR536  Field Study in International Health
Explores the sociocultural dimension of health/illness and systems in a selected country. Visits to health resources are a major component. 3 credits

NR600D  Care of the Older Adult Advanced Concepts & Application
This course will address issues that affect the health and wellbeing of older adults. Content will focus on the competencies necessary for the clinical nurse specialist to provide high-quality care to older adults and their families at an advanced practice level. Attitudes and expectations regarding aging and older adults, effective assessment of older adults and management of common and complex age related health concerns will be addressed. Participants will apply their knowledge of family and community resources available to serve vulnerable populations of elders and ways to promote safe, effective, evidence based practice with older adults. This course will be offered as an online course. (TBA) 3 Credits

NR601  Advanced Pharmacology
This course is designed to expand the advanced practice student’s knowledge of pharmacotherapeutics and pharmacokinetics 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. RN Licensure. Admission to the MSN Program, or with permission of the Graduate Program Director and the course coordinator. 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. Current RN license. Completion of baccalaureate Bridge component of Nursing Program or BS in Nursing. 3 credits

NR603  Advanced Physical Assessment
This 7 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 practices. Pre-requisites: RN Licensure. Admission to the MSN Program, or with permission of the Graduate Program Director and the course coordinator. 3 credits

NR604  Palliative Care, Nursing Care at the End of Life
This course provides essential and advanced practice concepts and best practices for quality care at the end of life. It combines holistic, humanistic caring with comprehensive palliative interventions of manage pain and other symptoms that occur at the end of life. This course includes basic and advanced practice interventions and concepts appropriate across the lifespan. 3 credits
NR605  Child Care Health Consultant Training Program
The Training Program for Child Care Health Consultants provides health professionals the opportunity to expand their knowledge and skills to provide consultation, training, and technical assistance to childcare providers in the State of Delaware.  3 Credits

NR610AG Advanced Nursing Practice I: Health Care in the Community
This clinical graduate course is designed to provide each clinical nurse specialist with the opportunity to use one theory based approach to address a geo-political community. Students will describe the Community and its sub-groups and determine the current and potential health level of the community and at least one subgroup. Students will identify facilitators and barriers to health promotion and disease prevention for the community as a whole, including community resources, programs, program sources and community capacity. Students will critique various approaches to community study. This course builds upon strengths, knowledge and skills acquired at the baccalaureate level. Students collect community data for analysis of needs. Key concepts will be addressed including levels of prevention, culture, community capacity building, distributive justice, power, poverty and strategies for behavior change at the community level. Prerequisite: RN License B.S.N. or completion of Nursing Bridge.  4 credits

NR612AG 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 health promotion, wellness and prevention of illness strategies while providing care to a small group of adult gerontology patients as client. The small group is selected from the community assessed in NR610 (Advanced Practice Nursing I) and utilizes community findings to identify potential resources and small group supports. Critical thinking, knowledge and assessment of group dynamics affecting the health status of the group are emphasized. The clinical component provides the clinical specialist student with the opportunity to contract with and follow a small group with specific health care needs. Prerequisite: RN license. B.S.N. or completion of Nursing Bridge. Completion of NR610 or permission of the instructor.  4 credits

NR615  Graduate Nursing Research II
This research course is designed to provide supervision to the graduate nursing student in the conduct of epidemiologic fieldwork and grantsmanship related to a student-selected population. Students will research the incidence, prevalence and determinants of disease and/or injury in a selected population. Class discussions focus on procedures for epidemiologic field investigation, data collection and grant writing or health restoration project. Prerequisite: RN License. Completion of NR515 or permission of instructor.  3 credits

NR616AG Advanced Nursing Practice III: Vulnerable & Special Populations
This is the third clinical course of the MSN program and is designed to provide an in-depth experience in the community based, population focused advanced practice nursing role. The student will develop, implement, and evaluate a program directed toward a student selected vulnerable population. The course provides the student with the 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 management and prevention. Students will participate in advocacy, organizing and health capacity building. Prerequisite: B.S.N. or completion of Nursing Bridge. Completion of NR612 or permission of the instructor.  4 credits

NR620AG Thesis/Project Advisement
This course is designed to provide the learner with the opportunity to integrate the knowledge and skills learned throughout the program. The capstone course provides an intensive experience in critical analysis, designed to broaden the learner's perspective and it provides an opportunity for the integration of learning gained throughout the curriculum. The learner must complete a scholarly project, clinical capstone or thesis that synthesizes advanced knowledge and skill to address an area of relevance to advanced practice nursing for the Adult -Gerontology population. Provides ongoing individualized faculty guidance as the thesis/project is followed through to completion. Prerequisite: All RN to MSN course requirements. Co-requisite NR616 or permission of the Graduate Nursing Program Director.  6 credits

NR630  Ethnographic Field Techniques in Health Care Settings
Provides a theory base and necessary skills for the logical interfacing of multiple methods used to answer research questions. Addresses triangulation and the appropriate blends of qualitative/quantitative approaches. Utilizes four self-selected field techniques related to their clinical area of interest. Possible techniques include: focused interview, event analysis, ritual report, photographic technique (still or video), oral history, storytelling, round-of-life, cultural inventory or mini-ethnography. Data analysis and presentation is addressed.  3 credits

NR631  Culture and Health
Explores cross-cultural considerations that affect select populations. Explores culturally universal themes and core concepts that influence health beliefs and behaviors. Student will analyze current issues involved in community-level programs for culturally diverse groups. The professional is role in meeting the health care needs of individuals, families, and groups in the community are addressed. Prerequisite: NR610. (Open to nursing and non-nursing upper level student with the permission of the instructor.)  3 credits

NR632  Ethical Decision Making in Health Care
Identifies the ethical dimensions of health care and clearly articulate a moral position based on ethical theory and principles. Provides a broad theoretic base in the philosophical foundations of ethical theory, moral development, and reasoning, and research methodologies appropriate to the study of ethical decision-making. Analytic skills are developed as the learner utilizes these philosophic foundations to identify and fully explore ethical issues in health care practice. Applies theoretical constructs as a basis for ethical reasoning and moral action.  3 credits
NR636  Evaluation and Classroom Methods in Nursing Education  
This course analyzes the methods of teaching and evaluation in nursing education. The course explores educational strategies appropriate for various learners, test construction, and other evaluation and assessment methods. 

3 credits

NR637  Theory and Process in Nursing Education  
This course is designed to explore teaching/learning models and the principles of teaching the adult learner in the nursing education setting. The course is the foundation for preparation of the nurse educator role. 

3 credits

NR638  Nursing Education Practicum  
This course is a practicum in a nursing education setting including staff development, community education, or formal nursing preparation programs at the diploma, associate or baccalaureate level. Students select a faculty mentor and site to complete the 90 hours and determine a mentor agreement that provides experiences in each level of the nurse faculty role. 

6 credits

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

3 credits

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

3 credits

Sample of Special Topics recently offered by the Department of Nursing:

NR600D ST:  Care of the Older Adult Advanced Concepts & Application  
NR600F ST:  Advanced Practice Care of Adults  
NR600G ST:  The APRN Certified Role
OCCUPATIONAL THERAPY

OT500  Fundamentals of OT I: History and Theory
This course introduces learners to the field of occupational therapy’s history, theory development, and official documents of the American Occupational Therapy Association (AOTA). The content emphasizes the importance of the historical and philosophical foundation of the profession. Upon completion of the course, learners will demonstrate knowledge of policies and procedures, as well as international, national, state, and local occupational therapy associations and related professional associations, and have a basic understanding of history and theory in the profession. 1 credit

OT501  Fundamentals of OT II: Emerging Practice and Advocacy
This course educates the learner on the various roles occupational therapists play in promoting the profession, and being agents of change, as practitioners, educators, researchers, consultants, and entrepreneurs. There is a focus on emerging practice areas and advocacy of the profession to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public. Through active learning, learners leave the course with skills for program development. Course content includes, yet not limited to, analyze of the trends in models of service delivery, electronic document systems, and telehealth technology. Learners develop strategies to assist the consumer in gaining access to occupational therapy services particularly addressing social injustice, occupational deprivation, and disparity in the receipt of services. Learners gain knowledge of the various reimbursement systems (e.g., federal, state, third party, private payer), appeals mechanisms, and documentation requirements that affect the practice of occupational therapy. The course also addresses ongoing professional responsibility, including fieldwork education, and participation in organizations or agencies promoting the profession. 1 credit

OT505  Human Structure and Function I: Anatomy and Physiology Lecture and Lab
This course provides an in depth examination of anatomy and physiology as it applies to human function. Learners will obtain an understanding of gross anatomy/surface anatomy, joint and muscle structure and function, neural structure and function and soft tissue influences and how this translates in to functional motion. Learning will occur through lecture and laboratory as well as through technological applications and human subjects to further apply the knowledge. Laboratory experiences and new generation SynDaver® examinations complement the course material. 4 credits

OT506  Human Structure and Function II: Neuroscience and Behavior Lecture and Lab
This course builds on previous courses examining anatomy and physiology and human development. Learners will obtain an understanding of neurological structure, function, dysfunction, and how this translates to function and participation in occupation. The course examines various neurological diagnoses, and cognitive conditions, typically benefiting from the provision of occupational therapy services. Learning will occur through lecture and laboratory as well as through technological applications and human subjects to further apply the knowledge. Laboratory experiences and new generation SynDaver®, cortical examinations complement the course material. 4 credits

OT507  Health and Wellness I: Conditions in Adults and Gerontology
The Health and Wellness course provides learners with an overview of normal human growth and development post adolescence through older adulthood. In this course, current literature on issues and trends in biomedical and social research will be emphasized. Learners will also learn about variables affecting an individual’s quality of life, well-being, and occupational behaviors. There is a focus on the role of occupation in the promotion of health and the prevention of disease and disability, heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health, and occupational performance of the individual. 3 credits

OT508  Health and Wellness II: Conditions in Pediatrics and Adolescent
The Health and Wellness course provides learners with an overview of normal human growth and development from birth through adolescence. In this course current literature on issues and trends in biomedical and social research will be emphasized. Learners will also learn about variables affecting the quality of life, well-being, and occupational behaviors of children and their families. There is a focus on the role of occupation in the promotion of health and the prevention of disease and disability, heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of children and families. 3 credits

OT509  Occupational Performance (includes components of Groups and Activities)
Occupational Performance will introduce learners to occupational performance, the relationship between occupation and occupational therapy practice, and an examination of the Occupational Therapy Practice Framework. Learners will be introduced to numerous occupation-based practice models and theories used in occupational therapy, and will begin to reflect on their occupational selves in this course. Learners will also discuss global social issues, learn the meaning and dynamics of occupation and activity, the importance of group process and dynamics in various contexts, and representing diverse cultures. 3 credits
OT510  **Biomechanics and Physical Dysfunction**  
This course provides learners with a solid foundation in the evaluation and treatment of physical dysfunction and how this relates to occupational performance. The learners will demonstrate knowledge and understanding of biomechanical analysis and the components of physical dysfunction using rehabilitative frames of reference. Emphasis will be placed on competence in dynamic systems principles in human movement, orthotic fabrication, prosthetic training and functional mobility. Additionally, the safe use of thermal and superficial modalities will be reviewed. The applied learning will be translated to disorders both acute and chronic with a progressive learning plan from simple to complicated conditions using advanced techniques. The Principles covered in lecture are applied through practical hands-on experiences and discussions during the application sessions. The course will require the learners to reflect on the Occupational Therapy Practice Framework as it applies to physical dysfunction.  

3 credits

OT511  **OT in Mental Health and Psychosocial Practice**  
This course builds on content from the previous courses relating to mental health and psychosocial practice in occupational therapy. Course content reviews and analyzes developmental psychology, concepts of human behavior, abnormal psychology, and sociology. Learners gain an appreciation of the role of sociocultural, socioeconomic, diversity factors, and lifestyle in contemporary society and related theories of practice. Upon completion of the courses learners will have skills to analyze the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. Active learning approaches include designing and implementing individual, group and population based interventions as related to mental health and psychosocial practice.  

3 credits

OT512  **Assessment and Interventions in OT I: Adults and Gerontology**  
Assessment and Interventions emphasizes the specific application of the previously acquired knowledge to more complex activities and issues of participation in adults and seniors. Learners develop theoretically sound, evidence-based interventions grounded upon the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Learners are engaged in dynamic learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and critical thinking. Didactic, active learning, and learner-centered approaches are implemented to develop and evaluate individual learner competencies throughout the curriculum.  

2 credits

OT513  **Fundamentals of Fieldwork: Clinical Skills and Communication**  
This course provides the necessary behavioral, social and clinical performance skills necessary to develop successful professional interaction with individual clients and groups. Medical terminology as well as emphasis on professional communication and written skills will be instructed. Learners will learn the behavioral art of therapeutic use of self. Emphasis will be on the learning of the use of implementing sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. Learning will occur through self-directed, experiential, didactic and active participation strategies. (Includes a 1 week experience; Group treatment and Medical Terminology Exam)  

3 credits

OT514  **Fieldwork Level Ia: Interprofessional Collaboration**  
This course provides the learners with the initial guided learning fieldwork experience to introduce the learner to the various health care and/or community settings, to apply knowledge to practice and to develop an understanding of the impact of disease and injury on the client and their family. Emphasis is placed on observational skills and the use of sound judgment in regard to the safety of self and others by adhering to safety regulations in the specific setting and scope of practice. Professional therapeutic interaction skills as well as a basic understanding of professional communication including written, verbal and non-verbal will be accomplished by the end of the course.  

1 credits

OT515  **Fieldwork Level IIa: Immersion in Experiential Practice**  
Level II fieldwork is an integral part of the OT Education and is designed to integrate the scientific principles learned in the didactic portion of the academic program in to the clinical arena. In Level II A, learners will learn to implement clinical reasoning, reflective practice, safety awareness and therapeutic use of self as a part of the therapeutic process in both individual and group interaction. Application and Expansion of the knowledge of Occupational Therapy will be performed including assessment, interventions, therapeutic use of occupations, exercise and activities as well as the appropriate documentation that supports this process. By the end of the Level II A fieldwork, learners will have developed a professional identity as an Occupational Therapy Practitioner and professional and the experiential practice will be ensued to build upon for the second year of advanced coursework.  

6 credits

OT516  **Clinical Reasoning and Professional Behavior I**  
This course is designed to develop and enhance clinical reasoning skills through integration of personal experiences, professional competencies, current knowledge and reflection of the OT process in order to make effective and evidenced based decisions. The roles of procedural, interactive, pragmatic, and conditional reasoning are examined in order to have a basis for understanding the role of critical reasoning as it applies to OT. The end result of this course will be demonstration of competency in the use of strategies for ongoing professional development to ensure practice is consistent with current and accepted standards. This is necessary in order to apply the principles of the teaching–learning process to design experiences to address the needs of the client, family, significant others, colleagues, other health providers, and the public. (Includes competency Exam before Level II fieldwork)  

2 credits
OT517  Clinical Reasoning and Professional Behavior II
This second course in clinical reasoning and professional behavior provides the learner with advanced strategies for the development of clinical reasoning as it applies to the clients as well as the environment in which the OT interacts. Emphasis is on strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts as well as understanding professional responsibilities related to liability issues under current models of service provision. Continued competency in oral, written and nonverbal communication is expected as well as continued advocacy for Occupational Therapy in various environments. 2 credits

OT518  Assessment and Interventions in OT II: Pediatrics and Adolescent
Assessment and Interventions emphasizes the specific application of the previously acquired knowledge to more complex activities and issues of participation in children and adolescent. Learners develop theoretically sound, evidence- and occupation-based interventions grounded upon the analysis and application of screening and evaluation results and the use of relevant therapeutic skills. Learners are engaged in dynamic learning activities that build clinical competencies in the core knowledge of OT, critical reasoning, interpersonal and communication skills, performance skills and roles, ethics, and ethical. Didactic, active learning, and learner-centered approaches are implemented to develop and evaluate individual learner competencies throughout the curriculum. 2 credits

OT605  Interprofessionalism and Leadership
This course addresses how to articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature and value of the profession of occupational therapy. The course analyzes occupational therapy scope of practice, and role as supervisor, in relationship to other professions, and the occupational therapy assistant. Content also addresses the core competencies of interprofessional education and interprofessional collaboration, current policy issues, socioeconomic and political factors, as related to the provision of occupational therapy services. Lastly, there is a review of national requirements for credentialing and requirements for licensure, certification, or registration under state laws. 2 credits

OT606  Leadership and Scholarly Inquiry I
This course addresses the content obtained in prior courses. Learners will articulate the importance of how scholarly activities contribute to the development of a body of knowledge relevant to the profession of occupational therapy. Course activities focus on evidence based practice, systematic literature search strategies, critical analysis of the literature, and an introduction to the grant process. Content includes an introduction to research design, quantitative methods, qualitative methods, scientific writing, and inferential statistical analysis. Learners will leave the course with an understanding regarding publication, professional presentation skills, and the importance of scholarly activities within the field of occupational therapy. Learners select and begin to design a scholarly thesis project. 2 credits

OT607  Leadership and Scholarly Inquiry II
This course builds on the content addressed in the first iteration of leadership and scholarly inquiry. Course activities focus on evidence based practice, enhancing critical analysis skills, and researching appropriate grants related to the learner's thesis project. Further instruction in inferential statistical analysis, parametric and non-parametric statistics, occurs. Learners will implement their scholarly thesis project designed in the previous course. They will leave the course with skills to promote enhancement of peer-reviewed publication, professional presentation skills, and scholarly activities within the field of occupational therapy. 2 credits

OT608  Assistive Tech and Universal Design (Lecture and Lab)
The Assistive Technology and Universal Design course will provide learners with background theory, principles of selection, application in practice, and procedures for applying assistive technology (AT) and universal design (UD) for people living with motor, sensory, and cognitive impairments. Through lecture and hands on lab experiences learners will be able to correctly identify, recommend, or design AT and UD for individuals living with disabilities. 4 credits

OT610  Specialty Practice: Acute Care, Hand Therapy, and Sensory Integration
This course integrates various aspects of course content to prepare the learner to enter into the specialty practice arenas of acute care, hand therapy, and sensory integration. The course is connected to the Level IIb fieldwork experience preparing learners for their final phase of academic fieldwork. Activities include in-depth discussion and review of the content areas. To address the areas of Acute Care, Hand Therapy, and Sensory Integration, the course consists of three modules exposing learners to these different areas of practice. For each module, experts from the field present learners with hands-on active learning opportunities pertaining to the specific content areas. 3 credits

OT611  Seminar: Competencies in OT
Learners demonstrate their knowledge of the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. Through interprofessional workshops and simulated competency examinations, learners develop and implement intervention strategies. This course is a culmination of content taught throughout the program. Activities to prepare the learner for the National Board Certification for Occupational Therapy ® occur throughout the course. 1 credits

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OT620 Fieldwork Level 1b: Specialty Area
The second Level I fieldwork experience builds upon the Level Ia experience and continues to emphasize skill development in the therapeutic process as well as professional communication. During this fieldwork experience, learners are given specific assignments within a specialty area to enhance their learning. By the end of this semester long fieldwork experience, the learner will demonstrate an understanding of health literacy and demonstrate the ability to develop and implement intervention strategies to remediate and/or compensate for physical, developmental, mental or cognitive deficits that affect occupational performance. 1 credits

OT621 Fieldwork Level IIb: Advanced Experiential Practice
The Level II Advanced Fieldwork is the final fieldwork experience in the program. Full integration of theory, Occupational Therapy values and performance skills are expected by the end of this 12 week experiential course. Learners will refine their skills in behavioral and social interactions with clients, supervisors and coworkers and model their professionalism through preparation, skill base and proficiency with content specific communication. The learner at this level will demonstrate appropriate selection of assessment skills, participate in examining differential diagnosis, select and implement appropriate interventions for physical, mental, cognitive, perceptual, neuromuscular, behavioral and sensory limitations of the client. Continued competence in documentation is expected as well as the ability to organize, collect, and analyze data in a systematic manner for the evaluation of practice outcomes. Completion of the Level II commences the end of the curriculum and prepares the learner to sit for the NBCOT Exam. 6 credits

SPORT LEADERSHIP

SL508 Legal Aspects of Sports
Introduces student to fundamental concepts of sport programs, the structure of the legal system and legal terminology. Topics covered include tort law, contract law, and constitutional law. Legal analysis and current case law in sports will be used to understand how legal concepts affect risk management strategies. (formerly KN/PE508) 3 credits

SL509 Social and Ethical Issues in Sports
Examines the function of sports in contemporary American society. Do critical analysis of sport-related controversies, and study the ethical considerations used in decision-making. (formerly KN/PE509) 3 credits

SL510 Theories and Principles of Sports Management
Provides an understanding of the nature and scope of sport management. Emphasizes leadership and human resource management and their unique application to the sport industry. 3 credits

SL511 Coaching Psychology
This course will emphasize the theories, concepts, and research applied to the role of a coach for the purpose of developing and sustaining team, organization, and individual competitive success. 3 credits

SL514 Facility Management
This course will introduce students to the fundamentals of conducting needs assessments, planning, constructing, equipping and staffing, programming and managing facilities and events in sport, leisure, and wellness. Design, analyze, and evaluate research in sport; Apply fiscal management practices in managing a sport organization; and Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization. 3 credits

SL516 Sport Injury Prevention & Care
This course provides an introduction to the theoretical and practical aspects required for the recognition and management basic athletic related injuries. The focus will on the study of the modern theories and principles of related to athletic training processes as well as the nature and causes of the most common sports-related injuries. 3 credits

SL517 Sport Leadership Organization & Administration
Apply management, leadership, and organizational concepts, principles, and theories in directing a sport organization; Apply fiscal management practices in managing a sport organization; and Identify and analyze the current issues and problems facing sport. 3 credits

SL518 Sport Finance
An examination of the financial strategies related to sport entities, and organizations. Students will be introduced to current economic and financial issues that impact the sport industry. The focus will be on the application of principles and practices of financial management, as it applies to the managerial control of sport organizations. 3 credits
SL519  Sport Governance
This course provides an examination of the governing organizations of sport at the youth, secondary, intercollegiate, professional, international, sport specific and Olympic levels. The focus will be on different membership guidelines, organizational goals, and administrative roles of the many governing bodies and analysis of policy development in sport management.  3 credits

SL520  Sport Leadership Communication
Emphasize the refinement of appropriate skills and methods to facilitate improved communication for sport leadership. Identify and analyze the current issues and problems facing sport and Function as an ethical practitioner in the sport industry.  3 credits

SL521  Sport Promotion
This course provides an examination of principles in sport promotion and marketing practices, procedures and operations of professional, college, and recreational sport organizations and enterprises. The focus will be developing strategies which sport organizations use in promotions, public relations, marketing research, sponsorships and fund raising in the sport industry.  3 credits

SL522  Training Principles and Strategies
Course emphasizes assessment and evaluation, planning, and progression of conditioning programs; spanning youth to adult performers for the purpose of improved performance.  3 credits

SL604  Research Methods in Sport Leadership
Studies research methodologies and statistical techniques used in sports performance and interpretation of scientific works in sports. Quantitative and qualitative approaches will be addressed.(formerly KN/PE604)
3 credits

SL605  Field Experience in Sports Management
Provides experiential learning through the completion of a project based field experience supervised by a sports leadership professional. Required capstone course for completion of Master of Arts of Sport Leadership degree program.  3 credits
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Steve Azzanesi, Associate Athletic Director and Assistant Football Coach
Kelly Bauer, Coordinator of Athletics Business Services
Lindsay Beiler, Head Women's Volleyball Coach
Jeff Braxton, Assistant Football Coach
Dean Burrows, Head Men's Basketball Coach
Steven Clark, Head Coach Men's Soccer
Bill Gorrow, Head Men's Lacrosse Coach
Juli Greep, Head Softball Coach/ Senior Women's Administrator
Ryan Hubble, Faculty Athletics Representative
Stephen Kimes, Head Coach Men's & Women's Cross Country, Head Coach Men's & Women's Track and Field
Christopher Knapp, Head Football Coach/Offensive Coordinator
Jillian Lontz, Head Women's Lacrosse Coach
Meredith Moore, Assistant Athletic Trainer
Ed Muntz, Head Women's Soccer Coach/ Wesley West Facilities Scheduling
Cyril Parham, Sports Information Director
Robert Schroeder, Head Athletic Trainer
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Robin Smith, Head Cheerleading Coach
Bret Underwood, Head Baseball Coach
James Wearden, Head Women's Basketball Coach and Coordinator of the Wentworth Gymnasium

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Mr. Jack Ford, Emmy and Peabody Award-winning journalist, documentary producer, prominent trial attorney, author, and professor, 2016
Dr. Ray Yin, Founder and CEO of ANP Technologies
Lon M. Fluman, Jr., Professor Emeritus, Wesley College
Charles R. Dashiell, Jr., Chairman, Wesley College Board of Trustees, LL.D. 2012
Hon. James A. Leach, Chairman of the National Endowment for the Humanities, L.H.D. 2012
Rev. Peggy Johnson, Bishop, The United Methodist Church, D.D. 2010
Jeffrey Brown, Senior News Correspondent, PBS NewsHour, L.H.D. 2010
Julie L. Boozer, Professor Emeritus of Nursing L.H.D. 2008
Alan B. Levin, President and CEO, Happy Harry’s LL.D. 2007
James H. Wentworth, Professor, Wesley College, D.P.S. 1999
Yoshio Narisawa, Professor of Linguistic Science, Tohoku Gakuin University, L.H.D. 1998
William J. Salom, Chair of the Board of Trustees and President,
Universidad Interamericana, L.H.D. 1998
Dr. Allen P. Splete, President, Council of Independent Colleges, L.H.D. 1996

Ronald N. Tietbohl, Professor Emeritus, Wesley College L.H.D 1995
C. A. Weslager, Historian, Litt.D. 1993
Hon. Joseph R. Biden, Jr., United States Senator, LL.D. 1993
Dr. Frederick Breitenfeld, Jr., President, WHYY, Inc. 1992
Dr. Thomas A. Graves, Jr., Director, Henry Francis du Pont Winterthur Museum, LL.D. 1990
Rev. Felton E. May, Bishop, Harrisburg Area, The United Methodist Church, D.D. 1990
Dr. R. Gordon Hoxie, President, Center for the Study of the Presidency, L.H.D. 1989
Hon. William V. Roth, United States Senator, LL.D. 1988
Thomas C. Roe, Chairman of the Board, Delmarva Power and Light Company, L.H.D. 1987
Joseph S. Bellmeyer, Vice President, International Playtex Corporation, L.H.D. 1987
Lewis Wells, Professor Emeritus, Wesley College, L.H.D. 1987
Walter Kross, Brigadier General, United States Air Force, LL.D. 1987
Hon. Michael N. Castle, Governor, State of Delaware, LL.D. 1986
Dr. Robert H. Parker, President Emeritus, Wesley College, L.H.D. 1985
Emily Tybout duPont, L.H.D. 1985
The **Wesley Award** was established in 1950 by the Trustees and is bestowed on outstanding persons in business, industry, commerce, education, religion, and other professions for service to humanity.

**RECIPIENTS OF THE WESLEY AWARD**

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Stanley</td>
<td>2018</td>
</tr>
<tr>
<td>Lt. Governor, Bethany Hall-Long</td>
<td>2017</td>
</tr>
<tr>
<td>Jack Ford</td>
<td>2016</td>
</tr>
<tr>
<td>Dr. Richard Ekman</td>
<td>2015</td>
</tr>
<tr>
<td>Dr. Harry Roberts</td>
<td>2007</td>
</tr>
<tr>
<td>C. Russell McCabe</td>
<td>2006</td>
</tr>
<tr>
<td>Dr. Michael G. Davis</td>
<td>2006</td>
</tr>
<tr>
<td>Dr. William B. DeLauder</td>
<td>2005</td>
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<tr>
<td>Kathleen H. Thomas</td>
<td>2005</td>
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<tr>
<td>Hon. Howard P (Buck) McKeon</td>
<td>2004</td>
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<tr>
<td>Bishop Peter D. Weaver</td>
<td>2004</td>
</tr>
<tr>
<td>Dr. Lorena M. Stone</td>
<td>2002</td>
</tr>
<tr>
<td>Dr. James F. Creegan</td>
<td>2002</td>
</tr>
<tr>
<td>Dr. Lewis Wells</td>
<td>1982</td>
</tr>
<tr>
<td>Dr. J. Paul Slaybaugh</td>
<td>1980</td>
</tr>
<tr>
<td>Dr. Oler Ammon Bartley</td>
<td>1977</td>
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<tr>
<td>Walter S. Carpenter, Jr.</td>
<td>1976</td>
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<tr>
<td>Avery Williams Hall</td>
<td>1975</td>
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<tr>
<td>Dr. Alfred Rives Shands, Jr.</td>
<td>1974</td>
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<tr>
<td>Dr. Hurst Robins Anderson</td>
<td>1968</td>
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<tr>
<td>Hon. J. Millard Tawes</td>
<td>1966</td>
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<tr>
<td>Marjorie Wiloughby Speakman</td>
<td>1964</td>
</tr>
<tr>
<td>Pearl S. Buck</td>
<td>1962</td>
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<tr>
<td>John Shilling</td>
<td>1962</td>
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<tr>
<td>Gordon Lane Willis</td>
<td>1960</td>
</tr>
<tr>
<td>William Burnham Simpson</td>
<td>1960</td>
</tr>
<tr>
<td>Hon. Wilmer Fee Davis</td>
<td>1955</td>
</tr>
<tr>
<td>Rev. John W. Long</td>
<td>1954</td>
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<tr>
<td>Hon. John J. Williams</td>
<td>1952</td>
</tr>
<tr>
<td>Hon. John Gillis Townsend Jr.</td>
<td>1951</td>
</tr>
<tr>
<td>Thomas Bayard McCabe</td>
<td>1950</td>
</tr>
</tbody>
</table>
THE FACULTY

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

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

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

BARRY, MAUREEN (2006) Instructor in Physical Education
M.Ed. Wilmington College
B.S. University of Delaware

BENSON, MARY JO (2009) Instructor in Mathematics
M.Ed. University of Delaware
B.S. Pennsylvania State University

BENSON, REBECCA, (2009) Associate Professor of Nursing
D.N.P. Chatham University
M.S.N. University of Delaware
B.S.N. University of Delaware
R.N. Peninsula General Hospital School of Nursing

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

BUNYARATAVEJ, KRAIWIN EE (2006) Professor of Business Administration
Ph.D. The George Washington University
MBA The George Washington University
B.B.A. Thammasat University

CISAR, ALEXANDER M. (1993) Instructor of Physics
M.S. University of Southern California, Los Angeles, California
M.S. Delaware State University
M.S. Delaware State University
B.S. General Motors Institute, Flint, Michigan

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

CONTINO, ROBERT (1991) Professor of Nursing
Ed.D. Wilmington College
M.S.N. University of North Carolina
B.S.N. University of North Carolina
Diploma in Nursing, Pilgrim State Hospital School of Nursing
Sabbatical Fall 2018

CRAIG, BRANTLEY (2011) Associate Professor of English and Religion, Director of Honors Program
Ph.D. University of Virginia
B.A. Stetson University

CURRAN, KATHLEEN (2000) Professor of Biology
Ph.D. Ohio State University
M.S. Fordham University
B.S. Fordham University
Sabbatical Fall 2018

D’ANTONIO, ANGELA (2008) Professor and Department Chair of Psychology
Ph.D. The George Washington University
M.A. Loyola College
B.A. Immaculata College

DAVIDSON, DARLA (2013) Assistant Professor of Nursing
M.S.N. Immaculata University
B.S.N. Immaculata University
A.A.S., Nursing Reading Area Community College

DE ROCHE, LINDA (1988) Professor of English and American Studies
Ph.D. University of Notre Dame
M.A. University of Notre Dame
B.A. Ball State University

DOUGLAS, RONALD (2014) Associate Professor of Multimedia Communication
M.A. State University of New York at Buffalo
B.A. University of Pittsburgh
A.A.S. Community College of Beaver County

D’SOUZA, MALCOLM J. (2000) Professor of Chemistry and Associate Dean of Interdisciplinary/Collaborative Sponsored Research
Ph.D. Northern Illinois University
M.S. Northern Illinois University
M.S. University of Bombay
B.S. University of Bombay
EDELIN, CHARLISA (2012) Associate Professor and Department Chair of Law and Justice Studies, and Director of Master in Criminal Justice
J.D. Howard University School of Law
B.A. Howard University

EVERETT, LYNN M. (2000) Professor of Biology and Department Chair of Biology, Chemistry, Physics & the Environment
Ph.D. Indiana University
B.S. Indiana University

FIEDLER, FRANK (2006) Professor and Department Chair of Mathematics
Ph.D. University of Delaware
M.S. Technische Universität Dresden

FISHER, JULIE (1995) Professor of Nursing
Ph.D. University of Delaware
M.S. University of Pennsylvania
B.S. State University of New York at Buffalo

GIBBS, VARLEISHA (2015) Associate Professor and Director of Masters of Occupational Therapy
Ph.D. Seton Hall University
Ph.D. Thomas Jefferson University
M.S. Columbia University
B.A. University of Delaware

GIBSON, JEFFREY K. (2005) Professor of English, Provost and Vice President for Academic Affairs
Ph.D. University at Albany, SUNY
B.A. University of Central Florida
A.A. St. Petersburg Junior College

GRETO, VICTOR (2008) Associate Professor and Department Chair of Multimedia Communication
M.A. University of Colorado
B.A. Colorado College

GUERTLER, ELAINE (2006) Associate Professor of Business Administration
Ph.D. University of Illinois
A.M. University of Illinois
B.A. Frostburg State University

HAWKLEY, ETHAN (2016) Assistant Professor of Political Science
Ph.D. Northeastern University
M.A. Northeastern University
B.A. Brigham Young University

HOLYFIELD, STEPHANIE (2011) Associate Professor of History
Ph.D. University of Delaware
M.A. James Madison University
B.A. Milligan College

HUBBLE, RYAN (2017) Assistant Professor of Kinesiology
Ph.D. Australian Catholic University
M.S. Ball State University
B.S. Wesley College

JACOBS, KATHLEEN C. (1988) Professor of Management
Ed.D. Temple University
M.B.A. Southern Illinois University
M.A. Central Michigan University
B.A. Wright State University
A.A. Riverside City College

JAMES, JESSICA S. (2006) Professor of Sociology and Africana Studies
Ph.D. Temple University
M.A. Temple University
B.A. Newcomb College

JENSON, MARY (2015) Assistant Professor of Psychology
Ph.D. University of Iowa
B.A. University of Minnesota
A.A. Normandale Community College

JOHNSON, MARILYN H. (1982) Associate Professor of Accounting and Director of MBNA School of Business and Accounting
M.B.A. Drexel University
M.A. Central Michigan University
B.S. Wesley College
B.A. MacMurray College

KASHMAR, RICHARD (1991) Professor of Chemistry and Physics
Ph.D. University of Pittsburgh
M.S. University of Rochester
B.S. Carnegie Mellon University

KINSEY, JORDAN (2017) Director of Bands/Instructor of Music
Ph. D. Rutgers University
M.S. Southern Illinois University
B.A. Murray State University

KROEN, WILLIAM K. (1991) Professor of Biology
Ph.D. Duke University
M.S. Washington State University
B.A. Pennsylvania State University

LAGANELLA, DAVID (2006) Professor of Music
Ph.D. University of Pennsylvania
M.A. University of Pennsylvania
B.M. New York University

LAWTON, MARCIA (1996) Professor of Education
Ph.D. University of Delaware
M.A. Catholic University
M.Ed. Boston University
B.Mus. Westminster College
LAZO-BUTERA, VILMA (2014) Instructor of Spanish
M.A. University of Delaware
B.S. University of Delaware

LOFTHOUSE, LYNN J. (1991) Associate Professor of Speech Communications
Ph.D. Pennsylvania State University
M.A. Arizona State University
B.S. Arizona State University

MARCHIONI, ELIZABETH (2012) Associate Professor and Director of Law and Justice Studies
J.D. Widener University School of Law
B.A. West Chester University of Pennsylvania

MARSTELLER, ROBERT (2018) Assistant Professor of Education
Ph.D. Lehigh University
M.Ed. Kutztown University of Pennsylvania
B.F.A. New York University

MASK, JEFFREY (1991) Professor of Religion, Philosophy and American Studies
Ph.D. Emory University
M.Div. Southeastern Baptist Theological Seminary
B.A. University of Mississippi

MATTESI, MARK (2018) Assistant Professor of Kinesiology
Ph.D. West Virginia University
M.A. West Virginia University
B.S. University of Michigan

MCELLIGOTT, MARGARET (2011) Instructor of Nursing and Simulation Coordinator
M.S.N. Wesley College

MENCH, JERRY (2015) Instructor of Nursing
M.S.N. Wesley College

MENDOZA, ALBEE (2015) Assistant Professor of Psychology
Ph.D. East Carolina University
M.A. East Carolina University
B.S. University of Maryland

MILLER, KELLY ANN (2016) Assistant Professor of Biology
Ph.D. West Virginia University
B.S. Lock Haven University of Pennsylvania
B.A. Lock Haven University of Pennsylvania

MITCHELL, TINA (2016) Assistant Professor of Education and Director of MA.Ed., M.A.T., and M.Ed. Programs
Ed.D. University of Pennsylvania
M.Ed. University of Minnesota
B.B.A. Howard University

MORRIS, DENISE (2014) Associate Professor of Nursing and Director of MSN Program
Ed.D. Wilmington University
M.S.N. Wesley College
B.S.N. University of Delaware

NEAL, KATHLEEN (2018) Assistant Professor of Nursing
Ph.D. Widener University
M.S.N. Wilmington University
B.S.N. Wilmington University
A.S.N. Delaware Technical and Community College

NEWTON, CYNTHIA (2011) Associate Professor of Political Science and Department Chair of American Studies, History, Political Science and Sociology
Ph.D. Northeastern University
M.P.A. Clark University
B.A. Assumption College

NOBLING, JOSHUA (2016) Visiting Assistant Professor of Art
M.F.A. University of Delaware
B.F.A. Southern Illinois University

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

OLSEN, PAUL E. (1981) Associate Professor of Mathematics
M.A. Bowling Green State University
B.S. Bowling Green State University

PANUNTO, KAREN L. (2001) Professor and Department Chair of Nursing
Ed.D. Wilmington University
M.S.N. Wesley College
A.S.N. Wesley College

PAXTON, TAMALA (2015) Assistant Professor of Nursing and Director of BSN Program
D.N.P. American Sentinel University
M.S. University of Maryland
B.S. University of Maryland

PHILLIPS, RAYMOND (1999) Professor and Department Chair of Kinesiology, and Director of Sport Leadership Program
Ed.D. United States Sports Academy
M.S. University of Delaware
B.S. West Chester University of Pennsylvania

PINGEL, BENJAMIN (2016) Assistant Professor of Multimedia Communication
M.A. Gonzaga University
B.A. Brigham Young University – Idaho

PONGSREE, SAHARAT (2006) Professor of Economics and Director of MBA Program
Ph.D. Michigan State University
M.A. Michigan State University
B.A. Western Michigan University

PRIDE, BRITTNEY (2018) Fieldwork Coordinator/ Instructor of Occupational Therapy
M.S. Philadelphia University
B.S. Howard University
PURSELL, GWEN (2014) Associate Professor of Psychology
Ph.D. Florida Atlantic University
M.A. University of Richmond
B.A. University of Delaware

RUNSER, DIANITZA (2014) Visiting Assistant Professor of Nursing
M.S.N. Wesley College
B.S.N. Delaware State University
A.A. Gulf Coast Community College

SCANLON, EILEEN (2015) Assistant Professor of Occupational Therapy
M.B.A. Wilmington University
B.S. Thomas Jefferson University

SHERBLOM, PATRICIA (2011) Professor of Physical Education K-12, and
Department Chair of Educational Studies and Teacher Licensure
Ph.D. University of New Mexico
M.S. University of Massachusetts
B.S. United States International University

SHIPLEY, MIKA Q. (2006) Professor of English and Department Chair of Literature and
Languages
Ph.D. University of Maryland
M.S. Towson University
B.A. University of Delaware

STOTTS, STEPHANIE (2013) Associate Professor and Director of Environmental Sciences
Ph.D. University of Delaware
M.S. Delaware State University
B.S. Baker University

STRICKLAND, AMY (2012) Instructor of Kinesiology
M.A.T. Wesley College
B.S. Wesley College

THOMAS, DAWN (2016) Assistant Professor of Occupational Therapy
D.O.T Chatham University
M.S. Stony Brook University

TIAN, YU (2011) Associate Professor of Business
Ph.D. Tianjin University
M.B.A. Southern Methodist University
B.A. Tianjin University

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

WEAR, JEREMY (2018) Assistant Professor of English
Ph.D. University of Illinois at Urbana-Champaign
M.A. University of Tennessee
B.A. Sewanee: the University of the South

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

WHITMAN-SMITH, JERMAINE D. (2002) Professor of Education
Ph.D. The University of Connecticut
M.A. The University of Connecticut
B.S. The University of Connecticut

WILSON, JAMES (2010) Associate Professor of Music, Department Chair of Music and
the Arts, and Director of Choir
D.M.A University of Nebraska
M.M. Boston University
B.M. The Hart School

WONG, SHARON (2017) Assistant Professor of Occupational Therapy
D.O.T Mount Mary University
M.S. Boston University
B.S. Rutgers University

YOU, SOEUN (2015) Assistant Professor of Business Management
Ph.D. The Florida State University
M.L.I.S. The Florida State University
B.S. Sookmyung Women's University
President Emeriti

President William N. Johnston

Faculty Emeriti

Professor John Paul Muczko
Professor Nancy Rubino
Professor Patricia Patterson
Professor Jonathan Kidd
Professor Michael Nielsen
Professor Judith Strasser
Professor Lucille Gambardella
Professor Lon Fluman
Professor Joseph Nadel
Professor Elizabeth Espadas
Professor Peter K. Angstadt
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
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday, August 14</td>
<td>New International Students Arrive and Check-In</td>
</tr>
<tr>
<td>Wednesday, August 15</td>
<td>New Students Arrive and Check-In</td>
</tr>
<tr>
<td>Thursday, August 16</td>
<td>9:00 a.m. – 3:00 p.m. Faculty Workshop</td>
</tr>
<tr>
<td>Thursday, August 16</td>
<td>3:00 p.m. – 4:00 p.m. Convocation</td>
</tr>
<tr>
<td>Friday, August 17</td>
<td>8:30 a.m. President’s Cabinet Welcome</td>
</tr>
<tr>
<td>Saturday, August 18</td>
<td>Returning Students Arrive and Check-In</td>
</tr>
<tr>
<td>Monday, August 20</td>
<td>Semester Begins</td>
</tr>
<tr>
<td></td>
<td>• First Day of 15-Week Classes</td>
</tr>
<tr>
<td></td>
<td>• First Day of Fall I Classes</td>
</tr>
<tr>
<td>Thursday, August 23</td>
<td>8:30 a.m. – 4:00 p.m. Last Day to Add Fall I Classes</td>
</tr>
<tr>
<td>Friday, August 24</td>
<td>8:30 a.m. – 4:00 p.m. Last Day to Drop/Add 15-Week Classes (or drop Fall I classes) without Penalty. Classes 'dropped' after this date will receive a grade of 'W'. No adjustment to your bill for classes dropped after 4:00 P.M. on this date.</td>
</tr>
<tr>
<td>Tuesday, August 28</td>
<td>'No Show' Reporting Survey Opens. Survey available through September 2nd</td>
</tr>
<tr>
<td>Friday, August 31</td>
<td>Residence Life Room Change Period</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>College Closed</td>
</tr>
<tr>
<td></td>
<td>Labor Day</td>
</tr>
<tr>
<td>Tuesday, September 4</td>
<td>Incomplete (I) grades for Spring 2017-18 must be removed by this date or a grade of ‘F’ will be recorded</td>
</tr>
<tr>
<td>Friday, September 14</td>
<td>Last Day to Withdraw from Fall I Classes with a grade of ‘W’. After this date, the grade you receive will be the grade you earned</td>
</tr>
<tr>
<td>September 15</td>
<td>Last Day to Apply for May 2019 Graduation without paying a $100 late fee</td>
</tr>
<tr>
<td>September 22 &amp; 23</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>Friday, September 28</td>
<td>Course Submissions due for spring 2019 schedule</td>
</tr>
<tr>
<td>Monday, October 8</td>
<td>College Closed</td>
</tr>
<tr>
<td></td>
<td>Fall Break Begins</td>
</tr>
<tr>
<td>Wednesday, October 10</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Wednesday, Oct 10 – 12</td>
<td>Mid-Term Grade Entry</td>
</tr>
<tr>
<td>Friday, October 12</td>
<td>Fall I Classes End</td>
</tr>
<tr>
<td>Monday, October 15</td>
<td>Fall II Classes Begin this Week</td>
</tr>
<tr>
<td>October 15 – 18</td>
<td>Disability Awareness Week</td>
</tr>
<tr>
<td>Thursday, October 18</td>
<td>8:30 a.m. – 4:00 p.m. Last Day to Add Fall II Classes</td>
</tr>
</tbody>
</table>
**FALL 2018 WESLEY COLLEGE OFFICIAL CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Friday, October 26</td>
<td>8:30 a.m. – 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Last Day to Withdraw from Fall 15-Week Classes with a grade of 'W'. Withdraw before 4:00 P.M. on this date or you will receive the grade you earn</strong></td>
</tr>
<tr>
<td>October 26 – 28</td>
<td><strong>Homecoming Weekend</strong></td>
</tr>
<tr>
<td>Monday, October 29</td>
<td><strong>Check Your Clearance with the Business Office</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Registration for Spring and Summer Classes Begins. Arrange a meeting with your advisor prior to registration!!!</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Last Day to Submit Text Book Selections for Spring</strong></td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>College Closed</td>
</tr>
<tr>
<td></td>
<td>Veterans Day – No Classes</td>
</tr>
<tr>
<td>Thursday, November 15</td>
<td>College Closed</td>
</tr>
<tr>
<td></td>
<td>Last Day to Register for Spring without Fee of $100</td>
</tr>
<tr>
<td>Friday, November 16</td>
<td>8:30 a.m. – 4:00 p.m.</td>
</tr>
<tr>
<td></td>
<td><strong>Last Day to Withdraw from the Term. No adjustments to your bill.</strong></td>
</tr>
<tr>
<td>Wednesday, November 21 - 23</td>
<td>College Closed</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving Holiday Break</td>
</tr>
<tr>
<td>Monday, November 26</td>
<td>Classes Resume</td>
</tr>
<tr>
<td></td>
<td>Student Course Evaluations Begin</td>
</tr>
<tr>
<td>Monday - Friday, December 3 - 7</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>Monday, December 10</td>
<td><strong>Final Grades for Graduating Seniors Due by Noon</strong></td>
</tr>
<tr>
<td>Tuesday, December 11</td>
<td>Final Grades Due for All Students</td>
</tr>
</tbody>
</table>

**Student Deadlines in Red** – faculty and staff should also be aware of these

**Faculty/Staff Deadlines in Blue** – students should also be aware of these

Dates to be aware of in Black
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Wednesday, January 9</strong></td>
<td></td>
<td>New International Students Arrive</td>
</tr>
<tr>
<td><strong>Thursday, January 10</strong></td>
<td></td>
<td>New International Student Orientation</td>
</tr>
</tbody>
</table>
| **Friday, January 11**  | 9:00 a.m. – 3:30 p.m.    | Spring Faculty Workshop  
Incomplete ‘I’ grades from summer 2017 must be removed by this date or a grade of ‘F’ will be recorded. |
| **Sunday, January 13**  |                          | Check-in for New and Returning Students                                |
| **Monday, January 14**  | Semester Begins          | Drop/Add Week Begins  
First Day of 15-week Classes  
First Day of Spring I Classes                                   |
<p>| <strong>Wednesday, January 16</strong> | 4:30 p.m.               | Financial Aid Night                                                    |
| <strong>Friday, January 18</strong>  | 8:30 a.m. – 4:00 p.m.    | Last Day to Drop/Add 15-week Classes and Spring I Classes without penalty. Classes dropped after this date will receive a grade of ‘W’. No adjustment to your bill for classes dropped after 4:00 PM on this date. |
| <strong>Monday, January 21</strong>  | College Closed           | Martin Luther King Day                                                 |
| <strong>Tuesday, January 22</strong> |                          | ‘No Show’ Reporting Survey Opens. Survey available through January     |
| <strong>Friday, February 8</strong>  | 8:30 a.m. – 4:00 p.m.    | Last Day to Withdraw from Spring I Classes with a grade of 'W'. After this date, no withdrawal from class is permitted. The grade you receive will be the grade you earned. |
| <strong>February 12 – February 17</strong> |                                        | Progress Reports for Student Athletes                                |
| <strong>Friday, February 22</strong> |                          | Course submissions due for fall 2019 schedule                         |
| <strong>Monday, March 4</strong>     | College Closed           | Spring Break Begins                                                   |
| <strong>March 4 – 12</strong>        |                          | Mid-Term Grade Entry                                                  |
| <strong>Monday, March 11</strong>    | College Reopens for Students | Classes Resume                                                        |
| <strong>Friday, March 15</strong>    |                          | Spring I Classes End                                                  |
| <strong>Monday, March 18</strong>    |                          | Spring II Classes Begin                                               |
| <strong>Tuesday, March 19</strong>   | 6:00 p.m.                | Mid-Term Review Meeting                                               |
| <strong>Wednesday, March 20</strong> | 3:00 p.m. – 5:00 p.m.    | Founders Day (No Classes from 3:00 – 5:00)                           |
| <strong>Thursday, March 21</strong>  |                          | Last day to Add Spring II Classes.                                    |
| <strong>Friday, March 22</strong>    | 8:30 a.m. – 4:00 p.m.    | Last Day to Withdraw from 15-Week Classes with a grade of ‘W’. After this date, no withdrawal from class is permitted. The grade you receive will be the grade you earned. |
| <strong>Thursday, March 28</strong>  | 2:00 p.m.                | Registration 101 (Prepare for online registration)                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, March 29</td>
<td>Last Day to Withdraw from Spring II Classes with a grade of ‘W’.</td>
</tr>
<tr>
<td>Monday, April 1</td>
<td>Registration for Fall Courses Begins</td>
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<td></td>
<td>Last Day to Submit Textbook Selections for Summer &amp; Fall</td>
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<tr>
<td>Wednesday, April 10</td>
<td>1:00 – 4:00 p.m.</td>
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<td></td>
<td>Career &amp; Graduate School Fair</td>
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<tr>
<td>Monday, April 15</td>
<td>Spring Student Course Evaluations Begin</td>
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<tr>
<td>Monday, April 15</td>
<td><strong>Petitions to Graduate in December 2019 are due in the Registrar’s Office!! Students who have already submitted a petition to graduate in May 2019 but will not complete requirements in time do not need to re-submit a petition.</strong></td>
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<tr>
<td>Thursday, April 18</td>
<td>Noon – 5:00 p.m.</td>
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<td>Scholars Day (No Classes Noon – 5:00)</td>
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<tr>
<td>Thursday, April 18</td>
<td>Last Day for Fall Registration without $100 Late Fee</td>
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<td></td>
<td>Last Day to Withdraw from the College. No adjustments to your bill.</td>
</tr>
<tr>
<td>Friday, April 19</td>
<td>College Closed</td>
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<td>Easter Holiday Begins</td>
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<tr>
<td>Tuesday, April 23</td>
<td>College Reopens</td>
</tr>
<tr>
<td>Friday, April 26</td>
<td>Last Day of Classes</td>
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<td></td>
<td>Incomplete ‘I’ grades from fall 2017 must be removed by this date or a grade of ‘F’ will be recorded.</td>
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<tr>
<td>April 29 – May 3</td>
<td>Final Exam Week</td>
</tr>
<tr>
<td>Friday, May 3</td>
<td>All Library Materials Due and All Fines Must Be Paid</td>
</tr>
<tr>
<td>Monday, May 6</td>
<td>Final Grades Due for Graduating Students by Noon</td>
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<td></td>
<td>Summer Sessions Begin</td>
</tr>
<tr>
<td>Tuesday, May 7</td>
<td>Final Grades Due for All Students by 4:00 p.m.</td>
</tr>
<tr>
<td>Friday, May 10</td>
<td>4:00 p.m.</td>
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<td>Baccalaureate Service for Graduates</td>
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<tr>
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<td>Pinning Ceremony for Nursing Graduates</td>
</tr>
<tr>
<td>Saturday, May 11</td>
<td>1:30 p.m.</td>
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<tr>
<td></td>
<td>Commencement Ceremony</td>
</tr>
</tbody>
</table>

**Student Deadlines in Red** — faculty and staff should also be aware of these

**Faculty/Staff Deadlines in Purple** — students should also be aware of these

Dates to be aware of in green
WESLEY COLLEGE ACCREDITATIONS

Accredited and/or Approved by:

- The Middle States Association of Colleges and Secondary Schools
- The University Senate of The United Methodist Church
- National Council for Accreditation of Teacher Education (NCATE/CAEP)
- Accreditation Commission for Education in Nursing (ACEN), BSN and MSN programs
- American Bar Association (Law and Justice Studies Program)
- Delaware Board of Nursing
- Department of Education, State of Delaware
- Accreditation Council for Occupational Therapy Education (ACOTE/AOTA), (Masters of Occupational Therapy Program)

WESLEY COLLEGE MEMBERSHIPS

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars & Admissions Officers
- American Council on Education
- Accreditation Council for Business Schools and Programs
- 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
- Delaware Association for Career and Technical Education
- Eastern College Athletic Conference
- Interamerican Consortium
- International Alliance for Higher Education
- International Association of United Methodist Colleges and Universities
- Middle State Association of Collegiate Registrars & Admissions Officers
- National Association of College and University Attorneys
- National Association of College and University Business Officers
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church
- National Center for Higher Educational Management and Systems
- National Collegiate Athletic Association
- National League for Nursing
- New Jersey Association of College Admissions Counselors
- Northeast Association for Institutional Research
- Potomac Chesapeake Association of College Admissions Counselors
- Society for College and University Planning
- The Capital Athletic Conference
- The College Board
- College and University Personnel Association
- United Methodist Foundation for Higher Education