



2020 -2024 Academic Catalog

WILEY

USE OF THIS CATALOG

This catalog is a reference for admission to, studies at, and graduation from Wiley College. It provides information about degree plans, costs, scholarships, financial assistance, and campus resources. The provisions of this catalog do not constitute a contract, expressed or implied, between Wiley College and any applicant, student, student's family, faculty or staff member. The College reserves the right to withdraw courses at any time, change fees, tuition, rules, calendar, curriculum, degree programs, degree requirements, and graduation procedures without prior notice. Changes will become effective at the time so determined, and the changes may apply to both prospective students and those already enrolled. Students are encouraged to review the catalog on the College's web site (www.wileyc.edu) periodically. This catalog is not intended to, nor does it contain all regulations that relate to students. Additionally, the College reserves the right to correct errors that may have occurred in the printing of this document. Familiarity with the catalog, maintaining a satisfactory grade point average, completion of degree program requirements, and satisfying all other requirements for graduation are the responsibilities of each student. Advisors are available for clarification and counsel, but the final responsibility remains with the student to meet degree program requirements.

POLICY OF NON-DISCRIMINATION

Wiley College complies with all applicable federal and state nondiscrimination laws and does not discriminate on the basis of race, color, national or ethnic origin, sex, age, or disability, consistent with the Assurances of Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 202 of the Americans with Disabilities Act of 1990; and Section 303 of the Age Discrimination Act of 1975.

EQUAL ACCESS TO COLLEGE EDUCATIONAL PROGRAMS

Wiley College provides equal access to all educational programs to every qualified student without regard to educationally unrelated disabilities. However, if any student requires special individual services or equipment, the student is responsible for informing College officials of such needs, and the student will be responsible for the expenses related thereto. This policy includes the expense of providing personal attendants, medical technicians, and other special services.

DISCLOSURE OF EDUCATIONAL RECORDS

Information protected by the Family Educational Rights and Privacy Act (FERPA) of 1974 may not be made available to any person without the written authorization of the student except in the following cases: to officials of other schools in which the student intends to enroll, and other persons and agencies identified by statute. Under FERPA, employees of the College may be given access to student information based on having a legitimate educational need. Other information about the privacy of student records may be obtained from the Office of the Registrar.

INSTITUTIONAL GOVERNANCE

The Board of Trustees has ultimate responsibility for the policies, resources, and programs of Wiley College. Through its covenant relationship with The United Methodist Church, the trustees pledge that Wiley College will continue to serve as an instrument of the church in higher education both by fostering an understanding of the traditions of The United Methodist Church and by reflecting the values of that tradition in its mode of operation. The Board of Trustees delegates to the President, the Chief Executive Officer, the overall responsibility for the operation of the institution.

ADDRESS

Wiley College, 711 Wiley Avenue, Marshall, Texas 75670

Telephone: 903-927-3300

Website: <http://www.wileyc.edu/>

ACCREDITATION



Wiley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Questions about the accreditation of Wiley College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

PROGRAM ACCREDITATION

The Bachelor's in Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Education Preparation Program (EPP) is accredited by the Texas Education Agency (TEA).

APPROVALS

Wiley College's educator preparation program is approved by the Texas Education Agency (TEA).

Wiley College is approved for the training of veterans as prescribed by the Veterans Administration Office.

AUTHORIZATION

Wiley College is authorized under Federal law (the Immigration and Naturalization Service) to enroll non-immigrant students.

RECOGNITION

Wiley College is recognized by the Commission on Black Colleges of the General Board of Higher Education and Ministry of The United Methodist Church.

INSTITUTIONAL MEMBERSHIPS

The American Council of Education
The American Library Association
The Association of Governing Boards of Universities and Colleges
The Association of Texas Colleges and Universities
The Texas Association of Developing Colleges Independent Colleges and Universities of Texas
National Association of Colleges and Schools of The United Methodist Church
National Association for Equal Opportunity in Higher Education (NAFEO)
National Association of Intercollegiate Athletics (NAIA)
Red River Athletic Conference (RRAC)
National Association of College and University Business Officers (NACUBO)
The Council of Independent Colleges (CIC) United Negro College Fund (UNCF)
National Association of College Deans, Registrars and Admission Officers (NACDRAO)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
National Association for Equal Opportunity for Higher Education (NAFEO)
Association for Supervision and Curriculum Development (ASCD)

Marshall Chamber of Commerce
Texas Academy of Math and Science (TAMS)
Historically Black Colleges & Universities Law Enforcement Executives & Administrators (HBCU-LEEA)
Education Deans of Independent Colleges and Universities of Texas (EDICUT)
Association of Governing Boards (AGB)
National Association of HBCU Title III Administrators
National Assessment of Educational Progress (NAEP)
National Association of Collegiate Directors of Athletics (NACDA)
Society for College and University Planning (SCUP)
Association for Institutional Research (AIR)
Southern Association for Institutional Research (SAIR)
National Association of Student Affairs Professionals (NASAP)

TABLE OF CONTENTS

0

MISSION STATEMENT	8
VISION STATEMENT	8
HISTORY OF WILEY COLLEGE	9
Table 1. The Presidents of Wiley College	15
<i>CAMPUS BUILDINGS</i>	15
<i>CAMPUS MASTER PLAN</i>	18
<i>ADMISSION REQUIREMENTS AND PROCEDURES</i>	19
Admission Requirements: First-Time Freshmen	19
Admission Requirements: Transfer Student	20
Admission Requirements: Adult Degree-Completion Programs.....	21
Admission Requirements: Auditor	21
Admission Requirements: International Student.....	22
Admission Requirements: Special (Non-Degree) Student	22
Admission Requirements: Transient Student	23
Re-Admission of Wiley College Students	23
Second Chance Pell Initiative	23
<i>EDUCATIONAL ACCOMMODATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS</i>	24
Academic and Educational Services	25
ACADEMIC AFFAIRS	26
<i>DISTANCE LEARNING, EVENING AND WEEKEND PROGRAMS</i>	26
<i>DEGREE-GRANTING SCHOOLS, MAJORS, CONCENTRATIONS, MINORS,</i>	27
<i>AND SUPPORT COMPONENTS</i>	27
Table 2. Degrees, Majors, Concentrations, and Minors.....	28
<i>GENERAL INFORMATION RELATED TO ACADEMIC PROGRAMS AND SERVICES</i>	29
<i>PROGRAM OPTIONS WITHIN A DEGREE PROGRAM</i>	29
<i>DEGREE PLANS</i>	30
Table 3. Course Prefixes/Fields of Study.....	31
<i>ACADEMIC ADVISEMENT</i>	32
<i>REGISTRATION</i>	33
Registration for Continuing Students.....	35
Registration for New and Transfer Students.....	35
Late Registration	35
Advanced Placement (AP).....	35
Table 4. Credit Awarded for AP Courses	36
Transfer Credit	36
Credit for Military Service	38
Transfer Credit Appeal Process	38
<i>REQUIREMENTS FOR GRADUATION</i>	38

Double Major and/or Second Degree	39
Qualifications for Graduation	39
<i>GRADUATION</i>	40
<i>THE GENERAL EDUCATION CORE CURRICULUM</i>	41
Table 5. Options to Meet General Education Core Requirements**	42
<i>STUDENT ASSESSMENT</i>	44
<i>SPECIAL SUPPORT AND PREPARATION PROGRAMS</i>	45
Student Support Services	45
Student Support and Disability Services Program (TRIO).....	45
Office of Student Achievement and Retention (OSAR).....	45
<i>ACADEMIC POLICIES</i>	46
<i>GRADING SYSTEM</i>	47
Academic Probation	51
Continued Academic Probation	51
Academic Suspension	52
Academic Appeals for Suspension	52
Extenuating Circumstances	52
<i>Academic Honors</i>	52
<i>Awarding of Degrees Posthumously</i>	53
<i>ACADEMIC RECORDS</i>	60
<i>INTERNATIONAL STUDIES/STUDY ABROAD</i>	62
<i>INFORMATION RESOURCES</i>	63
<i>INFORMATION SYSTEMS AND TECHNOLOGY DIVISION</i>	63
<i>POLICIES GOVERNING THE USE OF NETWORK SERVICES AND</i>	64
<i>OTHER INFORMATION SYSTEMS</i>	64
School of Business & Social Sciences	67
<i>BUSINESS</i>	69
BACHELOR OF BUSINESS ADMINISTRATION-ACCOUNTING CONCENTRATION	70
BACHELOR OF BUSINESS ADMINISTRATION-COMPUTER INFORMATION SYSTEMS CONCENTRATION	75
BACHELOR OF BUSINESS ADMINISTRATION-MANAGEMENT CONCENTRATION.....	79
BACHELOR OF BUSINESS ADMINISTRATION-ORGANIZATIONAL MANAGEMENT CONCENTRATION (TRADITIONAL/ONLINE)	83
<i>SOCIAL SCIENCES</i>	86
THE LEE P. BROWN CRIMINAL JUSTICE INSTITUTE.....	88
ASSOCIATE OF ARTS IN CRIMINAL JUSTICE	88
BACHELOR OF ARTS IN CRIMINAL JUSTICE	90
BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION.....	93
BACHELOR OF ARTS IN ENGLISH	96
BACHELOR OF ARTS IN MASS COMMUNICATIONS	100
BACHELOR OF ARTS IN RELIGION.....	104
BACHELOR OF ARTS IN SOCIOLOGY	108
School of Education & Sciences	111
<i>EDUCATION AND INTERDISCIPLINARY STUDIES</i>	114
BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION.....	118

BACHELOR OF SCIENCE IN MUSIC EDUCATION.....	121
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION and HEALTH (EC-12).....	125
BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES TRADITIONAL/ONLINE.....	128
BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES – NATE PARKER FILM, THEATER, AND DRAMA CONCENTRATION.....	135
<i>NATURAL SCIENCES AND MATHEMATICS</i>	139
BACHELOR OF SCIENCE IN BIOLOGY.....	139
STUDENT SERVICES AND PROGRAMS.....	144
<i>GENERAL INFORMATION AND REGULATIONS</i>	145
<i>STUDENT SERVICES</i>	148
<i>STUDENT HEALTH, COUNSELING, AND WELLNESS</i>	149
Counseling Services.....	150
Student Support and Accessibility Services.....	151
BUSINESS AND FINANCIAL SERVICES.....	155
<i>SCHEDULE OF TUITION AND FEES</i>	159
<i>FINANCIAL AID</i>	163
<i>FINANCIAL AID POLICIES</i>	165
<i>SATISFACTORY ACADEMIC PROGRESS (SAP)</i>	167
BOARD OF TRUSTEES.....	172
<i>COLLEGE ADMINISTRATION</i>	174
FACULTY & STAFF.....	175
<i>FACULTY</i>	176
<i>STAFF</i>	178
ACADEMIC CALENDAR.....	181
CAMPUS MAP.....	194
COURSE DESCRIPTIONS.....	195
<i>ACCT – Accounting</i>	198
<i>BIOL – Biology</i>	199
<i>BUSI - Business</i>	201
<i>CHEM – Chemistry</i>	202
<i>CISC – Computer Information Systems Concentration</i>	203
<i>CLAP – College Level Assessment Program</i>	205
<i>CRIJ - Criminal Justice</i>	205
<i>CRJA – Criminal Justice Administration</i>	208
<i>ECON – Economics</i>	209
<i>EDUC - Education</i>	209
<i>ENGL – English</i>	212

<i>FINA – FINANCE</i>	214
<i>GEEP – General Education Enrichment Program</i>	215
<i>GESS – Student Success Academy</i>	215
<i>HIST – History</i>	215
<i>HUMA – Humanities</i>	216
<i>MANA – Organizational Management</i>	217
<i>MARK – Marketing</i>	218
<i>MATH – Mathematics</i>	218
<i>MCOM – Mass Communications</i>	220
<i>MGMT – Management</i>	222
<i>MUSI – Music</i>	223
<i>PHED – Physical Education</i>	226
<i>PHIL – Philosophy</i>	228
<i>PHYS – Physical Sciences, Physics</i>	228
<i>POLS – Political Science</i>	228
<i>PSYC – Psychology</i>	229
<i>RELI – Religion</i>	230
<i>SOCI – Sociology</i>	232
<i>SOWK – Social Work</i>	233
<i>SPAN – Spanish</i>	234
<i>SPCH – Speech</i>	237
<i>THTR – Theater</i>	237
INDEX	238

MISSION STATEMENT

Wiley College is a premier liberal arts institution, affiliated with the United Methodist Church, with an intentional focus on social good and leadership.

VISION STATEMENT

Wiley College is a nationally recognized liberal arts college serving as a beacon of light inspiring individuals to serve as catalysts of social change in their community and professions.



HISTORY OF WILEY COLLEGE

In 1873, less than eight years after all hostilities were quieted from the Civil War, the Freedman's Aid Society of the Methodist Episcopal Church founded Wiley College near Marshall, Texas for the purpose of allowing Negro youth the opportunity to pursue higher learning in the arts, sciences and other professions.

Named in honor of Bishop Isaac T. Wiley, an outstanding minister, medical missionary and educator, Wiley College was founded during turbulent times for Blacks in America. Although African American males were given the right to vote in 1870, intimidation of America's newest citizens in the form of violence increased. The U.S. Supreme Court helped pave the way for segregation with the 1896 Plessy v. Ferguson decision that approved of the "separate but equal" doctrine.

Bishop Wiley was born in Lewistown, Pennsylvania, on March 29, 1825. He became interested in the Christian ministry as a boy, joining the church at 14 years of age and became active in missionary work. At 18, he was authorized to preach under ministerial direction. Due to difficulties with his voice, he studied medicine and upon graduation from medical school became a medical and educational missionary in China. Wiley was elected bishop in 1864 and organized a Methodist conference in Japan. Bishop Wiley died on November 22, 1884 in his beloved China.

Wiley College opened its doors just south of Marshall with two frame buildings and an overwhelming desire to succeed in a climate fraught with racism and Jim Crow laws. So entrenched was their desire to succeed that in 1880, rather than moving Wiley College farther out of town, the founders of the College moved nearer to Marshall on 55 acres of wooded land where the College stands today. Land was cleared and four additional buildings were constructed as student enrollment soared to 160 students with seven full-time faculty members. Wiley College had effectively become the first Black college west of the Mississippi River.

Among the visionaries of that era were presidents revered in Wiley College history. Individuals who persevered in a climate of hatred in the South and in the face of great personal sacrifice were Wiley's first presidents: **Rev. F. C. Moore** (1873-1876), **Rev. W. H. Davis** (1876-1885), **Rev. N. D. Clifford** (1885- 1888), **Rev. Dr. George Whitaker** (1888-1889), and **Rev. Dr. P. A. Pool** (1889-1893). It was their strength of character in the face of hardship and acrimony that forged the early foundations of this bastion of academic excellence. Their labors were rewarded in 1888 when the first graduate of Wiley University (for so it was called at the time) was awarded the Bachelor of Arts degree. Mr. H.B. Pemberton would lead the way for generations of Wiley College graduates to come.

Reverend Isaiah B. Scott (1893-1896) was appointed as the sixth president of Wiley College in 1893. His appointment was significant because he was the first Negro president of Wiley. The Freedman's Aid Society departed from its traditional administration of the school and boldly placed Reverend Scott in the lead role for the fledgling school. Twenty-three years had passed since the founding of Wiley College when Reverend Scott retired in 1896. Two years later, the General Conference of 1896 elected Dr. Scott to the editorship of the *Southwestern Christian Advocate*. A new generation of students then greeted a new president of the College.

Matthew Winfred Dogan, Sr. (1896-1942) was to become the most prolific and the longest-sitting president to grace the halls of Wiley College. The seventh president took office at the age of 33 and was to become the "backbone and strength of Wiley." During his 46-year administration of Wiley College, many changes occurred on the campus and in the United States as a whole. At a time in history when the National Association for the Advancement of Colored People (NAACP) and the National Urban League were established to reinvigorate the old abolitionist struggle to achieve complete emancipation and full citizenship for Black Americans, Wiley College was building and expanding.

In 1906, the College boasted eleven buildings on campus. The first brick building constructed on campus under the Dogan administration was the central building. It was built of bricks made on campus and was constructed by students. Subsequent campus buildings were constructed around this main building and housed programs in mechanics, printing, tailoring, broom making, woodworking and industrial programs. Among the eleven buildings was the King Industrial Home for Girls bringing the important study of home economics to Wiley.

Dogan's dream was to expand for the future and indeed Wiley College expanded as building after building was erected for more specialized programs. However, 1906 also brought tragedy to Wiley College as five buildings were destroyed by fire, including the main central building. Although the buildings were in ashes, the foundations remained strong and in 1907, buildings of greater magnitude began to take shape on the campus. Noted philanthropist, Andrew Carnegie, made possible the construction of the Carnegie Library that was erected in 1907.

In 1915, floods, cotton crop failures, and a reactivated Ku Klux Klan motivated Southern rural blacks to migrate to the North in search of employment opportunities in the expanding military industry. Within a year and a half, 350,000 African Americans had moved from Southern farms to the factories of Northern cities. However, Wiley College was continuing to expand. Coe Hall, named for former teacher, Mrs. Isabel Coe, was built to serve as the men's dormitory. Coe's father had donated the sum of \$5,000 to the College. Thirkield Hall, a magnificent three-story structure built with the grandeur befitting an institution of higher learning, was erected in 1918 and named for Bishop Wilbur P. Thirkield, a close friend of the College and former president of Howard University.

The Daniel Adams Brainard Chapel was erected in 1924 with a capacity for 800 students. The Chapel was equipped with a pipe organ that was one-of-a-kind among similar sized colleges of the time. In 1925, Dogan Hall was built to accommodate women in dormitories. Dogan Hall was a truly lavish residence hall in its day. The Refectory was also erected during this time period as a dining hall for students and a place for extra-curricular activities. Truly a pioneer in the educational arena, Wiley College took the leadership role in reorganizing Black schools of higher education and in 1929, renamed itself Wiley College, dropping the use of the word "University." It was at this time the high school and trade school were discontinued. Wiley College was recognized in 1933 as an "A" class college by the Association of Colleges and Secondary Schools of the southern states. This marked the first time any Black school had ever been rated by the same agency and standards as other universities.

Wiley College was a leader in planting the seeds of the first social organizations in the Southwest. These fraternities and sororities nurtured the cohesiveness of Black college students. The Beta Chapter of Phi Beta Sigma Fraternity, Inc. was formed on the Wiley campus in 1915, the second chapter founded in the United States. The Theta Chapter of Omega Psi Phi Fraternity, Inc. was formed in 1922 and the Theta Chapter of Zeta Phi Beta Sorority, Inc. was formed in 1923. Other social organizations included the Phi Chapter of Alpha Kappa Alpha Sorority, Inc. in 1924, the Alpha Sigma Chapter of Alpha Phi Alpha Fraternity, Inc. in 1925, the Alpha Iota Chapter of Delta Sigma Theta Sorority, Inc. in 1930 and the Alpha Chi Chapter of Kappa Alpha Psi, Inc. in 1935.

During these years, the automobile was not widely used by many students and their families; thus, the nation's rail system was the preferred, and sometimes the only means of travel to Wiley. Coaches with special connections from Dallas, Houston, Shreveport and Beaumont carried students to Marshall, Texas and Wiley College on the "Wiley Express."

At a time when Jesse Owens was thundering to an unprecedented four gold medals in the 1936 Olympic Games in Berlin, Wiley College was introducing football to Black colleges and was a leader in forming the Southwestern Athletic Conference (SWAC), still in existence today. Wiley College won many national championships in football and basketball, having more championship athletic teams than all its opponents of the SWAC combined.

This drive for excellence extended beyond the football fields and the basketball courts and spilled over into the academic arenas with a debating championship in 1935 and notable accomplishments in the field of dramatic competitions. Wiley College was the first of its kind in the region to adopt an honor roll system for outstanding students. Wiley College was the leader that other Black colleges and universities eagerly followed.

Music has always played an integral part in Black history, and this was also true in the history of Wiley College. The Wiley College band was a first during this period. In the 1930s, Duke Ellington wrote *"It Don't Mean a Thing If It Ain't Got That Swing"* and George Gershwin's *Porgy and Bess* debuted before record crowds in New York. At the same time, the Wiley College music department was making some noise of its own, proudly becoming second to none among similar colleges in the region. The Wiley Quartet sang for stage and radio during this time period, and the Glee Club, band, orchestra, and choir were all well equipped with instruments and talent.

The General Education Board of The Methodist Church provided funding in 1935 to refurbish and redecorate the Carnegie Library. The College accepted the gift and a challenge from the Board to match dollar-for-dollar a \$3,000 proposed endowment. The Endowment Drive was completed in 1938, and the College endowment grew to \$6,000 (equivalent to over \$200,000 in today's value).

With the arrival of the '40s, the era of Dr. Matthew Dogan, the seventh and only president since the turn of the century, was coming to a close. Dogan's tenure had been marked with struggles and successes, expansion and growth. It was a very different student that walked the halls of Wiley College in the 1940s. Students appeared younger and bolder. Styles and fashions took on a new look. Soon, the world would change once again with the coming of war to the United States. A new day was on the horizon, and in 1942, President Dogan retired as the president of Wiley College.

World War II began for the United States on December 7, 1941, with the Japanese sneak attack on Pearl Harbor. As President Franklin Roosevelt was addressing Congress on the proposition of war, Wiley College President, Dr. Matthew Dogan, was preparing to relinquish the reins of authority to **Dr. E.C. McLeod**, Wiley's eighth president (1942-1948). While college enrollment took a back seat to the draft, Dr. McLeod never backed down from the vision established by the previous administration to build and expand "Dear Wiley": thus, a five-year building plan was unveiled.

Wiley served the defense effort well with the establishment of the Wiley College Committee on Community Service and National Defense. The Committee coordinated its efforts with the country's national defense resources through an expansion of its summer program. Many Wileyites seized this opportunity and trained for community health improvement with the aid of this national program.

Addressing the demands of the market, homemaking education was added to the curriculum, and a new facility complete with lecture rooms, laboratories, and mock dining and lodging facilities was established in 1942. A new athletic stadium was constructed, and improvements were made to the athletic fields. McLeod Hall was constructed as a men's residence hall to accommodate the veterans returning from the war. Many young men took advantage of the educational opportunities afforded them through their G.I. Benefits package. This was the most expansive record of enrollment in Wiley College history.

During McLeod's administration, the College joined the United Negro College Fund in 1944 as a charter member. This brought new resources to the College for expanding programs and building projects. Wiley College enjoys the distinction of having won the title of "Miss UNCF" for three consecutive terms, being the only college of the era to receive this stellar national honor.

With the retirement of Dr. McLeod in 1948, Wiley College changed leadership. The ninth president of Wiley College was **Dr. Julius S. Scott, Sr.** (1948-1958). He had worked at the College in various capacities over the years and brought a true “Wiley Spirit” to the presidency. Under his leadership, the Alumni Gymnasium was completed. The new gym was a project initiated by the Wiley College National Alumni Association and was funded through gifts from alumni and grants from the federal government. The gymnasium was more than a new structure on campus. It was a monument to the struggles and the successes of its former students and graduates of the College.

Wiley College students were getting their first taste of rock-n-roll in 1954 listening to the sounds of recording artists like Fats Domino, Chuck Berry, and Little Richard. During this period, Smith-Nooks Hall of Music was built and dedicated and shortly thereafter, in 1958, Dr. Scott retired from the presidency.

Dr. Thomas Winston Cole, Sr. (1958-1971) was selected as the tenth president to lead Wiley College in 1958. He was a 1934 graduate of Wiley College and the first layman to hold the position. His visionary goal was to build on the great traditions established by his predecessors. In 1960, Wiley College was admitted to full membership in the Southern Association of Colleges and Secondary Schools (SACS). In addition, a new building program was established, including a complete renovation of the Refectory together with its transformation into a modernized dining facility. Dr. Cole was instrumental in refurbishing and remodeling many facilities on campus including the Aaron Baker Science Building, the T.W. Cole Library, and the Fred T. Long Student Union Building. He had the streets paved, new sidewalks installed, and created new parking facilities for students, faculty, and staff. It was also during this period that the annex for Dogan Hall was completed to house the senior females on campus. Dr. Cole served Wiley College well from 1958-1971.

The eleventh president of Wiley College was also an alumnus of the College, **Dr. Robert E. Hayes, Sr.** (1971-1986). His administration continued to advance the College. During his presidency, the College experienced continued growth and development. A new men’s dormitory was constructed to accommodate increasing enrollment. The fledgling KBWC, Wiley College radio station, received licensing approval by the Federal Communications Commission. The A Cappella Choir resumed its annual spring concert tour of the mid-west and the number of faculty members holding earned doctorate degrees increased to 41 percent. Dr. Hayes was also instrumental in raising over a million dollars through speaking engagements and gifts from individuals. Dr. Hayes served his alma mater from 1971 until his retirement in June of 1986. Between 1986 and 1987, **Dr. E.W. Rand**, and **Dr. David R. Houston** served successively as interim presidents of the College.

The Wiley College Board of Trustees elected **Dr. David L. Beckley** (1987-1993) as the twelfth president of the institution in 1987. Under his leadership, the College improved its fiscal management practices, retired outstanding federal bonds on several campus buildings and facilities, retired federal debts and loans, increased the endowment fund and increased the number of faculty members holding terminal degrees. Also, during the Beckley administration, the College was reorganized into five academic divisions: Basic Studies; Business and Social Sciences; Education and Physical Education; Humanities and Natural Sciences and Mathematics. These programs helped prepare students for careers in their major discipline as well as making available to them the opportunity to pursue graduate work.

Dr. Lamore J. Carter (1993-1996) was named the thirteenth president of Wiley College by the Board of Trustees in 1993. Under his administration, significant accomplishments included the reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The renovation of significant portions of the Wiley-Pemberton Complex was completed through the acquisition of several grants from the Department of Housing and Urban Development (HUD). Dr. Carter continued the initiative to increase the number of Ph.D.’s on the faculty and brought about outstanding improvements in the educational programs via a Fulbright Faculty Seminar in Thailand in 1994.

In 1996, **Dr. Julius S. Scott, Jr.** (1996-1998), a 1945 graduate of Wiley College, became the fourteenth president and chief executive officer of the institution. Dr. Scott's administration was marked by focused planning, fiscal stability, and a "seize the day" philosophical ideal. He is credited with enhancing the academic experiences of students, increasing enrollment, improving the living/learning facilities, and improving the overall academic standards of the institution.

Dr. Ronald L. Swain (1998-2000) became Wiley's fifteenth president in 1998. Under his leadership, a College-wide strategic planning initiative was launched. Equally important, the College increased its technological capabilities by extending computer usage throughout the campus, providing laptop computers to each student. Improvements to the information systems were initiated that eventually led to increased network, Internet and computing capabilities and resources for the library.

In 2000, **Dr. Haywood L. Strickland** (2000-2018) was named the sixteenth president. His initial administrative theme was "Achieving Excellence through Pride and Performance." During his first year of service, he exemplified this theme in achievements by beginning the construction of the \$2.4 million Julius S. Scott, Sr. Chapel on September 11, 2001, a day that is etched in the memories of all Americans. As the New York "twin towers" were falling, the Julius S. Scott, Sr. Chapel was rising. This edifice is now a center for worship and a gathering place for educational and spiritual enrichment for the Wiley College family and will be for generations to come. Dr. Strickland has been responsible for renovating and refurbishing every campus facility; spearheading the expansion of the physical plant to include a fourth residence hall--the J. Jack Ingram Residence Hall; substantially improving science laboratory facilities and securing record amounts in private gifts, as well as increased external funding for sponsored programs. Dr. Strickland is committed to the utilization of innovative techniques and strategic planning in all administrative processes. He is equally committed to modern pedagogy, the application of cutting-edge technology, and the involvement of the College in service to the community. The 16th president of the College is dedicated to student-centered programs and a customer-focused approach. Under Dr. Strickland's administration, the College had its accreditation re-affirmed to the year 2013. The College garnered rare, international visibility on December 25, 2007, with the release of the movie, *The Great Debaters*, directed by Mr. Denzel Washington and produced by HARPO Productions and the Weinstein Company. This major motion picture captured the fame and notoriety of Professor Melvin B. Tolson and the intellectual legacy of four former students -- Hobart Jarrett, Henry Heights, James Farmer, Jr. and Henrietta Bell (Wells). It was their 1935 victory over that year's National Champions that was the subject of the movie, *The Great Debaters*, which also won national acclaim. Under President Strickland's leadership, the College received a one-million-dollar gift from Mr. Denzel Washington to revive the school's debate team which was subsequently named in honor of both Professor Tolson and Mr. Denzel Washington.

President Strickland began the second decade of his presidential leadership in 2010 by declaring it the era of transformation, a period that was launched by the record-breaking enrollment of approximately 1,400 students and the May 2011 groundbreaking ceremony for a new 500-bed living-learning center. The construction of this facility brings the number of residence centers to five and enables the College to meet the increasing demand for campus housing. The new living-learning center is just one of several improvement projects made possible by a \$24 million loan through the Historically Black Colleges and Universities (HBCU) Capital Financing Project, a program sponsored by the US Department of Education. In addition, these resources also made it possible to expand the Fred T. Long Student Union Building by adding an additional 6,000 square feet to the former dining area to accommodate at least 700 students at each meal. This was a critical enhancement in response to the enrollment of almost 1,000 residential students. Other capital improvement projects launched by the Strickland administration included improvements to the Wiley-Pemberton Complex, the repair of roads and parking venues, and the conversion of traditional classrooms to "smart classrooms" campus-wide. These initiatives were designed to transform the culture and climate of the College to cement its increasingly recognized and acknowledged status as a world-class institution of higher learning.

Under the 16th President's administration, the College had its accreditation re-affirmed unconditionally to 2023. The College received commendations by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

site visit team in October 2012 for having designed an innovative and exceptional Quality Enhancement Plan, *Communicate through Debate*, which institutionalizes debate education across the curriculum. This plan was cited by the site visit team as “having the potential to transform Wiley College and, in general, higher education throughout the nation.” In addition, in June 2012, the institution received specialized accreditation of its business programs by the Accreditation Council for Business Schools and Programs (ACBSP).

In 2018, **Herman J. Felton, Jr., Ph.D., J.D.** (2018 – present), who has an intentional focus on social good and leadership, became the 17th President and Chief Executive Officer of Wiley College. Since his arrival, the revitalization of the campus with emphases on re-branding of the institution through a new website, technology infrastructure, campus beautification, and numerous renovations have occurred on the campus to improve structural facilities and technology access. The Thomas W. Cole Library was renovated to serve and respond to a tech-savvy, research-focused scholar, enrollment in online programs have increased, the campus radio station has returned to the airwaves, numerous campus academic building and their classrooms have been retrofitted with technology reflective of the student-driven demand for the College to deliver pedagogy via smart classrooms. Additionally, more innovation in instructional practices, tools for institutional effectiveness (Watermark, Maxient, and Acalog) have been acquired, and upgrades have been made to the wireless infrastructure for a more consistent and reliable wireless experience. In continued support of the College’s affiliation with the United Methodist Church’s ethos, an infrastructure was incorporated, ensuring the entire college participates in Chapel every Tuesday. The College opened a Spirit Store and created a First-Day Success Program which provides online and hard copy textbooks through Cengage to improve overall academic success and student pride. Wiley now offers continuing professional education (CPE) certificates through the Texas Education Agency (TEA). Dr. Felton’s tenure has also brought the Heman Sweatt Center for Social Good, the College’s first Honors Program, and the hiring of a licensed clinical psychologist for mental health and wellbeing.

The College is currently organized into two degree-granting schools: 1) the School of Business & Social Sciences, and 2) the School of Education & Science, 3) The two academic schools are supported by a cluster of units that include the Office of Student Achievement and Retention (designed to provide intensive support and advisement to entering freshmen), Student Support Services, and the Thomas Winston Cole Sr. Library.

There is an unyielding conviction among the faculty and administration that learning occurs best in an environment that is academically challenging and supportive, that embraces the principles of academic freedom and shared governance. Wiley College continues as a viable force and a leader in innovation in the academic community. Wiley was the first “ThinkPad College” west of the Mississippi River to afford all students the opportunity to use a laptop in their daily classwork. Technologically advanced classrooms allow students to become proficient in the use of technology and obtain class assignments, tests, and research projects via the Internet on a “24/7” basis. Each residence hall is equipped with Internet capabilities for students to perform extensive research from the comfort of their rooms. This has further progressed to expansions in online education programs.

For nearly 150 years, Wiley has offered educational opportunities to the citizens of Texas, the nation, and the world. The Wiley College spirit remains vibrant in the face of remarkable social change, global terrorism, economic strife, and adversity. The insightful vision of years past that made Wiley College a preeminent black college in the south is alive and well. Those leaders who brought Wiley through its illustrious history and the dates of their service are shown in Table 1.

Table 1. The Presidents of Wiley College

	President	Years of Service		President	Years of Service
1	F. C. Moore	1873 – 1876	10	Thomas W. Cole, Sr.	1958 – 1971
2	W. H. Davis	1876 – 1885	11	Robert E. Hayes, Sr.	1971 – 1986
3	N.D. Clifford	1885 – 1888	12	David L. Beckley	1987 – 1993
4	George Whitaker	1888 – 1889	13	Lamore J. Carter	1993 – 1996
5	P.A. Pool	1889 – 1893	14	Julius S. Scott, Jr.	1996 – 1998
6	Isaiah B. Scott	1893 – 1896	15	Ronald L. Swain	1998 – 2000
7	Matthew W. Dogan	1896 – 1942	16	Haywood L. Strickland	2000 – 2018
8	Egbert C. McLeod	1942 – 1948	17	Herman J. Felton, Jr.	2018 – present
9	Julius S. Scott, Sr.	1948 – 1958			

CAMPUS BUILDINGS

Wiley College’s historic 77-acre campus is located in Marshall, Texas. Academic and administrative structures, residence halls, and the President's home comprise the campus’s twenty-two (22) permanent buildings. A city of roughly 25,000 residents, Marshall is located 25 miles east of Longview, Texas and 40 miles west of Shreveport, Louisiana.

The Thomas Winston Cole, Sr. Library

The library was constructed and occupied in 1967 and named in honor of the tenth president of the College. The two-story building houses a variety of print, non-print and electronic holdings which support the curriculum and meet the needs of users. The Library houses a distinguished African American Collection as well as other special collections and maintains open-stack services for more than 60 hours per week. It houses two computer labs.

The Willis J. King Administration Building

This original two-story Carnegie Library structure was remodeled and converted into the main administrative complex. This building is named in honor of a former Bishop of the Central Jurisdiction of the Methodist Episcopal Church who once served as chairman of the Board of Trustees of the College. The King Building currently houses the Division of Business and services as a one stop shop for students in all financial matters.

The Fred T. Long Student Union Building

This building is named for Coach Fred T. Long, who for many years produced championship football teams at the College. The facility is the center of student activities and the social hub of the campus. An expansion and renovation were completed in 2016, which includes an improved cafeteria kitchen facility and added 6,000 square feet to the former dining area to accommodate at least 700 students at each meal. This critical enhancement was in response to the enrollment of approximately 1,000 residential students. Located in the Student Union Building are a ballroom, the Wildcat Food Pantry, a bowling alley, the Wildcat Theatre, and the Trustees Dining Room. The KBWC (FM 91.1) Radio Station, owned and operated by the College, is also located on the second floor of this building.

The Aaron Baker Science Building

A two-story building was made possible by the gift of Aaron Baker, an alumnus, with additional funding secured from the U.S. Department of Education and the Board of Education of the Methodist Episcopal Church. It contains classrooms, science and computer laboratories, a greenhouse, a mathematics tutorial laboratory, and a lecture auditorium.

The Wiley College Apartment Complex

This twelve-unit apartment complex is located on University Avenue across from the Aaron Baker Science Building. The 8,400 square foot apartment facility renovated in 1989, houses members of the College's faculty and staff.

Dogan Hall

This residence hall for women was reconstructed in 1991. It features a "home-at-school" environment that contributes to a comfortable living/learning atmosphere. It was named for the late President Matthew W. Dogan and houses a Parlor Room named in honor of former president, David L. Beckley, the Johnnie H. Coleman television lounge, and several guest rooms.

McLeod Hall

This building, named for President E.C. McLeod, was erected during the summer of 1945. Once a dormitory for women, it is presently used as an administrative and classroom space.

The President's Home

The president's home was built by students in 1903 and partially renovated in 2018. Some of the College's special social events are held in the spacious reception rooms of this large frame house of classic design.

Thirkield Hall

This building is a three-story structure situated near the center of the main campus. It was erected in 1918 and named for Bishop Thirkield, a close friend of the College and a former president of Howard University. This building houses instructional classrooms, computer laboratories, and the Office of Academic Affairs. Technology enhancements to the classrooms and partial renovations were made in 2019.

Smith-Nooks Hall

This building was constructed in 1953 and was partially renovated in 2020. Funds contributed by Mrs. Charles Robinson in memory of her mother and aunt initiated the conception of this education. Today the building also houses the Julius S. Scott, Sr. Meditation Room (named for the ninth president of the College), the Office of Student Records/Registrar, and the Division of Student Affairs and Enrollment Management.

Johnson-Moon Hall

The former Dogan Hall Annex was completely renovated after a February 1990 fire. The building was renamed Johnson-Moon in 1991 to honor two long-time trustees, Dr. Joseph T. Johnson of Chicago, Illinois, and Dr. L.A. Moon of Marshall, Texas.

Freeman P. and Carrie E. Hodge Building

The facility, the former refectory, was renovated in 1993 with a gift from Dr. and Mrs. Norman Cottman. The building houses a rotunda-type auditorium used for special College programs.

Ocie and Mary Jackson Hall

This facility, currently designated an Honors residence hall, was built in 1972 to house 192 students. The building consists of four wings: two for housing and one that contains offices, laundry facilities, and a guest room. The fourth wing contains three lounges that are utilized for meetings, studying, and student relaxation. The wings are arranged around an open courtyard.

The Alumni Gymnasium

The gymnasium is a completely air-conditioned building around a basketball arena with seating capacity for approximately 1500. Included are modern locker rooms, classrooms, a wellness center, a weight room, a physical therapy room, and administrative offices.

The Wiley-Pemberton Complex

Wiley College acquired the H. B. Pemberton Complex, formerly a high school from the Marshall Independent School District in a property exchange in 1987 and partially removed in 2020. It was named for Mr. H. B. Pemberton, Sr., the recipient of the first bachelor's degree awarded by Wiley in 1888. This large complex houses a number of College programs including the Board of Trustees Conference Room, the Robert E. Hayes Auditorium and Theater Hall, the Learning Center, the Lee P. Brown Criminal Justice Institute, the Department of Sociology, the Melvin B. Tolson/Denzel Washington Forensics Society offices, The Office of Student Achievement and Retention (OSAR), the Student Support and Accessibility Services Unit that shares a spacious tutorial center with the SSC, a computerized laboratory (Educational Testing Services certified testing center), the Community Services Center, the campus mail center; classrooms, and the Intramural Gymnasium and related facilities.

The David L. Beckley Building

Formerly the Atlanta Life Insurance Building, this building was named in honor of the 12th President of Wiley College in November 2011. Dr. Beckley's dynamic record of service as president from 1987-1993 was marked by exemplary stewardship and fiduciary trust. His legacy of fiscal soundness is reflected compellingly in his retirement of accumulated fund deficits of 1.5 million dollars; the negotiated forgiveness of federal indebtedness of more than two million dollars; and the purposeful growth of an endowment for the institution. The Beckley Building serves as the Office of the President providing easy accessibility for all Wiley stakeholders.

The Julius S. Scott, Sr. Chapel

Named in honor of the ninth president of the College, the Chapel is a multi-purpose facility located in the center of the campus. This magnificent facility features a beautiful 15,000 square foot sanctuary with a seating capacity of over 600, a prayer and parlor room, a chaplain's suite, a narthex, and gathering areas. The facility is also home to the Office of the Dean of Chapel and houses the cultural and religious activities of the College. This edifice displays in its stained-glass windows an artistic representation of the College's history and its connectional relationship with The United Methodist Church.

J. Jack Ingram Residence Hall

The former Grove Gardens Nursing Home facility was purchased by the College under the leadership of the Board of Trustees and with assistance from the General Board of Higher Education and Ministry of The United Methodist Church in November 2008. The 35,165 square foot facility was completely renovated and retrofitted to function as the College's fourth residence hall. It houses 160 students and was named in honor of one of the College's trustees, Attorney J. Jack Ingram, who served on the Board from 1997 to 2009.

The Haywood L. Strickland Living-Learning Center

During its November 2011 meeting, the Board of Trustees voted unanimously to name the new 500-bed facility in honor of president, Dr. Haywood L. Strickland. Construction began on the College's fifth residence facility in the summer of 2011. The Haywood L. Strickland Living/Learning Center opened September 2012 and was consecrated by the Board of Trustees on November 2, 2012. facility contains computer labs, study lounges, offices, meeting spaces, residential quarters for 500 students and a grand foyer which also functions as an art gallery with a premiere collection of ethnocentric art contributed by Mr. and Mrs. Harry (Dr. Kim) Long. In 2019, there was a partial renovation of the facility.

CAMPUS MASTER PLAN

The future growth and development of the College's buildings and grounds for the next twenty (20) years are reflected in the *Campus Master Plan 2031*. This plan is the result of a thorough space needs analysis and provides for optimal use of existing land, as well as, planned property acquisitions based on enrollment projections. The *Campus Master Plan 2031* is the College's first comprehensive master plan that calls for transforming the physical infrastructure.

ADMISSION REQUIREMENTS AND PROCEDURES

Admissions

Office of Admissions and Recruitment

711 Wiley Avenue, Marshall, TX 75670

Website: www.wileyc.edu/admissions

E-mail: admissions@wileyc.edu | Phone: 903-927-3311

The College is committed to admitting capable and talented persons, without regard to race, creed, religion, gender, age, national origin or economic status, who desire to pursue a college education. Any individual seeking admission may submit an application for admission directly online at the College's website, by calling the Office of Admissions and Recruitment, or by requesting an application by mail from the Office of Admissions and Recruitment.

Applicants who cannot meet regular admission requirements because they have not submitted evidence of having graduated from an accredited high school or being in good standing at the last college attended through evidence submitted by transcript, may be granted provisional admission to allow time for receipt of their official transcript or their GED score report. Students who do not meet the criteria by the official census date (12th class day of the semester) will be dismissed from the College, withdrawn from all classes, not awarded any academic credit for any course for which they registered, and will not be eligible to receive financial aid.

Admission Requirements: First-Time Freshmen

Any First-Time Freshmen seeking admission to Wiley College must have graduated from an accredited high school with at least a 2.0 cumulative GPA or have successfully completed the General Education Development (GED) Test. High school graduates must have a minimum of 16 Carnegie units* of study. The recommended distribution of these units is as follows:

Language Arts	4 units
History and Civics	2 units
Mathematics	2 units
Sciences	2 units
Electives	<u>6 units</u>
Total	16 units

In order to be fully accepted to the College, first-time freshmen are required to complete and/or provide the following:

- First-time freshmen application for admission.
- A non-refundable application fee of \$25 (see Tuition and Fees).
- An official high school transcript with graduation date or a pass rating on the GED for non-high school graduates.
- Submit official ACT or SAT scores to be used for placement purposes.
- Meningitis shot records (if under 22 years old).

Freshman students are permitted to register after the above items have been submitted and they have received a letter of acceptance. Students whose credentials have failed to reach the College by the 12th class day will be administratively withdrawn.

*For students who do not meet the Carnegie unit requirement, the Enrollment Management Task Force, chaired by the Vice President for Student Affairs and Enrollment Management who has the overall responsibility for coordinating admission policies and procedures, will review each application for admission on a case-by-case basis. Applicants will be notified of the status of their application within 30 days of review.

Admission Requirements: Transfer Student

Admission may be granted to a student who took courses equivalent to those at Wiley College while attending another college/university and withdrew in good academic standing from the institution. The courses being transferred for credit toward a degree at Wiley College must have been completed at a regionally accredited college or university.

In order to be fully accepted to the College, transfer students are required to complete and/or provide the following:

- Transfer student application for admission.
- A non-refundable application fee of \$25 (see Tuition and Fees).
- An official transcript from all accredited colleges and/or universities attended.
- Letter of good behavioral standing from the previous institution.
- Completed 15 credit hours or more at a regionally accredited institution. If an applicant has complete less than 15 credit hours, the student must meet freshman admission requirements.
- Earned a grade point average of at least 2.4 (on a 4.0 scale).

Applications are encouraged from students who have completed courses or programs at two-year accredited colleges. Students with an Associate of Arts degree are credited with completion of general education requirements toward graduation if a grade of “C” or better is earned. Holders of other associate degrees or certificates must meet all general education requirements as any other transfer student.

Delay in processing applications may be prevented if the official transcripts and application for admission are submitted at least thirty (30) days prior to the opening of the session in which the student wishes to enter. Transfer students whose credentials have failed to reach the College by the 12th class day will be administratively withdrawn. Transcripts and other supporting data will not be returned to the applicant.

Admission Requirements: Adult Degree-Completion Programs

The adult degree-completion programs are designed to serve the educational needs of the non-traditional, working adult age twenty-five (25) or older. These programs enable adult enrollees to complete course work for a college degree at times most convenient to them, evenings and on the weekends. All adults seeking admission must satisfy the College's admission requirements for their desired choice of the three programs: Organizational Management, Criminal Justice Administration, or Interdisciplinary Studies. Each program covers the subject matter in modular and serial courses.

Any potential student desiring admission into any adult education program must satisfy the following requirements:

- Be 25 years of age or older.
- Have completed at least sixty (60) semester hours of transferable college credits from a regionally accredited institution or have an Associate of Arts degree.
- A letter grade of "C" or better must be received in order for the credits to be accepted by Wiley College. Credits for developmental or remedial courses are not acceptable for transfer. Students entering the adult degree-completion program with an Associate of Arts degree from an accredited program are exempt from taking additional General Education (GE) courses.

Students who have the required sixty (60) hours of transferrable college credit, but lack required GE courses, will need to enroll and pass needed GE courses in order to fulfill the requirements of the program and be eligible for graduation upon completion of the program. They must satisfy the following requirements:

- Have a cumulative GPA of 2.0 on a 4.0 scale from previously attended colleges or universities. All official transcripts must be submitted to Wiley College for evaluation of transfer credit(s) before
- Be employed or have had significant work experience (minimum of three years). Please indicate current and past employment record on the application with listed references from most current position
- Provide a letter of good behavioral standing from previously enrolled institution

Admission Requirements: Auditor

Any person wishing to audit a course must be admitted to the College and fulfill all obligations required in order to complete the regular registration process. All auditors must obtain the permission of the instructor and school's dean and pay the audit fee (see Tuition and Fees). Ordained ministers may audit any Religion course at no cost.

The auditing student is entitled to attend lectures and class discussions only. Students will not receive credit or be permitted to take examinations for courses audited. Auditing is done on a space-available basis.

Admission Requirements: International Student

International students who apply for admission to the College are required to comply with all pertinent rules and regulations established by the United States Immigration and Naturalization Service and to submit the following documents in addition to the general admission requirements before the College issues the Certificate of Eligibility (Form I-20) which will enable the student to secure a visa:

- A completed International Student application for admission
- Official transcripts from all secondary schools attended
- A completed health form
- A deposit of one semester's full tuition, room and board, and fees (if not on institutional scholarship). All international students must prove they have adequate financial resources to cover at least one full semester at Wiley College.
- An official transcript (with an English translation if not in English) and evaluation of work done on the secondary or foreign college or university level. This transcript may also be reviewed and evaluated by other agencies that provide such services within the United States.
- Proof of current VISA status
- A non-refundable application fee of \$83 (see Tuition and Fees).
- Evidence of reasonable proficiency in the English language. Based on such evidence, the student will be granted regular standing. If applying as a freshman, the student will be required to take the regular college entrance examinations. If reasonable proficiency in English is not evident and all other conditions are met, the student may be granted admission as a special (non-degree) student. This special student will be exempted temporarily from taking the regular college entrance examinations but will be required to take the Test of English as a Foreign Language (TOEFL, O. Box 899, Princeton, New Jersey 08541). Evidence of reasonable English Language proficiency includes one or several of the following:
 - Documentation that English is taught or spoken as the official language in the country/land of origin.
 - Documentation that an English language school has been successfully attended.
 - A score of at least 64 on the Test of English as a Foreign Language (TOEFL, P. O. Box 899, Princeton, New Jersey 08541).

An international student with an F-1 Visa must enroll as a full-time student and make satisfactory progress as determined by the institution. If the applicant has an Alien Registration Receipt Card (Form I-151) commonly known as the Green Card, a photocopy of the card must be submitted to be maintained with official documents in the Office of Records/Registrar. International students must also provide evidence that they have financial support for four years of study in the United States.

Admission Requirements: Special (Non-Degree) Student

The Office of Admissions and Recruitment may admit persons who wish to enter Wiley College for the purpose of taking certain courses without becoming candidates for a degree. Applications must include records of previous educational experience (high school/college transcript) as evidence of the ability to pursue successfully the courses in which they intend to register. As non-degree seeking students, they are subject to the same rules, regulations, and credit hour tuition charges as regular students. Such students may later become degree candidates by meeting all admission requirements.

International students and students for whom English is not their first language and are not able to provide evidence of reasonable proficiency in the English language may register as special students under this admission category and are required to enroll in the English as a Second Language (ESL) program until they meet one of the English proficiency requirements described in the paragraph entitled, "Admission as an International Student."

Admission Requirements: Transient Student

Students pursuing degrees at other colleges or universities may be admitted to Wiley College for the purpose of taking certain courses without intent of becoming candidates for a Wiley College degree. The students are required to complete the transient admission application, pay the \$25 application fee, and provide an official transcript and semester schedule from the currently enrolled college/university to support eligibility to enroll in the desired courses.

Transient students are subject to the same rules, regulations, and credit hour tuition charges and fees as regular students. Transient students who may later choose to become Wiley degree candidates must meet all admission requirements, at that time, for transfer students. Transient students may remain in transient status a maximum of three consecutive terms. Transient students are not eligible for off-campus courses, independent studies, team-initiated studies, internships, directed studies, or any other credit-bearing exercise pursued outside of the traditional classroom setting.

It is the transient student's responsibility to verify that courses taken at Wiley College are transferrable to their home institutions.

Re-Admission of Wiley College Students

Students wishing to return to the College after an absence for any reasons must apply for readmission. If absence was caused due to disciplinary reasons or because of academic deficiencies (suspension), the student must take additional steps for readmission. A student who has been absent for disciplinary reasons must meet with the Vice President for Student Affairs and Enrollment Management before any consideration for re-admission can be addressed. Final approval for readmission lies with the Enrollment Management Task Force. The readmission application and other required items must be submitted at least thirty (30) days prior to registration. The student is readmitted based on the catalog in effect upon his/her re-admission. A non-refundable application fee of \$25 is required.

Second Chance Pell Initiative

Wiley College has partnered with the Louisiana Department of Safety and Corrections to offer educational opportunities for incarcerated students who have earned a high school diploma or GED and are eligible for federal financial aid, the Pell grant. Also, participants of the program must be eligible for parole within five years of enrolling in the program. Participants must submit official high school and/or collegiate transcripts. The purpose of the program is to offer Associate and bachelor's degrees to inmates currently incarcerated at Wade Correctional Center in Homer, Louisiana, Raymond Laborde Correctional Center in Cottonport, Louisiana and River Bend Detention Center in Lake Providence, Louisiana. Qualified and admitted students can earn degrees in Criminal Justice, Business Management, and Interdisciplinary Studies. Course delivery will be implemented through face-to-face instruction (30%) and smart technology (70%).

EDUCATIONAL ACCOMMODATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS

In keeping with the College's open-door philosophy and in accordance with the Americans with Disabilities Act and the amendments to the Americans with Disabilities Act 2008 and section 504 of the Rehabilitation Act of 1973, Wiley provides reasonable accommodations to educational and training opportunities for qualified individuals with documented disabilities.

When seeking admission to Wiley College, a student with a disability should be aware of the admission standards. The standard admissions criteria also apply to students with disabilities who are interested in attending. The student's disability will not factor into the admissions decision.

Wiley College has no specific programs for students with disabilities. The College will provide the appropriate reasonable educational accommodations and academic support for students with documented disabilities deemed necessary by law. No modifications will be made, and no substitute courses will be accepted if they would fundamentally alter the nature of the educational program. A requirement that is essential to a degree will not be waived.

Documentation

Individuals needing special accommodations must make such declaration known and provide current documentation (no older than three years) to the Office of Admissions and Recruitment prior to enrollment. In order to allow time for reasonable accommodation(s) and adequate coordination of services, the student is requested to provide documentation thirty (30) days prior to the beginning of the initial semester. Documentation may be submitted at any time, but a late submission may delay approval of accommodation(s). The Office of Admissions and Recruitment will receive the necessary documentation and submit it for consideration to the Office of Student Support and Accessibility Services for review by the Educational Accommodations Committee (EAC) in Academic Affairs. Once this committee has made a determination and agreed upon the accommodations that the College can make available, the Office of Admissions and Recruitment is notified.

Self-Identify

Once a student has been admitted and submitted the required documentation, it is the responsibility of the student or prospective student to self-identify and request academic support services with the Office of Student Support and Accessibility Services. Individuals who choose not to self-identify may be ineligible for services and/or accommodations. Services include but are not limited to admission and registration assistance, orientation, volunteer note takers, tutoring, testing accommodations, extended test time, extended class assignments, use of calculators, proctors, and tape recorders.

Academic accommodations are provided on a term-by-term basis. Prior to the beginning of each term, academic accommodations letters will be provided to students to distribute to appropriate faculty members. Students are advised to communicate with each professor individually to ensure they have a plan to access the course utilizing appropriate accommodations. Providing accommodations in the classroom is a collaborative process between the student, the instructors, and the Office of Student Support and Accessibility Services.



Academic and Educational Services

ACADEMIC AFFAIRS

Academic Affairs is responsible for the overall coordination of the educational program of the College. Approximately sixty to seventy percent of students at Wiley College are in the “traditional program.” They are recent high school graduates in their teens or early twenties attending college on a full-time basis with classes scheduled generally from 8:00 a.m. to 9:00 p.m. Monday through Friday. Another fifteen to twenty percent are “non-traditional students” who attend on evenings and weekends. These are adult students who are at least twenty-five (25) years of age and employed full-time in various occupations, pursuing degree completion or continuing education. A growing number of students are now taking courses online through the Wiley College Office of Extended Education. This innovative program seeks to accommodate any student who does not fit into the previous categories. The Office provides support for students to complete entire fully accredited degree programs by distance learning.

DISTANCE LEARNING, EVENING AND WEEKEND PROGRAMS

The Office of Extended Education is proud to provide leadership for all distance, online, adult degree-completion, and other non-traditional degree program options at Wiley College. Our office helps to advance the excellence of research, scholarship, teaching, learning, and administrative functions to better support the academic enterprise at Wiley College.

Wiley College is committed to exploring new and different ways of providing educational opportunities (credit and non-credit courses) to citizens of this region. This commitment is not only to traditional students, but also non-traditional students and working adults as well. The College has added and enhanced its offering of courses and degree programs via the online modality to include offering courses through Interdisciplinary Studies, Organization Management, Criminal Justice Administration, and the Second Chance Pell Program (SCP). The Second Chance Pell (SCP) program has locations at three (3) correctional facilities in Louisiana, Raymond Laborde Correctional Center, David Wade Correctional Center, and River Bend Detention Center. At the Shreveport, Louisiana Police and Fire Academy site, classes are offered from 6 p.m.-10 p.m., Tuesday-Thursday. The Office of Extended Education and the Division of Academic Affairs are responsible for coordinating these activities and services with all facets of the College to ensure that the needs of the non-traditional students are addressed.

Components of the evening program include the following:

(a) Two adult degree-completion concentrations: Organizational Management and Criminal Justice Administration. These programs serve working adults who are twenty-five (25) years of age or older and who generally have an associate degree or sixty (60) college credits and desire to complete their college degree. For additional information about these programs, contact the Office of Extended Education.

b) General education and non-accelerated degree-completion courses are offered to mature students in various occupations. This program is designed for those who desire to complete degrees in one of the majors offered through attendance to selected day and/or evening courses on campus and/or courses offered through the distance learning (online) program of the College. A distinct advantage at Wiley College is that with the appropriate advisement, a degree may be earned using a combination of these different avenues for learning.

Distance Learning

The College offers students the opportunity to earn college credit or complete certain degrees at a distance through two (2) types of online courses: fully online or blended. Fully online courses are taught entirely over the Internet. Students sign into the course where they “meet” their instructor online, access the syllabus and other course materials, participate in discussions, collaborate with other students, turn in assignments, and engage in a variety of assessments (i.e., quizzes and exams).

Blended courses require regular, predetermined classroom attendance in addition to coursework that is conducted online. Both types of online courses provide students with flexibility and convenience. Some online courses allow for real-time interaction through chats or the virtual classroom. Online courses require the same prerequisites, admissions, and registration procedures as do on-campus courses. Online courses have the same learning objectives as those taught in a traditional format. Distance Learning students have access to the same services as do on-campus students, including online or walk-in counseling and advising sessions, and access to library databases and other resources.

Orientation is available in each online course to help students learn more about distance learning. Further information about the distance learning program is provided in the Office of Extended Education Handbook available online at www.wileyc.edu/distance.

DEGREE-GRANTING SCHOOLS, MAJORS, CONCENTRATIONS, MINORS, AND SUPPORT COMPONENTS

Wiley College offers four (4) degrees: The Associate of Arts (A.A.), the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.), and the Bachelor of Business Administration (B.B.A.). The College offers thirteen (13) majors and five (5) concentrations leading to the bachelor’s degree as well as eleven (11) minors in the fields of study, as listed and numbered in Table 2. This table outlines the organization of the degree-granting schools and their coordinating academic areas that facilitate the administration of closely related departmental majors and minors. The adult degree-completion programs are marked with an asterisk (*).

Academic Affairs is also responsible for the activities of the Thomas Winston Cole, Sr. Library, and all grant-supported academic activities including research grants, academic enhancement, and community outreach programs.

Table 2. Degrees, Majors, Concentrations, and Minors

SCHOOL OF BUSINESS & SOCIAL SCIENCES

Academic Area	Degrees	Majors	Concentrations	Minors
Business Administration	B.B.A.	¹ Business Administration with four (4) concentrations	¹ Accounting	¹ Accounting
			² Computer Information Systems	² Computer Information Systems
			³ Management	³ Management
			⁴ Organizational Management*	
Social Sciences	A.A.	² Criminal Justice		⁴ Criminal Justice
	B.A.	³ Criminal Justice		⁵ Psychology
	B.A.	⁴ Criminal Justice Administration*		⁶ Social Work
		⁵ Sociology		⁷ Sociology
Humanities	B.A.	⁶ English		⁸ English
		⁷ Religion		⁹ Religion
Communications	B.A.	⁸ Mass Communications		¹⁰ Mass Communications

SCHOOL OF EDUCATION & SCIENCES

ACADEMIC AREA	DEGREES	MAJORS	CONCENTRATIONS	MINORS
Education	B.S.	⁹ Early Childhood Education		
	B.S.	¹⁰ Physical Education/Health		
	B.S.	¹¹ Music Education		
Interdisciplinary Studies	B.S.	¹² Interdisciplinary Studies	⁵ General Education	
Sciences	B.S.	¹³ Biology		¹¹ Biology

*Non-Traditional Degree Completion Program

GENERAL INFORMATION RELATED TO ACADEMIC PROGRAMS AND SERVICES

Every student enrolled in the College, including freshmen, must register with a chosen major. A student may change his/her major any time, preferably at the completion of any semester after consultation with his/her academic advisor by completing and submitting the appropriate forms to the Office of Student Records/Registrar.

A major is a program of study offering both depth and breadth in a particular discipline or field of study. The requirements and the curriculum for a major are determined by the faculty in the academic department offering the major with the appropriate approvals of the Academic Council and the Vice President for Academic Affairs. A major consists of a minimum of 30 and may not exceed 56 semester credit hours representing a prescribed set of courses in the specific discipline.

The College adheres to the standard definition for one semester-hour credit associated with a class meeting for 50 minutes per week for a 15-week semester (or the equivalent 750 minutes of contact time). There is an expectation that each in-class hour of college work should require two hours of preparation or other outside work. Therefore, a three-hour credit course meeting three times per week for 50 minutes (in a 15-week semester) is expected to have formal student-teacher classroom contact for a total of 45 hours per semester plus approximately six hours of homework per week x 15 weeks (90 hours) for a total investment of approximately 135 hours for a typical 3-hour credit course.

A concentration is an area of prescribed specialization or program of study within a given major. Concentrations may be embedded as part of the requirements of a major or may appear as a separate option within the major. A baccalaureate degree is earned when required courses in the major and/or concentration are combined with the general education, departmental, major field of study and elective requirements to meet or exceed the required minimum total required hours for graduation.

A minor is an option open to every student. It is a secondary field of study outside of the major and concentration, often seen as complementary, and it generally requires eighteen (18) to twenty-four (24) semester credit hours. Students cannot earn a minor in the same area as the major or concentration. Likewise, students cannot earn a concentration in the same area as the minor.

PROGRAM OPTIONS WITHIN A DEGREE PROGRAM

Two (2) major programs offer concentrations as shown in Table 2. There are four (4) concentrations in Business Administration: 1) Accounting, 2) Computer Information Systems, 3) Management, and 4) Organizational Management. Students in Interdisciplinary Studies have a concentration in General Education. The Organizational Management and Criminal Justice Administration programs are designed for working adults who are twenty-five (25) years of age or older and who have earned at least sixty (60) hours of college credits.

DEGREE PLANS

A degree plan is the prescribed set of courses and graduation requirements mandated by the College for a student to earn one of the degrees conferred by Wiley College. Within a degree plan, there are a number of options from which the student must choose in terms of content and timing. The student, in consultation with his/her advisor, will review the degree plan for the chosen major, study its requirements and review the suggested four (4)-year schedule of courses in the course catalog for this chosen major.

Armed with that information, the student, in discussion with the advisor, outlines the degree plan. The student makes all choices and completes all optional courses in the appropriate sequence within his/her eight-semester degree program curriculum (some plans may be shorter or longer depending on the class load chosen by the student). This degree plan must be reviewed and may be revised at the end of each semester as the student successfully completes courses, meets requirements, chooses new options, and retakes courses in which he/she was not successful. The objective is that each time there is a change to the current degree plan, the effects of that change are “rolled-out” throughout the remaining parts of the plan, the best and most efficient new course sequence is mapped out completely, and any resulting change in the projected graduation date is noted. A current degree plan is not only useful for the student; it also allows the advisor, the department, and the College to make preparations to satisfy the needs of the students in the most efficient and mutually beneficial manner.

Paper copies (in addition to official electronic information) of a student’s current degree plans are maintained in files in the student’s major departmental office’s and advisor’s permanent record. The official student records are maintained by the Office of Student Records/Registrar in the College’s course management system (Jenzabar).

Change of Major

A student may change a major by completing the Petition to Change Major Form, obtainable from the Office of Student Records/Registrar, the appropriate school’s dean, or the College’s web page. Any changes in a student’s official degree plan must be approved in writing by the appropriate advisor, the dean of the school in which the student is enrolled, as well as the dean of the school to which the student wishes to transfer. A copy of this completed form is signed, dated and submitted by the student to the Office of Student Records/Registrar.

While such an occasion is rare, if a major is suspended or discontinued because of low enrollment or other factors, a student will be counseled into a new major. Additionally, the College will provide support and assistance to the affected students to ensure a smooth transition to a new major.

Course Prefixes, Course Numbering and Credit Hours

The course prefixes and corresponding fields of study used at Wiley College are listed in Table 3.

Table 3. Course Prefixes/Fields of Study

Course Prefix	Field of Study	Course Prefix	Field of Study
ACCT	Accounting	MARK	Marketing
BIOL	Biology	MATH	Mathematics
BUSI	Business	MCOM	Mass Communications
CHEM	Chemistry	MGMT	Management
CISC	Computer Information Systems	MUSI	Music
CRIJ	Criminal Justice	PHED	Physical Education
CRJA	Criminal Justice Administration	PHIL	Philosophy
ECON	Economics	PHYS	Physics
EDUC	Education	POLS	Political Science
ENGL	English	PSYC	Psychology
FINA	Finance	RELI	Religion
GEEP	General Education Enrichment Program	SOCI	Sociology
GESS	Academic Success Seminar	SOWK	Social Work
HIST	History	SPAN	Spanish
HUMA	Humanities	SPCH	Speech
MANA	Organizational Management	THTR	Theater

Wiley College is a member of the Texas Common Course Numbering System (TCCNS). This system is designed to aid students in the transfer of general education courses from colleges and universities throughout Texas. This system ensures that when students take courses that the receiving institution identifies as common, the course will be accepted in transfer.

The course numbering system consists of a four-letter alphabet prefix followed by a four-digit course number. This provides for a unique number for every course offered by the College. The first digit of a course number indicates the academic level as follows: 1, freshman; 2, sophomore; 3, junior; 4, senior. The second digit indicates the number of semester hours of credit. The last two (2) digits indicate a unique course within each academic field and their natural sequence of complexity. Higher numbers are given to more advanced courses. Generally, consecutive numbers represent a two (2)-semester course sequence and the lower number in the sequence may be a prerequisite for admission to the second-semester course.

The College adheres to the standard definition for one (1) semester-hour credit associated with a class meeting for a fifty (50)-minute session (teacher: student contact hour) once per week for not less than fifteen (15) weeks, including testing periods, and an expectation that each in-class hour of college work should require two (2) hours of preparation or other outside work. Courses with laboratory periods (generally in the sciences) follow the same convention for lecture hours, but with a laboratory. The laboratory is included in the four (4)-hour course and generally represents two (2) to three (3) fifty (50) minute periods of laboratory per week, in addition to the lecture hours, for no less than fifteen (15) weeks. For example, the course BIOL 1411 General Biology I (Zoology emphasis) includes the laboratory and generally will meet for lectures three (3) times per week for fifty (50)-minute periods each, plus two (2) to three (3) additional fifty (50)-minute periods – (100 to 150 minutes) of laboratory practice per week for not less than fifteen (15) weeks.

In accelerated courses, the class meets no less than four (4) fifty (50)-minute periods (contact hours) per week for at least five (5) weeks with added assigned outside structured homework, research, projects, and/or online complementary assignments or additional sessions (weekend lecture/workshops) designed to involve at least fifteen

(15) additional hours per week and to ensure the learning outcomes, time on task and experience described in the course description and syllabus are adequately met by at least seventy (70) percent of the students who complete the course.

Courses Offered Every Other Year

Certain courses for which there is limited demand are offered on alternate years. A notation at the end of the course description indicates whether a course is offered in even or odd years (i.e., “This course is offered only in even years.” or “This course is offered only in odd years.”). Courses offered regularly do not show either of these notations. If courses offered every other year are required in a degree program, it is the responsibility of the student, working with his/her academic advisor, to fit such courses into his/her degree and graduation plans to ensure timely completion of the chosen program of study. The maintenance of a well-designed Degree Plan is crucial in these cases.

ACADEMIC ADVISEMENT

Each student is assigned an advisor to assist the student in planning and implementing his/her academic career at Wiley College. As soon as a student is admitted to the College and has chosen a major field of study, the student is matched with his/her advisor by the dean over his/her chosen major working with the Office of Academic Affairs. Early contact between new students and their advisors, even before matriculation, is strongly recommended. The dean or a designee may advise the student when the assigned advisor is not available.

Freshmen and sophomores are assigned an advisor from the Office of Student Achievement and Retention; they are mentored by departmental faculty. Juniors and seniors are assigned an advisor from their departmental faculty and are mentored by faculty within the student's chosen major. A first-time freshman is advised by an individual designated as their Office of Student Achievement and Retention Coach. Each coach is responsible for a small cohort of compatible students.

Four-Year (Eight-Semester) Graduation Plan

Each new freshman admitted to Wiley College is guided by a four-year degree plan found in this catalog for the student's chosen major. The student, with his/her advisor, is expected to develop a comprehensive degree plan. A degree plan is a listing of all the courses and activities the student must complete to qualify for graduation by a target graduation date. This is the “road map” that will guide the choice and sequence of courses the student will progressively complete. The construction, regular review, and maintenance of both (a) the degree plan form and (b) the recommended four-year curriculum, are crucial and will result in the most efficient completion of a degree. Transfer students, additionally, will need their transcript(s) from prior colleges attended and the record of advanced placement (AP) high school credits, if applicable.

As much as possible, every student should complete the General Education core requirements (45 credit hours) by the end of his/her sophomore year. He/she should be enrolled in at least one course in her/his major every semester until all major requirements are fulfilled. During initial advisement sessions, the advisor and the student design the four-year degree plan to fit into a specific sequence of eight (8) semesters (recommended four-year curriculum). This requires completion of an average course load of sixteen (16) semester hours for the eight semesters (16 hours x 8 semesters = 128 credit hours) allowing for one or two “course repeats” if needed. Changes in the plan must be documented at the end of each semester, ensuring that the full impact of such changes is mapped and rolled out to define its effect on the graduation date. A comparable graduation plan is developed for transfer students after their transcripts have been evaluated, and transferable courses have been determined. It is critical that it is examined and updated regularly since transfer students generally have a shorter timeline to meet all graduation requirements.

Academic Load

Although enrollment in twelve (12) semester hours is equivalent to full-time academic status, a normal academic load at Wiley College for a full-time student is fifteen (15) to eighteen (18) semester hours per semester. A student may take up to 21 semester hours with approval of the Vice President for Academic Affairs, the appropriate dean and advisor, provided the student has maintained a cumulative grade point average of 3.0 or above for the two semesters prior to the overload request and agrees to pay the excess course load fee (see Tuition and Fees). Students on academic probation and those granted conditional or probationary admission may be required to take a reduced load (12 to 15 hours). Under extenuating circumstances, a student may be allowed to take more than three (3) additional semester hours while student teaching with the approval of the dean of the School of Education & Sciences and the Director of Teacher Education. Students enrolling in fewer than twelve (12) semester hours are classified as part-time students. A student who is classified as part-time must check with the Financial Aid Office to ensure eligibility for financial aid. A student may accumulate additional credits in a given semester through credits earned by Credit by Examination.

Class Schedule Adjustments

A student may adjust class schedules for which he/she has already registered, by adding and/or dropping courses or by withdrawing by fixed dates. Add/Drops are allowed only up to the Census Date (12th class day) of each semester. Withdrawals from any course are allowed only up to a date set, generally one week after mid-term grades are due in the Office of Student Records/Registrar. Specific procedures and deadlines must be adhered to in making these changes. A student may drop or add a course by completing an Add/Drop form and securing the approval of the instructor of record, the advisor, the appropriate dean, and the Vice President for Academic Affairs. The course addition or withdrawal becomes effective only when the completed form is filed with the Office of Student Records/Registrar by the stipulated date.

Academic Enrollment Status

Academic status is based on the total number of semester credit hours earned with classifications designated as follows:

Freshman.....	0-29 semester hours
Sophomore	30-59 semester hours
Junior.....	60-89 semester hours
Senior	90 semester hours and above

REGISTRATION

A student becomes a member of a class/course only by registering through the proper procedure. A student may add or drop a course after the initial registration by filing a completed and approved Add/Drop Form by the specified deadline. Registration has online (electronic) and in-person components and is held on dates shown in the academic calendar and announced by the Office of Student Records/Registrar. Students registering after the regular registration period will be charged a late registration fee. The registration process is not complete until the student has acquired final clearance respectively from the Offices of Business & Finance and the Information Systems and Technology Division.

The semester course schedule is published online by the Office of Student Records/Registrar. Students who fail to take advantage of academic advising and do not follow a well-developed degree plan may experience difficulty in meeting graduation requirements in a timely manner. It is not the responsibility of the College to assist a student to make up time wasted through improper course scheduling contrary to a well-developed and approved degree plan. Specific instructions for places and procedures for registration are provided by the Office of Student Records/Registrar. Students will generally follow six sequential steps:

Step 1. Complete all admission requirements and receive a letter of acceptance (if a new or transfer student). Continuing students proceed to step 2.

Step 2. Complete application for campus housing (resident student) or obtain clearance to qualify for independent housing (off-campus/commuter student).

Step 3. Meet with the assigned academic advisor to determine a schedule showing the courses in which the student will enroll during the upcoming semester. This semester course registration schedule should parallel the student's prepared and approved degree plan.

Step 4. Complete registration link in the electronic registration system of the College (MyWiley).

Step 5. Confirm the list of textbooks and other materials the student is expected to own or have access to for each of the courses to be attended. Define what sources will be used and proceed to obtain them on time for the first class. If there is a question, contact the professor of record or the dean of the school in which that course is offered.

Step 6. Obtain a photo and electronic identification badge, computer and e-mail access codes, and final clearance from the Information Systems and Technology Division.

Each class instructor receives the class roster electronically with each student's name listed as generated by the Office of Student Records/Registrar. Students attending a class whose names are not on the official electronic roster must report immediately to and/or make contact with the Office of Student Records/Registrar to validate their registration for that specific course. A student may not continue to attend class if not officially listed on the electronic roster for that course. Any course for which a student registers is recorded as "attempted" and will bear a grade notation on the student's transcript. If the student drops the course using the proper procedure or is administratively withdrawn, the course will still appear on the transcript with a grade of "W" (withdrawn). Courses with grades of "W" are listed as "courses attempted" and do not affect the grade point average, but, at some point may affect eligibility for financial aid. A student is expected to attend and participate in all scheduled sessions for each course for which he/she is registered until the student officially completes the course or formally withdraws from the course. No student can be admitted to a course after the official census date (12th day of class), whether initially registered or not.

Registration for Continuing Students

Students who are currently enrolled in Wiley College will generally register for the entire upcoming academic year (fall and spring) during a registration period set by the Registrar in the academic calendar (usually starting after the first month of classes in the fall semester until the end of the semester) as published by the Office of Student Records/Registrar. This registration allows the student to receive maximum personal attention and service from his/her academic, business, financial aid, and career advisors. It also provides for preferred placement in courses with multiple sections and improved planning for financial aid, scholarships, internships, etc. Continuing students who have completed this process are considered registered for the new semester. If a registered continuing student must make course schedule adjustments due to unusual circumstances, he/she must file an Add/Drop form approved by the academic advisor and the dean of the respective school with the Office of Student Records/Registrar. No add/drop fee will be charged if changes are filed by the 12th class day of the semester of registration. The change fee applies thereafter as defined in the Tuition and Fees section of the catalog.

Registration for New and Transfer Students

Registration (on published dates) immediately before the first day of class for any semester is exclusively reserved for new students and transfer students. This registration is closely linked with the scheduled Freshman and Transfer Student Orientation activities and induction into the Office of Student Achievement and Retention and the “First-Year Experience Program.” The focus of the advisors and registration staff from all departments is dedicated to incoming new and transfer students at the start of each semester. Please contact the Registrar’s Office to obtain the specific registration dates for students in the Adult Degree-completion Programs (Organizational Management and Criminal Justice Administration). Students in these programs follow a slightly different schedule from those of the traditional College because they are in an accelerated program that operates year-round (12 months).

Late Registration

Students must register on the appointed days described above for their admission status. There is still an opportunity for the following students to register late with an additional fee: (a) Continuing students who did not pre-register; (b) Students who pre-registered, but did not check in on the official registration/check-in day; (c) New or transfer students who did not register before the first day of class. All these students may register in the “late registration window” that extends from the official first day of class through the 12th day of class. They will be assessed a late registration fee (see Tuition and Fees). Registration closes at 5:00 pm on the announced Census Day (generally the 12th class day). The preregistered status of students in the second category above disappears the moment regular registration closes. These students have access only to classes and spaces remaining open at the time of their late registration and have no prior claim to rooms or specific class seats or any former privileges.

Advanced Placement (AP)

Students from high schools with the Advanced Placement (AP) Program may contact the Office of Student Records/Registrar for evaluation of transferable credits that may be awarded as a result of participation in the AP Program. Credit will be awarded at Wiley College for AP courses based on the certified test scores as follows:

Table 4. Credit Awarded for AP Courses

<u>AP Exam</u>	<u>Score</u>	<u>Credit Awarded</u>
Art History	3-5	3 hours in HUMA 2300
Biology	3	3 hours in BIOL 1401
Chemistry	3	4 hours in CHEM 2401
	4-5	8 hours in CHEM 2401, 2402
Computer Science A or AB*	3-5	3 hours in CISC 1300
Economics, Macro	3-5	3 hours in ECON 2311
Economics, Micro	3-5	3 hours in ECON 2322
English Language and Composition	4-5	3 hours in ENGL 1301
Government & Politics, U.S.	3-5	3 hours in POLS 2311
Government & Politics, Comparative	3-5	3 hours in POLS 2311
History, United States	3-5	6 hours in HIST 1301, 1302
Psychology	3-5	3 hours in PSYC 2300
Physics B*	3	4 hours in PHYS 2401
	4-5	8 hours in PHYS 2401-2402
Spanish Language or Literature	3	6 hours in SPAN 2301-2302

*These letters correspond to the requirements for the associated course. For more information concerning these courses, please see <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

The Office of Student Records/Registrar will place the Advanced Placement (AP) credit on the student's permanent record upon receipt of proof of payment as outlined in the Special Fees section of the college catalog.

Transfer Credit

Wiley College accepts course credit earned at institutions fully accredited by their regional accrediting association. Credit earned at colleges and universities that have become candidates for accreditation by a regional association is acceptable in a manner similar to that from regionally accredited colleges, if the credit is applicable to a degree program at Wiley College. In addition, the following guidelines are used by the College to determine whether transfer credit will be accepted:

- Official transcripts will be evaluated, and course transfer credits may be granted provided the courses are applicable to the Wiley College degree. College catalogs from the previous institution may be requested from students. The evaluation is made using only official transcripts sent directly to the College from the last college attended or hand-delivered in an original, sealed envelope which bears the official school seal. Electronic transcripts submitted from the last college attended are accepted as official transcripts. Transcripts that are faxed, marked "student copy" or "unofficial" are not accepted.
- Credit will be accepted for individual courses for which a grade of S (Satisfactory), P (Pass) or C or better was earned.

- No more than 15 credits will be awarded for dual credit courses (college courses taken while concurrently enrolled in high school or GED program). Combined dual credit and Advanced Placement or International Baccalaureate will be limited to 30 semester credit hours.
- Courses must be college level and not remedial, developmental, or vocational.
- Credit for non-traditional learning experiences such as the armed services will be evaluated on a case-by-case basis and in accordance with the recommendations of the American Council on Education (ACE). In awarding credit for non-traditional learning, the College will review and evaluate documents such as certificates, publications, test scores, licenses, job performance appraisals, and the like and award credit if the assessment identifies the learning as creditable, relevant and college level.
- Academic departments have the right to impose limits on the age and grade level of transfer credit courses.
- When a transfer course is repeated at one or more institutions, the credit and grade for the course with the higher grade are counted in the transfer and cumulative GPAs.
- Transfer credit is evaluated on a course-by-course basis. Based on total transferable credits, students transferring to Wiley College with an Associate of Arts degree or 60+ credit hours prior to matriculation are exempt from the Academic Success Seminar (GESS 1100 and GESS 1200, three credit hours total) general education requirement.
- Adult degree-completion program and evening and weekend students (at least 25 years old) are exempt from the Academic Success Seminar (3 credit hours) and the Physical Education (2 credit hours) general education requirements.
- Students transferring to Wiley College with 30-59 credit hours with one or two Freshman Seminar or equivalent credits prior to matriculation are required to matriculate in the Academic Success Seminar (3 credit hours) and must complete one hour of the Physical Education general education requirement, if younger than twenty-five (25) years at the time of admission.
- If the credits being transferred were awarded in quarter credit hours, the credits will be converted to semester hour equivalents using the ratio of 3.0 quarter credit hours equals 2.0 semester credit hours. If the credit hours for a parallel course are less than those granted by the college, the course will not be accepted for transfer. The student may receive credit by examination, if applicable.
- A transfer course must closely parallel courses in the student's chosen curriculum as offered by Wiley College. Unrelated courses may be transferred to meet elective degree requirements as determined by the academic school granting the degree.
- When a student changes his/her major or concentration, all transfer credits will be evaluated based on the new program requirements.
- International students requesting transfer of credit courses from foreign institutions of higher education must present official records in the original language accompanied by a certified English translation of all non-English language transcripts. Translations must be literal and complete. Course evaluations must be obtained through an approved US foreign credential evaluation service. Faxed documents are not accepted.

- After enrollment at Wiley College, a regularly matriculated student must obtain permission before taking a course at another institution for the purpose of meeting degree or general education requirements at Wiley College. Affected students should consult with their major field advisor and school dean and submit the appropriate application form to the Vice President for Academic Affairs for approval. Courses taken without prior approval may not be transferable to Wiley College.

Credit for Military Service

Veterans with at least one year of military service may be allowed a maximum of six (6) semester hour credits in health and physical education in accordance with the recommendations of the Commission on Accreditation of Service Experiences. In addition, if a veteran is seeking admission to the College's Evening and Weekend Program, including the Organizational Management, Criminal Justice Administration, and post-baccalaureate programs. Veterans should submit official copies of service records for evaluation prior to initial matriculation.

Granting of academic credit for military service school experiences will be guided by the evaluations prepared by the American Council on Education and published in the "Guide to the Evaluation of Educational Experiences in the Armed Services."

Transfer Credit Appeal Process

Students who do not agree with the college's decision on the granting or placement of credit earned at a prior institution have the right to submit an appeal to the Vice President for Academic Affairs.

REQUIREMENTS FOR GRADUATION

To graduate from Wiley College, a student must be in good academic standing, which means that the student must have a cumulative grade point average of "C" (2.0) or better (2.75 for teacher education candidates), must have fulfilled all financial obligations to the College, and must have exhibited conduct in keeping with the standards set for students at the College.

In addition, the candidate must comply with requirements outlined for a particular major, including, but not limited to, the following:

- Attain no grade less than "C" in major and minor courses.
- Attain no grade less than "C" in all general education courses.
- Complete a minimum of twenty-five (25) percent of the semester credit hours required for the degree through instruction in residence at Wiley College.
- Take the Subject Field Test (SFT) and the Senior Comprehensive Examination.
- Complete a minimum number of semester hours required for graduation in the chosen major (excluding hours earned in developmental courses) and meet all other applicable requirements for the degree as described in the applicable *College Catalog*.

The student's final degree plan must meet the graduation requirements under the catalog that was current when the student first registered at Wiley College and pursued uninterrupted studies through to graduation. When a student re-enrolls at the College following a break of one or more semesters, the student's graduation degree plan is governed by the catalog that is current upon his/her re-enrollment, and that is continued uninterrupted through graduation.

Double Major and/or Second Degree

A student may graduate with a double major if he/she has met all the graduation requirements listed for each major independently from each other. Courses required for one major may serve as electives for the other and vice versa. The same credits for general education courses may provide the core for both degrees.

A student who takes more than four years to graduate after having been admitted to a major field of study may be required to take additional courses in order to satisfy any new requirements for the degree and/or for graduation.

Qualifications for Graduation

Students must adhere to the following procedures to obtain candidacy status for graduation:

- Working with the major advisor and no later than the sixth week of classes before the end of the semester when the student will complete a minimum of 90 semester hours (one year before expected graduation), a potential graduate must update, complete, sign, and file with the school dean a final formal degree plan demonstrating how all graduation requirements will be completed by the projected graduation date. After approval by the advisor and the department chair, the school dean will convey this document to the Vice President for Academic Affairs.
- After review and approval of the final degree plan, the Vice President for Academic Affairs submits it to the Office of Student Records/Registrar for final review. If any issues are uncovered, the student and advisor will be notified to include the necessary adjustments to the plan and affirm or redefine the graduation date. These adjustments must take place before the close of registration for the semester prior to the one in which the student expects to graduate (e.g., fall when the student expects to graduate at the end of the spring semester.) The student is expected to follow the plan with no changes, earn a passing grade in every course on the plan, and meet all other graduation requirements in a timely manner in accordance with the "graduation guide" issued by the Office of Records/Registrar. The Vice President for Academic Affairs will then request approval of the student's graduation candidacy by the college faculty as a body (fall), by the Executive Cabinet (fall), and by the Board of Trustees (spring).

No later than the fall semester mid-term, the potential graduate must complete and file an Application for Graduation provided by the Office of Student Records/ Registrar and pay the graduation fees (see Tuition and Fees section of this catalog). An additional late graduation application fee will be charged for filing and/or paying the graduation fee after this published date.

The potential graduate must submit official transcripts to the Office of Student Records/Registrar for any course work included in the approved degree plan and recently taken for credit at another institution to be applied towards graduation. It is the student's responsibility to ensure that all transfer credits have been received by the Office of Student Records/Registrar soon after course completion or by the end of the semester prior to the student's last semester of enrollment.

- Taking a course at another institution during the last semester of enrollment prior to graduation is not permitted. Occasionally, because of extenuating circumstances, a graduating student may be granted an exception to this policy. It requires a strong justification, and documented approval by the advisor, the Dean, the Academic Council, and the Vice President for Academic Affairs, on condition that an official transcript certifying passing such a course is received by the Office of Records/Registrar by a documented pre-defined deadline. Such transfer credit will not be counted towards meeting graduation requirements (for May graduation) unless (a) such course was previously included in the approved degree plan the prior semester, (b) the course is completed and (c) official credit transfer documentation is received by the Office of Student Records/Registrar as originally agreed.
- A student will not be allowed to participate in the commencement ceremony if all graduation requirements are not completed as specified in the applicable catalog and previously approved degree plan.

GRADUATION

Graduation with Honors

Students graduating in residence are eligible for the following honors at graduation for excellence in scholarship:

Cum Laude	3.50 – 3.69 GPA (with honors)
Magna Cum Laude	3.70 – 3.89 GPA (with high honors)
Summa Cum Laude	3.90 – 4.00 GPA (with highest honors)

To be eligible for graduation with honors, at least forty-five (45) semester hours (50 hours for Summa Cum Laude) above the freshman level must be taken at Wiley College. If multiple candidates tie for Summa Cum Laude within 0.05 GPA points, they will be ranked in order of preference for the greatest number of credits earned in residence at Wiley College.

Degree Conferral

Degrees are conferred by Wiley College three times per year on August 30th, December 30th and in May of each year. May, however, is the only time in which degrees are conferred during commencement exercises unless in extremely rare cases. The specific date, time, and location of commencement may be obtained from the office of the Vice President for Academic Affairs or the Office of Student Records/Registrar. Students who complete at any point during the year are encouraged to participate in the May ceremony.

THE GENERAL EDUCATION CORE CURRICULUM

The General Education curriculum is central to the mission of Wiley College. It defines and monitors required courses designed to provide a common base of knowledge, values, and core competencies essential to the education of students and their leadership development. It is vital to the accomplishment of the College's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other. The goal of general education is to ensure that all Wiley College students become articulate and acquire reasoning and critical thinking, moral sensitivity, awareness of society, consciousness of human diversity, and understanding of the value of citizenship.

Wiley College has a core curriculum of 45 credit hours that all students aspiring to become candidates for the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Business Administration must complete. The core curriculum is defined as *"the curriculum in the liberal arts, humanities, sciences, and political, social and cultural history that all undergraduate students are required to complete, preferably within the first two years of the college experience"* (Texas Higher Education Coordinating Board). The purpose of the core curriculum is to provide the skills, knowledge, and perspectives, known as competencies that help define the educated person. This curriculum is in general alignment with the State of Texas Education Code and thus provides for smooth credit transfer of its courses between accredited colleges and universities in Texas.

The core curriculum focuses on strengthening four basic intellectual competencies listed below that are essential to the learning process in any discipline and serve as benchmarks of achievement and proficiency needed to succeed not only in college but also as life-long learners able to meet the general demands of society.

Critical Thinking

Students will demonstrate the ability to think critically and independently as well as demonstrate analytical reasoning skills and make inferences across the disciplines.

Written Communication

Students will demonstrate the ability to write effectively, that is, clearly and persuasively, and demonstrate the ability to gather evidence and to construct a coherent argument.

Quantitative Reasoning

Students will demonstrate the ability to solve mathematical problems associated with their chosen discipline, to understand data related presentations, and to derive conclusions useful in problem-solving and decision making.

Civic Engagement and the Wiley Way

Students will demonstrate an awareness of spiritual, ethical, and moral considerations in making decisions and evaluating common actions enlightened by a Christian perspective and that inherited from the rich history and legacy of Wiley College.

The available options to meet the general education core requirements are outlined in Table 5 below.

Table 5. Options to Meet General Education Core Requirements**

<u>Discipline</u>	<u>Semester Hours</u>	<u>Courses</u>
Humanities		
Composition *Writing	6	ENGL 1301, 1302
Religion *Civic Engagement and the Wiley Experience	3	RELI 1301
World Literature *Writing	3	ENGL 2311
Speech *Writing	3	SPCH 2300
Music and Art *Critical Thinking	3	HUMA 2300
Foreign Language *Critical Thinking	6	SPAN 2301, 2302
Natural Sciences and Mathematics		
Science *Quantitative Reasoning	4	BIOL 1401 or PHYS 1402
Mathematics *Quantitative Reasoning	3	MATH 1330
Social Sciences		
Intro to African American Studies * Civic Engagement and the Wiley Experience	3	HIST 2300
Academic Success *Civic Engagement and the Wiley Experience	3	GESS 1200 and 1100
United States History *Critical Thinking	6	HIST 1301 and HIST 1302
Physical Education and Health		
Fundamentals of Health & Fitness I & II * Civic Engagement and the Wiley Experience	2	PHED 1110 and 1111
Total Semester Hours	45	

***Students should refer to the departmental entry for their intended major to view the specific listing for the General Education requirements in their degree area.*

Academic Advising for First-Time Freshmen and Sophomores

Academic Advising seeks to foster the formation of meaningful and possibly life-long relationships between a student and an advisor/mentor with the latter guiding the student through an academic plan that produces a graduate who exemplifies the ideals proposed for each student in the Wiley College mission statement. Academic advising is both purposeful and cumulative. It is best described as a systematic process of ongoing student-advisee/faculty-advisor interactions that cover the student’s entire time of enrollment from first matriculation to graduation. It assists students as they define and pursue personal, academic, and professional goals and objectives.

It is difficult to assign greater value to the service a professor provides for his/her students, teaching subject matter, or providing an advisement/mentoring relationship. In the Wiley College environment, the two are critical, inseparable, and of equal meaning. A student's future generally depends on an ideal blend of the two. Most successful professionals will proudly refer to the one or two persons who played the advisor/mentor/friend role during the developmental stages of their successful lives.

Advisor-Advisee pairing is done, so students are advised within their prospective majors. Professional Academic Advisors serve as advisors for all freshmen and sophomores. The students are generally grouped into meta-major cohorts according to their chosen or closely related majors. The SSC advisor serves as the primary advisor while the students are mentored by departmental faculty. All parties work collaboratively to meet the needs of the students and guide them into practices and habits for successful life-long learning, reflection, academic and social progress.

During the second semester, the first-time freshman will have a conference with his/her SSA coach and the professor designated from the student's chosen major to be his/her advisor when the student moves forward from the SSA at the end of the first year. This new relationship, coming to full fledge in the sophomore year, generally continues through graduation as that with the original coach progressively tapers down as a new freshman class occupies the coach. The major advisor is appointed by the dean of the academic school where the chosen major belongs. Initially in the student's freshman year, the student and the coach work out the student's program, but by the second semester, the student, the coach and the advisor begin to work and plan together to accomplish a successful transition to the student's second year and beyond. Their first task is the construction and review of the student's complete degree plan that culminates in graduation with the desired major, minor, and elective courses. Such a program should prepare the student for post-graduate training as well as a successful entrance into a chosen career.

Academic Advising for Juniors and Seniors

In addition to helping students plan their schedules, the academic advisors provide counsel concerning the students' overall educational program and requirements, especially pertaining to the successful completion of the required general education courses and the proper sequencing of courses, timing of internships, and other activities necessary to complete a major. Advisors also assist students with periodic evaluation of their academic performance and progress and assist them in preparing for a successful post-graduate transition to careers and/or graduate or professional schools.

The responsibility for the quality of the relationship between each student and her/his advisor rests on the advisor, but it is shared, supported and enhanced by a support team that includes the chair in the major, the respective dean, and the entire faculty in the major department chosen by the student. Students may also connect with additional resources of the College, usually through their advisor or members of the team named, as well as reaching directly by contacting the necessary offices or leaders in those areas, e.g., health or mental health counseling, spiritual guidance, financial counseling, etc.

Assessment of the quality and efficacy of advisement to each assigned student and group of advisees is the responsibility of the dean (or his/her designee). Advisement assessment is based on (a) the frequency of documented one-on-one and group visits, (b) the ongoing currency, accuracy and time efficiency of the student's degree plan, (c) the efficient organization and sequence of course enrollments in each new semester, (d) the absence of enrollment or sequence errors found on the student's transcript, (e) the persistence of the advisee from semester to semester to graduation, and (f) a yearly satisfaction survey of students concerning the quality of their department, school and advisement services. This satisfaction survey is to be obtained from all students in each department at least once per year, and more often during the first year of a pairing assignment (advisee-advisor).

First-Year Experience (FYE)/Office of Student Achievement and Retention

This program seeks to enhance the student's successful transition from a "high school mindset," its customs and practices to the "Wiley College Mindset" with its different ideals and values, routines, demands for self-direction and self-directed responsibility, academic rigor, student success "best practices," and customs. The vehicle is the Office of Student Achievement and Retention. It includes all aspects of the "24-7" life of a first-time freshman. This experience is concerned with the academic, physical, mental, social and spiritual development of the first-time freshman and his/her transformation into an aware, happy, and successful college student concentrated on graduation and successful careers beyond.

FYE begins for some first-time freshmen with a summer orientation program and early College registration. It starts for all even before it is time for the student to report for classes. It may start with the applicant completing a short orientation course (in person or online when available). It may develop into requirements to read at least one designated book and to write a book report and/or answer specific questions about the readings. In some cases, a student may be required to attend a summer "Boot Camp" to refresh and upgrade the mathematics and communications skills (reading, writing, and speaking) and assist in the preparations for the student's college entrance examinations.

Orientation sessions, introductions, and completion of registration and campus identification continue as soon as the freshman arrives on campus and is checked into the residence halls. When the academic term and classes start, every first-time freshman attends a course titled GESS 1100 and GESS 1200 Academic Success (aka Freshman Seminar). This course is a rigorous, challenging, and interesting three-credit hour course. Complete involvement and consistent attendance and participation are mandatory for all first-time freshmen in this and all freshman courses. The academic success course consists of three blended components: (a) basic skills to make it in College, (b) orientation to the College and legacies, methods and traditions of the chosen department, and (c) Communicate through Debate (the College's Quality Enhancement Plan). In this environment, using the Wiley tradition of the "Great Debaters," freshmen learn the basic skills of debate. They learn how ideas are confronted, controversies are explored, and how to compromise may be reached. They learn the superior power of compelling thoughts and words to establish order, to resolve controversies, and to prevent the destructive use of raw physical force as the means to prevail and settle differences.

The first-year experience extends to all courses in which freshmen are enrolled. In these courses, a number of student engagement techniques are utilized including debate-like discussions, research, and group projects all working together to assist each student to "find his/her voice," to know how to think critically and to form opinions based on fact. Students learn about the College's history, its academic programs, and services. They are oriented to library and information resources and provided with a spectrum of academic survival skills. Freshmen are organized in supporting, discipline-oriented cohorts and project working groups. The regular academic program is supplemented by special lectures and cultural awareness activities reflective of Wiley over its nearly 150-year legacy of continuous pursuit of excellence.

STUDENT ASSESSMENT

The Office of Testing Services serves as the repository for all residual and national tests. The Office of Institutional Research conducts student evaluation of teachers' performance. All standardized placement tests and corresponding scores, along with other data, are provided to appropriate college schools. Among the tests administered are the ETS ACCUPLACER test, the College Level Examination Program (CLEP), the Subject Field Tests (SFT), the Rising Junior Examination (RJE), and the Senior Comprehensive Examination (SCE). Other tests are administered on a need and demand basis. Information concerning dates, times, and locations of tests may be obtained from the Office of Testing Services.

The purposes of assessments include (1) the identification of educational capabilities and needs; (2) the improvement of the persistence and retention rates of freshmen students; and (3) the provision of data that enables the College to improve its academic programs. In accordance with these purposes, placement tests are given during orientation week to entering freshmen and transfer students who have not completed six credit hours of English Composition and College Algebra.

SPECIAL SUPPORT AND PREPARATION PROGRAMS

Student Support Services

The College has in place several programs that work in concert to address the specialized needs of students needing guidance and academic orientation and support. These include (1) the Freshman Orientation Program, (2) the GESS 1100 and GESS 1200 - Academic Success Seminar courses, (3) the First-Year Experience Program/Student Success Academy for first-time freshmen, and (4) the Student Support Services Program (a TRIO Program funded under Title IV of the Higher Education Act of 1965).

Student Support and Disability Services Program (TRIO)

Student Support Services is a federally funded support program designed to help students overcome class, social, economic and cultural barriers to complete their college education. Services are targeted to students who are at risk of becoming “discouraged learners” because of basic skills deficiencies. The complement of services includes tutoring, extra academic and personal counseling and advisement, social and career counseling, and a variety of structured learning experiences. Eligible students are monitored from the time of enrollment to the date of graduation (and beyond) employing an individualized academic support plan grounded in the student’s degree plan and graduation target.

Office of Student Achievement and Retention (OSAR)

The Office of Student Achievement and Retention (OSAR) is a physical core location where eligible students receive services that best fit their needs for information and academic support. From this location, students are referred, based on their needs and eligibility, to the Office of Student Achievement and Retention and Student Support Services (TRIO). The respective intake personnel respond to the incoming student or a referral and directs the student to an appropriate counselor or advisor who will conduct an intake interview and arrange for the services needed. Common ongoing services at the center include, but are not limited to:

- **Walk-in Tutorials:** The center is staffed by tutors who are proficient in a wide variety of subjects. Subject tutors stay in contact with professors who refer students to the center. The hours and subject areas of the tutors are posted throughout the College. Appointments are not generally necessary. Walk-in tutorials are available five days a week and during the evenings.
- **Tutorials:** If the walk-in tutorial schedule does not offer enough flexibility, students may request scheduled individualized tutoring with their coach, advisor, or Tutorial Coordinator.
- **Study Groups:** Many of the professors and the Tutorial Coordinator assist students in organizing study groups for courses in the General Education curriculum or other upper-level courses. A selected tutor meets regularly with students in the group, helping them review classwork and prepare for tests.
- **Workshops:** Workshops are held at least on a monthly basis or as requested for review of special skills. These include Cornell Note Taking, proofreading, skills for textbook reading, skills for library and electronic research, spelling, scheduling, and study skills. The dates and times are announced in advance.

ACADEMIC POLICIES

Class Attendance

Class attendance is regarded as an obligation and is important to the attainment of the educational goals of the students and the College. Therefore, students are required to be on time and to attend classes regularly. Each instructor must keep accurate and permanent records of class attendance to support grades awarded. The attendance policy is included in the course syllabus and explained at the beginning of each semester by the instructor. It is a general observation that students who faithfully attend classes and pay attention, rarely fail the course (the higher the absences the lower final grade).

The Dean of Students is the only officer of the College authorized to excuse in accordance with College policy, a student's absence from any class or attendance-required function of the College. Notes or documents issued by a physician, parent, college nurse, athletic program, and other materials documenting the justification for missing a class must be submitted on a timely basis (maximum of two weeks following an absence) to the appropriate school's dean. The school's dean will notify the professor(s) and the attendance counselor of excused absences. An absence not excused by the school's dean is an unexcused absence.

Students are allowed a maximum of one unexcused absence for each semester hour credit for the course. For example, if the course offers three semester hours of credit the student will be allowed three unexcused absences. If the student is absent more than six times (excluding excused absences due to representing the College or illness), the student will receive an automatic "F" in the course, or the student will be officially dropped from the course by the instructor. An absence due to a student representing the College, when properly documented with the instructor and school's dean prior to the absence, is an excused absence.

Absences from regularly scheduled classes in the non-traditional programs are counted on the basis of each 50-minute-equivalent period missed. For example, a course is scheduled to meet for four consecutive 50-minute periods per week (e.g., Thursdays from 6-10 p.m.). A student who misses an entire Thursday class (6-10 p.m.) is automatically charged with four (4) absences unless excused according to the procedures and standards described above. Missing another Thursday session or an aggregate of four 50-minute periods will cause the student to be officially dropped by the teacher from the course.

Absence from class, excused or unexcused, does not relieve any student of the responsibility for completing assignments and being familiar with the material covered in class. The student is responsible for arranging for make-up work with the instructor of record prior to the absence or departure from campus.

Students representing the College must maintain at least a "C" average per semester and must make arrangements with their teachers for making up missed classes, prior to the class absences. Instructors are obligated to assist students who: (a) identify themselves as college representatives from the start of the course, (b) make arrangements for excused absences prior to the period(s) missed and (c) meet the agreed-upon documented conditions. Failure to meet agreed and documented conditions removes the excuse and the absence becomes counted as unexcused.

A student will be dropped from a course for non-attendance or non-payment by the census date at 5 p.m.

Students representing the College must maintain at least a "C" average per semester and must arrange with their teachers to make up missed classes, prior to the class absences. Any student performing at a level below a "C" in any course during any semester is NOT permitted to travel or represent the College. Teachers are obligated to assist students who: (a) identify themselves as college representatives from the start of the course, (b) make arrangements for excused absences prior to the period(s) missed and (c) meet the agreed upon documented conditions. Failure to meet agreed upon and documented conditions removes the excuse, and the absence becomes counted as unexcused.

Adding/Dropping Courses

Students will attend classes for which they are registered unless they are officially dropped from the class roll by means of the official Drop/Add Form. This form must be signed by the instructor, the major advisor, and it is then submitted to the Office of Student Records/Registrar. Students are advised to consult the academic calendar for specified dates after which courses cannot be dropped. A fee is charged for dropping or adding a course. Drop procedures must be completed by 5 p.m. on the deadline specified in the academic calendar.

Failure of the student to complete the paperwork to drop a course by the set date in the academic calendar will result in a grade of "F." A course is not considered officially dropped until the student returns the signed add/drop form to the Office of Student Records/Registrar.

GRADING SYSTEM

Grading Scale

The unit of credit is the semester hour. The four- point grading system is used at Wiley College to calculate the grade point average (GPA). Grades are assigned as follows:

A	Superior	90-100	4 quality points per semester hour
B	Above Average	80-89	3 quality points per semester hour
C	Average	70-79	2 quality points per semester hour
D	Poor	60-69	1 quality point per semester hour
F	Failing	Below 60	No quality points
I	Incomplete*		
W	Withdrawn		
P/NP	Pass/Not Passed		
CR AU	Credit by Examination* Audited Course*		

**These grade symbols are not counted in the GPA calculation. "W," "P/NP," and "CR" grades may be included as credits attempted for Satisfactory Academic Progress (SAP) calculations.*

W and I Grades

The grade of "W" is given when a student officially withdraws or is administratively withdrawn from a course. If a student is absent from a class more times than the official limit set for that course (see Class Attendance) without approved excuses, the instructor may administratively drop the student from the course.

The Incomplete "I" grade is administered to the student who has completed a minimum of seventy-five percent (75%) of the course and has satisfied the attendance requirements set by the College; however, because of extenuating or extraordinary circumstances, he/she has failed to perform a requirement. A request form must be approved by the dean and the Vice President for Academic Affairs before an incomplete grade is promised and awarded. It is not granted in lieu of an "F" (failing) or to give the student opportunities or more time to improve a grade, if such opportunities have not also

been made available to all students in the same class. It is the responsibility of the student to confer with the instructor of the course and to complete the prescribed requirements of the course on or before the designated date shown for final examinations in the College calendar.

For each proposed grade of “I” (incomplete), the instructor and the student must file an “Incomplete Grade Application Form” prior to the published date when grades are due at the end of each semester. The application must be approved by the school’s dean and the Vice President for Academic Affairs. If approval is denied, the grade earned to date prevails and must be posted accordingly. If approval is granted, the “I” grade is posted as a temporary notation on the student’s official record. It is the mutual responsibility of the student and the instructor to complete and file the “Incomplete Grade Application Form” in a timely manner. An “I” grade submitted to the office of Records/Registrar without approved documentation will be administratively converted to an “F” grade.

Students will obtain credit for courses in which their grades are “incomplete” only by completing the work agreed upon on the signed “Incomplete Grade Application Form” in a satisfactory and timely manner. The standard window for replacing an incomplete grade starts at the end of the semester in which the “I” grade was received and closes at the start of the mid-term examinations for the consecutive full semester. If the work is not completed within the designated time frame, the grade in the course automatically becomes an “F.” The grade of “I” (Incomplete) shall be neutral in the calculation of the grade point average. A grade of Incomplete must be changed to a permanent grade by the instructor within the time limit specified on the Change of Grade Form that is submitted to the Office of Student Records/Registrar. Delinquent Change of Grade Forms will not be processed without the approval of the Vice President for Academic Affairs.

Grade Points

The records of all students are measured both qualitatively and quantitatively at the end of each semester. Official designation of a student’s academic standing is made according to an official degree audit and is certified by the Office of Student Records/Registrar. Grade point calculations are made on a 4.00 scale. Grades, including “I,” “W,” “P/NP,” “CR,” and audited courses (AU), are not counted in the computation of the cumulative grade point average. However, allowable transfer credits and grades will be included in the calculation of the cumulative grade point average.

Grade Point Average

A student’s cumulative grade point average (GPA) is based on a four (4)-point grading system. The grade point average is determined by dividing the total number of quality points earned by the number of hours attempted, including courses failed. When a course is repeated, only the last grade can be considered in computing the cumulative GPA. The original grade remains on the student’s transcript. The quality point scale appears in the section titled Grading Scale.

Grade Reports

Faculty members post grades for their classes in the electronic transcript *MyWiley* for each student soon after grading is completed. Students have constant access to their posted grades in the *MyWiley* system. The teacher of record is required to post midterm and final grades in the *MyWiley* System by the required dates announced by the registrar. Midterm grades do not become a part of the student’s permanent official record but provide an indication of student progress to the advisor, the instructor, and the student.

Mid-term and final semester grade reports are available for all students by accessing the *MyWiley* system with the use of their login credentials. If the student is missing a grade, he/she must contact the instructor for that course. Grades are posted by the instructor of record.

Change of Grades

All course grades except “I” grades are intended to be final and permanent when posted by the faculty of record. It is expected that faculty will arrive at and report final grades as accurately and precisely as the nature of the evaluation of student achievement and the grading system will permit. It is the faculty’s direct and personal responsibility to ensure that grades are fair and reported the first time correctly. Final grades cannot be improved by submission of “make-up work” after grades have been submitted by the instructor at the end of the term.

If an error occurs in the calculation or recording of a grade, it may be corrected only by the faculty of record completing a “Change of Grade Form” which must include:

- The student’s name, student number, course designation by title and number, semester, and the change desired.
- A statement unequivocally identifying the person who made the error and explaining the nature of the error.
- An explanation of how the new grade was computed.

The form must have the signature of the school’s dean and must be forwarded to the Vice President for Academic Affairs for final approval. Requests for grade corrections must be submitted to the Office of Student Records/Registrar by the Vice President for Academic Affairs within nine (9) weeks of the next regular enrollment period.

No grade will be changed after twelve (12) months following the completion of the course in question. This provides ample time to have a grade formally and successfully appealed. Students must appeal in writing to the Vice President for Academic Affairs within six (6) months following the completion of the course.

Grade Appeal

The grade appeal process must be initiated by the student with the instructor within nine (9) weeks after the grade is awarded. If this attempt does not prove satisfactory, the aggrieved student may take the matter to the school’s dean and subsequently (within six [6] months following the completion of the course in question), to the Vice President for Academic Affairs for resolution. The appeal should be in writing and should contain all pertinent facts including copies of papers, grades, and the like. The decision of the Vice President for Academic Affairs is final.

Advising

Academic Advising for First-Time Freshmen and Sophomores

Academic Advising seeks to foster the formation of meaningful and possibly life-long relationships between a student and an advisor/mentor with the latter guiding the student through an academic plan that produces a graduate who exemplifies the ideals proposed for each student in the Wiley College mission statement. Academic advising is both purposeful and cumulative. It is best described as a systematic process of ongoing student-advisee/faculty-advisor interactions that cover the student’s entire time of enrollment from first matriculation to graduation. It assists students as they define and pursue personal, academic, and professional goals and objectives.

It is difficult to assign greater value to the service a professor provides for his/her students, teaching subject matter, or providing an advisement/mentoring relationship. In the Wiley College environment, the two are critical, inseparable, and of equal meaning. A student’s future generally depends on an ideal blend of the two. Most successful professionals will proudly refer to the one or two persons who played the advisor/mentor/friend role during the developmental stages of their successful lives.

Advisor-Advisee pairing is done, so students are advised within their prospective majors. Professional Academic Advisors serve as advisors for all freshmen and sophomores. The students are generally grouped into meta-major cohorts according to their chosen or closely related majors. The SSC advisor serves as the primary advisor while the students are mentored by departmental faculty. All parties work collaboratively to meet the needs of the students and guide them into practices and habits for successful life-long learning, reflection, academic and social progress.

During the second semester, the first-time freshman will have a conference with his/her SSA coach and the professor designated from the student's chosen major to be his/her advisor when the student moves forward from the SSA at the end of the first year. This new relationship, coming to full fledge in the sophomore year, generally continues through graduation as that with the original coach progressively tapers down as a new freshman class occupies the coach. The major advisor is appointed by the dean of the academic school where the chosen major belongs. Initially in the student's freshman year, the student and the coach work out the student's program, but by the second semester, the student, the coach and the advisor begin to work and plan together to accomplish a successful transition to the student's second year and beyond. Their first task is the construction and review of the student's complete degree plan that culminates in graduation with the desired major, minor, and elective courses. Such a program should prepare the student for post-graduate training as well as a successful entrance into a chosen career.

Academic Advising for Juniors and Seniors

In addition to helping students plan their schedules, the academic advisors provide counsel concerning the students' overall educational program and requirements, especially pertaining to the successful completion of the required general education courses and the proper sequencing of courses, timing of internships, and other activities necessary to complete a major. Advisors also assist students with periodic evaluation of their academic performance and progress and assist them in preparing for a successful post-graduate transition to careers and/or graduate or professional schools.

The responsibility for the quality of the relationship between each student and her/his advisor rests on the advisor, but it is shared, supported and enhanced by a support team that includes the chair in the major, the respective dean, and the entire faculty in the major department chosen by the student. Students may also connect with additional resources of the College, usually through their advisor or members of the team named, as well as reaching directly by contacting the necessary offices or leaders in those areas, e.g., health or mental health counseling, spiritual guidance, financial counseling, etc.

Assessment of the quality and efficacy of advisement to each assigned student and group of advisees is the responsibility of the dean (or his/her designee). Advisement assessment is based on (a) the frequency of documented one-on-one and group visits, (b) the ongoing currency, accuracy and time efficiency of the student's degree plan, (c) the efficient organization and sequence of course enrollments in each new semester, (d) the absence of enrollment or sequence errors found on the student's transcript, (e) the persistence of the advisee from semester to semester to graduation, and (f) a yearly satisfaction survey of students concerning the quality of their department, school and advisement services. This satisfaction survey is to be obtained from all students in each department at least once per year, and more often during the first year of a pairing assignment (advisee-advisor).

Probation and Suspension

Any student who is not making satisfactory academic progress at the completion of any one semester is subject to academic probation and remains on academic probation as long as the student's cumulative grade point average (GPA) is less than 1.75 for freshmen and sophomores and 2.00 for juniors and seniors. Failure to make satisfactory academic progress (being on continuous probation) for two (2) consecutive semesters will result in academic suspension for two (2) consecutive semesters (one [1] year) and the student loses financial aid. Before financial aid can be reinstated, the student must enroll at his/her own expense until the GPA has been raised to the required semester standards. The student may enroll in courses at the College or at another accredited institution to bring up the GPA to the required standard.

Maintaining a satisfactory GPA and keeping up one's academic progress and academic standing are the responsibilities of each student. Advisors will counsel, but the final responsibility remains with the student.

A student on probation is admitted to the College only after making a commitment to meet the conditions of an Academic Performance Contract administered by the Vice President for Academic Affairs or his/her designee. Failure to significantly meet the terms of an Academic Performance Contract may lead to suspension of enrollment and financial aid. Students placed on academic probation or suspension may appeal the decision in writing to the Vice President for Academic Affairs. The appeal should include supporting document(s) describing any reasons for the reconsideration of the ruling. The appeal will be considered on its own merits and the student's full academic records will be reviewed as part of the process. The Vice President for Academic Affairs will respond to the student in writing within two weeks of the appeal date.

Academic Probation

Students are placed on Academic Probation at the close of any enrollment period after an academic warning status and they do not meet the minimum cumulative GPA. The Registrar's Office will send an Academic Probation notification through Jenzabar EX portal and/or US mail.

The following process is undertaken for students on academic probation:

- Students are required to meet with an Academic Review Committee member to sign an Academic Agreement/Probation Contract before completing registration to monitor progress and offer academic support.
- Students are assigned an academic advisor on the contract.
- Once the contract is completed, students will receive two copies (one for the advisor and a copy for his/her file). The original contract must be submitted to the Registrar's office.
- Once the original contract is submitted to the Registrar's office, the academic hold will be lifted.
- Students will deliver a copy of the contract to the assigned advisor who will then register the students for semester courses.
- Students pre-registered for courses prior to being placed on academic probation will have their enrollment cancelled and all courses dropped. In order to re-enroll, students are required to meet with an Academic Review Committee member to complete an Academic Probation Contract as previously stated.
- While on Academic Probation, students are restricted to a maximum of 13 credit hours during the Fall/Spring semester and 7 credit hours in the Summer. The Chief Academic Officer must approve exceptions to this policy.
- In order to have probationary status lifted, students must earn a cumulative grade point average equal to 2.0 or above at the close of any enrollment period. If at the end of the probationary period students fail to meet the probationary conditions described for Academic Probation, they will be placed on Continued Academic Probation for a period of one semester.

Continued Academic Probation

Students are placed on Continued Academic Probation at the close of any enrollment period when:

- Students fail to meet the probationary conditions described for Academic Probation
- Students semester/term GPA is 2.0 or higher but the cumulative GPA is less than 2.0

The registrar's office will send an Academic Probation notification through Jenzabar EX portal and/or US mail. The following process is undertaken for students on Continued Academic Probation:

- Students are required to meet with an Academic Review Committee member to sign an Academic Agreement/Probation Contract before completing registration to monitor progress and offer academic support.
- Students are assigned an academic advisor on the contract.
- Once the contract is completed, students will receive two copies (one for the advisor and a copy for his/her file). The original contract must be submitted to the Registrar's office.
- Once the original contract is submitted to the Registrar's office, the academic hold will be lifted.

- Students will deliver a copy of the contract to the assigned advisor who will then register the students for semester courses.

Students pre-registered for courses prior to being placed on academic probation will have their enrollment cancelled and all courses dropped. In order to re-enroll, students are required to meet with an Academic Review Committee member to complete an Academic Probation Contract as previously stated.

While on Continued Academic Probation, students are restricted to a maximum of 13 credit hours during the Fall/Spring semester and 7 credit hours in the Summer. The Chief Academic Officer must approve exceptions to this policy.

In order to have continued probationary status lifted, students must earn a 2.0 semester/term GPA with letter grades of “C” or better (no incompletes “I” or withdrawals “W”) during the semester or following term in which continued probation was imposed. Students must also earn a semester/term or cumulative grade point average equal to (2.0 GPA) or above the required minimum for their level of attempted credit hours. If at the end of the continued probationary period, students fail to meet the probationary conditions described for Continued Academic Probation, they will be suspended for a period of one semester.

Academic Suspension

Students will be suspended for poor scholarship when there are two (2) consecutive semesters without marked increase in the student’s overall GPA while on continued academic probation. Students suspended for poor scholarship may re-enter on probation after one (1) Fall/Spring semester, excluding summer sessions. Students placed on academic suspension more than once during a calendar year, must wait one (1) year before applying for readmission. After students have been suspended one (1) year, they are eligible to be reinstated on Academic Probation. If they do not meet the academic requirements after being reinstated, they may be expelled from the institution.

Note: No transfer credit hours will be accepted while on academic suspension. Financial aid is suspended while students are on academic suspension. If approved for registration by the Academic Review Committee, the students will need to submit a written letter of appeal to the Satisfactory Academic Progress (SAP) Committee to seek reinstatement of financial aid. The SAP committee will notify the students of their financial aid status. See **Financial Planning and Expenses for details.**

Academic Appeals for Suspension

Students suspended for failure to meet academic requirements may file a written appeal with the Academic Review Committee. Students must submit a formal letter stating the reason for the appeal and all relevant documents. Academic appeal requests should be submitted within 21 business days at the end of the semester in which the students were declared academically suspended. All appeals must be made before the last day of regular registration. Students are allowed one appeal per academic year.

Extenuating Circumstances

Students must have documented evidence of extenuating circumstances to file for an Academic Suspension Appeal. These extenuating circumstances will be reviewed on a case-by-case basis.

Academic Review Committee
Wiley College
711 Wiley Ave
Marshall, TX 75670

Academic Honors

Students who have demonstrated exceptional academic performance are honored each spring semester by the institution. The College has a different standard for considering a graduating student as an honor graduate (see section on graduation with honors). Each semester the Office of Student Records/Registrar publishes a roster of returning students who, in the

previous semester, have earned the semester averages shown below while carrying a full load of twelve (12) credit hours or above in that semester:

Presidential Scholar	grade point average of 3.80 - 4.00
Dean's Scholar	grade point average of 3.50 - 3.79
Faculty Scholar	grade point average of 3.30 - 3.49

Change of Major/Additional Degrees

When a student changes his/her major or seeks an additional degree, the student may appeal to the Financial Aid Office to have courses attempted and earned that do not count toward the student's new major or degree excluded from the calculation of a student's SAP standing.

Awarding of Degrees Posthumously

Wiley College may award associate and bachelor degrees posthumously to the family of students who have completed all graduation requirements with the exception of participation in the graduation ceremony. The Board of Trustees approval must be obtained, and all the following conditions must be met:

- The student must be registered or enrolled for classes at the time of death.
- The student must be registered or enrolled in courses that, if completed, would have fulfilled graduation requirements.

The student must have a GPA at the time of death which meets Wiley graduation requirements.

Honorary Degree

Subject to the Board of Trustees approval, the President is authorized to grant an Honorary Doctorate of Humane Letters to any individual who has made substantial achievements in their respective field of endeavor. All degrees, whether honorary or earned, shall be conferred by vote of the Board of Trustees upon the recommendation of the President and Chief Academic Officer.

Honorary degrees shall not be granted in a specific discipline and shall not be printed in a manner to be mistaken as an earned degree granted by Wiley College. Two categories of individuals are excluded from receiving honorary degrees: (1) faculty or staff members currently employed at Wiley College, (2) Texas elected and/or appointed officials in office at the time of selection and conferral.

Independent Study and Directed Study Policy

Independent Study is intended to be an extension, or a "spin-off," of an existing course. It provides the student with an opportunity to pursue and research a subject more in depth, and in a more independent manner than would be possible in a traditional course.

A student who has attained junior standing (has completed at least sixty [60] semester credit hours) and has a cumulative grade point average of 2.7 will be allowed to take a course on an independent study or directed study basis if the following conditions are met:

- A written proposal is developed by the student in conjunction with the instructor. The proposal must clearly demonstrate that the scope of study does not duplicate the normal course offerings of the College.
- The proposal must be signed by the instructor and approved by the school's dean and Vice President for Academic Affairs.
- The course proposal must be filed with, and dated by the registrar, at the time of registration.
- The student must meet on a regularly scheduled basis with the instructor and make progress reports on assignments specified in the independent study proposal.
- The proposal must involve and refer to an attached course syllabus and must aim at meeting the objectives of the course within a specified period (start and end dates), preferably within one semester.
- Completed work from the course must be available for evaluation by the appropriate school's dean and the Vice President for Academic Affairs.

A Directed Study course is designed to be a substitute for a course that is needed for the student's program of study, but for extraordinary circumstances is not available in a particular semester. The material covered in such courses is essentially the same as covered in the traditional course. A student is given the opportunity to study individually with an instructor under a mutual performance contract endorsed by the respective dean and the Vice President for Academic Affairs. The selected course must be one that is already in the program of study as listed in the current catalog and the course and the student learning outcomes must be governed by a syllabus approved by the chair and the respective dean. The following conditions must be met:

- A written request for registration to a given course under the Directed Study Policy must be directed to the Registrar stating the course number and complete title of the desired course, as well as a list of all other regular courses and online courses that the student may be attempting during the same semester. The cumulative total must not exceed a normal course load, or it must follow published regulations concerning course overload. The request must be approved by the student's advisor, the respective dean, and the Vice President for Academic Affairs and submitted to the Registrar by the last day of registration for a given semester.
- The request for registration must be accompanied by a current copy of the course syllabus provided by the proposed instructor. The syllabus will contain a description of the student learning outcomes and the distribution content of contact, homework, and project hours and dates required to meet the minimum requirements for the given credit hours.
- A copy of a contract between the student and the instructor stating the time and place of regular sessions, delivery schedule of assignments, and grading policies if different from those in the syllabus. Unless clearly stated and approved by the instructor, the dean and the Vice President for Academic Affairs, the course and all activities will follow the regular timetable for all other courses in the same major or department. This includes deadlines for turning in grades to the registrar at midterm and end of semester. The Registrar will record the course in a normal manner, followed by the words in parentheses (directed study).

Independent Study and Directed Study courses are not to be used as a convenience for a student who is unable to schedule classes because of time conflicts. They may be offered at the College's discretion when a student's progress toward his/her

degree program is hampered. An independent study/directed study fee per class is paid by the student in addition to normal tuition charges.

Whether a course is named “directed study” or “independent study” in the curriculum, the conditions stated for each policy apply without exception, including additional fees.

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is a national program of credit through standardized examinations that provides a student the opportunity to obtain recognition for college-level achievement. All students who plan to sit for a CLEP examination must first obtain permission from their advisor, school’s dean and Vice President for Academic Affairs, and then pay a fee to the Office of Business and Finance plus an additional pass-through fee set by the CLEP Testing Service. The student presents the receipt to the campus test administrator. The Office of Testing Services will ensure that the CLEP fees have been paid and all authorizations are received in writing (advisor, school’s dean(s), and Vice President for Academic Affairs) before administering examinations.

The passing scores for CLEP examinations are listed with the exams. Course credit is awarded for CLEP examinations and appears on transcripts. Courses passed by examination count toward graduation. However, no letter grade will be awarded, and the grade will not be calculated in the total grade point average. If a passing score is earned, the College Registrar will enter the credit earned on the transcript as equivalent to the appropriate Wiley course. Credit will be awarded to prospective Wiley students only after they have enrolled at Wiley. Colleges awarding credit based on CLEP examinations have the right to set their own passing scores; however, Wiley College follows the recommended scores established by the American Council on Education (ACE).

If a student passes a CLEP subject examination for a course for which the student is currently enrolled, he/she may (1) stay in the course and get the grade earned in class or (2) drop the course and receive credit by examination. If the course is dropped to receive credit by examination, it must be dropped with a “W” by the official catalog final day for dropping a course for that semester. If the subject examination passed covers two courses, including a course in which the student is currently enrolled, the student may finish the course to earn a letter grade, quality points and still receive credit by examination for the course that has not yet been taken.

The College Board provides the retest policy for the College Level Examination Program:

- A failed test may be repeated no sooner than six months after the initial date of the examination.
- Credit cannot be granted for any examination repeated before a six-month period has elapsed.
- Credit is not permitted for courses previously taken for credit or audit. Courses taken by CLEP testing may not be used to substitute/credit courses in the major, concentration or minor.
- Credit earned by examination or CLEP testing may not be used to reduce the requirement that 25 percent of the semester credit hours required for degree completion must be earned through instruction at Wiley College.

For a listing of the course exams and equivalents currently approved for credit at Wiley College, please contact the Office of Testing Services.

Placement Tests/Examinations

Freshmen and are required to demonstrate their attainment of basic skills, knowledge, and competencies needed to negotiate the regular college curriculum. The American College Test (ACT) and the Scholastic Aptitude Test (SAT) along with the Proficiency Profile exam, Success Navigator, and Youscience, which are online tests used to ensure proper placement of students for instruction in reading, writing, and math. Students who desire to transfer ACCUPLACER scores to another institution must request the transfer from the Office of Testing Services and pay the applicable fee as noted in the *Special Fees* section of the College Catalog.

The Rising Junior Examination

The Rising Junior Examination (RJE) is a requirement for graduation. It is a test of general knowledge, comprehension, and basic skills. It is administered to second-semester sophomores who have completed most of their General Education courses. All students, upon reaching junior status, must have taken the Rising Junior Examination. The results of this examination are provided to the advisor and department faculty to ensure a review of the curriculum and for advisement purposes.

The Senior Comprehensive Examination

The Senior Comprehensive Examination (SCE) is a follow-up of the Rising Junior Examination. It assesses general education knowledge and competencies. The SCE tests the student's ability to think critically and logically and the ability to analyze and synthesize information. This examination also requires the student to demonstrate the ability to apply knowledge learned in a variety of situations. This examination is generally administered to students during the first semester of their senior year (or during the semester prior to their last semester before graduation). Completion of this examination is a requirement for graduation.

The Subject Field Test

The Subject Field Test (SFT) is required of all seniors and is designed to assess the competence of seniors within their major and closely related fields. Most SFTs are field standardized, but if no acceptable standardized examination is available in the student's major, the department or school will prepare a departmental examination to be administered to the students. This examination is administered generally during the last semester of the senior year and generally assesses the candidate's subject matter knowledge in his/her major field of study. This examination is a requirement for graduation. The results of this examination are provided to the advisor and department faculty to ensure a review of the curriculum and for advisement purposes. Based on the results of this test, the student may be advised to take additional courses or perform other work in order to meet graduation requirements.

Prior Approval Required Before Taking a Course at Another Institution

After enrollment at Wiley College as a regularly matriculated student, permission must be obtained before taking a course at another institution for the purpose of meeting degree or general education requirements at Wiley College. Affected students should consult with their major field advisor and school's dean and submit the appropriate application form to the Vice President for Academic Affairs for approval and filing with the Office of Student Records/Registrar. Courses taken without prior approval may not be transferable to Wiley College. Students must complete a minimum of twenty-five (25) percent of the semester credit hours required for a degree through instruction in residence at Wiley College.

Course Repeat Policy

Undergraduate students are permitted to repeat and replace up to twelve (12) hours of course work with the following conditions:

- Students may only repeat and replace courses in which they received a D or F.
- Degree credit for a repeated course will be given only once, but the grade assigned at each enrollment will be permanently recorded on the Official Transcript.
- Repeated course credit hours excluded in a student's GPA will be removed from the number, of course, hours attempted, as well as quality points; thus, in computing the GPA, only the highest grade of those repeated and corresponding grade points earned in a course are used.

Procedures for Substituting Courses

The following guidelines apply to requests for course substitutions in degree plans to meet the requirements for graduation:

- Courses recommended for substitution credit must be comparable in terms of level, content, and competency outcomes as indicated by course descriptions in the *Wiley College Catalog* or most recent course syllabus.
- Lower level (1000-2000) courses cannot be substituted for upper-level courses (3000-4000).
- Courses from a two (2)-Year College will not be accepted for credit towards upper-level degree requirements at Wiley College, except for engineering related courses and certain high-level technology courses.
- Technical subject courses cannot be substituted for general education courses (e.g., electronics for physical science).
- As a rule, major-specific courses cannot be substituted for general education courses (e.g., Principles of Teaching for Art Appreciation).
- Courses designated as core curriculum requirements in one category cannot be substituted for courses from another category (e.g., speech for history; math for art, etc.).
- Course substitutions must be approved by the advisor, the school's dean Vice President for Academic Affairs. Upon approval, the dean must forward the course substitution form to the Office of Student Records/Registrar.

Withdrawal from the College

When a student finds it necessary to discontinue enrollment at any time other than at the end of a semester, he/she must complete a withdrawal form obtained from the Office of Student Records/Registrar. The student must clear all Wiley College accounts as listed on the withdrawal form, including the Library. When enrolled for a regular semester, a student may not withdraw during the last two (2) calendar weeks prior to the first day of final examinations.

When a student leaves Wiley College at any time during the semester without filing a Withdrawal Form and without clearing all accounts, the student will receive a grade of "F" in all courses. Further, the student will forfeit all rights to a statement of honorable dismissal, thereby jeopardizing re-admission to Wiley College or transferring to another accredited institution. If withdrawal occurs on an emergency basis that precludes completing the required documentation, the student (or an authorized representative) has sixty (60) days from the last class attended to follow the proper procedures. The proper procedure for withdrawing from the College includes the following steps:

Step 1: Secure and complete withdrawal form. Forms are available in the Office of Student Records/Registrar.

Step 2: File the completed withdrawal form with the Office of Student Records/Registrar.

Leave of Absence

A student who is in good standing with the College and needs to interrupt enrollment may be eligible for an approved Leave of Absence (LOA). Students on an approved LOA are eligible for deferment of student loan repayment and are generally guaranteed re-enrollment immediately following the end of the LOA. An approved leave of absence will be granted only in the following circumstances (must provide documentation):

- Serious student medical issues
- Death or serious illness of an immediate family member
- Military duty

Wiley College may place a student on a LOA when the student poses a direct threat to the health, safety and well-being of the campus community, as determined by the College. The procedures for such action are covered in the policy on Withdrawal from the College located on page 50 of the Catalog. Students seeking a leave of absence must obtain and fully complete the Enrollment Status Change Form, available from the Registrar's Office. The following conditions apply to an approved leave of absence:

- Students must not have a current judicial finding; they must be in good academic standing and meet satisfactory academic progress standards at the time of the request.
- The Withdrawal Form must be completed in full, including the period of time for which the leave of absence is requested, the specific date of return, the reason for the leave, and the student's signature.
- The duration of all leaves may not exceed a total of 180 days within a twelve (12)-month period. If the student does not return within the time agreed upon and has not contacted the College Registrar's Office to negotiate other arrangements, s/he will be administratively withdrawn from the College within 24 hours of the end of the approved leave of absence.
- Students are required to submit with the Withdrawal Form appropriate documentation to substantiate the reason for the requested leave of absence. The College reserves the right to verify all documentation presented. The Withdrawal Form submitted without appropriate documentation will not be approved. All documentation will be kept confidential and private consistent with the terms of this policy and the business needs of the College.
- Contemporaneously with the leave request, students must discuss their leave of absence with their academic advisor and any other appropriate divisional representative such as the Dean, Vice President, or Health Services. Exceptions to the Leave of Absence Policy must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the College.
- Also, at the same time leave is requested, students receiving financial aid must discuss the proposed leave of absence with a representative from the Financial Aid Office to determine the impact on student financial aid.

- Students on an approved leave of absence will have a maximum of forty-eight (48) hours to vacate the residence hall and campus. Exceptions must be authorized in writing by the Vice President for Student Affairs and Retention Services.
- Students on an approved leave of absence may not attend classes, participate as a member of a student organization (including athletics) or be on campus for any reason without prior written permission from the Vice President of Academic Affairs. NAIA athletes must be enrolled full-time to participate.

Implications for International Students

International students are eligible to take a LOA due to medical reasons. Students must obtain appropriate medical documentation recommending the LOA for medical reasons and must notify the SEVIS Coordinator at Wiley College. Students who remain in the United States without obtaining advanced approval for medical LOA will be considered out of status for their international student status. International students who take a non-medical leave of absence, withdraw voluntarily or are suspended or required to withdraw from the College are required to leave the United States within fifteen (15) days of this action. The only exception to these rules is a medical leave of absence.

Financial Aid Implications Associated with a Leave of Absence

Financial aid recipients considering a leave of absence should be aware of the implications related to their financial aid. Students approved for a leave of absence are eligible to have their student loans deferred for the period of the leave. Students who do not meet the above criteria for a leave of absence are not eligible for an in-school loan deferment status, which means that repayment of the loans will be required if enrollment status falls below half-time. Financial aid awarded, but not used, prior to a leave of absence is not carried over if the student returns to full-time enrollment at the conclusion of the leave of absence. Students must re-apply for financial aid following an approved leave of absence, according to the policies and procedures applicable to that period as determined by the Financial Aid Office. For purposes of administering federal financial aid, a student who is receiving Title IV financial aid funds and is not granted a leave of absence based upon the above guidelines will be considered as withdrawn from Wiley College (for financial aid purposes only).

Academic Dishonesty

Students who choose to attend Wiley College are expected to adhere to high academic and ethical standards established to promote responsibility, trust, respect, and general safety. Therefore, students are required to act with integrity. Wiley College believes that knowledge without character is perilous. The College insists on behavior above reproach in pursuit of academic excellence. The College, therefore, will not tolerate academic dishonesty or improper behavior.

Wiley College defines academic dishonesty as “an act or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.” It also includes any form of cheating, plagiarism, falsification of records and/or collusion. Students are expected to refrain from cheating which includes, but is not necessarily limited to: copying from another’s test or quiz paper; using supplementary materials, electronic devices (calculators, Bluetooth and smartphones, notes, books, social media, and text messaging, etc.) not authorized by the examiner/instructor; substitution for another student in taking a test; and using, buying, selling, stealing, soliciting, transporting, or removing in whole or in part an administered test or key information regarding same. Falsifying records, such as alteration of grades or other records, plagiarism, and collusion will not be tolerated.

Plagiarism is the submission or incorporation of someone else's work without permission and/or appropriate acknowledgment. Collusion is collaboration with another person or persons in preparing projects, take-home examinations or tests, etc., without proper authorization.

The instructor, along with the appropriate academic area school's dean, Vice President for Academic Affairs, and the Academic Council, may determine penalties (in addition to those listed below) for dealing with dishonesty if the student is found guilty:

- A warning...;
- Assigning an "F" for a test;
- Assigning an "F" for a course;
- Assigning an "F" grade for all courses enrolled in for the semester;
- Assigning a status of academic probation;
- Assigning a status of academic suspension;
- Permanent dismissal;
- Denial or revocation of degree.

The student has the right to appeal disciplinary actions in accordance with appeal procedures defined in the *Student Handbook* (see *Division of Student Affairs* section of this catalog).

Dismissal

Wiley College reserves the right to request any student to withdraw who does not meet satisfactory academic performance (see policy on satisfactory academic progress) or has not been properly registered. A student who has been academically suspended and who, upon re-admission, again fails to raise his/her cumulative GPA to the required level is permanently dismissed and the academic record is closed.

Academic Clemency

Academic clemency provides an opportunity for persons to apply for a fresh beginning at Wiley College. This policy permits the College to disregard a student's prior academic record and allows the student to begin college studies again with no credits attempted and no quality points earned. Academic clemency may be awarded to a student only once; it is applicable only to students enrolled at Wiley College.

Following five (5) calendar years (summer sessions excluded) of non-enrollment in or nonattendance at any college or university, a student may make a written appeal that demonstrates sufficient change that warrants re-admission. If the appeal is granted, the student may apply for academic clemency and admission regardless of previous academic records.

If the appeal for academic clemency is granted and the application for admission accepted, the student gets a second chance. The past academic record is purged, and the student re-enters college as a first-time student with zero credits

ACADEMIC RECORDS

The Office of Student Records/Registrar

The Office of Student Records/Registrar has the responsibility of maintaining all data pertaining to academic records of all students, including those previously and currently enrolled at the College. In addition, responsibilities include the organization and management of registration and graduation, reporting data to outside agencies, and supplying data to and for students currently enrolled and those who have left the College by graduation or withdrawal.

The College maintains a permanent record for each student. This record, housed in the Office of Student Records/Registrar, may be a combination of print and electronic records and includes the following:

- (a) documents filed for admission to the College;
- (b) grade reports;
- (c) records of academic work completed;
- (d) correspondence and petitions;
- (e) transcripts received from other colleges;
- (f) test scores;
- (g) any academic actions; and
- (h) any evaluations of credit for prior experiential learning.

Student records also include a student's name, address, telephone number, birth date, residence classification, gender, past and current enrollment, academic and attendance status, educational benefits, ethnic background, high school graduation date, college major, and identification number.

Transcripts

A transcript is a record of the courses attempted by a student. All grades, passed or failed, appear on the transcript. A transcript of a student's record shows status, academic record with courses pursued and semester hours carried, semester hours earned, grades, quality points, grade point average, and system of grading. All failures, incomplete grades, penalties, transfer college credits, and a summary are also shown on the record.

All requests for transcripts must be submitted in writing or online. Upon graduation, each student is mailed one free unofficial copy of his or her transcript. Optionally, an official transcript may be mailed to a school or prospective employer at the request of the student. Any subsequent requests must be done through Parchment, a digital credentials service, and accompanied by a transcript fee (Contact the Office of Student Records/Registrar). No transcript will be issued to or for a student who is indebted to the College. The College reserves the right to withhold a transcript for any student who is in default on a student loan. Requests by telephone will not be honored.

Access to Student Records

The Office of Student Records/Registrar at Wiley College maintains the educational records of students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), commonly referred to as the "Buckley Amendment," which states that students have the right to review, inspect and challenge the accuracy of records kept by the College that are directly related to the student. Information protected by this act may not be made available to any person without the written authorization of the student except to officials of other schools in which the student intends to enroll and other persons and agencies identified by the statute. Under FERPA, employees of the College may be given access to student information based on having a legitimate educational need.

Information that is considered directory information usually will not be released to the general public without the written consent of the student. Directory information includes information such as name, current and permanent address, telephone listings, date and place of birth, sex, marital status, country of citizenship, major, semester hour load, classification, dates of attendance, degrees, awards received, and eligibility for and participation in officially recognized activities.

FERPA Student Release and Parent Request forms are available in the Office of Student Records/Registrar.

INTERNATIONAL STUDIES/STUDY ABROAD

International Studies

Wiley College recognizes the importance of the global village concept in which the College operates. The international studies concept is an informal interdisciplinary option in which students majoring in various areas (e.g., science, sociology, business, etc.) may take opportunities to learn, through their selected curriculum and elective courses, about the history, culture, demographics, government, politics, language, art, literature and environment of countries outside of the United States. International studies may include a review of the impact of the selected cultures upon the global marketplace, the US, and other nations throughout the world. The program is conducted locally and may include visits with international representatives (residents or visitors at the College), filmed field experiences, invited lectures, and special seminars with or without a travel abroad component. This option is especially attractive at Wiley College because of the significant number of international faculty members representing countries and cultures from Africa, China, Korea, Central and South America, Europe, and the Middle East.

Study Abroad

A study abroad program is an activity through which Wiley College students may travel and enroll in a foreign teaching/learning institution to learn either a language, study a culture or pursue any other short-term course of study or activity that may be complementary to their degree program at Wiley College. Study abroad may also include courses sponsored by Wiley College or a collaborating institution in which faculty from Wiley or the partner institution travel with students to lead a study or particular scholastic activity. Wiley students may also travel to perform as “student-teachers” in language courses in academic institutions in selected countries. Students may travel in groups sponsored by Wiley College or in collaborative study groups in which two (2) or more compatible groups of students representing two (2) or more institutions subscribe to the same study abroad program.

Students applying to study abroad must:

- Have a minimum cumulative grade point average of at least 2.50
- Have completed at least one (1) academic year at Wiley and be in good standing
- Be enrolled at Wiley during the semester prior to the planned study abroad experience, and during the semester, the student is abroad or away from the campus

The Wiley College policy on *Prior Approval Required before Taking a Course at Another Institution* (p. 53) applies to all study abroad activities by Wiley College students. College credit that is to be earned from study abroad courses conducted by a Wiley College department is subject to the same academic rules as courses taken on campus (such as approved syllabi, contact class and lab hours, outside of class study and activities, assignments, mid-term, and final grades). College credit awarded for a study abroad activity at a given institution may transfer to Wiley College under the same guidelines followed by the Registrar to grant credit to foreign students transferring academic credits to Wiley College.

For additional information, please contact the school’s dean in which the student is enrolled and the Vice President for Academic Affairs.

INFORMATION RESOURCES

The Thomas Winston Cole, Sr. Library

Recently renovated, the Thomas Winston Cole, Sr. Library is named in recognition of the tenth president of the College. As an information resources service, the library supports the educational needs of students, faculty, and staff through the development of relevant collections; and the provision of services designed to facilitate access to information when it is needed and in the desired format. The library makes available books, journals, other relevant formats, and online information retrieval services to meet the needs of users.

The library’s holdings include well-developed general and reference collections, as well as several distinguished special collections, such as: *The TWC Black Studies Collection*, *The Organizational Management Thesis Collection*, and *The TWC Children’s Literature Collection*. Convenient online access to a broad range of learning resources is also provided, including databases such as *The TexShare Consortium*, which includes *Credo Reference*, *EBSCOhost Academic Search Complete*, *Gale Opposing Viewpoints*, as well as over 60 other databases, and *JSTOR*. Login information is available to all currently enrolled Wiley College students. For login information and/or demonstration, please contact the staff of Cole Library.

During each academic year, bibliographic information literacy, orientation, and subject-specific sessions on the library’s learning resources are conducted by the Cole Library staff for all users. Bibliographic and Literacy instruction designed to teach students how to access and use learning resources effectively and efficiently are incorporated into the Freshman Seminar course for first-year freshmen. This course is available to faculty and their classes and to all students upon request. This information consists of an overview of resources and services of the library, including the Online Public Access Catalog (OPAC), books, journals, and how to access web-based information.

The library’s hours of operation are adjusted from time to time to meet the needs of users. The normal hours of operation are:

Monday-Thursday	8:00 a.m. - 8:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	Closed
Sunday	4:00 p.m. - 8:00 p.m.

Summer hours are Monday-Friday 8:00 a.m. - 5:00 p.m. and as required by summer programs.

Identification cards are required for library use and borrowing privileges. Patrons must present their Wiley College ID Card at the circulation desk. ID cards can be acquired through the Information Systems and Technology HelpDesk located in McLeod Hall. All other regulations relative to use, borrowing privileges, fines, services, and resources are explained in the *Library Policies and Procedures Handbook*.

INFORMATION SYSTEMS AND TECHNOLOGY DIVISION

Academic Computing Laboratories

Wiley College maintains a number of computing laboratories designed to meet student needs. These laboratories offer the latest in computing technologies, including reliable high-speed access to the Internet and campus on-line resources. Designated staff from the Information Systems and Technology Office (ISTO), in collaboration with designated staff in each academic school, coordinates the support of the academic computing laboratory services. The computer laboratories are located in all major academic facilities, including Thirkield Hall, the Aaron Baker Science Building, the Hodge Center, the Wiley-Pemberton Complex, and the Thomas Winston Cole Library.

Information Systems and Internet Services

Wiley College offers a wide array of computing, networking, and media services to students, faculty, and staff. These services are in place to facilitate teaching, learning, and administrative activities that support education and business processes. In concurrence with College guidelines, all students agree to abide by and be subject to the terms and conditions contained in the Student Handbook and in all other applicable College documents. These policies are designed to foster high-quality services, maximize productivity, and enhance learning while protecting the rights of all College campus constituents.

Campus and Residence Hall Computing Technology

Each student residence hall has one or more computer laboratories designed to enrich the living/learning environment through the use of technology. Additionally, students have access to network resources from all residence halls and all academic buildings. High-speed Internet access is available 24/7 to all students through wired and wireless network connections. Access to additional networked resources can be attained easily through web interfaces located on the Wiley College homepage (www.wileyc.edu).

Laptop Computers

Students are provided a unique opportunity to purchase laptop computers at a discounted rate that meet Wiley College computer specification standards. The standards are listed in the Student Handbook, the Information Systems and Technology Policies and Procedures Manual, and at the Technology Helpdesk. The rights, privileges, responsibilities, and use associated with access to campus network resources are described in the Student Handbook. Students are encouraged to own their own personal computers and bring them to campus and to classes as directed by their instructors. Upon arrival on campus, those computers must be registered and cleared by the ISTO. This department may be contacted at helpdesk@wileyc.edu or at 903-927-3310 for minimum specifications for good service at the College.

Access to Network Services

Students have the ability to access many network-based resources directly through various web interfaces located on the Wiley College website (www.wileyc.edu). Accounts for the student information system, MyWiley, are provided to each student upon arrival at Wiley College. This account remains in effect for the duration of the student's enrollment at the College. In addition, every student is provided with an e-mail account that remains active even after the student graduates from the College. All major accounts assigned to students are secured and remain the property of Wiley College.

POLICIES GOVERNING THE USE OF NETWORK SERVICES AND OTHER INFORMATION SYSTEMS

Personal Computing Systems

Students are strongly encouraged to own personal computers. Personally-owned computers and other devices that are used on the College's network are subject to the regulations contained in the Information Systems & Technology Security and Policies and Procedures Manual. The Information Systems & Technology Division (ISTD) reserves the right to govern access to all network-based resources. Computers connected to the network may not be used as servers for private enterprises, commercial activities, or profit. ISTD reserves the right to disconnect any network ports having activity that adversely affects the network, College, or any other user. Network connections may also be revoked in the case of malicious or inappropriate computing activity, including violations of or infringement upon copyrighted information and media.

Appropriate Use of E-mail

The Wiley e-mail system provides an official means of communication between the College faculty, staff, and students. It is important that e-mail be checked on a regular basis. Users should keep in mind that all e-mail communications using Wiley College computing resources remains the property of Wiley College. Wiley College strongly recommends that e-mail not be used for confidential communication. E-mail is considered a formal written record that carries the same legal weight as a paper memorandum. Users of e-mail should remember that e-mail messages become the possession of the receiver and can be easily duplicated and redistributed by recipients. Messages that have been deleted can be retained unintentionally on system backup files. In addition, even secure passwords are not completely confidential. When a private message needs to be conveyed between two individuals, a conversation is the best way to accomplish it, and messages that should not be preserved should be deleted immediately. In addition, e-mail is also governed by applicable state and federal laws with regard to copyrighted material, photographic images, libelous remarks, and violations that may impact national security.

College policy prohibits certain types of e-mail. These include mail messages that may be perceived as pornographic, harassment, political campaigning, or commercial solicitation. Chain mail is also prohibited because it consumes large amounts of system resources. Certain types of email, including but not limited to harassing e-mail, may subject the sender to civil or criminal penalties. In spite of College policy, malicious users who know the owner's computing ID and password can abuse e-mail. Users are responsible for protecting their own passwords. These policies will be enforced when violators are brought to the attention of the ISTO administration.

Wiley College does not allow mass mailings via the e-mail server for students, staff, and faculty. For guidance on mass mailings, students should contact the ISTO office at (903) 927-3240 or the Public Relations Office at (903) 927-3385.

Network Security

Wiley College's network security is intended to protect the integrity of campus networks and to mitigate any risks and losses associated with security threats to campus networks and network-based resources. Wiley College is committed to protecting and securing its network-computing resources and infrastructures from unauthorized access. Various forms of proven security methodologies are used at Wiley College including, but not limited to, user authentication such as the standard user ID and password. Security for access to the network and to files or applications on a server is currently implemented via user ID and password systems. Each user is responsible for protecting their user ID and password and is required to use it to gain access to network resources.

User ID and Password Protections

It is the responsibility of each campus constituent to protect and manage his or her personal ID and password. All persons authorized to use Wiley College's technology resources are issued on account and a user ID. Only the person to whom these resources have been issued should have access to the password. Access to user IDs may not be loaned or sold or abused in any form. Suspected breaches of network security should be reported in person to an ISTO official. Some common rules to follow to help protect the passwords includes: 1) do not store passwords at any workstation that can be

used to gain access to other computing resources; 2) never share passwords; and 3) never post in any form or fashion passwords to a wall or under a keyboard.

Student Group Accounts

In special authorized situations, Wiley College-sanctioned student groups may be granted a single account to facilitate communication within the group and between or among applicable parties. The group must sign a network security agreement and authorize one person from the group to be responsible for sending an annual request to ISTO to continue the account.

Responsible Use of Network and Computing Facilities

Wiley College is a private institution fully committed to the ideals of academic freedom and cultural diversity. At the same time, inappropriate and/or malicious use of computing resources that in any way is wasteful of the College's resources, equipment or services; violates the rights of others; or is inconsistent with the College's policies relative to technology, is strictly prohibited. Violators will be penalized severely and expeditiously. Penalties may include warning, administrative or involuntary withdrawal, suspension, expulsion and/or referral to law enforcement authorities.

Individual Responsibility

Students have the responsibility as authorized users to use the network and systems appropriately. This is the only way that the integrity and availability of the network and systems can be ensured for everyone. Each student is responsible for using only the account authorized. Moreover, each student is responsible for protecting all passwords. Individual responsibility also involves respecting the rights of other users.

Institutional Privileges

Wiley College reserves the right to allocate resources in different ways in order to achieve maximum usage. To accomplish this goal, the system administrator may suspend or terminate privileges of individuals, without notice, for malicious misuse or use that is inconsistent with College policy or applicable laws. Privileges may also be suspended, without notice, to meet time-dependent, critical operational needs. The system administrator may also limit the number of messages or files that each user has in order to keep the system functioning.

Indemnification of Wiley College

Users agree, in consideration for access to the College's computing, networking and media services, to indemnify, defend, and hold harmless the College from any suits, claims, losses, expenses or damages, including, but not limited to, the user's access to or use of the College's computer resources and all other media services and facilities.



School of Business & Social Sciences

FACULTY

Instructors	Assistant Professors	Associate Professors	Staff
Ms. Jackie Holloway	Dr. Natalie Hill	Dr. Tracy Andrus	Mr. Vaun Monroe
Ms. Minnie Murray	Mr. Ibrahim Salem	Dr. Devissi Muhammad	<i>Executive Director Nate Parker</i>
Ms. Hazel Philips	Dr. Roderick Sherman	Dr. Solomon Waigwa	<i>Film and Theater Conservatory</i>
Ms. Linda Woods	Mr. Samuel Tabi		
	Ms. Rita Thomas		Mr. Ernest Mack
	Dr. Pornpimol Walden		<i>Director of Forensics</i>
	Dr. Keyona White		
	Dr. Osman Yussuf		

Stephanie R. Cox, Ph.D., Dean
Ms. Deveraux Cole-Administrative Assistant
School of Business & Social Sciences

BUSINESS

The Business academic area offers the Bachelor of Business Administration (BBA) with concentrations in accounting, computer information systems, management, and organizational management.

Students pursuing a concentration in any aspect of Business are encouraged to declare their major as early as the Freshman year and consult with an advisor in the area of interest to ensure the most desirable progress.

Mission

The mission of Business is to prepare students for professional schools and/or graduate studies along with viable careers in business, including accounting, computer information systems, management, and organizational management for profit and nonprofit institutions.

Goals

The general goals of Business are to:

1. Provide students with the necessary tools and guidance in the concentration of their choice to prepare them for admission to graduate and/or professional schools.
2. Help students develop an understanding of the world of business and the application of technology.
3. Provide students with the necessary skills to engage in professional practices in their area of specialization.
4. Provide students with the fundamental ethical and Christian values required for effective practice in business and related fields.

Requirements for Admission

The following criteria are required for admission to the degree program and concentrations within the area of Business:

1. Must declare a concentration in a discipline within the area of Business.
2. Must have a GPA of at least 2.0.

Graduation Requirements

To graduate from a concentration within the area of Business, students must complete the following requirements:

1. Earn at least "C" in all courses required to satisfy the departmental requirements, the major field of study, and elective courses as delineated in the student's degree plan.
2. Earn at least a "C" in all general education courses.
3. Meet all general education requirements as specified in the catalog.
4. Meet all college requirements for graduation as specified in the catalog.
5. Enroll in GEEP each semester of attendance and receive a "P" grade.
6. Take the Rising Junior and Senior Comprehensive and Subject Field Examinations.
7. Complete an application for graduation and secure the approval of the advisor and the dean of the School.

Electives

Students are required to consult with their respective advisors about their choices of elective courses.

Transfer Students

Transfer students from an accredited institution must fulfill the following:

1. Comply with the criteria required for admission to the degree program and concentrations.
2. Earn at least a “C” in all transfer courses.

Transfer courses must be equivalent to their counterparts within the area of Business and Technology at Wiley College.

Catalog Requirements

A student in matriculating in the area of Business will not receive a degree until all requirements are completely met, as specified in the appropriate catalog. When a student enters Wiley College, the catalog in effect at that time becomes the student’s official catalog even if the student declares or changes his/her major at a later date. A student wishing to return to the College after an absence of one or more semesters will be readmitted based on the catalog in effect upon his/her readmission. The catalog at the time of readmission will be the student’s new official catalog.

Internships

It is recommended that all graduating students in the area of Business successfully complete an internship program commensurate with their discipline/concentration. Internship programs are promoted and monitored by the faculty in each area. The faculty supervising internships is responsible for recording the academic credit.

Student Clubs, Societies and Organizations

Students majoring in a discipline within the area of Business are encouraged to join one or more of the following organizations: Accounting Club, Entrepreneurial Action Us (Enactus) formerly known as Students in Free Enterprise (SIFE), Association of Computing Machinery (ACM), Management Club, National Association of Black Accountants (NABA), and attend the Black Executive Exchange Program (BEEP) seminars/workshops.

BACHELOR OF BUSINESS ADMINISTRATION-ACCOUNTING CONCENTRATION

Program Overview

The Bachelor of Business Administration degree with a concentration in accounting has two aims: (1) to prepare graduates with a broad understanding of the theory and practice of accounting, and (2) to enable them to develop technical competence so that they can analyze, assess, modify and create useful accounting information for the users of that information. Graduates are prepared to enter the workplace with the technical skills required to perform effectively in delivering accounting services. The curriculum is designed to enable graduates to get accounting or finance positions in business organizations. They are also prepared to enter graduate and professional schools in business. Students who are interested in taking the CPA exam should contact the lead professor.

Career Opportunities for Accounting

There are many types of accounting careers which can be classified into four broad categories: public accounting, management accounting, governmental accounting, and internal auditing. Under each major category, there are many job opportunities. The students may work as bookkeepers or financial analysts and provide accounting services for all types of clients, private or public businesses, governmental agencies, not-for-profit organizations, and certified public accountants (CPAs). Most accounting jobs lead to professional careers such as a tax consultant, external auditor, enrolled agent (EA), controller (or comptroller), chief financial officer (CFO), financial planner, underwriter, actuary, loan officer, and forensic accountant.

Objectives

The accounting concentration has the following objectives:

1. To provide students with the foundation that will allow them to understand and utilize principles, theories, and policies that govern the field of accounting;
2. To develop in students the ability to recognize, analyze, and solve problems;
3. To help students achieve their personal and career goals related to accounting;
4. To prepare students for entry-level positions in either the private or public sector and/or to prepare students for course work at the graduate level.

GENERAL DEGREE REQUIREMENTS

The student concentrating in accounting must satisfy the following requirements:

General Education Requirements	45	Semester Hours
Departmental Requirements	48	Semester Hours
Concentration Field of Study Requirements	24	Semester Hours
Directed Electives	<u>3</u>	Semester Hours
Total Semester Hours	120	

Graduation Requirements

Students graduating with a degree in Business Administration with a concentration in accounting must satisfy the following criteria:

1. Earn at least "C" in all courses required to satisfy the departmental requirements, the major field of study, and elective courses as delineated in the student's degree plan.
2. Earn at least a "C" in all general education courses.
3. Meet all General Education requirements as specified in catalog.
4. Possess a cumulative GPA of at least a 2.00 on a 4.00 scale.
5. Enroll in GEEP courses and receive a "P" grade each semester in attendance.
6. Take the Rising Junior Examination, Senior Comprehensive Exam, and Major Subject Field Test.
7. Take the Departmental Comprehensive Exam.
8. Complete and application for graduation and secure the approval if the advisor, and the dean of the School.

Internship Requirements

Internship is highly recommended so that students may obtain practical accounting experiences prior to graduation. Candidates should see their advisor or dean for more information.

RECOMMENDED FOUR-YEAR CURRICULUM

Accounting Concentration

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
HIST	2300	Intro to African American Studies	3	HIST	1301	United States History I	3
CISC	1300	Introduction to Computing	3	BIOL	1401	Intro to Biology with Lab or	4
MATH	1330	College Algebra	3	PHYS	1402	Intro to Physical Science Lab	
PHED	1110	Fund of Health & Fitness I	1	PHED	1111	Fund of Health & Fitness II	1
GESS	1200	Academic Success Seminar	2	RELI	1301	Survey of Religion & Philosophy	3
GESS	1100	Academic Success Seminar - PF	1	BUSI	1355	Business Mathematics	3
GEEP	1001	General Educ Enrich Program	<u>0</u>	GEEP	1002	General Educ Enrich Program	<u>0</u>
			16				17

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ACCT	2311	Principles of Accounting I	3	ACCT	2322	Principles of Accounting II	3
ECON	2311	Principles of Economics I	3	ECON	2322	Principles of Economics II	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
BUSI	1300	Intro. to Business	3	HUMA	2300	Humanities	3
ENGL	2311	World Literature I	3	SPCH	2300	Speech Communication	3
HIST	1302	United States History II	3	GEEP	2002	General Educ Enrich Program	0
GEEP	2001	General Educ Enrich Program	<u>0</u>	CLAP	3099	Rising Junior Exam	<u>0</u>
			18				15

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ACCT	2377	Income Tax Proc.: Indiv	3	ACCT	3322	Intermediate Accounting II	3
ACCT	3311	Intermediate Accounting I	3	ACCT	3355	Cost Accounting	3
CISC	2330	Comp. Apps. in Business	3	BUSI	3321	Business Statistics I	3
MARK	3300	Principles of Marketing	3	MGMT	3311	Principles of Management	3
FINA	3322	Business Finance	3	GEEP	3002	General Educ Enrich Program	<u>0</u>
BUSI	3300	Business Communication	3				12
GEEP	3001	General Educ Enrich Program	<u>0</u>				
			18				

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ACCT	4311	Auditing I	3	ACCT	3388	Advanced Accounting	3
ACCT	3310	Accounting Info. Sys.	3	MGMT	4388	Strat. Mgmt. & Busi. Policy	3
ACCT	4366	Intermediate Accounting III	3	BUSI	4355	Business Ethics	3
BUSI	3344	Business Law I	3	ACCT		Elective	3
CLAP	4098	Senior Comp. Exam	0	GEEP	4002	General Educ Enrich Program	<u>0</u>
GEEP	4001	General Educ Enrich Program	<u>0</u>				12
			12				
						Total Semester Hours	120

General Education Requirements (45 hours)

			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1200	Academic Success Seminar		2
GESS	1100	Academic Success Seminar – Personal Finance		1
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra		3
PHED	1110	Fundamentals of Health and Fitness I		1
PHED	1111	Fundamentals of Health and Fitness II		1
RELI	1301	Survey of Religion and Philosophy		3
SPAN	2301	Elementary Spanish I or Elementary French I		3
SPAN	2302	Elementary Spanish II or Elementary French II		3
SPCH	2300	Speech Communication		<u>3</u>
Total Semester Hours				45

Departmental Requirements

			Semester Hours	
ACCT	2311	Principles of Accounting I		3
ACCT	2322	Principles of Accounting II		3
BUSI	1300	Introduction to Business		3
BUSI	1355	Business Mathematics		3
BUSI	3300	Business Communication		3
BUSI	3321	Business Statistics I		3
BUSI	3344	Business Law I		3
BUSI	4355	Business Ethics		3
CISC	1300	Introduction to Computing		3
CISC	2330	Computer Applications in Business		3
ECON	2311	Principles of Economics I		3
ECON	2322	Principles of Economics II		3
FINA	3322	Business Finance		3
MARK	3300	Principles of Marketing		3
MGMT	3311	Principles of Management		3
MGMT	4388	Strategic Management & Business Policy		<u>3</u>
Total Semester Hours				48

Elective Requirements for Accounting Students

(Students should choose one course from the following list:)

			Semester Hours
ACCT	2388	Income Tax Procedures: Partnership & Corporations	3
ACCT	3366	Accounting for Non-profit Organizations	3
ACCT	4300	Accounting Internship	3
ACCT	4322	Auditing II	3
BUSI	3323	Business Statistics II	3
ACCT	4330	Tax Research and Analysis	3
Total Semester Hours			3

Courses Required to Satisfy the Concentration Field of Study Requirements for Accounting Students:

			Semester Hours
ACCT	2377	Income Tax Procedures: Individual	3
ACCT	3310	Accounting Information Systems	3
ACCT	3311	Intermediate Accounting I	3
ACCT	3322	Intermediate Accounting II	3
ACCT	3355	Cost Accounting	3
ACCT	3388	Advanced Accounting	3
ACCT	4311	Auditing I	3
ACCT	4366	Intermediate Accounting III	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy a Minor in Accounting for Business Majors:

			Semester Hours
ACCT	2377	Income Tax Procedures: Individual	3
ACCT	3311	Intermediate Accounting I	3
ACCT	3310	Accounting Information Systems	3
ACCT	3322	Intermediate Accounting II	3
ACCT	3355	Cost Accounting	3
ACCT	4311	Auditing I	<u>3</u>
Total Semester Hours			18

Courses Required to Satisfy a Minor in Accounting for Non-Business Majors:

			Semester Hours
ACCT	2311	Principles of Accounting I	3
ACCT	2322	Principles of Accounting II	3
ACCT	2377	Income Tax Procedures & Individual	3
ACCT	3310	Accounting Information Systems	3
ACCT	3311	Intermediate Accounting I	3
ACCT	3322	Intermediate Accounting II	3
ACCT	3355	Cost Accounting	<u>3</u>
Total Semester Hours			21

BACHELOR OF BUSINESS ADMINISTRATION-COMPUTER INFORMATION SYSTEMS CONCENTRATION

Program Overview

The Bachelor of Business Administration (BBA) with a concentration in Computer Information Systems is designed to prepare the student for a career in business applications of computing technology and develop the proper background required to pursue graduate work in Computer Information Systems.

The CIS program also prepares students to manage all aspects of computer information systems. Graduates are trained based on best practices to be capable of identifying, implementing and maintaining appropriate information technology applications and services that optimally meet the business needs of institutions where these tools and services are utilized. They are also trained to use computer technology to enhance personnel performance, leverage business processes and expedite decision making. This concentration requires students to combine extensive work in both computer information systems and business.

Career Opportunities for Computer Information Systems

Computer Information Systems graduates have a wide variety of career opportunities in various fields to include business, engineering, health care, and other scientific fields; where they hold positions such as: Database Manager, Database Administrator, Application Developer, Web Designer, Programmer, Information Security Officer/Analyst and Network Administration. Professionals in the computer information systems industry are sought to test, market, sell, or service computer products including hardware, software, and systems.

Objectives

Graduates of the Computer Information Systems program will:

1. Demonstrate a depth of understanding and skills in Computer Information Systems;
2. Find employment in their field of specialization;
3. Qualify to gain admission to graduate and/or professional studies;
4. Deploy the requisite scientific, technical, and social skills to function in a professional environment.

GENERAL DEGREE REQUIREMENTS

Students pursuing the Bachelor of Business Administration with a concentration in Computer Information Systems must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	48	Semester Hours
Concentration Field of Study Requirements	24	Semester Hours
Directed Electives	<u>3</u>	Semester Hours
Total Semester Hours	120	

Graduation Requirements

To graduate with a BBA with a concentration in Computer Information Systems, students must:

1. Earn at least “C” in all courses required to satisfy the departmental requirements, the major field of study, and elective courses as delineated in the student’s degree plan.
2. Earn at least a “C” in all general education courses.
3. Meet all General Education requirements as specified in catalog.
4. Possess a cumulative GPA of at least a 2.00 on a 4.00 scale.
5. Enroll in GEEP courses and receive a “P” grade each semester in attendance.
6. Take the Rising Junior Examination, Senior Comprehensive Exam, and Major Subject Field Test.
7. Take the Departmental Comprehensive Exam.
8. Complete and application for graduation and secure the approval if the advisor, and the dean of the School.

Internship Requirements

An internship is a recommended activity for students in the Computer Information Systems Department. The purpose of an internship is to provide an opportunity for the students in CIS to gain knowledge through hands- on experience in a professional computer information systems environment. The internship is intended to supplement the classroom learning experience and it represents a joint effort between the College and the business community. The internship experiences are under the direction of faculty members in Computer Information Systems in collaboration with work site supervisors.

RECOMMENDED FOUR-YEAR CURRICULUM Computer Information Systems Concentration

Freshman Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
ENGL 1301 English Composition I	3	ENGL 1302 English Composition II	3
HIST 1301 United States History I	3	MATH 1330 College Algebra	3
CISC 1300 Introduction to Computing	3	BIOL 1401 Intro. to Biology with Lab or	4
HIST 2300 Intro to African American Studies	3	PHYS 1402 Intro. to Physical Science Lab	
PHED 1110 Fund. of Health & Fitness I	1	PHED 1111 Fund. of Health & Fitness II	1
GEES 1200 Academic Success	2	RELI 1301 Survey of Religion & Philosophy	3
GEES 1100 Academic Success - PF	1	BUSI 1355 Business Mathematics	3
GEEP 1001 General Educ Enrich Program	<u>0</u>	GEEP 1002 General Educ Enrich Program	<u>0</u>
	16		17

Sophomore Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CISC 2330 Computer Apps in Business	3	HUMA 2300 Humanities	3
ACCT 2311 Principles of Accounting I	3	ACCT 2322 Principles of Accounting II	3
ECON 2311 Principles of Economics I	3	ECON 2322 Principles of Economics II	3
SPAN 2301 Elementary Spanish I	3	SPAN 2302 Elementary Spanish II	3
ENGL 2311 World Literature I	3	HIST 1302 US History II	3
BUSI 1300 Intro to Business	3	SPCH 2300 Speech Communication	3
GEEP 2001 General Educ Enrich Program	<u>0</u>	GEEP 2002 General Educ Enrich Program	0
	18	CLAP 3099 Rising Junior Exam	<u>0</u>
			18

Junior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CISC 3340 Prob Solv & Intro to Prog	3	CISC 3350 Database Systems Management	3
CISC 3335 Management Info Systems	3	CISC 3392 Visual Basic Applications	3
MARK 3300 Principles of Marketing	3	BUSI 3321 Business Statistics I	3
FINA 3322 Business Finance	3	MGMT 3311 Principles of Management	3
BUSI 3300 Business Communication	3	GEEP 3002 General Educ Enrich Program	<u>0</u>
GEEP 3001 General Educ Enrich Program	<u>0</u>		12
	15		

Senior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
BUSI 3344 Business Law I	3	CISC 4385 Inform Sys Design & Project Mgt	3
CISC 4380 Network Design & Implement	3	MGMT 4388 Strat Mgmt & Bus Policy	3
CISC 3360 Web-Based Bus App- JavaScript	3	BUSI 4355 Business Ethics	3
CISC 4382 Information Sys Security	3	CISC Elective	3
CLAP 4098 Senior Comp Exam	0	GEEP 4002 General Educ Enrich Program	<u>0</u>
GEEP 4001 General Educ Enrich Program	<u>0</u>		12
	12		

Total Semester Hours 120

General Education Requirements (45 hours)

Semester Hours

BIOL 1401 Introduction to Biological Sciences with Lab	OR 4
PHYS 1402 Introduction to Physical Sciences with Lab	(4)
ENGL 1301 English Composition I	3
ENGL 1302 English Composition II	3
ENGL 2311 World Literature I	3
GESS 1200 Academic Success Seminar	2
GESS 1100 Academic Success Seminar – Personal Finance	1
HIST 1301 US History I	3
HIST 1302 US History II	3
HIST 2300 Introduction to African American Studies	3
HUMA 2300 Humanities	3
MATH 1330 College Algebra	3
PHED 1110 Fundamentals of Health and Fitness I	1
PHED 1111 Fundamentals of Health and Fitness II	1
RELI 1301 Survey of Religion and Philosophy	3
SPAN 2301 Elementary Spanish I	3
SPAN 2302 Elementary Spanish II	3
SPCH 2300 Speech Communication	<u>3</u>

Total Semester Hours 45

Departmental Requirements			Semester Hours
ACCT	2311	Principles of Accounting I	3
ACCT	2322	Principles of Accounting II	3
BUSI	1300	Introduction to Business	3
BUSI	1355	Business Mathematics	3
BUSI	3300	Business Communication	3
BUSI	3321	Business Statistics I	3
BUSI	3344	Business Law I	3
BUSI	4355	Business Ethics	3
CISC	1300	Introduction to Computing	3
CISC	2330	Computer Applications in Business	3
ECON	2311	Principles of Economics I	3
ECON	2322	Principles of Economics II	3
FINA	3322	Business Finance	3
MARK	3300	Principles of Marketing	3
MGMT	3311	Principles of Management	3
MGMT	4388	Strategic Management	<u>3</u>
Total Semester Hours			48

Elective Requirements for Computer Information Systems Students

(Students should choose one course from the following list:)

			Semester Hours
CISC	3358	Data Communication Systems and Networking	3
CISC	3366	Advanced Web-Based applications	3
CISC	4332	Data Mining	3
CISC	4370	Internship	<u>3</u>
Total Semester Hours			3

Courses Required to Satisfy the Concentration Field of Study Requirements for Computer Information Systems Students:

			Semester Hours
CISC	3335	Management Information Systems	3
CISC	3340	Problem Solving and Introduction to Programming	3
CISC	3350	Database Systems Management	3
CISC	3360	Web-Based Business Application-JavaScript	3
CISC	3392	Visual Basic Applications	3
CISC	4380	Network Design & Implementation	3
CISC	4382	Information Systems Security	3
CISC	4385	Information Systems Analysis Design & Project Management	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy a Minor in Computer Information Systems:

			Semester Hours
CISC	3335	Management Information Systems	3
CISC	3340	Problem Solving and Introduction to Programming	3
CISC	3350	Database Systems Management	3
CISC	3360	Web-Based Business Application-JavaScript	3
CISC	3392	Visual Basic Applications	3
CISC	4380	Network Design & Implementation	<u>3</u>
Total Semester Hours			18

BACHELOR OF BUSINESS ADMINISTRATION-MANAGEMENT CONCENTRATION

Program Overview

The Bachelor of Business Administration (BBA) with a concentration in Management is designed to provide students with the necessary knowledge and skills to enable them to become effective managers in the private and public sectors. Students are exposed to the kinds of tasks managers perform in an organizational environment including planning, organizing, leading, and controlling.

Career Opportunities for Management

Management graduates are prepared to be competent and effective professionals in leadership roles in business and society in general. Graduates are prepared for entry-level positions as managers/supervisors in various business enterprises, government agencies, and financial institutions. They are also prepared to pursue graduate studies and/or professional schools in business and related disciplines.

Objectives

The Management Concentration is designed to produce graduates who possess:

1. Analytical skills, competence, and the ability to apply these tools to two practical business problems;
2. An ability to understand and cope with complex and dynamic issues in an organizational environment;
3. An understanding of today's global business environment, including an appreciation for diverse cultures and labor forces;
4. The ability to anticipate and deal with change and to understand and mobilize technology to solve problems;
5. The ability to make ethical/moral decisions in a complex business environment and excellent written, oral, and presentation skills.

GENERAL DEGREE REQUIREMENTS

The candidate for the Bachelor of Business Administration with a concentration in Management must satisfy the following requirements:

General Education Requirements	45	Semester Hours
Departmental Requirements	48	Semester Hours
Concentration Field of Study Requirements	24	Semester Hours
Directed Electives	3	Semester Hours
Total Semester Hours	120	

Graduation Requirements

To graduate with a BBA with a concentration in Management, students must:

1. Earn at least "C" in all courses required to satisfy the departmental requirements, the major field of study, and elective courses as delineated in the student's degree plan.
2. Earn at least a "C" in all general education courses.
3. Meet all General Education requirements as specified in catalog.
4. Possess a cumulative GPA of at least a 2.00 on a 4.00 scale.

5. Enroll in GEEP courses and receive a “P” grade each semester in attendance.
6. Take the Rising Junior Examination, Senior Comprehensive Exam, and Major Subject Field Test.
7. Take the Departmental Comprehensive Exam.
8. Complete and application for graduation and secure the approval if the advisor, and the dean of the School.

Internship Requirements

To enable students concentrating in Management to acquire practical business experience, a supervised internship is recommended.

RECOMMENDED FOUR-YEAR CURRICULUM Management Concentration

Freshman Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
CISC	1300	Introduction to Computing	3	ENGL	1302	English Composition II	3
ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
HIST	2300	Intro to African American Studies	3	BIOL	1401	Intro. to Biology with Lab or	4
MATH	1330	College Algebra	3	PHYS	1402	Intro. to Physical Science Lab	
PHED	1110	Fund. of Health & Fitness I	1	PHED	1111	Fund. of Health & Fitness II	1
GESS	1200	Academic Success Seminar	2	RELI	1301	Survey of Religion & Philosophy	3
GESS	1100	Academic Success Seminar - PF	1	BUSI	1355	Business Mathematics	3
GEEP	1001	General Educ Enrich Program	<u>0</u>	GEEP	1002	General Educ Enrich Program	<u>0</u>
			16				17

Sophomore Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
ACCT	2311	Principles of Accounting I	3	ACCT	2322	Principles of Accounting II	3
CISC	2330	Computer Apps in Business	3	BUSI	1300	Introduction to Business	3
ECON	2311	Principles of Economics I	3	ECON	2322	Principles of Economics II	3
ENGL	2311	World Literature I	3	HUMA	2300	Humanities	3
HIST	1302	United States History II	3	SPCH	2300	Speech Communications	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Educ Enrich Program	0
			18	CLAP	3099	Rising Junior Exam	<u>0</u>
							18

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
BUSI	3300	Business Communication	3	BUSI	3344	Business Law I	3
MGMT	3355	Quality Management	3	BUSI	3321	Business Statistics I	3
MARK	3300	Principles of Marketing	3	FINA	3322	Business Finance	3
MGMT	3311	Principles of Management	3	MGMT	4330	International Business	3
MGMT	4333	Organizational Behavior	3	GEEP	3002	General Educ Enrich Program	<u>0</u>
GEEP	3001	General Educ Enrich Program	<u>0</u>				12
			15				

Senior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.	
BUSI	4355	Business Ethics	3	MGMT 4322	Human Resource Management	3
BUSI	3323	Business Statistics II	3	MGMT 4344	Production and Operational Mgmt.	3
BUSI	3399	Business Law II	3	MGMT 4388	Strat. Mgmt. & Busi. Policy	3
MGMT	3377	Entrepreneurship	3	MGMT	Elective	<u>3</u>
CLAP	4098	Senior Comp. Exam	0			12
GEEP	4001	General Educ Enrich Program	<u>0</u>			
			12			
Total Semester Hours					120	

General Education Requirements (45 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab	4
PHYS	1402	Introduction to Physical Sciences with Lab	OR (4)
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1200	Academic Success Seminar	2
GESS	1100	Academic Success Seminar – Personal Finance	1
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
ACCT	2311	Principles of Accounting I	3
ACCT	2322	Principles of Accounting II	3
BUSI	1300	Introduction to Business	3
BUSI	1355	Business Mathematics	3
BUSI	3300	Business Communication	3
BUSI	3321	Business Statistics I	3
BUSI	3344	Business Law I	3
BUSI	4355	Business Ethics	3
CISC	1300	Introduction to Computing	3
CISC	2330	Computer Applications in Business	3

ECON	2311	Principles of Economics I	3
ECON	2322	Principles of Economics II	3
FINA	3322	Business Finance	3
MARK	3300	Principles of Marketing	3
MGMT	3311	Principles of Management	3
MGMT	4388	Strategic Management & Business Policy	<u>3</u>
Total Semester Hours			48

Elective Requirements for Management Students

(Students should choose one course from the following list:)

			Semester Hours
MGMT	3325	Small Business Management	3
MGMT	4338	Internship	3
MGMT	4346	Inventory Management	3
Total Semester Hours			3

Courses Required to Satisfy the Concentration Field of Study Requirements for Management Students:

			Semester Hours
BUSI	3323	Business Statistics II	3
BUSI	3399	Business Law II	3
MGMT	3355	Quality Management	3
MGMT	3377	Entrepreneurship	3
MGMT	4322	Human Resources Management	3
MGMT	4330	International Business	3
MGMT	4333	Organizational Behavior	3
MGMT	4344	Production and Operations Management	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy a Minor in Management for Business Majors:

			Semester Hours
MGMT	3377	Entrepreneurship	3
MGMT	4322	Human Resources Management	3
MGMT	4333	Organizational Behavior	3
MGMT	4344	Production and Operations Management	3
MGMT	4388	Strategic Management & Business Policy	3
MGMT		Elective (Must be 3000 or 4000 level)	<u>3</u>
Total Semester Hours			18

Courses Required to Satisfy a Minor in Accounting for Non-Business Majors:

			Semester Hours
ACCT	2311	Principles of Accounting I	3
ACCT	2322	Principles of Accounting II	3
BUSI	1300	Introduction to Business	3
BUSI	3321	Business Statistics I	3
ECON	2311	Principles of Economics I	3
MGMT	3311	Principles of Management	3
MGMT	4344	Products and Operations Management	<u>3</u>
Total Semester Hours			21

BACHELOR OF BUSINESS ADMINISTRATION-ORGANIZATIONAL MANAGEMENT CONCENTRATION (TRADITIONAL/ONLINE)

Program Overview

The Bachelor of Business Administration (BBA) with a concentration in Organizational Management is designed to serve the educational needs of the non-traditional learner and working adult age 25 and older. This program enables adult enrollees to complete course work for a college degree at times most convenient, evenings and on weekends. Students are introduced to concepts of business, industrial management, organizational culture, planning, human resources management, and marketing, within the context of real-life situations.

Career Opportunities for Organizational Management

Many of the students in the BBA in Organizational Management are already employed in business, industry, and government positions. This program offers them an opportunity to advance in their respective positions while preparing others for management-based careers in the public or private sector. Program graduates will qualify for career opportunities in business, management, development, training and various entrepreneurial endeavors. Graduates are especially suited for the corporate arena.

Objectives

Graduates of the BBA with a concentration in Organizational Management will be able to:

1. Demonstrate an understanding of the concepts of management, supervision, marketing, planning, and resource management within the context of various organizational cultures;
2. demonstrate conceptual and analytical skills necessary to assess environmental and organizational realities of an organization and develop strategic plans capable of enabling the organization to achieve its goals;
3. demonstrate communication and human relations skills essential to working and succeeding in a culturally diverse environment;
4. demonstrate knowledge of the tools required to manage the processes of a new and existing enterprise;
5. The ability to make ethical/moral decisions in a complex business environment and excellent written, oral, and presentation skills.

GENERAL DEGREE REQUIREMENTS

The candidate for the Bachelor of Business Administration with a concentration in Management must satisfy the following requirements:

Associate of Arts Degree or Equivalent (General Education)	40	Semester Hours
Departmental Requirements	21	Semester Hours
Concentration Field of Study Requirements	30	Semester Hours
Free Electives	<u>29</u>	Semester Hours
Total Semester Hours	120	

Requirements for Admission

Students interested in pursuing the BBA with the Organizational Management concentration are admitted to Wiley College in the same manner used to admit any other transfer student. The admission steps are listed below:

1. Must be admitted to Wiley College.
2. Must be 25 years of age or older.*
3. Must have earned an Associate of Arts Degree or have two years of prior college work with at least 60 semester hours of college credits from an accredited institution.
4. Must complete, if applying with 60 semester hours of college credit or another type of associate degree, any of the missing forty (40) hours of General Education courses required by Wiley College.
5. Must have a GPA of at least 2.00 on a 4.00 scale.
6. Must be employed or have had significant work experience (minimum of three years)*.

*Students who are at least 21 years of age may petition for a waiver of this requirement if all other requirements are met. Such students should present a written request explaining why this requirement should be waived.

Any student admitted to the program without the requisite general education course credit hours must complete the required courses to earn the total 40 credit hours in general education. This general education requirement is not applicable to students who are admitted to the Organizational Management Program (OMP) with an earned Associate of Arts Degree. A general education deficiency must be addressed through the following methods:

- Concurrently enrolling in OMP courses (as advised) and the needed general education course(s) at Wiley or another accredited institution.
- Earning the needed required credits through the College Level Examinations Program (CLEP) at Wiley College.

A documented program of study will be developed by the student with his/her OMP advisor to take advantage of the offerings by Wiley College and other accredited institutions to make up all required general education courses in the most efficient manner by graduation. The College may, on occasion, include selected general education courses in its evening and weekend format, as well as online.

The need to take additional courses to meet this general education requirement may increase the time needed to complete the degree.

Graduation Requirements

To graduate with the BBA concentration in Organizational Management, students must:

1. Complete the requirements of the Organizational Management Program.
2. Complete the required hours of general education core courses as listed in the OMP Degree Plan Contractual Agreement & Transcript Evaluation.
3. Possess a cumulative GPA of at least 2.00 on a 4.00 scale.
4. Complete an application for graduation and secure the approval of the advisor, the program director and the School dean.
5. Take the Rising Junior, Senior Comprehensive, and Major Field Tests.
6. Take the Departmental Comprehensive Exam.

RECOMMENDED FOUR-YEAR CURRICULUM
Organizational Management Curriculum Guide

General Education Requirements (40 hours)			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra		3
RELI	1301	Survey of Religion and Philosophy		3
SPAN	2301	Elementary Spanish I		3
SPAN	2302	Elementary Spanish II		3
SPCH	2300	Speech Communication		<u>3</u>
Total Semester Hours			40	

Departmental Requirements			Semester Hours	
ACCT	3360	Financial Accounting		3
ACCT	3380	Managerial Accounting for Managers		3
BUSI	3321	Business Statistics I		3
BUSI	3399	Entrepreneurship		3
ECON	3311	Economics for Managers		3
FINA	3344	Finance for Managers		3
MARK	3311	Marketing for Managers		<u>3</u>
Total Semester Hours			21	

Courses Required to Satisfy the Major Field of Study Requirements for an Organizational Management Concentration:			Semester Hours	
MANA	3100	Career & Portfolio Management		3
MANA	3311	Principles of Management and Supervision		3
MANA	3333	Group & Organizational behavior		3
MANA	3334	Organizational Communication		3
MANA	3388	Business Law for Managers		3
MANA	4300	Operations Management for Managers		3
MANA	4322	Human Resources Management		3
MANA	4330	Action Research Project		3
MANA	4333	Organizational Ethics		3
MANA	4344	Strategic Management for Managers		<u>3</u>
Total Semester Hours			30	

Free Electives **Total Semester Hours 29**

SOCIAL SCIENCES

The Social Sciences academic area offers three degrees: The Associate of Arts degree in Criminal Justice; The Bachelor of Arts degree in Criminal Justice, English, Mass Communications, Religion, and Sociology. Students must follow the curriculum guides included in this catalog for each major.

Mission

The mission of the Social Sciences is to assist students in acquiring proficiency in listening, critical thinking, speaking, reading and writing while cultivating an appreciation for various cultures and cultural differences and becoming competent in a chosen major in one or more of the disciplines offered within this academic area.

Goals

The goals of the Social Sciences are to:

1. Align its offerings with the overall goals of the College to affect the intellectual, moral, and physical development of students.
2. Assist students to develop 21st century skills for effective communication and expressions that include sound, critical, analytical reasoning, and problem-solving skills.
3. Provide the appropriate opportunities for learning and experience for students to become competent in the knowledge and competencies expected from a college graduate in their specific major field of study.
4. Equip students with the appropriate academic prerequisites for admission to graduate and/or professional schools.
5. Promote a spirit of service and responsibility among students to their community and the broader society in which they live.
6. Help students acquire, understand, and develop a global perspective that appreciates the value of different cultures and languages including their own.

GENERAL DEGREE REQUIREMENTS

Below are the general requirements for each program within the Social Sciences:

General Education Requirements	45	Semester Hours
Departmental Requirements	12-36	Semester Hours
Major Field of Study Requirements	18-48	Semester Hours
Free Electives	<u>9-24</u>	Semester Hours
Total Semester Hours	120	

Prospective majors/minors should observe the following:

1. Declare a major at the time of initial registration.
2. Complete the general education requirements and free electives.
3. Complete the major, departmental and elective requirements for the chosen major (and minor, if elected) with a minimum grade of "C" or better.

Graduation Requirements

The candidate for graduation must meet the general graduation requirements of the College as outlined in the course catalog including the following:

1. Earn at least “C” in all courses required to satisfy the departmental requirements, the major field of study, and elective courses as delineated in the student’s degree plan.
2. Earn at least a “C” in all general education courses.
3. Meet all General Education requirements as specified in catalog.
4. Possess a cumulative GPA of at least a 2.00 on a 4.00 scale.
5. Enroll in GEEP courses and receive a “P” grade each semester in attendance.
6. Take the Rising Junior Examination, Senior Comprehensive Exam, and Major Subject Field Test.
7. Complete and application for graduation and secure the approval if the advisor, and the dean of the School.

A student in majoring in any discipline within the Social Sciences will not receive a degree until all requirements as specified by the applicable catalog are completed, all records are in the Office of Student Records/Registrar, and the student has met all financial obligations to the College.

Internships

While internships are highly recommended for all majors in the Social Sciences, only two degree programs currently have internship requirements: Criminal Justice and Mass Communications. (Sociology – Field Experience is an Internship)

School Clubs, Organizations, Associations and Honor Societies

The following student/faculty organizations are recognized within the Social Sciences:

African American Studies Club	Black Stone Pre-Law Society
Alpha Kappa Delta	Criminal Justice Club
Alpha Kappa Mu	Mass Communications Club
Alpha Phi Sigma	History Club
Beta Kappa Chi	Sociology Club
Alpha Mu Gamma	Theophilus Club
Theta Alpha Kappa	Spanish Club
	National Association of Blacks in Criminal Justice

THE LEE P. BROWN CRIMINAL JUSTICE INSTITUTE

The Lee P. Brown Criminal Justice Institute includes the Department of Criminal Justice, which offers two degrees: The Associate of Arts (A.A.) degree in Criminal Justice and the Bachelor of Arts (B.A.) degree in Criminal Justice. These two degrees are available in the traditional “face-to-face” manner, as hybrid courses with online and face-to-face components, or entirely online modalities. The concentration in criminal justice administration has been especially adapted to serve non-traditional students seeking a in criminal justice. These degree plans are designed to prepare students to enter careers in law enforcement and related occupations or to pursue higher education. The curriculum in the A.A. degree and the BA degree focuses on equipping the student for roles in policing, courts and corrections. The studies and internships provide a theoretical foundation in the discipline which together with reasoning and judgment fosters the development of skills imperative for these professions. Through directed studies, seminars, and internships students apply their knowledge and learn to participate effectively in the justice system.

The Criminal Justice program provides an interdisciplinary scientific study of victims, offenders and criminal justice professionals in the operation and administration of the American legal system. The program is designed to provide a thorough foundation to prepare students for employment and/or continued education.

ASSOCIATE OF ARTS IN CRIMINAL JUSTICE

The Associate of Arts degree in Criminal Justice is a two-year course of study designed to prepare students for entry-level positions in municipal, state, county and federal law enforcement agencies, loss prevention and security fields. The curriculum focuses on the roles of policing, courts, law and corrections. After completion of the Associate of Arts degree program, students may elect to pursue the Bachelor of Arts degree in Criminal Justice.

GENERAL DEGREE REQUIREMENTS

For the Associate of Arts degree in Criminal Justice, the student must complete the following:

General Education Requirements	45	Semester Hours
Major Field of Study Requirements	<u>15</u>	Semester Hours
Total Semester Hours	60	

Graduate Requirements

Graduates of the Associate of Arts program in criminal justice must:

1. Earn at least a “C” in all courses required for the major in Criminal Justice
2. Earn at least a “C” in all general education courses.
3. Have at least a 2.00 GPA.
4. Complete all GEEP and CLAP requirements.
5. Complete the application for graduation and satisfy all other applicable requirements; secure recommendation from advisor and school’s dean.

The General Education curriculum is central to the mission of Wiley College. It defines and monitors required courses designed to provide a common base of knowledge, values, and core competencies essential to the education of students and their leadership development. It is vital to the accomplishment of the College’s mission that a balance between

professional and general education be established and maintained in which each is complementary to and compatible with the other.

The goal of general education is to ensure that all Wiley College students become articulate and acquire reasoning and critical thinking, moral sensitivity, awareness of society, consciousness of human diversity, and understanding of the value of citizenship. Wiley College has a core curriculum of 45 credit hours that all students aspiring to become candidates for the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Business Administration must complete. The core curriculum is defined as “the curriculum in the liberal arts, humanities, sciences, and political, social and cultural history that all undergraduate students are required to complete, preferably within the first two years of the college experience” (Texas Higher Education Coordinating Board). The purpose of the core curriculum is to provide the skills, knowledge, and perspectives, known as **competencies**, which help define the educated person.

CRIMINAL JUSTICE CURRICULUM GUIDE

Associate of Arts in Criminal Justice

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
HIST	2300	Intro to Afr Amer Studies	3	CRIJ	1330	Introduction to Criminal Justice	3
RELI	1301	Survey of Religion and Phil	3	PHYS	1402	Intro to Physical Science with Lab	4
MATH	1330	College Algebra	3	PHED	1111	Fund. of Health & Fitness II	1
PHED	1110	Fund. of Health & Fitness I	1	SPCH	2300	Speech Communications	3
GESS	1200	Academic Success Seminar	2	GEEP	1002	General Education Enrich Program	<u>0</u>
GESS	1100	Academic Success Seminar - PF	<u>1</u>				14
GEEP	1001	General Educ Enrich Program	<u>0</u>				
			16				

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
CRIJ	2300	Criminology	3	CRIJ	2305	Crime in America	3
CRIJ	2331	Intro to Law Enforcement	3	CRIJ	2332	Intro to Corrections	3
ENGL	2311	World Lit I	3	HIST	1302	US History II	3
HIST	1301	United States History I	3	HUMA	2300	Humanities	3
SPAN	2301	Elementary Spanish II	3	SPAN	2302	Elementary Spanish II	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Education Enrich Program	<u>0</u>
			15				15

Total Semester Hours **60**

General Education Requirements (39 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab (OR)	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1200	Academic Success Seminar	2

GESS	1100	Academic Success Seminar – Personal Finance	1
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health Fitness I	1
PHED	1111	Fundamentals of Health Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPANI	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communications	3
Total Semester Hours			45

Courses Required to Satisfy the Major Field of Study Requirements for an Associate of Arts in Criminal Justice:

			Semester Hours
CRIJ	1330	Introduction to Criminal Justice	3
CRIJ	2300	Criminology	3
CRIJ	2305	Crime in America	3
CRIJ	2331	Introduction to Law Enforcement	3
CRIJ	2332	Introduction to Corrections	3
Total Semester Hours			15

BACHELOR OF ARTS IN CRIMINAL JUSTICE

Program Overview

The Bachelor of Arts degree in Criminal Justice is designed to prepare students to enter careers in law enforcement and/or related occupations and pursue higher education. The curriculum focuses on the role of policing, courts and corrections. It further provides a theoretical foundation of the discipline combined with reasoning, judgment, and skills imperative to the profession.

Objectives

The objectives of the Criminal Justice program include, but are not limited to, the following:

Graduates of the program will demonstrate a depth of understanding in the field, communication skills, critical thinking, and technical competencies required in the workplace.

Graduates will be prepared to gain entry to graduate or professional school.

Graduates will be employable in their chosen area of criminal justice.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Arts degree in Criminal Justice, the student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	24	Semester Hours
Major Field of Study Requirements	36	Semester Hours
Free Electives	<u>15</u>	Semester Hours
Total Semester Hours	120	

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Arts in Criminal Justice

Freshman Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CISC 1300	3	CRIJ 1330	3
ENGL 1301	3	ENGL 1302	3
HIST 2300	3	HIST 1302	3
MATH 1330	3	PHYS 1402	4
PHED 1110	1	PHED 1111	1
GEES 1200	2	SPCH 2300	3
GEES 1100	1	GEEP 1002	<u>0</u>
GEEP 1001	<u>0</u>		17
	16		

Sophomore Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CRIJ 2300	3	CRIJ 2334	3
CRIJ 2331	3	CRIJ 2335	3
ENGL 2301	3	CRIJ 2305	3
ENGL 2311	3	HUMA 2300	3
HIST 1301	3	SPAN 2302	3
SPAN 2301	3	GEEP 2002	<u>0</u>
GEEP 2001	<u>0</u>		15
	18		

Junior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CRIJ 2332	3	CRIJ 3341	3
CRIJ 2333	3	CRIJ 3342	3
CRIJ	6	CRIJ 4369	3
CRIJ 2336	3	CRIJ	3
CRIJ 2337	3	GEEP 3002	<u>0</u>
GEEP 3001	<u>0</u>		12
	18		

Senior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.
CRIJ	4365	Criminal Justice Statistics	3	Free Elective	3
CRIJ	4370	Research Methods	3	Free Elective	3
CRIJ	4390	Criminal Justice Senior Sem	3	Free Elective	3
CRIJ		Dept. Electives (3000-4000 level)	3	Free Elective	<u>3</u>
CLAP	4098	Senior Comp. Exam	0		12
GEEP	4001	General Educ Enrich Program	<u>0</u>		
			12		
Total Semester Hours					120

General Education Requirements (45 hours)

			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1200	Academic Success Seminar		2
GESS	1100	Academic Success Seminar – Personal Finance		1
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra		3
PHED	1110	Fundamentals of Health and Fitness I		1
PHED	1111	Fundamentals of Health and Fitness II		1
RELI	1301	Survey of Religion and Philosophy		3
SPAN	2301	Elementary Spanish I		3
SPAN	2302	Elementary Spanish II		3
SPCH	2300	Speech Communication		<u>3</u>
Total Semester Hours				45

Departmental Requirements

			Semester Hours
CISC	1300	Introduction to Computers	3
ENGL	2301	Advanced Compositions	3
CRIJ	4333	Crime and Deviance	3
CRIJ	4365	Criminal Justice Statistics	3
CRIJ	4379	Research Methods	3
CRIJ	3000-4000	Criminal Justice Electives	<u>9</u>
Total Semester Hours			24

Courses Required to Satisfy the Major Field of Study Requirements for Criminal Justice:

			Semester Hours
CRIJ	1330	Introduction to Criminal Justice	3
CRIJ	2331	Introduction to Law Enforcement and Security	3
CRIJ	2332	Introduction to Corrections	3
CRIJ	2333	The American Legal System	3
CRIJ	3331	Criminal Investigation and Evidence	3
CRIJ	3332	Criminal Law	3
CRIJ	3333	Pre-Trial Criminal Procedure	3
CRIJ	3337	Juvenile Justice	3
CRIJ	3341	Correctional Systems	3
CRIJ	3342	Police Organization and Management	3
CRIJ	4369	Internship	3
CRIJ	4390	Criminal Justice Senior Seminar	<u>3</u>
Total Semester Hours			36

Free Electives **15**

Courses Required to Satisfy a Minor in Criminal Justice:

			Semester Hours
CRIJ	1330	Introduction to Criminal Justice	3
CRIJ	2331	Introduction to Law Enforcement and Security	3
CRIJ	2332	Introduction to Corrections	3
CRIJ	2333	The American Legal System	3
CRIJ	3331	Criminal Investigation and Evidence	3
CRIJ	3333	Pre-Trial Criminal Procedure	<u>3</u>
Total Semester Hours			18

BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION

Program Overview

The Bachelor of Arts degree in Criminal Justice with a concentration in Criminal Justice Administration, similar to other degree-completion programs, is designed specifically for the working adult over 25 years of age. This curriculum uses the cohort system of learning covering the subject matter in modular and serial courses (a new course begins after the prior one is completed). The curriculum focuses on the organization, management, and administration of the criminal justice system in all its forms from law enforcement, court systems, state and national agencies (e.g., FBI, homeland security, Department of Interior, immigration and naturalization, Internet security, and industrial security, etc.) This degree is available in the traditional “face-to-face” format at the College’s extension site in Shreveport, LA, or as hybrid courses with online and face-to-face components, or entirely in an online modality.

Admission Requirements

Students interested in pursuing the Bachelor of Arts degree in Criminal Justice with a concentration in Criminal Justice Administration are admitted in a manner similar to that used to admit any other transfer student. The admission steps are listed below:

1. Must be admitted to Wiley College.
2. Must be 25 years of age or older.*
3. Must have earned an Associate of Arts degree from an accredited institution or must have two years of prior college work with at least 60 semester hours of transferrable credits (i.e., nothing remedial, developmental, or graded below "C").
4. Must have a GPA of at least 2.00.
5. Must be employed or have had significant work experience (minimum 3 years).*

*Prospective students may request a waiver of the age and employment requirements provided all other requirements are met. The request for a waiver must be in writing and must explain the reason for the request for waiver.

Associate of Arts Degree or Equivalent or 60 Semester Hours

Students who have earned an Associate of Arts degree from an accredited program are exempt from taking additional General Education courses.

Students who are admitted to the Criminal Justice Administration program who have not earned an Associate of Arts degree must complete the General Education requirements.

Graduation Requirements

Candidates for graduation with a Bachelor of Arts degree in Criminal Justice with a concentration in Criminal Justice Administration must:

1. Complete the requirements of the Criminal Justice Administration program.
2. Possess a GPA of at least 2.00.
3. Complete an application for graduation and secure the approval of the advisor and school's dean. Take the Rising Junior (CLAP 3099) and Senior Comprehensive Examinations (CLAP 4098), and Major Subject Field Tests (CLAP 4099).
4. Earn a total of 120 semester hours which includes the following:

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Arts degree in Criminal Justice with a concentration in Criminal Justice Administration, the student must complete the following:

Associate of Arts Degree or 60 hours (Without AA Degree must complete General Education requirement of 40 hours)	60 Semester Hours
Major Field of Study Requirements	45 Semester Hours

Free Electives 15 Semester Hours
Total Semester Hours **120**

Criminal Justice Administration Curriculum Guide

General Education Requirements (40 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab	OR 4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)
CISC	1300	Introduction to Computers	3
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
ENGL	2301	Adv. English Composition	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
RELI	1301	Survey of Religion and Philosophy	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			40

Courses Required to Satisfy the Major Field of Study Requirements for a Criminal Justice Administration Degree

			Semester Hours
CRJA	3300	Transitions through Adult life	3
CRJA	3302	Selected Topics in Social Psychology and Deviance	3
CRJA	3304	Selected Topics in Comparative Criminal Justice	3
CRJA	3305	Introduction to the Criminal Justice System	3
CRJA	3307	Issues in Constitutional Law	3
CRJA	4309	Criminal Investigation	3
CRJA	4310	Criminal Law and Procedure	3
CRJA	4312	Criminology	3
CRJA	4314	Correctional Theory	3
CRJA	4320	Criminal Justice Management	3
CRJA	4325	Leadership	3
CRJA	4335	Issues in Diversity	3
CRJA	4345	Ethics and Administration of Justice	3
CRJA	4365	Criminal Justice Statistics	3
CRJA	4370	Research Methods	<u>3</u>
Total Semester Hours			45

Free Electives** **Total Semester Hours 15**

** CRJA 3100 Career and Portfolio Management - Free electives may be earned by completing traditional course work.

BACHELOR OF ARTS IN ENGLISH

Program Overview

The English Department supports Wiley College's mission and provides training for students to think critically and communicate effectively. English majors will learn to analyze texts—poems, stories, novels, essays, and other literary work—and find new ways to understand them. These analytic skills, as well as the superior writing skills students learn as English majors, can be applied practically on the job. Many English majors also possess creative, flexible minds that can offer fresh approaches to various situations on the job and in professional and graduate schools.

Career Opportunities for English Majors

English majors with strong language skills should be able to find employment in many career fields, including public relations, sales, writing for radio and/or television, editing, publishing, information coordination, lobbying, community affairs, broadcasting, journalism, and teaching. The degree in English also prepares students for graduate school and is an especially desirable foundation for the study of law.

Objectives

The objectives of the program in English include the following:

1. Develop students' language skills.
2. Provide instruction in humanities and literature.
3. Prepare students for a variety of careers requiring speaking and writing proficiency. Prepare students for graduate training in English.

GENERAL DEGREE REQUIREMENTS

English majors are encouraged to complete a minor consisting of eighteen (18) – twenty-four (24) semester hours in another field in order to strengthen their vocational qualifications.

For the Bachelor of Arts degree in English, the student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	39	Semester Hours
Major Field of Study Requirements	18	Semester Hours
Free Electives	15	Semester Hours
Directed Electives	<u>3</u>	Semester Hours
Total Semester Hours	120	

In addition to fulfilling the aforementioned requirements, a student who desires to graduate with honors in English must satisfy the following criteria: (1) qualify for college honors with a minimum cumulative grade point average of 3.50 and at least a "B" grade in all English courses; and (2) complete a research paper on a topic approved by the program faculty, chair, and the school's dean.

Graduation Requirements

Graduates of the English program must:

1. Earn at least a "C" in all required program major and elective courses with an English prefix.

2. Meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.
3. Have a GPA of at least 2.00.
4. Enroll in GEEP and CLAP courses and receive a "P" grade each semester in attendance.
5. Take the English exit examination.
6. Complete an application for graduation and secure the approval of their advisor and school's dean.
7. Complete all other applicable requirements.

RECOMMENDED FOUR-YEAR CURRICULUM

Bachelor of Arts in English

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
HIST	1301	United States History I	3	HIST	1302	United States History II	3
HIST	2300	Intro to African American Studies	3	BIOL	1401	Intro. To Biology with Lab or Intro. To Physical Science Lab	4
RELI	1301	Survey of Rel & Philosophy	3	PHYS	1402		
PHED	1110	Fund. Of Health & Fitness I	1	PHED	1111	Fund. Of Health & Fitness II	1
GESS	1200	Academic Success	2	MATH	1330	College Algebra	3
GESS	1100	Academic Success - PF	1	CISC	1300	Intro to Computing	3
GEEP	1001	General Educ Enrich Program	<u>0</u>	GEEP	1002	General Education Enrich Program	<u>0</u>
			16				17

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	2300	Intro to Literature	3	ENGL	2301	Advanced Composition	3
ENGL	2311	World Literature I	3	ENGL	2332	English Literature II	3
ENGL	2331	English Literature I	3	ENGL		Directed Elective	3
HUMA	2300	Humanities	3	SPCH	2300	Speech Communication	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
RELI	2301	Introduction to Ethics	3	CLAP	3099	Rising Junior Exam	0
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Education Enrich Program	<u>0</u>
			18				15

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	2350	Modern College Grammar	3	ENGL	2360	Creative Writing	3
ENGL	3311	American Literature I	3	ENGL	3312	American Literature II	3
ENGL	3341	African American Literature	3	ENGL	3342	Literature by Contemporary Black Writers	3
ENGL	3330	Shakespeare	3	ENGL	3380	The Female Tradition in Literature	3
GEEP	3001	General Educ Enrich Program	<u>0</u>			Free Elective	3
			12	GEEP	3002	General Education Enrich Program	<u>0</u>
							15

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	4320	History and Devel of English	3	ENGL	2380	Film and Literature	3
ENGL	4380	Literacy Criticism and Theory	3	ENGL	4342	Topics in African American Literature	3
ENGL	4341	Lit of the African Diaspora	3	ENGL	4390	Topics in English Studies	3
		Free Electives	6			Free Electives	3
GEEP	4001	General Educ Enrich Program	<u>0</u>	CLAP	4098	Senior Exit Exam	0
			15	GEEP	4002	General Education Enrich Program	<u>0</u>
							12
Total Semester Hours							120

General Education Requirements

			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1200	Academic Success Seminar		2
GESS	1100	Academic Success Seminar – Personal Finance		1
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra		3
PHED	1110	Fundamentals of Health and Fitness I		1
PHED	1111	Fundamentals of Health and Fitness II		1
RELI	1301	Survey of Religion and Philosophy		3
SPAN	2301	Elementary Spanish I		3
SPAN	2302	Elementary Spanish II		3
SPCH	2300	Speech Communication		<u>3</u>
Total Semester Hours				45

Departmental Requirements

			Semester Hours
CISC	1300	Introduction to Computing	3
ENGL	2300	Introduction to Literature	3
ENGL	2301	Advanced English Composition	3
ENGL	2350	Modern College Grammar	3
ENGL	2360	Creative Writing	3
ENGL	2380	Film and Literature	3
ENGL	3342	Literature by Contemporary Black Writers	3

ENGL	3380	The Female Tradition in Literature	3
ENGL	4320	The History and Development of the English Lang.	3
ENGL	4340	Literary Criticism and Theory	3
ENGL	4341	Literature of the African Diaspora	3
ENGL	4342	Topics in African American Literature	3
ENGL	4390	Topics in English Studies	<u>3</u>
Total Semester Hours			39

Courses Required to Satisfy the Major Field of Study Requirements for English students:

			Semester Hours
ENGL	2331	English Literature I	3
ENGL	2332	English Literature II	3
ENGL	3311	American Literature I	3
ENGL	3312	American Literature II	3
ENGL	3330	Shakespeare	3
ENGL	3310	African American Literature	<u>3</u>
Total Semester Hours			18

Free Electives

Total Semester Hours 15

Directed Electives for English Students

(Students should choose one course from the following list)

			Semester Hours
ENGL	2312	World Literature II	3
ENGL	2370	Technical Writing	<u>3</u>
Total Semester Hours			3

Courses Required to Satisfy a Minor in English:

			Semester Hours
ENGL	2331	English Literature I	3
ENGL	2332	English Literature II	3
ENGL	3311	American Literature I	3
ENGL	3312	American Literature II	3
ENGL	3330	Shakespeare	3
ENGL	3310	African American Literature	3
ENGL	3342	Literature by Contemporary Black Writers	<u>3</u>
Total Semester Hours			21

Program Overview

The Department of Mass Communications provides the practical, theoretical, and ethical skills necessary for students to compete and lead in a diverse and highly technological society. The Department delivers quality education through an exciting curriculum that focuses on hands-on preparation and teaches students how to be critical thinkers who are competent in speaking, writing, editing, and communicating information in a digital environment.

Career Opportunities for Mass Communications Majors

The Bachelor of Arts degree in Mass Communications provides a hands-on educational experience that prepares students for a professional career in newspapers, magazines, film, radio, television, or multimedia journalism. The student majoring in Mass Communications may become a speechwriter, television or radio reporter, a newspaper columnist, community affairs liaison, an advertising agency account executive, a media marketing specialist, a communication consultant, a sports information specialist, or a public relations executive. Graduates are also qualified to pursue graduate study. These are just a few of the options available.

Objectives

In accordance with recommendations by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), the following objectives have been adopted. Graduates of this program will:

1. Understand and apply the principles and laws of freedom of speech and press in the United States and around the world.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
5. Understand concepts and apply theories in the use and presentation of images and information. Demonstrate an understanding of professional, ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
6. Think critically, creatively, and independently.
7. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
10. Apply basic numerical and statistical concepts.
11. Apply tools and technologies appropriate for the communications professions in which they work.

GENERAL DEGREE REQUIREMENTS

Students completing the Bachelor of Arts degree in Mass Communications are required to complete at least the minimum credits stated in the four categories listed below.

General Education Requirements	45	Semester Hours
Departmental Requirements	30	Semester Hours
Major Field of Study Requirements	36	Semester Hours
Free Electives	<u>9</u>	Semester Hours
Total Semester Hours	120	

Admission Requirements

Students seeking to gain admission to the Bachelor of Arts degree program in Mass Communications must meet the following requirements:

The following criteria could not have been met prior to being admitted to the program.

1. Must have a GPA of at least 2.0.
2. Must have earned at least a “C” in SPCH 2300 – Speech Communication.
3. Must have a “P” grade in the GEEP courses.

Graduation Requirements

To graduate with a major or minor in mass communications, a student must:

1. Earn at least a “C” in all required departmental, major field of study, and mass communications approved elective courses.
2. Meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.
3. Candidates for the Bachelor of Arts degree in Mass Communications must have a minimum GPA of 2.0.
4. Candidates for the Bachelor of Arts degree in Mass Communications must complete an application for graduation and secure the approval of their advisor and school’s dean.

RECOMMENDED FOUR-YEAR CURRICULUM

Mass Communications

Freshman Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
ENGL 1301 English Composition I	3	CISC 1300 Intro to Computing	3
HIST 2300 Intro to African American Studies	3	ENGL 1302 English Composition II	3
HIST 1301 United States History I	3	HIST 1302 United States History II	3
BIOL 1401 Intro. To Biology with Lab OR	4	MATH 1330 College Algebra	3
PHYS 1402 Intro. To Physical Science Lab		MCOM 1311 Intro to Mass Communications	3
PHED 1110 Fund. Of Health & Fitness I	1	PHED 1111 Fund. Of Health & Fitness II	1
GESS 1200 Academic Success	2	GEEP 1002 General Education Enrich Program	<u>0</u>
GESS 1100 Academic Success - PF	1		16
GEEP 1001 General Educ Enrich Program	<u>0</u>		
	17		

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	2311	World Literature I	3	ENGL	2301	Advanced English Composition	3
HUMA	2300	Humanities	3	ENGL	2350	Modern College Grammar	3
MCOM	2321	Mass Media Writing	3	MCOM	2312	Mass Communication Law and Ethics	3
RELI	1301	Survey of Religion and Philosophy	3	RELI	2301	Introduction to Ethics	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	SPCH	2300	Speech Communication	3
			15	GEEP	2002	General Education Enrich Program	<u>0</u>
							18

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
CLAP	3099	Rising Junior Exam	0	MCOM		MCOM Option A or B (3 of 5)*	3
MCOM	3322	Mass Media in a Diverse Soc	3			Social Sciences Elective (2 of 6)	3
MCOM	3313	Basic Copy Editing & Graph Des	3			Social Sciences Elective (3 of 6)	3
MCOM		MCOM Option A or B (1 of 5)*	3			Free Elective (1 of 3)	3
		MCOM Option A or B (2 of 5)*	3			MCOM Option A or B (4 or 5)	3
		Social Sciences Elec (1 of 6)	3	GEEP	3002	General Education Enrich Program	<u>0</u>
GEEP	3001	General Educ Enrich Program	<u>0</u>				15
			15				

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
MCOM	4314	Mass Comm Theory & Res	3	MCOM	4301	Internship in Mass Communication	3
		Social Sciences Elective (4 of 6)	3	MCOM		Free Elective (2 of 3)	3
		Social Sciences Elective (5 of 6)	3			Social Sciences Elective (6 of 6)	3
MCOM		MCOM Option A or B (5 of 5)*	3			Free Elective (3 of 3)	3
GEEP	4001	General Educ Enrich Program	0	GEEP	4002	General Education Enrich Program	0
CLAP	4098	Senior Exit Exam	<u>0</u>				<u>0</u>
			12				12

Total Semester Hours **120**

General Education Requirements (45 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab	OR 4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1200	Academic Success Seminar	2
GESS	1100	Academic Success Seminar – Personal Finance	1
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1

PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements			Semester Hours
CISC	1300	Introduction to Computing	3
ENGL	2301	Advanced English Composition	3
ENGL	2350	Modern College Grammar	3
RELI	2301	Introduction to Ethics	3
		Electives within the Social Sciences	<u>18</u>
Total Semester Hours			30

General Free Electives **9**

Courses Required to Satisfy the Major Field of Study Requirements for Mass Communications students:			Semester Hours
MCOM	1311	Introduction to Mass Communications	3
MCOM	2312	Mass Communications Law and Ethics	3
MCOM	2321	Mass Media Writing	3
MCOM	3313	Basic Copy Editing and Graphic Design	3
MCOM	3322	Mass Media in a Diverse Society	3
MCOM	4301	Internship in Mass Communications	3
MCOM	4314	Mass Communications Theory and Research	3
		Add Option A and/or Option B	<u>15</u>
Total Semester Hours			36

Choose **Option A (Public Relations)** and/or **Option B (Multimedia)**:

Option A: Public Relations			Semester Hours
MCOM	3321	Feature and Editorial Writing	3
MCOM	3354	Public Relations Writing	3
MCOM	3355	Public Relations Research	3
MCOM	4341	Public Relations Campaigns	3
MCOM	4342	Event Planning and Management	<u>3</u>
Total Semester Hours			15

AND/OR

Option B: Multimedia			Semester Hours
MCOM	3311	Radio Production	3
MCOM	3314	Television Production	3
MCOM	3344	Multimedia Reporting	3
MCOM	4340	Digital Editing Techniques	3
MCOM	4345	Photojournalism	<u>3</u>
Total Semester Hours			15

Courses Required to Satisfy a Minor in Mass Communications:

			Semester Hours
MCOM	1311	Introduction to Mass Communications	3
MCOM	2312	Mass Communication Law and Ethics	3
MCOM	2321	Mass Media Writing	3
MCOM		Mass Communications Electives (3000-4000 level)	<u>9</u>
Total Semester Hours			18

BACHELOR OF ARTS IN RELIGION

Program Overview

Religion has shaped human history and continues to define contemporary events because of its influence in life and thought. The study of religion is, therefore, an exploration of one of the primary activities of humanity.

Wiley College, an institution affiliated with The United Methodist Church, offers a Bachelor of Arts degree in Religion and a minor in Religion. The department contributes to the goals of the General Education component of the curriculum by training students in the general skills of critical thinking, development of values, and an introduction to the Christian faith. That training includes an interdisciplinary focus and a global awareness grounded on a kaleidoscope of interests within the study of religion. Areas of interest include history, sociology, anthropology, philosophy, psychology, science, literature, politics, ethics, music and sacred theater. This form of interdisciplinary inquiry utilizes skills and methodologies drawn from various disciplines within the School of Social Sciences and Humanities. It inculcates contemporary approaches to the academic study of religion and faith in guiding students into the examination of the major religious traditions with a view to understanding how they influence the lives of those who follow them and how they relate to Christian faith and practice.

Students who participate in this curriculum will have the ethical and moral education to pursue graduate studies or careers in ministry, hospitality, business, criminal justice, and law. Along with the spiritual awareness, both ethical and philosophical questions will be addressed, thus preparing the individual for academic rigor in each chosen field.

Career Opportunities for Religion Majors

An undergraduate degree in religion lends itself to careers in church and para-church organizations, teaching, and research. It also serves as pre-professional preparation for graduate and professional study in areas such as theology, law, psychology, and sociology.

Objectives

Objectives of the program in religion include the following:

1. Graduates of the baccalaureate program in religion will be able to demonstrate a depth of understanding and skills in their major field.
2. Baccalaureate graduates of the religion program will find employment in their field of specialization or closely related fields.
3. Graduates of the religion program will be qualified to gain admission to graduate or professional schools.

- Baccalaureate graduates of the religion program will possess the requisite social and cultural skills required to function in a professional environment.

GENERAL DEGREE REQUIREMENTS

To earn the Bachelor of Arts degree in Religion, a student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	18	Semester Hours
Major Field of Study Requirements	36	Semester Hours
Free Electives	<u>21</u>	Semester Hours
Total Semester Hours	120	

Note: A minor is not a requirement for the Bachelor of Arts degree in Religion. Electives and/or a minor should be chosen in consultation with the major advisor.

Graduation Requirements

To graduate with a major in Religion, students must achieve and complete the following:

- Earn at least a "C" in all required departmental, major and elective courses with a religion prefix. Religion majors must also meet all General Education requirements.
- Have a GPA of 2.00 or better
- Have enrolled in and met the requirements in GEEP and CLAP courses each semester in attendance. Take the Rising Junior and Senior Comprehensive Examinations, and Major Subject Field (Religion) Tests.
- Complete an application for graduation and secure the recommendation of their advisor and school's dean.

Student Clubs

Students in the Religion program are encouraged to join the Theophilus Club. Membership in the Religion Honors Society, Theta Alpha Kappa, is by invitation only.

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Arts in Religion

				Freshman Year			
First Semester		Cr. Hrs.		Second Semester		Cr. Hrs.	
CISC	1300	Introduction to Computing	3	ENGL	1302	English Composition II	3
ENGL	1301	English Composition I	3	HIST	1302	United States History II	3
HIST	2300	Intro African American Studies	3	BIOL	1401	Intro. To Biology with Lab or	4
RELI	1301	Survey of Religion and Phil	3	PHYS	1402	Intro. To Physical Science Lab	
PHED	1110	Fund. Of Health & Fitness I	1	PHED	1111	Fund. Of Health & Fitness II	1
GESS	1200	Academic Success Seminar	2	MATH	1330	College Algebra	3
GESS	1100	Academic Success Seminar - PF	1	GEEP	1002	General Education Enrich Program	<u>0</u>
GEEP	1001	General Educ Enrich Program	<u>0</u>				14
				16			

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	2301	Adv English Composition	3	ENGL	2311	World Literature I	3
HIST	1301	United States History I	3	RELI	2391	World Religions	3
HUMA	2300	Humanities	3	RELI	2301	Introduction to Ethics	3
RELI	3301	Critical Reading and Writing	3	SPAN	2302	Elementary Spanish II	3
SPAN	2301	Elementary Spanish I	3	SPCH	2300	Speech Communications	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	CLAP	3099	Rising Junior Examination	0
			15	GEEP	2002	General Education Enrich Program	<u>0</u>
							15

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
RELI	3306	Biblical Foundations	3	RELI	3302	Christian Leadership	3
RELI	3370	Intro to the Hebrew Bible	3	RELI	3320	Introduction to the New Testament	3
RELI	3303	History of Christianity	3	RELI	3383	Introduction to Christian Theology	3
RELI	3315	Theory & Meth in Reli Stud	3	RELI	4309	Sociology of Religion	3
			3				3
			Free Elective				Free Electives
GEEP	3001	General Educ Enrich Program	<u>0</u>	GEEP	3002	General Education Enrich Program	<u>0</u>
			15				15

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
RELI	4305	Christian Ethics	3	RELI	4324	Exegesis of Old Testament or	3
RELI	4301	Creative & Critical Thinking in Religion Studies	3	RELI	4325	Exegesis of the New Testament	
RELI	4311	Biblical Theology Seminar	3	RELI	2303	Environmental Ethics	3
			6				9
			Free Electives				Free Electives
GEEP	4001	General Educ Enrich Program	0	GEEP	4002	General Education Enrich Program	<u>0</u>
			15				15

Total Semester Hours **120**

General Education Requirements (45 hours)

			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1200	Academic Success Seminar		2
GESS	1100	Academic Success Seminar – Personal Finance		1
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3

HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
CISC	1300	Introduction to Computing	3
ENGL	2301	Advanced English Composition	3
RELI	2301	Introduction to Ethics	3
RELI	3301	Critical Reading and Writing	3
RELI	3302	Christian Leadership	3
RELI	3306	Biblical Foundations	<u>3</u>
Total Semester Hours			18

Courses Required to Satisfy the Major Field of Study Requirements for Religion students:

			Semester Hours
RELI	2303	Environmental Ethics	3
RELI	2391	World Religions	3
RELI	3303	History of Christianity	3
RELI	3315	Theory and Method in Religious Studies	3
RELI	3320	Introduction to the New Testament	3
RELI	3370	Introduction to the Hebrew Bible	3
RELI	3383	Introduction to Christian Theology	3
RELI	4301	Creative and Critical Thinking in Religion Studies	3
RELI	4305	Christian Ethics	3
RELI	4309	Sociology of Religion	3
RELI	4311	Biblical Theology Seminar	3
RELI	4324	Exegesis of Old Testament OR	
RELI	4325	Exegesis of the New Testament	<u>3</u>
Total Semester Hours			36

Free Electives

Total Semester Hours 21

Courses Required to Satisfy a Minor in Religion:

			Semester Hours
RELI	2391	World Religions	3
RELI	3303	History of Christianity	3
RELI	3315	Theory and Method in Religious Studies	3
RELI	3320	Introduction to the New Testament	3
RELI	3370	Introduction to the Hebrew Bible	3
RELI	4309	Sociology of Religion	3
Total Semester Hours			18

BACHELOR OF ARTS IN SOCIOLOGY

Program Overview

Noted for its emphasis on human interaction and social change, the sociology department offers an array of courses in social and cultural analysis, qualitative and quantitative research methods, and social theory. Faculty members stress diversity and innovation in the approach to teaching and learning. As a result, students develop an understanding of major theoretical perspectives in sociology in preparation for their pursuit of graduate studies.

Career Opportunities for Sociology Majors

The Bachelor of Arts in Sociology prepares recipients for graduate study and provides a strong foundation for career positions in government, human services administration, applied research, and positions with a social work/criminal justice emphasis.

Objectives

Graduates with a Bachelor of Arts in Sociology will:

Have the requisite skills necessary to function in professional positions related to their academic preparation.

1. Be adequately prepared to pursue graduate/professional school studies.
2. Be able to demonstrate mastery of major theoretical perspectives and critical thinking skills in social and cultural analysis, qualitative and quantitative research methodologies, and social theory. Be proficient in using technology to assess, compile, and interpret data, and generate summarized data in various formats.
3. Utilize their internship and practical skills to compete for positions in human services, government, and other non-profit agencies.

GENERAL DEGREE REQUIREMENTS

To obtain the Bachelor of Arts degree in Sociology, a student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	24	Semester Hours
Major Field of Study Requirements	33	Semester Hours
Free Electives	<u>18</u>	Semester Hours
Total Semester Hours	120	

Graduation Requirements

1. Candidates for the Bachelor of Arts Degree in Sociology must have completed all General Education, departmental, major field of study, and elective requirements.
2. Sociology majors must earn a grade of "C" or better in all departmental, major field of study and elective sociology courses.
3. Candidates for the Bachelor of Arts degree in Sociology must enroll in GEEP courses and receive a "P" grade each semester of attendance.

4. Candidates for the Bachelor of Arts degree in Sociology are required to take the Rising Junior and Senior Comprehensive Examinations and the Major Subject Field Test in Sociology.
5. Candidates for the Bachelor of Arts degree in Sociology must complete an application for graduation and secure the approval of their advisor and school's dean by the stipulated institutional deadline.

RECOMMENDED FOUR-YEAR CURRICULUM
Bachelor of Arts in Sociology

Freshman Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
ENGL	1301	English Composition I		3	CISC	1300	Intro to Computing		3
HIST	2300	Intro to African American Studies		3	ENGL	1302	English Composition II		3
PHED	1110	Fund. Of Health & Fitness I		1	HIST	1302	United States History II		3
BIOL	1401	Intro. To Biology with Lab OR		4	MATH	1330	College Algebra		3
PHYS	1402	Intro. To Physical Science Lab			RELI	1301	Survey of Religion and Philosophy		3
GEES	1200	Academic Success Seminar		2	PHED	1111	Fund. Of Health & Fitness II		1
GEES	1100	Academic Success Seminar - PF		1	GEEP	1002	General Education Enrich Program		<u>0</u>
GEEP	1001	General Educ Enrich Program		<u>0</u>					16
				14					

Sophomore Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
ENGL	2311	World Literature I		3	HUMA	2300	Humanities		3
HIST	1301	United States History I		3	PSYC	2300	Intro to Psychology		3
SOCI	2310	Intro to Sociology		3	SOCI	2340	Marriage and Family		3
SPAN	2301	Elementary Spanish I		3	SPAN	2302	Elementary Spanish II		3
SPCH	2300	Speech Communications		3	SOCI		Elective		3
GEEP	2001	General Educ Enrich Program		<u>0</u>	GEEP	2002	General Education Enrich Program		0
				15	CLAP	3099	Rising Junior Examination		<u>0</u>
									15

Junior Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
ENGL	2301	Adv English Composition		3	SOCI	3340	Sociological Theory		3
SOCI	3370	Social Statistics		3	SOCI	3361	Social Research Methods		3
SOCI	2330	Major Social Problems		3	SOCI	3302	Intro to Human Services		3
		Free Electives		6	SOCI		Elective SOCI 3000/4000 Level		3
GEEP	3001	General Educ Enrich Program		<u>0</u>			Free Elective		<u>3</u>
				15	GEEP	3002	General Education Enrich Program		<u>0</u>
									15

Senior Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
CRIJ	4333	Crime and Deviance		3	SOCI	4330	Medical Sociology		3
SOCI	4337	Rural Urban Sociology		3	SOCI	4321	Social Stratification		3
SOCI	4311	Social Change		3			Free Elective		3
SOCI	4350	Field Experience I		3			Free Elective		3
SOCI	3351	Race and Ethnic Relations		3	GEEP	4002	General Education Enrich Program		<u>0</u>
SOCI	4329	Sociology Senior Seminar		3					12
GEEP	4001	General Educ Enrich Program		<u>0</u>					
				18					

Total Semester Hours

120

General Education Requirements (45 hours)

			Semester Hours	
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1200	Academic Success Seminar		2
GESS	1100	Academic Success Seminar – Personal Finance		1
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra		3
PHED	1110	Fundamentals of Health and Fitness I		1
PHED	1111	Fundamentals of Health and Fitness II		1
RELI	1301	Survey of Religion and Philosophy		3
SPAN	2301	Elementary Spanish I		3
SPAN	2302	Elementary Spanish II		3
SPCH	2300	Speech Communication		<u>3</u>
Total Semester Hours				45

Departmental Requirements

			Semester Hours	
CISC	1300	Introduction to Computing		<u>3</u>
CRIJ	4333	Crime and Deviance		3
ENGL	2301	Advanced English Composition		3
PSYC	2300	Introduction to Psychology		3
SOCI	3302	Introduction to Human Services		3
SOCI	4321	Social Stratification		3
SOCI	4330	Medical Sociology/Anthropology		3
SOCI		Sociology Elective (3000-4000 level course)		3
Total Semester Hours				24

Courses Required to Satisfy the Major Field of Study Requirements for English students:

			Semester Hours	
SOCI	2310	Introduction to Sociology		3
SOCI	2330	Major Social Problems		3
SOCI	2340	Marriage and Family		3
SOCI	3340	Sociological Theory		3
SOCI	3351	Race and Ethnic Relations		3

SOCI	3361	Social Research Methods	3
SOCI	3370	Social Statistics	3
SOCI	4311	Social Change	3
SOCI	4329	Sociology Senior Seminar	3
SOCI	4337	Rural-Urban Sociology/Anthropology	3
SOCI	4350	Field Experience I	3
Total Semester Hours			33

Free Electives

Total Semester Hours 18

Courses Required to Satisfy a Minor in Sociology:

			Semester Hours
SOCI	2310	Introduction to Sociology	3
SOCI	2330	Major Social Problems	3
SOCI	2340	Marriage and Family	3
SOCI	3340	Sociological Theory	3
SOCI	4337	Rural/Urban Sociology/Anthropology	3
SOCI		Sociology Elective (3000-4000 level course)	<u>6</u>
Total Semester Hours			21

Courses Required to Satisfy a Minor in Psychology:

			Semester Hours
PSYC	2300	Introduction to Psychology	3
PSYC	3361	Social Research Methods	3
PSYC	4315	Psychology Seminar	3
PSYC		Electives in Psychology	<u>12</u>
Total Semester Hours			21

The Department of Sociology offers a minor in social work. Key courses have been selected to complement and support several majors.

Sociology majors with a minor in social work are prepared to counsel teenagers, help neglected children, work with people dependent on alcohol or drugs, assist members of a broken family, and improve the quality of life for the chronically ill, the elderly, and persons with disabilities. They may work in hospitals, the public sector, clinics, or private practice.

Courses Required to Satisfy a Minor in Social Work:

			Semester Hours
SOWK	2330	Major Social Problems	3
SOWK	3302	Introduction to Human Services	3
SOWK	3332	Human Growth and Development	3
SOWK	4322	Social Work Practice	3
SOWK	4350	Field Experience I	3
		Electives from Anthropology/Psychology (2000-4000 level)	<u>3</u>
Total Semester Hours			18



School of Education & Sciences

FACULTY

Instructors

Mr. Raymond Fogg
Mr. Billy Moody
Ms. Seema Warar

Assistant Professors

Dr. Hemantha Aranwela-Gamage
Dr. Stephanie Gorski
Dr. Sinia Harris
Dr. Marie-Jeanne Tabi

Associate Professors

Dr. Khaled Al-Agha
Dr. Kiflu Berhane
Dr. Carol Hicks

Staff

Mr. Gregory McPherson
Director of Choral Studies

Sophia Marshall Chapman, Ph.D., Dean
School of Education & Sciences

EDUCATION AND INTERDISCIPLINARY STUDIES

Education and Interdisciplinary Studies consist of two main academic areas: Teacher Education (certification) and Interdisciplinary Studies (non-certification, traditional and online) and offer the Bachelor of Science degree in Early Childhood Education, Physical Education and Health, Music Education, and Interdisciplinary Studies.

TEACHER EDUCATION

Mission

The mission of the Bachelor of Science degree in Education is to prepare candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, The Educator Preparation Program (EPP) assists candidates in developing knowledge, skills, and dispositions necessary to become competent, effective, and caring teachers in an ever-changing society.

The program supports and fulfills the College's mission to provide effective academic programs that meet the needs of diverse groups in society. This mission, grounded in a strong Christian foundation, reflects the belief that teaching prepares a knowledgeable, engaged and diverse citizenry to continue to build communities in the truest sense enhanced through appropriate use of technology in all its facets. The faculty in the EPP is committed to preparing professional educators who become effective facilitators of learning through:

1. Developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching.
2. Implementing defensible instructional decisions and technology applications. Embracing active, engaged student-centered learning.
3. Teaching that is culturally relevant and responsive to the ever-changing developmental and educational needs of diverse students, families, and society in partnership with schools and communities.

Goals

The mission is realized for all candidates through the attainment of twelve common goals that are aligned with the Texas Educator Standards. The Educator Preparation Program has established various subject specific certifications to assist candidates to:

1. Develop an understanding of the subject matter areas, create meaningful learning experiences on this knowledge, and master/pass the Texas Examinations of Educator Standards (TExES).
2. Prepare teacher candidates with a foundation for successful study at the graduate level.
3. Develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development.
4. Recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
5. Develop instructional plans based on students' needs, curricular goals and models, subject matter, and community.
6. Develop pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills.
7. Create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
8. Develop effective verbal, non-verbal, written, technological, and media communication skills to support and enhance student learning.

9. Understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning.
10. Develop skills necessary for self-reflection and use of this knowledge to analyze past experiences and pursue professional development opportunities.
11. Collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development.
12. Demonstrate a sense of caring.

The State Board for Educator Certification (SBEC), in conjunction with the Texas Higher Education Coordinating Board (THECB), revised the rules governing educator preparation programs. As determined by the SBEC and the THECB, the traditional system which called for a prescribed schedule of required classes and semester hours has been replaced with a standards-based system of teacher preparation. The latter is based upon identifying the essential knowledge and skills required for a beginning teacher in Texas and using this knowledge base to build the teacher preparation program. In support of these programmatic changes, Wiley College has aligned courses with the Texas Essential Knowledge and Skills (TEKS) and the Texas Examinations for Educator Standards (TEXES).

The education program requires that all Education majors monitor their programs of study carefully due to ongoing curricular changes required by the Texas Education Agency (TEA). Due to changes made by the State Board of Educator Certification (SBEC), in conjunction with the Texas Higher Education Coordinating Board (THECB), Education majors may be required to complete additional curricular requirements (when necessary) to obtain their teacher certification. Teacher Education majors must also adhere to all policies and procedures outlined and delineated in the Educator Preparation Program Handbook.

Teacher Certification Areas

The Educator Preparation Program offers a total of three (3) teacher certification areas for degree-seeking students:

- Early Childhood - Core Subjects (Grades EC–6)
- Music Education Grades EC-12)
- Physical Education (Grades EC-12)

REQUIREMENTS FOR TRADITIONAL TEACHER CERTIFICATION

High school graduates who desire to become teachers through this program at Wiley College must, like all other students, meet the general admission requirements of the College, enter as a freshman, and become recognized as an education major. In addition to the courses required of all freshmen and sophomores, education majors, during those first two years, must meet the qualifying requirements for admission to the EPP by the end of the sophomore year.

Candidates who pursue a degree in teacher education are expected to meet the requirements for certification prior to graduation. Candidates must formally apply for admission into the Educator Preparation Program before April 15 and November 15 of each year.

Policies for Admission into the traditional Educator Preparation Program

Acceptance and enrollment at Wiley College does not automatically make one a candidate in the Educator Preparation Program in the School of Education.

Students seeking admission to the EPP must:

- File a formal application for admission to the Educator Preparation Program.
- Provide an unofficial showing an overall 2.75 GPA.
- Complete all program coursework except for the semester in which the application is made, at or above a “C” grade level.
- Be current in all financial obligations to the College.
- Demonstrate competencies in basic skills; reading, writing and mathematics through meeting the Texas Success Initiative (TSI), Accuplacer, ACT (within last 5 years) or SAT (within last 5 years), or Accuplacer Next Generation cut score for each subtest. TSI score requirements are as follows: Essay - Score of 5, Writing - Score of 360, Reading - Score of 350, Mathematics - Score of 350. Accuplacer score requirements are as follows: Writing - Score of 80, Reading - Score of 78, Mathematics – Score of 63. ACT score requirements are as follows: Composite –score of 23, English score of 19, Math score of 19. SAT score requirements are as follows: Verbal & Math-score of 1070, Verbal-score of 500, Math-score of 500. Accuplacer Next Generation scores are as follows: Writing – Score of 254, Reading-Score of 252, Math-Score of 249.
- Complete 12 / 15 (Math & Science) credits in Content and Education courses as prescribed in the respective chosen area of teacher certification.
- Complete the Rising Junior Examination (second semester of sophomore year).
- Submit the Philosophy of Education essay using the School of Education Template from Education Seminar.
- Complete and pass reading diagnostic assessment.
- Create a professional portfolio.
- Provide evidence of a TOEFL score of 26, if applicable.
- Complete at least 55 hours of field-based experiences/observations.

Acceptance

Full Admission Status

Upon completion of the Admission Process, students are admitted fully or are denied admission to the program. If a Teacher Education major meets all of the Admission requirements, he or she will become a Teacher Candidate. The Candidate will receive a letter (via email, personal delivery, mail, or another electronic form of notification) offering him or her acceptance into the Educator Preparation Program. The date that the candidate signs the full admission acceptance letter serves as the date that he or she becomes fully admitted as a candidate in the Educator Preparation Program. The Appeals Process In addition to the existing appeals process stated in the Wiley College catalog for review of grading system, policy on grade appeal, D and F Repeat Rule, academic probation and dismissal policy, all students have the following Due Process/Student Rights.

Candidates who have specific personal or academic complaints or grievances (excluding grade complaint or appeal) related to any aspect of the Educator Preparation Program should specify the complaint, in writing, to the Dean of the School of Education.

Students who are denied admission to the program may appeal the decision in writing to the Dean and also request a hearing. Written results are provided within two weeks after the hearing.

The School hears appeals from students regarding denial of admission to the program or clinical practice, removal from clinical practice, or other issues as necessary. Such appeals are made through the Dean who appoints a substitute chair for the appeal/hearing.

Teacher Candidacy and Advancement

Once a candidate has been fully admitted to candidacy, he/she must:

- Earn grades of “C” or better in all required courses
- Successfully complete field experiences with a grade of “C” or better at each program level where certification is being sought;

- Successfully complete student teaching with a grade of “B” or better at each program level where certification is being sought;
- Candidates in the Educator Preparation Program must maintain a minimum 2.75 G.P.A. overall
- All TExES Exams (Content Area and Pedagogy and Professional Responsibilities) must be passed before a candidate is allowed to begin his or her student teaching experience.
- Candidates will not be allowed to student teach when it is reasonably clear that a candidate cannot meet the academic requirements, has consistently performed unsatisfactorily in field experiences, has failed to meet the disposition outcomes, has not successfully completed their individual Intervention and Remediation Plan, and/or has been unable to pass the TExES exams after three attempts. During a conference with the teacher candidate, the Dean of Education will review the current problem areas and counsel the candidate into another academic major.

Student Teaching and Certification Eligibility

Students who have been convicted of crimes or offenses that would seriously impact their suitability for teaching, guiding, and mentoring youth should confer immediately with their advisor and the Dean.

Criteria for Admission to and Retention in the Student Teaching (Clinical Teaching)

A. To be admitted to student teaching a candidate must:

- Pass the TExES Pedagogy and Professional Responsibilities (PPR) examination
- Pass the TExES Content Area examination (according to the candidate’s certification area)
- Possess at least a 2.75 GPA
- Complete all program coursework except for the semester in which application is made, at or above a “C” grade level.
- Complete at least 55 hours of field-based experiences/observations.
- To be placed in a student teaching placement, teacher candidates complete the federal criminal background check process (including fingerprinting) as a condition to obtain a student teaching placement. Teacher candidates may not be placed in a student teaching placement based on results of this background check.
- Submit proof of liability insurance through membership in one or more professional education organizations such as the Texas State Teachers Association (TSTA).
- Provide evidence of Code of Ethics training (signatures required).
- Complete a qualifying interview. See required score in Teacher Education Handbook.
- Submit a professional portfolio as evidence of pedagogical knowledge and growth.

B. To be retained in Student Teaching, a student must:

- Adhere strictly to all policies and procedures outlined in the Student Teaching section of this handbook.
- Continue performing at or above a “B” grade level in student teaching and at mid-point of the Student Teaching.

Note: Candidates cannot be concurrently enrolled in student teaching and have documented deficiencies in any academic course work or be seeking to retake TExES exams that were previously failed.

Graduation Requirements

To graduate from the Educator Preparation Program (EPP), students must meet the following requirements:

- Earn a minimum grade point average of 2.75.
- Pass all courses required in the major with a grade of C or better.
- Successfully complete student teaching by performing at a “B” or above grade level.
- Take the Senior Comprehensive Exams.

Recommendation for Standard Teaching Certification:

Candidates who graduate from the Educator Preparation Program (EPP) meet the criteria for recommendation of a standard teaching certificate. Candidates must complete the application and pay associated fees to the Texas Education Agency (TEA).

BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Program Overview

The Bachelor of Science in Early Childhood Education is designed principally for the preparation of teachers in grades EC-6. This program is geared towards helping students understand the transitions that are made from childhood to early adolescence.

Career Opportunities for Early Childhood Education

Degree programs are designed for students preparing for careers as teachers in grades EC-6 or daycare providers that are administered by public schools. Programs also provide foundation courses for students to pursue graduate study.

Objectives

The primary objectives of the program in Early Childhood Education are to help students:

1. Acquire state-mandated competencies relative to childhood development.
2. Acquire pedagogical skills for teaching grades EC-6.
3. Prepare for graduate study.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Science degree in Early Childhood Education the student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	24	Semester Hours
Major Field of Study Requirements	<u>52</u>	Semester Hours
Total Semester Hours	121	

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Science in Early Childhood Education

Freshman Year

First Semester				Second Semester			
			Cr. Hrs.				Cr. Hrs.
ENGL	1301	English Composition I	3	EDUC	2310	Introduction to Teaching	3
GESS	1100	Academic Success Seminar - PF	1	ENGL	1302	English Composition II	3
GESS	1200	Academic Success Seminar	2	HIST	1301	US History I	3
BIOL	1401	Intro. to Bio Sciences w/ Lab	4	HUMA	2300	Humanities	3
HIST	2300	Intro to Afr Amer Studies	3	PHED	1111	Fund. of Health & Fitness II	1
MATH	1330	College Algebra	3	SPCH	2300	Speech Communication	3
PHED	1110	Fund of Health Fitness I	1	GEEP	1002	General Education Enrich Program	<u>0</u>
CLAP	1099	Basic Skills Assessment	0				16
GEEP	1001	General Educ Enrich Program	<u>0</u>				
			17				

Sophomore Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
EDUC 3306 Education Seminar	3	BIOL 2451 General Ecology	4
ENGL 2311 World Literature I	3	CLAP 3099 Rising Junior Exam	0
ENGL 2350 Modern College Grammar	3	EDUC 3313 Educ Psych/Hum Growth & Development	3
HIST 1302 United States History II	3	ENGL 2300 Introduction to Literature	3
MATH 3300 Fund of Alg for Elem Teachers	3	HIST 2310 World History I	3
POLS 2311 American Politics	3	MATH 3380 Prob & Statistics for Elem Teachers	3
GEEP 2001 General Educ Enrich Program	<u>0</u>	GEEP 2002 General Educ Enrich Program	0
	18	Application for EPP Admission	<u>0</u>
		(Earn 60 credits with 2.75 career GPA and 3.0 content GPA)	
			16

Junior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
EDUC 2305 Math Conc for EC Education	3	EDUC 3339 Science Curriculum & Instruction	3
EDUC 3307 Educ Strat & Class Mgmt	3	EDUC 3383 Multicultural and Diverse Learners	3
EDUC 3340 Curric Devel and Planning	3	EDUC 3341 Children's Literature	3
MUSI 1300 Music Fundamentals	3	HIST 2361 Texas History	3
RELI 1301 Survey of Religion	3	SPAN 2301 Elementary Spanish 1	3
GEEP 3001 General Educ Enrich Program	0	GEEP 3002 General Educ Enrich Program	0
TEXES Practice Exam (PPR and Content)	<u>0</u>	TEXES Practice Exam (PPR and Content)	<u>0</u>
	15		15

Senior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
EDUC 3335 Literacy in the Elem Schools	3	EDUC 4358 Educ Comm/ Professional Development	3
EDUC 3338 Soc Stud Curric & Instruct	3	EDUC 4601 Student Teaching*	6
EDUC 3342 Diag & Remedial Reading/Dyslexia Training	3	*Complete 560 clock hours with grade "B" or better	0
PHED 3320 Indiv & Group Activities for Elem Phys Edu	3	Teaching Certificate and Career Placement	0
SPAN 2302 Elementary Spanish II	3		9
GEEP 4001 General Educ Enrich Program	0		
Pass both state exams before student teaching	<u>0</u>		
	15		
		Total Semester Hours	121

General Education Requirements (46 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab (or)	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3

GESS	1100	Academic Success Seminar – Personal Finance	1
GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
EDUC	2310	Introduction to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Educational Strategies and Classroom Management	3
EDUC	3340	Curriculum Development & Planning	3
EDUC	3342	Diagnostic and Remedial Reading/Dyslexia Training	3
EDUC	3313	Human Growth and Development w/ Educational Psychology	3
EDUC	3383	Exceptional, Multicultural, & Diverse Learners	3
EDUC	4358	Educator Communication & Professional Development	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy the Major Field of Study Requirements for Early Childhood Education students:

			Semester Hours
BIOL	2451	General Ecology	4
ENGL	2300	Introduction to Literature	3
ENGL	2350	Modern College Grammar	3
EDUC	2305	Math Concepts for Early Childhood Education Majors	3
EDUC	3335	Literacy in the Elementary Schools	3
EDUC	3338	Social Studies Curriculum & Instruction	3
EDUC	3339	Science Curriculum & Instruction	3
EDUC	3341	Children’s Literature	3
EDUC	4601	Student Teaching	6
HIST	2310	World History I	3
HIST	2361	Texas History	3
MATH	3300	Fundamentals of Algebra for Elementary Teachers	3
MATH	3380	Probability & Statistics for Elementary Teachers	3
MUSI	1300	Music Fundamentals	3
POLS	2311	American Politics	3
PHED	3320	Individual and Group Activities for Elementary Physical Education	3
Total Semester Hours			52

BACHELOR OF SCIENCE IN MUSIC EDUCATION

Program Overview

The Bachelor of Science in Music Education (EC-12) is designed principally for students preparing to teach music at the elementary, middle, and secondary levels. EC hyphen 12 music education majors make concentrate in voice, piano, organ, or another instrument. The music program serves students from within a broad liberal arts curriculum.

But he still the state board for educator certification, in conjunction with the Texas higher education coordinating board, revised the rules governing educator preparation programs. At prescribed schedule of required classes and semester hours to a standards-based system that identifies the knowledge and skills required for a beginning teacher in Texas highlights the updated program focus. In support of these programmatic changes, Wiley College aligned these standards with the Texas essential knowledge and skills in each education class.

Career Opportunities for Music Education

The music education EC-12 degree program is designed for students preparing for a career as teachers of music in public or private schools. It also provides foundation courses to pursue graduate or professional study in the field of music and to serve as music supervisors and or music coordinators.

Objectives

The primary objectives of the Bachelor of Science in Music Education are:

1. To prepare for music education in EC-12's teacher certification and careers in music education in both public and private elementary and secondary schools.
2. To provide performance experiences for musicians of various skill levels through music ensembles, solo performances, and recitals.
3. To provide pedagogical concepts necessary to produce competent music teachers and musicians.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Science degree in Music Education the student must complete the following:

General Education Requirements	45 Semester Hours
Departmental Requirements	24 Semester Hours
Major Field of Study Requirements	<u>66</u> Semester Hours
Total Semester Hours	135

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Science in Music Education (EC-12)

Freshman Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
ENGL 1301 English Composition I	3	EDUC 2310 Introduction to Teaching	3
GESS 1100 Academic Success Seminar - PF	1	ENGL 1302 English Composition II	3
GESS 1200 Academic Success Seminar	2	HIST 1301 US History I	3
BIOL 1401 Intro to Bio Sciences w/ Lab	4	MUSI 1104 Applied Voice II	1
HIST 2300 Intro to Afr Amer Studies	3	MUSI 1154 Choral Ensemble II	1
MATH 1330 College Algebra	3	MUSI 2117 String Class	1
MUSI 1103 Applied Voice I	1	MUSI 1301 Music Theory I	3
MUSI 1153 Choral Ensemble I	1	SPCH 2300 Speech Communication	<u>3</u>
GEEP 1001 General Educ Enrich Program	0	GEEP 1002 General Education Enrich Program	<u>0</u>
CLAP 1099 Basic Skills Assessment	<u>0</u>		
	18		18

Sophomore Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
EDUC	3306	Education Seminar		3	MUSI	1102	Applied Piano II		1
ENGL	2311	World Literature I		3	CLAP	3099	Rising Junior Exam		0
HIST	1302	United States History II		3	EDUC	3313	Educ Psych/Hum Growth & Development		3
MUSI	1302	Music Theory II		3	MUSI	2103	Applied Voice III		1
MUSI	2153	Choral Ensemble III		1	MUSI	2154	Choral Ensemble IV		1
MUSI	1101	Applied Piano I		1	MUSI	2302	Harmony II		3
MUSI	2301	Harmony I		3	MUSI	3118	Woodwind Class		1
PHED	1110	Fund of Health Fitness I		1	MUSI	3129	Brass & Percussion Class		1
GEEP	2001	General Educ Enrich Program		<u>0</u>	MUSI	3260	Fundamentals of Conducting		2
				18	PHED	1111	Fundamental of Health Fitness II		1
					RELI	1301	Survey of Religion & Philosophy		3
					GEEP	2002	General Education Enrich Program		0
					Application for EPP Admission				<u>0</u>
					(Earn 60 credits with 2.75 career GPA and 3.0 content GPA)				
									17

Junior Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
EDUC	3307	Education Strategies & Classroom Mgmt		3	EDUC	3342	Diag & Remedial Reading/Dyslexia Training		3
EDUC	3340	Curric Devel and Planning		3	EDUC	3383	Multicultural and Diverse Learners		3
MUSI	2101	Applied Piano III		1	MUSI	2102	Applied Piano IV		1
MUSI	2104	Applied Voice IV		1	MUSI	3304	Music History & Literature II		3
MUSI	3153	Choral Ensemble V		1	MUSI	3103	Applied Voice V		1
MUSI	3303	Music History & Literature I		3	MUSI	3154	Choral Ensemble VI		1
MUSI	3311	Conc & App of Music for the Elem School		3	MUSI	3322	Conc & Application for the Secondary School		3
SPAN	2301	Elementary Spanish I		3	SPAN	2302	Elementary Spanish II		3
GEEP	3001	General Educ Enrich Program		<u>0</u>	GEEP	3002	General Education Enrich Program		<u>0</u>
				18					18

Senior Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
EDUC	3377	Technology in Education		3	EDUC	4358	Educ Comm/ Professional Development		3
EDUC	4359	Reading in Content Areas		3	EDUC	4612	Student Teaching*		6
MUSI	3104	Applied Voice VI		1	MUSI	4103	Applied Voice VII/Recital		1
MUSI	4153	Choral Ensemble VII		1	*Complete 560 clock hours with grade "B" or better				0
MUSI	3230	Orchestration		2	Teaching Certificate and Career Placement				0
MUSI	4200	Form and Analysis		2					10
MUSI	4301	Materials and Techniques of Choral Conducting		3					
GEEP	4001	General Educ Enrich Program		0					
Pass both PPR & Content state exams before student teaching				<u>0</u>					
				18					

Total Semester Hours

135

General Education Requirements (45 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1100	Academic Success Seminar – Personal Finance	1
GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
EDUC	2310	Introduction to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Educational Strategies and Classroom Management	3
EDUC	3340	Curriculum Development & Planning	3
EDUC	3342	Diagnostic and Remedial Reading/Dyslexia Training	3
EDUC	3313	Human Growth and Development w/ Educational Psychology	3
EDUC	3383	Exceptional, Multicultural, & Diverse Learners	3
EDUC	4358	Educator Communication & Professional Development	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy the Major Field of Study Requirements for Music Education students:

			Semester Hours
MUSI	1103	Applied Voice I	1
MUSI	1153	Choral Ensemble I	1
MUSI	1104	Applied Voice II	1
MUSI	1154	Choral Ensemble II	1
MUSI	2117	String Class	1
MUSI	1301	Music Theory I	3

MUSI	1302	Music Theory II	3
MUSI	1101	Applied Piano I	1
MUSI	2153	Choral Ensemble III	1
MUSI	2301	Harmony I	3
MUSI	1102	Applied Piano II	1
MUSI	2103	Applied Voice III	1
MUSI	2154	Choral Ensemble IV	1
MUSI	2302	Harmony II	3
MUSI	3118	Woodwind Class	1
MUSI	3129	Brass & Percussion Class	1
MUSI	3260	Fundamentals of Conducting	2
MUSI	2101	Applied Piano III	1
MUSI	2104	Applied Voice IV	1
MUSI	3153	Choral Ensemble V	1
MUSI	3303	Music History & Literature I	3
MUSI	3311	Concepts & Applications of Music for the Elementary School	3
MUSI	2102	Applied Piano IV	1
MUSI	3304	Music History & Literature II	3
MUSI	3103	Applied Voice V	1
MUSI	3154	Choral Ensemble VI	1
MUSI	3322	Concepts & Applications for the Secondary School	3
MUSI	3104	Applied Voice VI	1
MUSI	4153	Choral Ensemble VII	1
MUSI	3230	Orchestration	2
MUSI	4200	Form and Analysis	2
MUSI	4301	Materials and Techniques of Choral Conducting	3
MUSI	4103	Applied Voice VII/Recital	1
EDUC	3377	Technology and Education	3
EDUC	4359	Reading in the Content Area	3
EDUC	4612	Student Teaching	6
Total Semester Hours			66



BACHELOR OF SCIENCE IN PHYSICAL EDUCATION and HEALTH (EC-12)

Program Overview

The Bachelor of Science in Physical Education EC-12 is designed principally for preparing individuals to teach Physical Education EC-12 (all level). The Physical Education program focuses on the academic, emotional, spiritual and social behaviors of the students.

Career Opportunities for Physical Education All-Level Majors

The physical education degree program is designed for a student preparing for a career as a teacher of Physical Education EC-12 in public schools. In addition, the program prepares the students for a career in the recreation field. It also provides foundation courses to prepare the student to pursue graduate study.

Objectives

The primary objectives of the programs are to:

1. Expose students to both theory and application of the physical education program standards.
2. Help students to acquire pedagogical methods for teaching at all levels.
3. Prepare students for all-level teacher certification and careers in physical education in both public and private elementary and secondary schools.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Science degree in Physical Education EC-12, the student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	24	Semester Hours
Major Field of Study Requirements	<u>53</u>	Semester Hours
Total Semester Hours	122	

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Science in Physical Education (EC-12)

Freshman Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
BIOL 1401 Intro. to Bio Sciences w/ Lab	4	EDUC 2310 Introduction to Teaching	3
ENGL 1301 English Composition I	3	ENGL 1302 English Composition II	3
GESS 1100 Academic Success Seminar - PF	1	HIST 1301 US History I	3
GESS 1200 Academic Success Seminar	2	PHED 1111 Fund. of Health & Fitness II	1
HIST 2300 Intro to Afr Amer Studies	3	RELI 1301 Survey of Religion	3
MATH 1330 College Algebra	3	SPCH 2300 Speech Communication	3
PHED 1110 Fund of Health Fitness I	1	GEEP 1002 General Education Enrich Program	<u>0</u>
GEEP 1001 General Educ Enrich Program	<u>0</u>		16
	17		

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
BIOL	2304	Medical Terminology	3	ENGL	2311	World Literature I	3
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
HIST	1302	United States History II	3	EDUC	3313	Hum Growth & Devel/Educ Psych	3
PHED	2312	History & Principles of Physical Education	3	PHED	2338	Care and Prevention of Athletic Injuries	3
PHED	3303	Kinesiology	3	HUMA	2300	Humanities	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Education Enrich Program	0
			18				
Application for EPP Admission							<u>0</u>
(Earn 60 credits with 2.75 career GPA and 3.0 content GPA)							
							15

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
BIOL	3441	Anatomy & Physiology I w/Lab	4	BIOL	3442	Anatomy & Physiology II w/Lab	4
EDUC	3307	Educ Strat & Classroom Mgmt	3	EDUC	3342	Diagnostic and Remedial Reading	3
EDUC	3340	Curriculum Devel & Planning	3	EDUC	3383	Multicultural, Diverse, and Exceptional Learners	3
PHED	3307	Health Education	3	PHED	3334	Adapted Physical Education	3
PHED	3385	Coaching Team Sports	3	CHEM	2301	Nutrition	3
GEEP	3001	Gen Educ Enrich Program	0	GEEP	3002	General Education Enrich Program	0
TExES Practice Exam (PPR and Content)			<u>0</u>	TExES Practice Exam (PPR and Content)			<u>0</u>
			16				16

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
EDUC	3377	Technology in Education	3	EDUC	4358	Educ Comm/ Professional Development	3
EDUC	4359	Reading in Content Areas	3	EDUC	4612	Student Teaching*	6
PHED	4316	Meas & Eval in Phys Ed	3	*Complete 560 clock hours with grade "B" or better			0
PHED	4327	Org & Admin of Phys Ed	3	Teaching Certificate and Career Placement			0
PHED	4379	Phys & Rec Activities for Elem & Sec Schools	3				9
GEEP	4001	General Educ Enrich Program	0				
Pass both state exams before student teaching			<u>0</u>				
			15	Total Semester Hours			122

General Education Requirements (46 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GEES	1100	Academic Success Seminar – Personal Finance	1

GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
EDUC	2310	Introduction to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Educational Strategies and Classroom Management	3
EDUC	3340	Curriculum Development & Planning	3
EDUC	3342	Diagnostic and Remedial Reading/Dyslexia Training	3
EDUC	3313	Human Growth and Development w/ Educational Psychology	3
EDUC	3383	Exceptional, Multicultural, & Diverse Learners	3
EDUC	4358	Educator Communication & Professional Development	<u>3</u>
Total Semester Hours			24

Courses Required to Satisfy the Major Field of Study Requirements for Early Childhood Education students:

			Semester Hours
BIOL	2304	Medical Terminology	3
BIOL	3441	Anatomy and Physiology I with Lab	4
BIOL	3442	Anatomy and Physiology II with Lab	4
CHEM	2301	Nutrition	3
EDUC	3377	Technology and Education	3
EDUC	4359	Reading in Content Areas	3
EDUC	4612	Student Teaching - All Levels	3
PHED	2312	History and Principles of Physical Education	3
PHED	2338	Care & Treat. of Athletic Injuries or First Aid	3
PHED	3303	Kinesiology	3
PHED	3307	Health Education	3
PHED	3334	Adapted Physical Education	3
PHED	3385	Coaching Team Sports	3
PHED	4316	Measurement and Evaluation in Physical Education	3
PHED	4327	Organization & Administration of Physical Education	3
PHED	4379	Physical and Recreational Activities for Elem. & Secondary Schools	<u>6</u>
Total Semester Hours			53

Program Overview

Much like the overarching concept of career readiness, the Interdisciplinary Studies degree program provides opportunities to take courses in education, business, science, humanities, and social sciences (Career Readiness Partner Council, 2012). In the Interdisciplinary Studies degree program, a career-ready student receives the skills needed to become a successful professional. To be prepared to manage the challenges in an ever-changing and increasingly diverse society and economy, students must be adaptable, flexible and open-minded in the learning process. Through this life-changing cycle of learning, students acquire the knowledge, dispositions, skills, and experiences to meet high-quality standards in the workplace.

The Interdisciplinary Studies degree program provides opportunities for career-minded students to take courses in more than one discipline and to receive work-related experiences necessary for specialized professions. The faculty and staff work closely with each student to design individualized academic pathways that allow them to focus on a General Education Concentration.

Career Opportunities for Interdisciplinary Studies Majors

Graduates are prepared for careers in the military, industry, sales, research, government, and education. Graduates are prepared for entry into graduate programs in the arts and sciences.

Students at Wiley College are encouraged to and given assistance to establish contacts with graduate or professional schools offering the programs of their choice. Thus, specific degree requirements of target schools or programs can be incorporated in the student's preparatory schedule at Wiley in the most efficient sequence.

Objectives

Objectives for the Interdisciplinary Studies degree area are to assist learners in:

- Acquiring broad knowledge in a variety of disciplines.
- Enhancing critical thinking, communication and problem solving skills.
- Gaining intellectual knowledge and experiencing personal growth and enrichment through a broad-based curriculum of study.
- Developing further knowledge across discipline areas.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Science degree in Interdisciplinary Studies, the student must complete the following:

General Education Requirements	45	Semester Hours
Interdisciplinary Requirements	<u>75</u>	Semester Hours
Total Semester Hours	120	

Graduation Requirements

To graduate with a focus in Social Sciences and Humanities, Business and Technology, or Sciences, students must achieve the following:

Earn at least a “C” in all required major and elective courses.

Earn at least a “C” in all general education courses.

Complete the application for graduation and satisfy all other applicable requirements; secure recommendation from the advisor and school’s dean.

RECOMMENDED FOUR-YEAR CURRICULUM Bachelor of Science in Interdisciplinary Studies

				Freshman Year			
First Semester		Cr. Hrs.		Second Semester		Cr. Hrs.	
CISC	1300	Introduction to Computing	3	BIOL	1401	Introduction to Biological Sciences w/Lab	4
ENGL	1301	English Composition I	3			OR	
GESS	1100	Academic Success Seminar - PF	1	PHYS	1402	Intro to Physical Science w/Lab	
GESS	1200	Academic Success Seminar*	2	ENGL	1302	English Composition II	3
HIST	2300	Intro to Afr Amer Studies	3	HIST	1301	US History I	3
MATH	1330	College Algebra	3	PHED	1111	Fundamentals of Health Fitness II*	1
PHED	1110	Fund of Health Fitness I*	1	RELI	1301	Survey of Religion & Philosophy	3
GEEP	1001	General Educ Enrich Program	0	SPCH	2300	Speech Communication	3
			16	GEEP	1002	General Education Enrich Program	0
							17

				Sophomore Year			
First Semester		Cr. Hrs.		Second Semester		Cr. Hrs.	
ENGL	2311	World Literature I	3	ENGL	2322	World Literature II	3
HIST	1302	US History II	3	CHEM	2301	Nutrition	3
HUMA	2300	Humanities	3	RELI	2301	Introduction to Ethics	3
PSYC	2300	Intro to Psychology	3	SOCI	2310	Intro to Sociology	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Elementary Spanish II	3
GEEP	2001	General Educ Enrich Program	0	GEEP	2002	General Education Enrich Program	0
			15				15

				Junior Year			
First Semester		Cr. Hrs.		Second Semester		Cr. Hrs.	
		Departmental Elective	3			Departmental Elective	3
		Departmental Elective	3			Departmental Elective	3
		Departmental Elective	3			Junior/Senior Level Course	3
		Junior/Senior Level Course	3			Junior/Senior Level Course	3
		Free Elective	3			Free Elective	3
GEEP	3001	General Educ Enrich Program	0	GEEP	3002	General Education Enrich Program	0
			15				15

Senior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
	3		3
	3		3
	3		3
	3		3
	3		3
	3		3
GEEP 4001	0	GEEP 4002	0
	<u>15</u>		<u>15</u>
Total Semester Hours			120

General Education Requirements (45 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab (OR)	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1100	Academic Success Seminar – Personal Finance	1
GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Courses Required to Satisfy the Major Field of Study Requirements for Interdisciplinary Studies students:

			Semester Hours
CHEM	2301	Nutrition	3
CISC	1300	Introduction to Computing	3
ENGL	2322	World Literature II	3
PSYC	2300	Intro to Psychology	3
RELI	2301	Introduction to Ethics	3
SOCI	2310	Intro to Sociology	3
		Departmental Electives	15
		Junior/Senior Level Courses	30
		Free Electives	12
Total Semester Hours			75

Recommended Courses to use for the 30 semester hours of Junior/Senior level courses:

ACCT 3310 – Accounting Information Systems	ENGL 3380 The Female Tradition in Literature
ACCT 3311 – Intermediate Accounting I	ENGL 4313 English Literature Seminar
ACCT 3322 – Intermediate Accounting II	ENGL 4320 The History and Development of the English Language
ACCT 3355 – Cost Accounting	ENGL 4340 Literary Criticism and Theory
ACCT 3366 – Accounting for Government and Non-Profit Organizations	ENGL 4341 Literature of the African Diaspora
ACCT 3380 – Managerial Accounting for Managers	ENGL 4342 Topics in African American Literature
ACCT 3388 – Advanced Accounting	ENGL 4390 Topics in English Studies
ACCT 4300 – Accounting Internship	FINA 3322 – Business Finance
ACCT 4311 – Auditing I	FINA 3344 – Finance for Managers
ACCT 4322 – Auditing II	HIST 3301 History of England
ACCT 4330 – Tax Research and Analysis	HIST 4321 History of Developing Countries
ACCT 4366 – Intermediate Accounting III	HIST 4341 Global Issues
ANTH 3312 Culture and Personality	MANA 3100 – Career and Portfolio Management
BIOL 3111 – Biology Seminar I	MANA 3311 – Principles of Management and Supervision
BIOL 3191 – Special Problems	MANA 3322 – Research and Data Analysis
BIOL 3291 – Special Problems	MANA 3333 – Group and Organizational Behavior
BIOL 3391 – Special Problems	MANA 3355 – Organizational Communication
BIOL 3411 – Essentials of Cellular/Molecule Biology with Lab	MANA 3388 – Business Law for Managers
BIOL 3412 – Developmental Biology with Lab	MANA 3399 – Entrepreneurship
BIOL 3441 – Anatomy and Physiology I with Lab	MANA 4322 – Human Resources Management
BIOL 3442 – Anatomy and Physiology II with Lab	MANA 4300 – Operations Management for Managers
BIOL 3491 – Environmental Biology with Lab	MANA 4333 - Organizational Ethics
BIOL 4112 – Biology Seminar II	MANA 4344 – Strategic Management
BIOL 4141 – Special Problems	MANA 4388 – Organizational Leadership for Managers
BIOL 4201 – Research in Biology	MARK 3300 – Principles of Marketing
BIOL 4241 – Special Problems	MARK 3311 – Marketing for Managers
BIOL 4404 - Advanced Techniques in Molecular Biology and Biochemistry with Lab	MCOM 3311 Radio Production
BIOL 4341 – Special Problems	MCOM 3312 Television Production
BIOL 4411 – Principles of Genetics with Lab	MCOM 3313 Basic Copy Editing and Graphic Design
BIOL 4421 - Immunology with Lab	MCOM 3321 Feature and Editorial Writing
BIOL 4441 – Microbiology with Lab	MCOM 3322 (H) Mass Media in a Diverse Society
BUSI 3300 - Business Communication	MCOM 3343 Multimedia Reporting
BUSI 3321 - Business Statistics I	MCOM 3354 Public Relations Writing
BUSI 3323 – Business Statistics II	MCOM 3355 Public Relations Research
BUSI 3344 – Business Law I	MCOM 4301 Internship in Mass Communications
BUSI 3399 - Business Law II	MCOM 4314 Mass Communications Theory and Research
BUSI 4355 - Business Ethics	MCOM 4322 Event Planning and Management
CHEM 3401-3402 – Organic Chemistry I-II with Lab	MCOM 4340 Digital Editing Techniques
CHEM 4404 – Biochemistry with Lab	MCOM 4341 Public Relations Campaigns
CISC 3335 – Management Information Systems	MCOM 4345 Photojournalism
CISC 3340 - Problem Solving and Introduction to Programming	MCOM 4399 Special Topics in Mass Communications
CISC 3350 – Database Systems Management	MGMT 3311 – Principles of Management
CISC 3352 - Enterprise Systems and Integration	MGMT 3325 – Small Business Management

CISC 3358 – Data Communication Systems and Networking	MGMT 3355 – Quality Management
CISC 3360 - Web-Based Business Applications – Java	MGMT 3377 – Entrepreneurship
CISC 3366 – Advanced Web-Based Applications	MGMT 4322 – Human Resources Management
CISC 3392 – Visual Basic Applications	MGMT 4330 – International Business
CISC 4332 – Data Mining	MGMT 4333 – Organizational Behavior
CISC 4370 – Internship	MGMT 4338 – Internship
CISC 4380 – Network Design and Implementation	MGMT 4344 – Production and Operation Management
CISC 4382 – Information Systems Security	MGMT 4346 – Inventory Management
CISC 4385 – Information Systems Analysis, Design & Project Management	MGMT 4388 – Strategic Management and Business Policy
CRIJ 3301 – Victimology	MGMT 4399 – Independent Study
CRIJ 3302 – Juvenile Delinquency	MUSI 3260 Fundamentals of Conducting
CRIJ 3303 – Substance Abuse	MUSI 3300 Music Appreciation
CRIJ 3304 – Social Justice	MUSI 3303 Music History and Literature I
CRIJ 3305 – Crime in America	MUSI 3304 Music History and Literature II
CRIJ 3306 – Treatment in the Correctional Setting	MUSI 4200 Form and Analysis
CRIJ 3307 - Narcotics and Vice	MUSI 4210 Vocal Pedagogy
CRIJ 3330 – Fundamentals of Law Enforcement to Criminal Justice	MUSI 4301 Materials and Techniques of Choral Conducting
CRIJ 3331 – Criminal Investigation and Evidence	MUSI 4302 Materials and Techniques of Instrumental Conducting
CRIJ 3332 – Criminal Law	MUSI 4233 Directed Studies
CRIJ 3333 – Pre-Trial Criminal Procedure	MUSI 3153, 3154, 4153, 4154
CRIJ 3334 – Community Policing	MUSI 3103, 3104, 4103, 4104
CRIJ 3335 – Agency Legal Liability	MUSI 3163, 3164, 4163, 4164
CRIJ 3336 – Sentencing and Prisoner Rights	MUSI 3101, 3102, 4101, 4102
CRIJ 3337 – Juvenile Justice	PHED 3303 – Kinesiology
CRIJ 3341 – Correctional Systems	PHED 3307 – Health Education
CRIJ 3342 – Police Organization and Management	PHED 3320 - Individual and Group Activities for Elementary Physical Education
CRIJ 4301 – Substance Abuse	PHED 3322 – Recreation Leadership
CRIJ 4333 – Crime and Deviance	PHED 3333 – Independent Study
CRIJ 4155/4156/4157 – Forensics II	PHED 3334 – Adapted Physical Education
CRIJ 4341 – Post-Arrest Criminal Procedure	PHED 3385 – Coaching Team Sports
CRIJ 4351 – Narcotics and Vice	PHED 4300 – Directed Study
CRIJ 4352 – Organized Crime	PHED 4301 – Field Experience in Physical Education
CRIJ 4353 – Community-Based Corrections	PHED 4316 – Measurement and Evaluation in Physical Education
CRIJ 4354 – Treatment in the Correctional Setting	PHED 4327 – Organization and Administration of Physical Education
CRIJ 4356 – Criminal Justice Ethics and Professional Responsibility	PHED 4379 - Physical and Recreational Activities for Elementary and Secondary Schools
CRIJ 4357/4358/4359 – Independent Study	PHIL 4310 – Colloquium in Applied Ethics
CRIJ 4360 – Directed Study	PHIL 4361 – Varieties of Justice
CRIJ 4333 – Crime and Deviance	PHIL 4370 – Hermeneutics
CRIJ 4155/4156/4157 – Forensics II	POLS 4601 – Political Science Internship
CRIJ 4341 – Post-Arrest Criminal Procedure	PSYC 3300/SOCI 3300 – Human Sexuality
CRIJ 4351 – Narcotics and Vice	PSYC 3313 – Theories of Counseling and Guidance
CRIJ 4352 – Organized Crime	PSYC 3314 – Personality Theory

CRIJ 4353 – Community-Based Corrections	PSYC 3332/SOWK 3332 (H) – Human Growth and Development
CRIJ 4354 – Treatment in the Correctional Setting	PSYC 3337 – Introduction to Psychological Statistics
CRIJ 4356 – Criminal Justice Ethics and Professional Responsibility	PSYC 3361/SOCI 3361 (H) – Social Research Methods
CRIJ 4357/4358/4359 – Independent Study	PSYC 4315 (H) – Psychology Seminar
CRIJ 4360 – Directed Study	RELI 3301 (H) – Critical Reading and Writing
CRIJ 4365/CRJA 4365 – Criminal Justice Statistics	RELI 3302 – Christian Leadership
CRIJ 4362/4363/4364 – Special Topics	RELI 3303 – History of Christianity
CRIJ 4369/4669/4969 – Internship	RELI 3306 – Biblical Foundations
CRIJ 4370/CRJA 4370 – Research Methods	RELI 3315 – Theory and Method in Religious Studies
CRIJ 4390 – Criminal Justice Senior Seminar	RELI 3320 – Introduction of the New Testament
CRJA 3100 – Career & Portfolio Management	RELI 3370 – Introduction to the Hebrew Bible
CRJA 3300 – Transitions Through Adult Life	RELI 3383 – Introduction to Christian Theology
CRJA 3302 – Selected Topics on Social Psychology and Deviance	RELI 4300 – Psychology of Religion
CRJA 3304 – Selected Topics in Comparative Criminal Justice	RELI 4301 – Creative and Critical Thinking in Religious Studies
CRJA 3305 – Introduction to the Criminal Justice System	RELI 4302 – Spirituality of Leadership
CRJA 3307 – Issues in Constitutional Law	RELI 4304 – A Christian Perspective of Diversity
CRJA 4309 – Criminal Investigation	RELI 4306 – Small Group Dynamics
CRJA 4310 – Criminal Law and Procedure	RELI 4307 (H) – Managing Change and Conflict
CRJA 4312 - Criminology	RELI 4308 – Coaching and Mentoring in Christian Leadership
CRJA 4314 – Correctional Theory	RELI 4309/SOCI 4309 (H) – Sociology of Religion
CRJA 4320 – Introduction to Criminal Justice Management	RELI 4324 – Exegesis of the Old Testament
CRJA 4325 – Leadership	RELI 4325 – Exegesis of the New Testament
CRIJ 4335 – Issues in Diversity	SOCI 3300/PSYC 3300 – Human Sexuality
CRJA 4345 – Ethics and the Administration of Justice	SOCI 3302/SOWK 3302 – Introduction to Human Services
CRJA 4365/CRIJ 4365 – Criminal Justice Statistics	SOCI 3311 – Sociology of Aging
CRJA 4370/CRIJ 4370 – Research Methods	SOCI 3323 – Cultural Ecology
ECON 3311 – Economics for Managers	SOCI 3334 – Culture, Society, and Disease: An Ecological Approach
EDUC 3182 - Independent Study (Interdisciplinary Studies Research)	SOCI 3340/PSYC 3340 – Sociological Theory
EDUC 3306 - Education Seminar	SOCI 3351 – Race and Ethnic Relations
EDUC 3300 – Independent Study	SOCI 3356 – Environmental Sociology
EDUC 3301 – Internship in Interdisciplinary Studies	SOCI 3361/PSYC 3361 – Social Research Methods
EDUC 3307 – Educational Strategies and Classroom Management	SOCI 3370 – Social Statistics
EDUC 3313 – Educational Psychology/Human Growth & Development	SOCI 3371 – Culture, Society and Disease: An Ecological Approach
EDUC 3333 – Creative Movement (Phys. Ed./ Music/Art) EC-6)	SOCI 3381 (H) – Social and Political Ethics
EDUC 3335 – Literacy in the Elementary School	SOCI 4301 - Gerontology
EDUC 3336 – Writing in the Elementary Schools	SOCI 4309/RELI 4309 (H) – Sociology of Religion
EDUC 3338 – Social Studies Curriculum & Instruction	SOCI 4311 (H) – Social Change
EDUC 3339 – Science Curriculum & Instruction	SOCI 4313 – Race, Class, Gender, and Sexuality
EDUC 3340 – Curriculum Development & Planning	SOCI 4315 – Sociology of Knowledge
EDUC 3341 – Children’s Literature	SOCI 4320 – Symbolic Interactionism Phenomenology and Ethnomethodology

EDUC 3342 – Diagnostic and Remedial Reading/Dyslexia Training	SOCI 4321 – Social Stratification
EDUC 3343 – Assessment and Evaluation for Learning	SOWK 3302/SOCI 3302 – Introduction to Human Services
EDUC 3377 – Technology in Teaching	SOWK 3332/PSYC 3332 – Human Growth and Development
EDUC 3382 – The Exceptional Learner	SOWK 4322/SOCI 4322 – Social Work Practice
EDUC 3383 – Multicultural & Diverse Learners	SOWK4350/SOCI 4350 – Field Experience I
EDUC 3399 - Introduction to Interdisciplinary Studies	SOCI 4322/SOWK 4322 – Social Work Practice
EDUC 4306 – K-12 TExES Preparation	SOCI 4329 – Sociology Senior Seminar
EDUC 4323 – Directed Study	SOCI 4330– Medical Anthropology/ Sociology of Health and Illness
EDUC 4358 – Educator Communication & Professional Development	SOCI 4337– Rural-Urban Sociology
EDUC 4359 – Reading in the Content Areas	SOCI 4350/SOWK 4350 – Field Experience I
EDUC 4601 – Student Teaching in the Elementary School	SOCI 4360/SOWK 4360 – Field Experience II
EDUC 4611 – Student Teaching in the Secondary School	SOWK 4360/SOCI 4360 – Field Experience II
EDUC 4612 – All-Level Student Teaching	SPAN 3330 – Spanish-speaking Cultures
ENGL 3310 African-American Literature	SPAN 3380 – African Hispanic Literature
ENGL 3311 American Literature I	SPCH 3302 – Fundamentals of Argumentation I
ENGL 3312 American Literature II	SPCH 4303 - Fundamentals of Argumentation II
ENGL 3323 Essentials of College Writing	THTR 2399 Special Topics in Theater
ENGL 3330 Shakespeare	THTR 3399 Special Topics in Theater
ENGL 3341 African-American Literature	THTR 4399 Special Topics in Theater
ENGL 3342 Literature by Contemporary Black Writers	THTR 4301 Internship in Theater

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES – NATE PARKER FILM, THEATER, AND DRAMA CONCENTRATION

Program Overview

Utilizing a collaborative approach to the arts, technology and performance, the interdisciplinary film, theater, and drama curriculum allows students to study, create and prepare effectively for a complex and changing world through current approaches to the arts and aesthetic research. Students explore digital media, sound and music, interactive design, film, theater and performance practice, performance studies, and visual and installation arts to become versatile artists with skill sets that prepare them for professional and entrepreneurial opportunities in rapidly evolving marketplaces and expanding fields of arts research and practice. This area prepares students for careers in film, theater, and mass communications. This area provides students with exposure and experience in the culture of performing arts. Students completing this area take courses from various departments and draw upon industry experts, faculty, community, and research. While working with an academic advisor, students identify their interests in a plethora of topics involving film, theater, drama, music, literature, history, digital arts, mass communications, and sociology.

The Nate Parker Film, Theater, and Drama area is an especially exciting area as it has gained the attention and support of renowned film star Nate Parker. Mr. Parker starred in *The Great Debaters*, a film produced by Denzel Washington and Oprah Winfrey about the phenomenal success of Wiley's 1930s debate team. Other film credits include: *Red Tails*, *Beyond the Lights*, *Non-stop*, *The Birth of a Nation*, *Arbitrage*, *About Alex*, *The Secret Life of Bees*, *Blood Done Sign my Name*, *Pride*, *Every Secret Thing*, *Eden*, *Felon* and many others. Mr. Parker and others actors will conduct periodic workshops for this area.

- Gain an understanding of how people make and communicate cultural meaning.
- Investigate the social and political dimensions of culture and the media in the U.S. and globally.
- Combine the study of global media institutions, cultural practice and the communications process.
- Focus on theoretical and critical studies as well as develop transferable skills.
- Explore opportunities for exciting work and case study projects.
- Develop a rigorous foundation in social science and current contemporary media and culture.
- Pursue careers in theatre, television, film, design, advertising, arts administration, publishing, education, media, research, public relations, and marketing.

GENERAL DEGREE REQUIREMENTS

For the Bachelor of Science degree in Interdisciplinary Studies, the student must complete the following:

General Education Requirements	45	Semester Hours
Interdisciplinary Requirements	36	Semester Hours
Interdisciplinary Junior/Senior Level Courses	30	Semester Hours
Free Electives	<u>9</u>	Semester Hours
Total Semester Hours	120	

Requirements

To graduate with a focus in Film, Theater, and Drama from Interdisciplinary Studies, students must achieve the following:

Earn at least a "C" in all required major and elective courses and all general education courses.

Complete the application for graduation and satisfy all other applicable requirements; secure recommendation from the advisor and school's dean.

RECOMMENDED FOUR-YEAR CURRICULUM

Bachelor of Science in Interdisciplinary Studies with a focus in Film, Theater, and Drama

Freshman Year

First Semester				Second Semester			
	Cr. Hrs.						Cr. Hrs.
CISC 1300	3	Introduction to Computing		BIOL 1401	4	Introduction to Biological Sciences w/Lab	
ENGL 1301	3	English Composition I				OR	
GESS 1100	1	Academic Success Seminar - PF		PHYS 1402		Intro to Physical Science w/Lab	
GESS 1200	2	Academic Success Seminar*		ENGL 1302	3	English Composition II	
HIST 2300	3	Intro to African Amer Studies		HIST 1301	3	US History I	
MATH 1330	3	College Algebra		PHED 1111	1	Fundamentals of Health Fitness II*	
PHED 1110	1	Fund of Health Fitness I*		RELI 1301	3	Survey of Religion & Philosophy	
GEEP 1001	<u>0</u>	General Educ Enrich Program		SPCH 2300	3	Speech Communication	
	16			GEEP 1002	<u>0</u>	General Education Enrich Program	
							17

Sophomore Year

First Semester				Second Semester			
	Cr. Hrs.						Cr. Hrs.
ENGL 2311	3	World Literature I		ENGL 2322	3	World Literature II	
HIST 1302	3	US History II		CHEM 2301	3	Nutrition	
HUMA 2300	3	Humanities		RELI 2301	3	Introduction to Ethics	
PSYC 2300	3	Intro to Psychology		THTR 2320	3	Fundamentals of Acting	
SPAN 2301	3	Elementary Spanish I		SPAN 2302	3	Elementary Spanish II	
GEEP 2001	<u>0</u>	General Educ Enrich Program		GEEP 2002	<u>0</u>	General Education Enrich Program	
	15						15

Junior Year

First Semester				Second Semester			
	Cr. Hrs.						Cr. Hrs.
PSYC 2300	3	Intro to Psychology		SOCI 2310	3	Intro to Sociology	
THTR 3310	3	Black Theater		THTR 3320	3	Religious Theater	
		Junior/Senior Level Courses				Junior/Senior Level Courses	
		Junior/Senior Level Courses				Junior/Senior Level Courses	
		Free Elective				Free Elective	
GEEP 3001	<u>0</u>	General Educ Enrich Program		GEEP 3002	<u>0</u>	General Education Enrich Program	
	15						15

Senior Year

First Semester				Second Semester			
	Cr. Hrs.						Cr. Hrs.
THTR 4310	3	Theater Management		THTR 4321	3	Dramatic Theory & Criticism	
		Junior/Senior Level Courses				Junior/Senior Level Courses	
		Junior/Senior Level Courses				Junior/Senior Level Courses	
		Junior/Senior Level Courses				Free Elective	
		Free Elective		GEEP 4002	<u>0</u>	General Education Enrichment Program	
GEEP 4001	<u>0</u>	General Educ Enrich Program					12
	15						

Total Semester Hours 120

General Education Requirements (45 hours)

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab (OR)	4
PHYS	1402	Introduction to Physical Sciences with Lab	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1100	Academic Success Seminar – Personal Finance	1
GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Courses Required to Satisfy the Major Field of Study Requirements for Interdisciplinary Studies students:

			Semester Hours
CHEM	2301	Nutrition	3
CISC	1300	Introduction to Computing	3
ENGL	2322	World Literature II	3
PSYC	2300	Intro to Psychology	3
RELI	2301	Introduction to Ethics	3
SOCI	2310	Intro to Sociology	3
THTR	2300	Introduction to the Theater	3
THTR	2320	Fundamentals of Acting	3
THTR	3310	Black Theater	3
THTR	3320	Religious Theater	3
THTR	4310	Theater Management	3
THTR	4321	Dramatic Theory and Criticism	3
		Interdisciplinary Junior/Senior Level Courses	30
		Free Electives	<u>9</u>
Total Semester Hours			75

Recommended Courses to use for the 30 semester hours of Junior/Senior Level Courses and/or 9 semester hours of Free Electives

ANTH 3312 Culture and Personality	MCOM 4314 Mass Communications Theory and Research
ENGL 2301 Advanced English Composition	MCOM 4322 Event Planning and Management
ENGL 2331 English Literature I	MCOM 4340 Digital Editing Techniques
ENGL 2332 English Literature II	MCOM 4341 Public Relations Campaigns
ENGL 2350 Modern College Grammar	MCOM 4345 Photojournalism
ENGL 2360 Creative Writing	MCOM 4399 Special Topics in Mass Communications
ENGL 2370 Technical Writing	MUSI 1111 Class Piano I
ENGL 2380 Film and Literature	MUSI 1112 Class Piano II
ENGL 3310 African-American Literature	MUSI 1113 Ear Training and Sight Singing I
ENGL 3311 American Literature I	MUSI 1114 Ear Training and Sight Singing II
ENGL 3312 American Literature II	MUSI 1300 Fundamentals of Music
ENGL 3323 Essentials of College Writing	MUSI 1301 Music Theory I
ENGL 3330 Shakespeare	MUSI 1302 Music Theory II
ENGL 3341 African-American Literature	MUSI 2113 Ear Training and Sight Singing III
ENGL 3342 Literature by Contemporary Black Writers	MUSI 2114 Ear Training and Sight Singing IV
ENGL 3380 The Female Tradition in Literature	MUSI 2301 Harmony I
ENGL 4313 English Literature Seminar	MUSI 2302 Harmony II
ENGL 4320 The History and Development of the English Language	MUSI 3260 Fundamentals of Conducting
ENGL 4340 Literary Criticism and Theory	MUSI 3300 Music Appreciation
ENGL 4341 Literature of the African Diaspora	MUSI 3303 Music History and Literature I
ENGL 4342 Topics in African American Literature	MUSI 3304 Music History and Literature II
ENGL 4390 Topics in English Studies	MUSI 4200 Form and Analysis
HIST 2310 World History I	MUSI 4210 Vocal Pedagogy
HIST 2311 World History II	MUSI 4301 Materials and Techniques of Choral Conducting
HIST 2361 History of Texas	MUSI 4302 Materials and Techniques of Instrumental Conducting
HIST 3301 History of England	MUSI 4233 Directed Studies
HIST 4321 History of Developing Countries	MUSI 1153, 1154, 2153, 2154, 3153, 3154, 4153, 4154
HIST 4341 Global Issues	MUSI 1103, 1104, 2103, 2104, 3103, 3104, 4103, 4104
MCOM 1311 Introduction to Mass Communications	MUSI 2163, 2164, 3163, 3164, 4163, 4164
MCOM 2312 Mass Communications Law and Ethics	MUSI 1101, 1102, 2101, 2102, 3101, 3102, 4101, 4102
MCOM 2321 Mass Media Writing	POLS 2301 Texas and Federal Constitutions
MCOM 3099 Special Topics in Mass Communications	POLS 2311 American Politics
MCOM 3311 Radio Production	SPCH 2302 Formulating Argumentation
MCOM 3312 Television Production	SPCH 3302 Fundamentals of Argumentation I
MCOM 3313 Basic Copy Editing and Graphic Design	THTR 2399 Special Topics in Theater
MCOM 3321 Feature and Editorial Writing	THTR 3399 Special Topics in Theater
MCOM 3322 (H) Mass Media in a Diverse Society	THTR 4399 Special Topics in Theater
MCOM 3343 Multimedia Reporting	THTR 4301 Internship in Theater
MCOM 3354 Public Relations Writing	
MCOM 3355 Public Relations Research	
MCOM 4301 Internship in Mass Communications	

NATURAL SCIENCES AND MATHEMATICS

The Natural Sciences and Mathematics academic area serves the College as a whole by offering general education courses in Mathematics, Biology, Physics, and Chemistry. Courses in grouping of related fields serves both the students and faculty by simulating collaboration and team-teaching in the aforementioned disciplines. The Bachelor of Science degree is offered in Biology as well as a minor.

This academic school also houses a developing teaching and research center of excellence through which the school seeks to strengthen the research capabilities of faculty and students at Wiley College and to provide opportunities for the creation of knowledge and advanced learning experiences.

BACHELOR OF SCIENCE IN BIOLOGY

Program Overview

The Bachelor of Science degree in Biology is designed to prepare graduates with a broad understanding of biological principles through and to equip them for graduate studies and a wide range of careers through integrated support courses in Chemistry, Physics, and Mathematics.

Career Opportunities for Biology Majors

Graduates are prepared for careers in industry, sales, research, and government. Graduates are also prepared for entry into graduate programs in biology and professional schools in public health, medicine, dentistry, allied health sciences and related areas such as pharmacy, medical technology, nursing, physician's assistantship, biotechnology, and forensics.

Pre-professional and pre-certificate students at Wiley College are encouraged to and given assistance to establish contacts with graduate or professional schools offering the programs of their choice. Thus, specific degree requirements of target schools or programs can be incorporated in the student's preparatory schedule at Wiley in the most efficient sequence.

Objectives

The objectives of the Department of Biology include the following:

1. To enhance students' reasoning, problem-solving skills, and application of the scientific method and related scientific and mathematical concepts
2. To prepare its graduates for entry into graduate school
3. To prepare graduates for entry into professional programs such as medicine, dentistry, environmental studies, biotechnology, and allied health

GENERAL DEGREE REQUIREMENTS FOR BIOLOGY

For the Bachelor of Science degree in Biology, the student must complete the following:

General Education Requirements	45	Semester Hours
Departmental Requirements	36	Semester Hours
Major Field of Study Requirements	38	Semester Hours
Directed Electives	<u>4</u>	Semester Hours
Total Semester Hours	123	

Graduation Requirements

To graduate with a major or minor in biology, a student must:

1. Earn at least a "C" in all required major, minor and required biology elective courses.
2. Meet all General Education requirements and take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.
3. Have a cumulative GPA of at least 2.0.
4. Enroll in GEEP each semester of attendance and receive a "P" grade. The student must complete seven (7) semesters. Transfer students are only required to meet the satisfaction of the number of GEEP courses based on their classification at the time of enrollment.
5. Complete an application for graduation and secure the approval of their advisor and school's dean.

Internship Requirements

Biology majors are not required to complete an internship; however, they are strongly encouraged to engage in internships and other programs and activities that allow them to explore opportunities in biology and related fields.

RECOMMENDED FOUR-YEAR CURRICULUM
Bachelor of Arts in Biology

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
GESS	1100	Academic Success Seminar - PF	1	MATH	1351	Pre-Calculus II	3
GESS	1200	Academic Success Seminar	2	BIOL	1422	General Biology II with Lab (Botany)	4
*MATH	1350	Pre-Calculus I	3	CHEM	2402	General Chemistry II with Lab	4
BIOL	1411	Gen Bio I w/Lab (Zoology)	4	HIST	2300	Intro to African American Studies	3
CHEM	2401	General Chemistry I with Lab	4	GEEP	1002	General Educ Enrich Program	<u>0</u>
GEEP	1001	General Educ Enrich Program	<u>0</u>				17
			17				

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
PHYS	2401	General Physics I with Lab	4	PHED	1110	Fundamentals of Health & Fitness I	1
ENGL	2311	World Literature I	3	PHYS	2402	General Physics II with Lab	4
BIOL	2451	General Ecology with Lab	4	CHEM	3402	Organic Chemistry II with Lab	4
BIOL	2200	Concepts in Lab Analysis	2	SPCH	2300	Speech Communication	3
CHEM	3401	Organic Chemistry I with Lab	4	CISC	1300	Introduction to Computing	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Educ Enrich Program	<u>0</u>
			17				15

Junior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
HIST	1301	US History I	3	HIST	1302	US History II	3
BIOL	3411	Ess of Cell/Mol Biol w/Lab	4	PHED	1111	Fundamentals of Health & Fitness II	1
BIOL	3111	Biology Seminar I	1	BIOL	3442	Anatomy and Phys II w/Lab	4
BIOL	3441	Anatomy and Phys I w/Lab	4	BIOL	4112	Biology Seminar II	1
MATH	3305	Elementary Statistics	3	SPAN	2302	Elementary Spanish II	3
SPAN	2301	Elementary Spanish I	3	PSYC	2300	Introduction to Psychology OR	3
GEEP	3001	General Educ Enrich Program	<u>0</u>	SOCI	2310	Introduction to Sociology	
			18	GEEP	3002	General Educ Enrich Program	<u>0</u>
							15

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
BIOL	4201	Research in Biology	2	CHEM	4404	Biochemistry	4
BIOL	4411	Principles of Gen w/ Lab	4	BIOL	4441	Microbiology with Lab	4
HUMA	2300	Humanities	3	BIOL		Biology Elective with Lab	4
RELI	1301	Survey of Rel & Philosophy	3	GEEP	4002	General Educ. Enrich Program	<u>0</u>
GEEP	4001	General Educ Enrich Program	0				12
			12				

Total Semester Hours **123**

General Education Requirements (45 hours)

			Semester Hours
PHYS	2401	General Physics I with Lab	4
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1100	Academic Success Seminar - PF	1
GESS	1200	Academic Success Seminar	2
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
HUMA	2300	Humanities	3
MATH	1350	PreCalculus I	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
RELI	1301	Survey of Religion and Philosophy	3
SPAN	2301	Elementary Spanish I	3
SPAN	2302	Elementary Spanish II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
CISC	1300	Introduction to Computing	3
CHEM	2401	General Chemistry I with Lab	4
CHEM	2402	General Chemistry II with Lab	4
CHEM	3401	Organic Chemistry I with Lab	4
CHEM	3402	Organic Chemistry II with Lab	4
CHEM	4404	Biochemistry with Lab	4
PHYS	2402	General Physics II with Lab	4
MATH	1351	Pre-Calculus II or higher	3
MATH	3305	Elementary Statistics	3
PSYC	2300	Introduction to Psychology OR	3
SOCI	2310	Introduction to Sociology	3
Total Semester Hours			36

Directed Electives for Biology Students

(Students should choose 4 credit hours from the following list)

			Semester Hours
BIOL	2304	Medical Terminology	3
BIOL	3491	Environmental Biology with Lab	4
BIOL	3412	Developmental Biology with Lab	4
BIOL	4141	Special Problems	1
BIOL	4404	Advanced Techniques in Molecular Biology and Biochemistry	4
BIOL	4421	Immunology with Lab	<u>4</u>
Total Semester Hours			4

Courses Required to Satisfy the Major Field of Study Requirements for Biology students:

Students selecting biology as a major must earn 38 semester hours in the following biology courses with no grade below "C."

			Semester Hours
BIOL	1411	General Biology I with Lab (Zoology emphasis)	4
BIOL	1422	General Biology II with Lab (Botany emphasis)	4
BIOL	2200	Concepts in Laboratory Analysis	2
BIOL	2451	General Ecology with Lab	4
BIOL	3111	Biology Seminar I	1
BIOL	3411	Essentials of Cellular & Molecular Biology	4
BIOL	3441	Anatomy and Physiology I with Lab	4
BIOL	3442	Anatomy and Physiology II with Lab	4
BIOL	4112	Biology Seminar II	1
BIOL	4201	Research in Biology	2
BIOL	4411	Principles of Genetics with Lab	4
BIOL	4441	Microbiology with Lab	<u>4</u>
Total Semester Hours			38

Listed below are general preparation courses offered for students interested in pursuing professions in medicine and nursing. The following courses are highly suggested:

MATH	1351	Pre-Calculus II	3
MATH	3305	Elementary Statistics	3
CHEM	2301	Nutrition	3
ENGL	2302	World Literature II	3
PSYC	2300	Introduction to Psychology	3
PSYC	2322	Social Psychology	3

Courses Required to Satisfy a Minor in Biology:

Students selecting biology as a minor must earn 26 semester hours in the following courses with no grade below "C":

			Semester Hours
BIOL	1411	General Biology I with Lab (Zoology emphasis)	4
BIOL	1422	General Biology II with Lab (Botany emphasis)	4
BIOL	2451	General Ecology with Lab	4
BIOL	3111	Biology Seminar I	1
BIOL	3411	Essentials of Cell/Molecular Biology with Lab	4
BIOL	4112	Biology Seminar II	1
BIOL	4411	Principles of Genetics with Lab	4
BIOL	4441	Microbiology with Lab	<u>4</u>
Total Semester Hours			26

WILEY COLLEGE

OFFICE OF
CAREER SERVICES



STUDENT SERVICES AND PROGRAMS

STUDENT SERVICES AND PROGRAMS

Division of Student Affairs and Enrollment Management

Wiley College is concerned with the total development of students and as such, the Division of Student Affairs and Enrollment Management is organized to provide services and programs consistent with the needs of students and the purpose of the institution. Moreover, the Division promotes the emotional and social adjustments of students as well as their intellectual growth. These services and programs include orientation, general counseling, religious life activities, student activities, judicial affairs, health services, career planning and placement, intercollegiate athletics, and the Student Government Association.

The Office of the Vice President for Student Affairs and Enrollment Management provides leadership for the coordination of student development and enrollment services programs. The major units within the Division work cooperatively toward this end: Admissions and Recruitment, the Career Services Center; Student Development; Student Health, Counseling & Wellness; Residence Life; Dean of Students; and the Student Government Association (SGA). These units, with the exception of the SGA, are staffed by managers who have academic preparation and experience consistent with their administrative assignments. The managers are responsible for the development and implementation of policies and procedures that are designed to enhance student life.

GENERAL INFORMATION AND REGULATIONS

The College requires a high level of maturity and self-discipline from its students. The College's Code of Conduct applies to both on and off-campus students. Each student is responsible for becoming acquainted with the information printed in the *College Catalog*; the *Residence Life Handbook*, and the *Student Handbook*. Rules and regulations in these documents have been established to protect the rights and privileges of each student, the faculty, staff members, and the College.

Automobiles and Parking

Students may operate automobiles on the Wiley College campus in accordance with posted regulations. Copies of these detailed regulations are in the *Student Handbook*. Students who operate cars on campus must have an appropriate operating license, vehicle insurance and must purchase a parking decal each academic year at the Cashier's window in the Division of Business and Finance. A current decal must be displayed in automobiles at all times.

Vehicles not properly registered with the Security Office or those found parked in violation of parking regulations will be towed off campus at the owner's expense. A warning, written citation or any other communication from a Security Officer is an official College notice. The recipient who does not respond to such communication is subject to disciplinary action.

Consequences for Students Who Persistently Violate Rules and Regulations

The Director of Residence Life may recommend that a student who is destructive, non-cooperative, disrespectful, disruptive, or persistent in violating residence life policies and practices, including violating the rights of others, be required to vacate the residence hall within forty-eight (48) hours. Furthermore, any student who withdraws or is suspended from the College must leave the residence hall immediately.

Dining Services

The College dining program provides students a healthy and balanced diet essential to physical well-being. All students who reside in College residence halls are required to purchase the College meal plan. Off-campus or commuter students may purchase a meal plan and are to make arrangements and payment in the Division of Business and Finance.

Identification Cards

Each student is required to have a picture identification card which includes the student's name, identification number, signature, and a validating label. This card is validated each semester that a student is enrolled at Wiley College. If the identification card is lost or stolen, there is a replacement fee. Lending this card to anyone or failure to present it when requested by College officials is a violation of College regulations and subjects the holder and unauthorized user to disciplinary action. Each student is personally liable for all obligations incurred by use of this card. In order for students to protect themselves, the identification card must remain with them and visible at all times.

Mail Services

All residential students receive their mail at the College Post Office that is located in the Wiley College Pemberton Complex. All registered, certified, and government mail is issued through the campus Post Office.

Non-Liability of College for Injury or Loss

In order to provide a well-rounded educational program as distinguished from one confined solely to classrooms and laboratories, the College sponsors many programs and activities ranging from collegiate and intramural athletics to various off-campus programs and events, which, as with other activities of life, involve the possibility of personal injury, loss of personal property, or both. While the College provides necessary supervision and counseling, it is unable to assume the risk of injury or loss to individuals. Participation in these programs and events outside classrooms and laboratories is voluntary and participants, along with their parents or legal guardians, assume all risks of personal injury, loss of property, and/or any other type of loss.

The participant and parents or guardian of the participant release and discharge Wiley College (a corporation organized under the Non-Profit Corporation Act of the State of Texas), its trustees and officials, the directors of any such programs, cooperating institutions, and the drivers and owners of cars, their heirs, and successors from any and all actions, cause of actions, claims, demands, damages, costs, loss of services and expenses due to personal injuries and property damages or loss of any kind or degree by reason of any accident or occurrence while the participant is engaged in any such activity, whether on or off the campus.

All students who are 18 years of age or older are required to sign a release of liability statement. Students who are under 18 years of age must also present a statement signed by the parent or guardian of the student.

Personal Property Insurance

If personal property insurance is desired, it is available, but is the sole responsibility of the student. Students are encouraged to purchase renter's insurance for protection against property damage or theft.

Policy on Smoking

In keeping with Wiley's long-standing policy to promote and protect the safety of students, faculty and staff, and in recognition of the ill effects of tobacco on both smoking and non-smoking persons, the College declares that all buildings on the Wiley College campus shall be "smoke free." There shall be no use of smoking materials of any kind inside the College buildings, including student rooms in residence halls.

Employees and students who choose to smoke must do so during authorized breaks outside of Wiley College buildings. Smoking outside of buildings shall be at designated areas (thirty-five [35] feet from the building entrances) equipped with receptacles for the appropriate disposal of the smoking materials. All individuals are responsible for enforcement of this policy.

Procedure for Reserving a Room

A student may guarantee a room assignment in a residence hall by paying in advance the room reservation fee of \$75.00 at the time of application for admission to the College (fee is subject to change).

Residential Requirements

The College strives to make living in the residence halls an enriching, exciting and educational experience. All freshmen, except those who live within a fifty (50)-mile radius, are required to live on campus. These requirements apply to upperclassmen on a space-available basis. Requests for off-campus housing must be supported by documentation and reviewed and approved or rejected by the Committee on Off-Campus Housing. All off-campus housing requests must be submitted for fall semester no later than April 15, and for spring semester no later than October 15. Off-campus housing requests submitted after these dates will not be considered.

Rooms in residential facilities are furnished. However, it is recommended that students bring with them the following items: twin sheets, pillowcases, bedspreads, a blanket, towels, shower shoes, one mattress cover, one set of shower curtains and one pillow. Students may wish to personalize their rooms with their own rugs, bedspreads and other similar items. Some items are strictly prohibited in residence halls, such as air conditioners, space heaters, hot plates and other cooking utensils. Moreover, students are prohibited from having weapons, alcohol and illegal drugs on campus.

Residential students are under the supervision of the Director of Residence Life and the residence center managers. Rules governing residence life can be found in the *Residence Life Handbook* and the *Student Handbook*.

Student Conduct

In classes, classroom buildings, the library, dining areas, recreational centers, residence halls, and in other settings on-campus and off-campus, Wiley College students are expected to conduct themselves in a mature, responsible and mannerly fashion. Students are expected to obey all local, state, and federal statutes. While the College is not an enforcement agency for these statutes, the College does work cooperatively with all legal agencies in enforcing respective statutes. If a student behaves in a manner considered by Wiley College to be undesirable, whether such behavior takes place on-campus or off-campus, penalties ranging from warning to dismissal are administered through the Division of Student Affairs and Enrollment Management.

Wiley College is a Drug-Free Environment. The institution, therefore, does not permit the possession, use, consumption, sale or distribution of illegal drugs by students, employees, or anyone else on its property at any time or

at any College activity. Any person who violates this policy will be subject to appropriate disciplinary action. Students who violate this policy may risk suspension, expulsion, or community service. Students also will be referred to the local law enforcement authorities. If a student is suspended for violation of this policy, the period will be no less than one year.

The Student Handbook

The *Student Handbook* is intended to furnish the student with information needed to ensure meaningful, productive, and enjoyable educational and social experiences while at Wiley College. It is made available to every student at the beginning of each academic year. The *Handbook* is designed to serve as a guide to students pertaining to college life, and to clarify the expectations that Wiley College holds for each student. The *Handbook* clearly states the policies and procedures that govern student life, the rights and responsibilities of students, and the standards established for student behavior, whether on- or off-campus.

STUDENT SERVICES

Career Services Center

Career Services Center are concerned with those aspects of students' development that are involved in the selection of a career. Services include assisting the students in self-assessment, exploring occupational areas, choosing occupational areas, and making decisions about either embarking upon graduate study or selecting entry-level employment. In order to assist the student in implementing a career choice, career planning is also concerned with the establishment of relationships with potential employers in locating career opportunities in business, education, government, industry, and service organizations.

Services provided through the Career Services Center include conducting interviews, developing resumes, and conducting business dress and etiquette workshops; scheduling of campus interviews for students with potential employers; maintaining a data bank of employment opportunities; a careers information library, including computer-assisted career guidance services; referral to part-time and summer jobs and internships when available, and assistance to graduating seniors and alumni in identifying employment and/or graduate school opportunities.

Orientation Services

To assist new students in making a satisfactory adjustment to the collegiate environment, the College provides a comprehensive orientation program at the beginning of each semester. This is a collaborative effort among the Divisions of Student Affairs and Enrollment Management and Academic Affairs. Freshmen and new students are required to participate in the orientation program that includes placement testing and seminars or workshops about the College's history and mission, academic degree programs, policies and procedures, student life regulations, financial aid, money management, time management, study-skills and an introduction to and tour of learning resources available campus-wide, such as the library, tutorial, and computer laboratories. In addition to the foregoing, the orientation program for freshmen is extended over the first academic year by required enrollment in the Academic Success Seminar (GESS 1100 and GESS 1200) which provides more in-depth information about developing learning skills that help ensure academic achievement.

STUDENT HEALTH, COUNSELING, AND WELLNESS

Student Health Services

Wiley College Student Health Services, located on the ground floor of the Student Union Building, serves to protect and maintain the health of all enrolled students. Staffed with a full-time registered nurse, health services is equipped to handle students' minor or chronic illnesses and injuries, to give allergy shots or injections with a physician's order, to help coordinate care with a physician, as well as to help obtain a primary care provider. Some over-the-counter medications and first aid supplies are available free of charge. When treatment warrants, the nurse will aid in coordinating services with a physician or local clinic. The Health Services office is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. The nurse is on call after 5:00 p.m. and on weekends. In the case of an emergency, the student should go directly to or will be taken to the emergency room of the local medical center.

Health insurance is primarily the responsibility of the student and/or family and any family coverage available must provide primary care. Students must present evidence of any family or personal insurance coverage via the Wiley College Pre-Entrance Medical Record Form. However, the College does provide secondary insurance through the assessment of general fees. This coverage is designed to supplement primary care coverage and, therefore, is limited to accidental injury and in-patient hospitalization. Coverage for medication, eyewear, out-patient treatment, and dental needs is not offered by the College. A pamphlet describing the College coverage is available in Health Services.

Bacterial Meningitis Vaccinations for Students

Texas Legislation now requires vaccinations for college students. Texas House Bill 4189 (HB 4189) was passed and signed into law by Governor Rick Perry. HB 4189 requires that any incoming new student who lives on-campus must either receive a vaccination against bacterial meningitis or meet certain criteria for declining such a vaccination before that student will be permitted to live in campus housing.

As of January 1, 2010, incoming students who live on campus are required to provide either evidence of vaccination against bacterial meningitis or a signed affidavit declining the vaccination prior to living on campus. Students will not receive a housing assignment until one of these two documents is received by Wiley College. All new students and reentry students must provide either:

Evidence the student has received the vaccination or booster dose during the five years preceding and at least ten (10) days prior to enrollment. This evidence must be submitted in one of the following three formats: A document bearing the signature or stamp of the physician or his/her designee, or public health personnel (must include the month, day, and year the vaccination was administered)

OR

An official immunization record generated from a state or local health authority (must include the month, day, and year the vaccination was administered).

OR

An official record received from school officials, including a record from another state (must include the month, day, and year the vaccination was administered).

OR

Evidence the student is declining; the vaccination must be submitted in one of the following two formats: An affidavit or a certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, in which it is stated that, in the physician's opinion, the vaccination required would be injurious to the health and wellbeing of the student.

OR

An affidavit signed by the student stating that the student declines the vaccination for bacterial meningitis for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services must be used. (This may take up to thirty [30] days.) <https://webds.dshs.state.tx.us/immco/affidavit.shtm>
A student is not required to submit evidence of receiving the vaccination against bacterial meningitis or evidence of receiving a booster dose: If the student is thirty (30) years of age or older by the first class day of the semester in which s/he intends to enroll.

OR

If the student is enrolled in online or other distance education courses only.

Student Development

The Office of Student Development is designed to inspire and engage students through the strategic integration of co-curricular and experiential learning opportunities that intentionally engage them in the life of the college and the global society. Through collaboration with academic areas, the Student Development office provides innovative programs, activities, and services that enhance the quality of student life. The office has as its major goal the construction of a student-centered environment in which students develop, embrace, and enhance ethical leadership, life skills, leadership, and character development and experiences.

Student Union

The Fred T. Long Student Union Building houses the Office of the Vice President for Student Affairs and Enrollment Management; the Associate Vice President for Student Health, Counseling & Wellness; Assistant Vice President for Student Affairs; Dean of Students; the Executive Director of Student Affairs; and the Director of Development. As the hub for student and co-curricular activities, it also houses the cafeteria, the ballroom, the Spirit Store, the bowling alley, the Health and Well-being Services Office, a snack bar, “the Felix Cook” Game Room, and the Office for the Student Government Association. The College’s non-commercial radio station, KBWC (91.1 FM), and the Division of Student Affairs and Enrollment Management are located on the second floor.

COUNSELING SERVICES FOR STUDENTS

Counseling Services

Wiley College Counseling Services assists the campus community in establishing, maintaining, and improving overall mental and emotional well-being. In a safe and confidential setting, our licensed clinical psychologist provides a broad range of counseling, crisis management, consultation, outreach services, and programs. Services are provided to all Wiley College students at no additional cost. Counseling Services are available from 8:00 a.m. to 5:00 p.m. Monday through Friday for appointments, and after hours for crisis consultation by calling (903) 927-3296.

Concerns can include but are not limited to college adjustment, interpersonal relationships, family problems, academic performance, substance abuse, mood disturbance, gender expression, sexual orientation and crisis intervention and management. Group counseling and developmental workshops are provided in such areas as study skills, test-taking skills, time management, stress management and substance use and abuse/trauma education.

In addition to clinical mental health, Counseling Services consults with other campus offices, parents, and agencies upon request of the student and with the student's written permission; advises service to other student services departments upon request; and helps faculty and administration to understand the student body through involvement in educational planning and decision making.

Should a Wiley College student require counseling or psychological services beyond those offered by Counseling Services, counselors will work with the student to identify community resources to meet their needs. Examples of services beyond those offered at the center include long-term counseling requiring multiple sessions each week or long-term weekly counseling; counseling for students with active eating disorders that require intensive medical, psychiatric, and/or nutritional services; and other similarly complex services as determined by the Director of Counseling Services.

Development Workshops

These one-hour sessions are designed to introduce students to skills that can support academic and personal achievement. Workshops are offered throughout the school year and are based on students' interests; these may include, but are not limited to, topics as:

Stress management

Time management

Note taking skills

Student Support and Accessibility Services

Student Support Services (TRIO)

Student Support Services (SSS) is a federally funded program dedicated to helping first-generation, low-income students and students with disabilities with earning their baccalaureate degree. The Student Support Services staff is committed to helping all participants achieve their educational and personal goals. SSS student members benefit from the use of variety of program resources such as tutoring, study skills, workshops, cultural excursions, graduate school preparation, scholarship searches, and financial literacy information to students who qualify for services.

Accessibility Services for Students with Disabilities

It is the goal of Wiley College that all enrolled students be given equal opportunity to succeed in their quest for a higher education. In accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADAA, Wiley College is committed to providing reasonable accommodations to students who are disabled.

The Director of Student Support and Accessibility Services works with students and instructors to arrange appropriate assistance in learning and physical access. Students having documented disabilities are encouraged to contact the director at (903) 927-3298, email sfrank@wileyc.edu or stop by the office of Student Support and Accessibility Services located in the Pemberton Complex, Room 101.

STUDENT ACTIVITIES

Athletic Activities

The College's intramural and intercollegiate athletic programs are under the supervision of the Vice President for Student Affairs/Director of Athletics. Wiley College participates in men's and women's basketball, track and field, women's volleyball, cross country, and baseball. The intercollegiate athletics program is under the guidance of the National Association for Intercollegiate Athletics (NAIA) and currently is affiliated with the Red River Athletic Conference.

Wiley also provides a program of intramural sports for students. Included in the program of activities are major team sports for men and women and a variety of individual sports which are designed to improve the students' physical and mental health, and help students develop a lifelong perspective on wellness and fitness.

Fraternities and Sororities

Eight national fraternities and sororities are represented on the Wiley College campus. Students who have accumulated thirty (30) or more semester hours and have earned a grade point average of 2.50 or better are eligible for membership in these organizations. Fraternities and sororities are permitted to conduct membership intake during the spring semester. Membership intake procedures are governed by the College as outlined in the *Student Organization Handbook* and the national office for each fraternity and sorority. The organizations include:

FRATERNITIES	SORORITIES
Alpha Phi Alpha, Alpha Sigma Chapter	Alpha Kappa Alpha, Phi Chapter
Kappa Alpha Psi, Alpha Chi Chapter	Delta Sigma Theta, Alpha Iota Chapter
Omega Psi Phi, Theta Chapter	Sigma Gamma Rho, Beta Gamma Chapter
Phi Beta Sigma, Beta Chapter	Zeta Phi Beta, Theta Chapter

The College's Pan-Hellenic Council is composed of elected representatives of all fraternities and sororities and is organized for the promotion of fellowship, cooperation and brotherhood and sisterhood among the Divine Nine Greek-letter organizations.

Student Activities

Student activities include social, cultural, and educational programs that are designed with input from students and are carried out through the combined efforts of students, faculty, and staff. These co-curricular activities support the educational mission and academic goals of Wiley College. An individual student's participation in co-curricular activities is subject to the regulations and eligibility policies of Wiley College, which are spelled out in the *Student Handbook*. Student activities are coordinated through the Office of Student Development and are under the supervision of the Executive Director of Student Life.

Student Clubs and Organizations

There are a variety of special interest clubs and organizations available to students; some of these include the Accounting Club, Computer Club, Biology Club, National Association of Blacks in Criminal Justice, International Club, United Methodist Student Organizations, Hispanic Student Organization and Students in Free Enterprise. For additional information, contact the Office of Student Development.

Student Government Association

The student body of the College is organized and is represented by the Student Government Association (SGA). Its officers are elected by students, who in turn, represent the student body. The purposes of the SGA are to collaborate with the administration and faculty on behalf of student life, to assist with coordination of campus activities, to serve as the vehicle for expressing students' thoughts and opinions, and to promote College loyalty. The president of the Student Government Association is the official student body representative at Wiley College. The president, together with members of the SGA Cabinet and other student leaders, hold appointed membership on most

standing committees of the College. The Student Government Office is located on the ground floor of the Fred T. Long Student Union Building. The SGA is governed by a constitution which appears in the *Student Handbook*.

Student Organizations

The College recognizes: (1) the importance of organized student activities as an integral part of the total education program of the College and that the acquisition of knowledge is not confined to the formality of the classroom; (2) that college learning experiences are enriched by student organizational activity; and that student organizations provide a framework for students to develop special talents and interests.

Inherent in the relationship between the College and organized student groups is the understanding that the purposes and activities should be of significant value to the student as a member of the College community. All organizations must demonstrate that their purposes are to broaden the scope of the academic experience, extend knowledge in specialized areas, enhance professional, cultural, and social interests, or promote recreational interests within the college community. All student organizations must register with the Office of Student Activities and are subject to regulations spelled out in the *Student Organization Handbook*.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Wiley College is sensitive to the rights, freedoms and responsibilities of all students. Policies and procedures have been established to ensure that individual rights and freedoms are protected and responsibilities are understood. The College community aims to maintain standards conducive to academic, social and personal growth. Students at Wiley are expected to:

- Observe state and federal laws as well as College policies and regulations;
- Respect the rights and privileges of others;
- Be forthright and honest in all of their academic and social conduct, and
- Share the responsibility of maintaining an environment where individual actions do not violate the community's welfare.

Students have both the right and the responsibility to dialogue with each other directly in a constructive manner when problems occur. Student Affairs staff will support and work with students in an effort to understand and abide by College policies.

Students are responsible for adhering to the dress code standards for students at Wiley College which have been modified to ensure, as part of the educational experience, that a student's demeanor, appearance and habits will give that extra edge.

The College's professional dress standards pertain to all areas of the College, including the classroom, library, cafeteria, visits to administrative offices and work-study locations and are strictly enforced at all times.

Students are also responsible for abiding by all policies, rules and regulations contained in the *Student Handbook*, as well as information from other sources including the *College Catalog* and, where applicable, the *Residence Life Handbook*.

The College, however, does not attempt to use formal rules to define every unacceptable form of behavior. In situations not covered by specific regulations, students are expected to use common sense and conduct themselves at all times as mature, responsible individuals.

Failure to comply with College and/or residential policy may result in disciplinary action. Serious or repetitive violations of these policies could be grounds for suspension, expulsion and the termination of a student’s housing contract and may affect continued enrollment.

More specific information about student rights and responsibilities is printed in the *Student Handbook*.

GRIEVANCE PROCEDURES FOR STUDENTS

Policy Statement

The policy of the College is to ensure the speedy and fair resolution of all conflicts, to provide for review processes to guarantee the fair and reasonable application of College policies to all students, and to encourage mediation of potential conflicts at the earliest possible moment. Students are expected to exhaust all internal administrative remedies before pursuing any action with external agencies. It shall be the responsibility of the College, through the Office of the Vice President for Student Affairs, to ensure that the rights of all students are appropriately supported and respected.

Definition

A student grievance is any complaint made in writing by a student to an appropriate administrative office of the College alleging unfair, unreasonable, arbitrary, capricious, and/or discriminatory application of College policies. A grievance may result from academic experiences, non-academic matters involving administrators, staff, or student organizations or matters related to alleged discrimination on the basis of race, color, national origin, age, gender, disability, creed, or marital status.

Students with grievances are encouraged to resolve problems where they arise and with the parties involved. In general, grievances may be categorized as academic, non-academic or discriminatory grievances. Grievances may result also from alleged acts of sexual harassment.

Filing a Grievance

Students may file a grievance or register a formal complaint by presenting the complaint in writing to the appropriate administrative officer of the College. The appropriate officers for various types of grievances are listed below:

Type of Grievance	Administrative Officer
Sexual Harassment	Director of Human Resources
Academic Matters	Vice President for Academic Affairs
Financial Matters	Vice President for Business and Finance
Student Code Violations	Vice President for Student Affairs/Dean of Students

Appeals

Student appeals related to Wiley College academic policies must be submitted to the Vice President for Academic Affairs’ office, who will refer the appeal to the appropriate college committee. The Vice President for Academic Affairs or his/her designee will have a consultative meeting with students and provide other needed assistance. The Academic Council will consider letters of appeal. The appeal is limited to the issue of penalty.

The decision of the Vice President for Student Affairs and Enrollment Management on disciplinary matters may be appealed. The appeal is limited to the issue of penalty.



BUSINESS AND FINANCIAL SERVICES

BUSINESS AND FINANCIAL SERVICES

The fiscal affairs of the College are managed by the Division of Business and Finance. This Division maintains all records of student charges and is responsible for the accurate and timely posting of federal, state, institutional, personal, and other funds to students' accounts. Questions related to fees, charges, payments, and other such matters should be directed to the Division of Business and Finance. This Division is under the supervision of the Vice President for Business and Finance.

FISCAL POLICIES

Students whose accounts are not current with the Division of Business and Finance and students whose financial aid forms are incomplete, incorrect, or late may be denied any and all College services. A student may not receive transcripts, grade reports, or other educational records unless all accounts with the College are satisfied.

All payments are due at the time of registration. Payments should be made with certified checks, cashier's checks, money orders, personal checks, Visa, MasterCard, Discover or American Express. Return of personal checks because of insufficient funds will result in the permanent refusal of any other check cashing privileges and may subject the student to administrative withdrawal from the College for non- payment of account. A returned payment fee of \$50.00 will be assessed to the student's account for each payment applied to the student's account and returned unpaid.

Personal checks will not be accepted for the payment of application fees or housing reservation fees. Acceptable forms of payments for application fees and housing reservation fees are limited to cashier's checks, money orders, certified checks and credit cards.

Payments to the College should be made payable to Wiley College. Cash should not be mailed to the College. Wiley College disclaims any liability for cash (currency/coin) payments sent by mail. All payments by mail should include: Student's name, and Wiley College identification number and should be addressed to:

*Wiley College
Division of Business and Finance Cashier's Office
711 Wiley Avenue
Marshall, TX 75670-5199*

Student Account Payment Terms

All charges for each semester are due and payable at the time of registration unless a deferred payment agreement is negotiated and approved by the Division of Business and Finance. Deferred payment agreements may be negotiated at any time prior to registration by contacting the student accounts staff in the Business Office.

Deferred Payment

Students may be eligible to defer the unpaid balance of their student account. If a student is a recipient of financial aid and the student's financial aid file is eligible for disbursement, the student's unpaid balance may be eligible for deferment.

To qualify for deferment, the student must pay at least one-fourth of the estimated student account balance (net of certain Financial Aid) prior to or at the time of registration. Students must demonstrate adherence to prior student charge deferment agreements. All charges must be paid by the last class day of the semester.

Deferment agreements will require monthly payments due each succeeding month after the initial down payment with the balance due on the last day of the semester. Payments must be current prior to final examinations each semester.

Refund Policy

The College will refund excess payments to the students' accounts within a reasonable period of time. Overpayments arising from federal financial aid will be refunded in compliance with federal regulations. Depending upon the financial aid award, refunds may be made payable either to the student or parent/guardian. Refunds may be mailed or made available for pick up from the College's Cashier's Office.

Students are encouraged to pay only the amount needed to satisfy charges to their student accounts. Credit balances (amounts paid in excess of charges) will be refunded to the student or credited to the next semester's billing, as directed by the student.

Refund Repayment upon Withdrawal

If a student withdraws from the College without completing the semester, the student's withdrawal may result in an unpaid student account balance. Student may be required to repay the amount of the student refund previously disbursed, unpaid student charges, and federal financial aid. The amount that the student is required to repay to the College (and federal financial aid programs) will be calculated by the Financial Aid Office upon withdrawal. (Please also see: Tuition, Fees, and Room and Board Adjustments)

Employer Reimbursement Plan

Students whose employers will reimburse them for the cost of education upon successful completion of a course, a semester, or a program are responsible for full payment to the College at registration. Reimbursement agreements are exclusively between the employer and the student and do not involve the College. Students are encouraged to apply for financial aid.

Meal Services

All students living in the residence halls are required to purchase a meal plan that provides for nineteen (19) meals per week. A replacement fee of \$35.00 will be assessed for a lost or damaged Wiley College Student ID card. The fee may be paid at the Cashier's window or, upon approval, charged to the student's account by the accountant for student accounts.

Tuition, Fees, Room and Board Adjustments

If a student is compelled to withdraw from school or reduce course load during the semester, refunds of charges shall be made as follows:

Official Withdrawal Date	Tuition & Fees	Room	Board
1 st through 12 th day of class	90%	80%	80%
After 12 th day of class	0%	0%	0%

As it pertains to Federal Financial Aid (Pell Grants, Subsidized Loans, Unsubsidized Loans, Federal SEOG, and Plus Loans) once 60% of the semester is completed, a student is considered to have earned all of his/her Financial Aid and will not be required to return any funds to the Department of Education.

SCHEDULE OF TUITION AND FEES

The cost of education shown on the Schedule of Tuition and Fees represents approved charges at the time of publication. Tuition, fees and other charges are subject to change without notice.

2021-2022 TUITION AND FEES SCHEDULE

TRADITIONAL COST PER CREDIT HOUR

(ON/OFF CAMPUS)

	Credit Hours	Cost per Credit Hour	Off-Campus Cost of Attendance	Room Fee	Board Fee	*On-Campus Cost of Attendance
Less-Than Part-Time (No Financial Aid; Requires Payment Arrangement)	1	\$ 521.00	\$ 521.00			
	2	\$ 1,042.00	\$ 1,042.00			
	3	\$ 1,563.00	\$ 1,563.00			
	4	\$ 2,084.00	\$ 2,084.00			
	5	\$ 2,605.00	\$ 2,605.00			
Part-Time Partial Financial Aid	6	\$ 3,126.00	\$ 3,126.00			
	7	\$ 3,647.00	\$ 3,647.00			
	8	\$ 4,168.00	\$ 4,168.00			
	9	\$ 4,689.00	\$ 4,689.00			
	10	\$ 5,210.00	\$ 5,210.00			
	11	\$ 5,731.00	\$ 5,731.00			
Full-Time (Must be full-time to live on campus)	12	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	13	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	14	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	15	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	16	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	17	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
	18	\$ 6,250.00	\$ 6,250.00	1250	1250	\$ 8,750.00
Fees Overload (Out-of-Tuition Over Expense \$5,050)	19	\$ 6,771.00	\$ 6,771.00	1250	1250	\$ 9,271.00
	20	\$ 7,292.00	\$ 7,292.00	1250	1250	\$ 9,792.00
	21	\$ 7,813.00	\$ 7,813.00	1250	1250	\$ 10,313.00
	22	\$ 8,334.00	\$ 8,334.00	1250	1250	\$ 10,834.00
	23	\$ 8,855.00	\$ 8,855.00	1250	1250	\$ 11,355.00
	24	\$ 9,376.00	\$ 9,376.00	1250	1250	\$ 11,876.00

NOTE: Dependents of faculty, staff and ministers of The United Methodist Church are allowed a 40% tuition discount with verification of eligibility by the Office of Financial Aid.

A payment arrangement is required with the Business Office at Registration to cover balances.

Effective 07/06/21

2021-2022 TUITION AND FEES SCHEDULE
OMP AND CJA PROGRAMS
 (SHREVEPORT & ONLINE)

	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance
Less-Than Part-Time (No Financial Aid; Requires Payment Arrangement)	1	\$ 421.00	300	\$ 721.00
	2	\$ 842.00	300	\$ 1,142.00
	3	\$ 1,263.00	300	\$ 1,563.00
	4	\$ 1,684.00	300	\$ 1,984.00
	5	\$ 2,105.00	300	\$ 2,405.00
Part-Time Partial Financial Aid	6	\$ 2,526.00	300	\$ 2,826.00
	7	\$ 2,947.00	300	\$ 3,247.00
	8	\$ 3,368.00	300	\$ 3,668.00
	9	\$ 3,789.00	300	\$ 4,089.00
	10	\$ 4,210.00	300	\$ 4,510.00
	11	\$ 4,631.00	300	\$ 4,931.00
Full-Time	12	\$ 5,052.00	300	\$ 5,352.00
	13	\$ 5,473.00	300	\$ 5,773.00
	14	\$ 5,894.00	300	\$ 6,194.00
	15	\$ 6,315.00	300	\$ 6,615.00
	16	\$ 6,736.00	300	\$ 7,036.00
	17	\$ 7,157.00	300	\$ 7,457.00
	18	\$ 7,578.00	300	\$ 7,878.00

Cohort Degree Credit Hours

AA Deg.	Plus	Program	Electives	TOTAL HOURS
60+		50	15	125

NOTE: A payment arrangement is required with the Business Office prior to the beginning of each term to cover balances.

Effective 07/06/21

2021-2022 Tuition and Fees by Housing Assignment

Traditional ON-CAMPUS FULL-TIME COST
(STUDENTS MUST BE ENROLLED 12-18 CREDIT HOURS EACH SEMESTER)

Semester	Tuition (12-18 hrs)	Room Fee	Board Fee	Cost Per Semester
Dogan Hall				
Fall	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Spring	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Total Cost of Attendance				\$ 17,500.00
Jackson Hall(Single Occupancy)				
Fall	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Spring	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Total Cost of Attendance				\$ 17,500.00
Haywood L. Strickland Living-Learning Center				
Fall	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Spring	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Total Cost of Attendance				\$ 17,500.00
Johnson Moon				
Fall	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Spring	\$ 6,250.00	\$1,250.00	\$1,250.00	\$ 8,750
Total Cost of Attendance				\$ 17,500.00
TRADITIONAL OFF-CAMPUS FULL-TIME COST (OFF-CAMPUS STATUS MUST BE APPROVED BY RESIDENCE LIFE)				
Commuter				
Fall	\$ 6,250.00	0	0	\$ 6,250.00
Spring	\$ 6,250.00	0	0	\$ 6,250.00
Total Cost of Attendance				\$ 12,500.00

*Additional Charges Apply For Private Room

NOTE: Dependents of faculty, staff and ministers of The United Methodist Church are allowed a 40% tuition discount with verification of eligibility by the Office of Financial Aid.

A payment arrangement is required with the Business Office at Registration to cover balances.

Effective 07/06/21

Special Fees Assessed by the College	
Miscellaneous Charges	Fees
ACCUPLACER Transfer Fee	\$30.00
Advanced Placement	\$65.00 per course
Auditing (per semester hour)	\$70.00 per credit hour
Automobile Registration (Parking Decal)	\$50.00 per year
CLEP Transfer Fee	\$30.00
College Level Examination Program (CLEP)	\$19.00 + fee from Testing service
Credit by Examination	\$100.00 per credit hour
Duplicate Degree Cover	\$10.00
Dropping and/or Adding a Course	\$ 25.00 per course
Duplicate Degree	\$25.00
Excessive Load	\$309.00 per credit hour
Grade Change	\$25.00
Graduation Application	\$175.00
Housing Reservation Fee	\$75.00
Independent Study	\$100.00
International Application Fee	\$83.00
Laboratory Fee	\$ 100.00 per course
Late Graduation Application	\$275.00
Late Registration	\$111.00 per course
Non-Traditional Student Application Fee	\$50.00
Official Transcript	\$10.00
Online Course Fee	\$30.00
Orientation Fee	\$30.00
Removal of an "I" Grade	\$25.00 per course
Replacement of Lost ID	\$35.00
Replacement of Mailbox Key	\$15.00
Residence Halls and Facilities Fees	\$100.00
Returned Check	\$50.00
Room Key	\$70.00
Student Teaching	\$100.00
Traditional Student Application Fee	\$25.00
Uniform Fee	TBA
Violations and Sanctions Fee	TBA

Insurance Coverage

Health insurance is the responsibility of the student and family; and any family coverage available must provide primary care. Insurance coverage for medication, eyewear, out-patient treatment, and dental needs is not offered by the College. A pamphlet describing the College coverage is available in Health Services.

FINANCIAL AID

The Office of Financial Aid oversees state and federal assistance programs that exist to help students cover the basic cost of education. Financial aid includes such programs as the Federal Pell Grant, Federal Direct Student Loan program, Federal College Work-Study program, grants or scholarships provided by the College or by outside sources, state or federal rehabilitation assistance, and veterans' educational benefits. The amount of aid a student receives is generally based on need. Should a student decline the financial aid award offered, he/she must do so in writing. "Need" is defined as the difference between the student's college expenses and the amount of money the student and his/her family are expected to contribute as determined by the filing of the FAFSA (Free Application for Federal Student Aid). Wiley College reviews continuously its financial aid program in an effort to assist needy and worthy students with rising costs of a college education. Wiley College offers its students the following types of financial assistance based on the institution's eligibility to participate in the various programs:

Federal Programs

Federal Pell Grant Program (FPELL)

Federal Supplemental Educational Opportunity Grant (FSEOG) Federal Work-Study Program (FWS)

Federal William D. Ford Direct Loan Program

Private Gifts/Grants

Endowed Scholarships

State Programs

Tuition Equalization Grant Program (TEG)

College Access Loan (CAL) Program

Texas B-On-Time Loan Program (BOT)

Texas College Work Study

Wiley College

Institutional Scholarships

Wiley College Institutional Scholarships

Wiley College offers numerous institutional and special scholarships. The College scholarship committee recommends the granting of scholarships. The recommendations are made consistent with the established criteria. Scholarship awards may be restricted according to special purposes. Students needing additional assistance should contact the Office of Admissions and Recruitment and the Office of Financial Aid. The Financial Aid Office administers all aid programs.

The following are first-time freshman academic scholarships:

Presidential Scholarship Award

This four-year scholarship, limited to the published cost of room, board, tuition, and fees, is offered by selection to an entering freshman who meets the following criteria:

- A grade point average (GPA) of 3.75 or higher on a 4.0 scale;
- A current high school diploma with recorded outstanding achievement;
- A rank in the top 10 percent of their class, and

- A score of 25 or above on the American College Texas (ACT) or 1070 or above on the Scholastic Aptitude Test (SAT).
- Priority consideration will be given to students who qualify for the Federal Pell Grant by February 1 through completion of the Free Application for Federal Student Aid (FAFSA). Consideration may also be given to students who have demonstrated a strong likelihood to qualify for the Federal Pell Grant through a combination of other factors.
- Students must be an incoming first-time freshman.
- Students are required to participate in community service and leadership development programs and events.

To maintain this scholarship, the student must enroll in and pass fifteen (15) semester credit hours and maintain a minimum cumulative and semester grade point average of 3.75. All recipients are expected to abide by the legal, ethical and moral guidelines of Wiley College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. Presidential Scholars are ineligible for any additional aid. All other aid will be applied before Institutional scholarships.

Provost's Scholarship Award

This four-year scholarship, current cost of tuition, is offered by selection to an entering freshman who meets the following criteria:

- A GPA of 3.50 or higher on a 4.0 scale,
- A current high school diploma, and
- A score of 21 or above on the ACT or 990 on the SAT.
- Priority consideration will be given to students who qualify for the Federal Pell Grant by February 1 through completion of the Free Application for Federal Student Aid (FAFSA). Consideration may also be given to students who have demonstrated a strong likelihood to qualify for the Federal Pell Grant through a combination of other factors.
- Students must be an incoming first-time freshman.

To maintain this scholarship, the student must enroll in and pass fifteen (15) semester credit hours and maintain a minimum cumulative and semester grade point average of 3.30. All recipients are expected to abide by the legal, ethical and moral guidelines of Wiley College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. All other aid will be applied before Institutional scholarships.

Deans' Scholarship Award

This four-year scholarship, half of current cost of tuition, is offered by selection to an entering freshman who meets the following criteria:

- A GPA of 3.00 or higher on a 4.0 scale,
- A current high school diploma, and
- A score or 18 or above on the ACT or 920 on the SAT.
- Priority consideration will be given to students who qualify for the Federal Pell Grant by February 1 through completion of the Free Application for Federal Student Aid (FAFSA). Consideration may also be given to students who have demonstrated a strong likelihood to qualify for the Federal Pell Grant through a combination of other factors.

- Students must be an incoming first-time freshman.

To maintain this scholarship, the student must enroll in and pass fifteen (15) semester credit hours and maintain a minimum cumulative and semester grade point average of 3.00. All recipients are expected to abide by the legal, ethical and moral guidelines of Wiley College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. All other aid will be applied before Institutional scholarships.

Special Scholarships

A list of special scholarships can be located in the Office of Financial. Special scholarships include but are not limited to athletic, choir, debate, and personal and corporate donors.

FINANCIAL AID POLICIES

Student Eligibility

The first step in applying for all federal and state financial assistance, loans, and scholarships is the completing of the Free Application for Federal Student Aid (FAFSA). FAFSA forms are available in the Financial Aid Office or via the Internet at www.fafsa.ed.gov/.

To receive assistance through the financial aid program, a student must:

1. Have a high school diploma or a General Education Development (GED) certificate;
2. Be a U.S. citizen, a permanent resident, a U.S. national, or an eligible non-citizen;
3. Have financial need established through a U.S. Department of Education approved needs analysis service;
4. Be admitted to the College and/or be currently enrolled in a degree-granting programs as a regular student, and
5. Be registered with the Selective Service (required for all males between the ages of 18-25).

Education of Veterans and Their Dependents

Wiley College is approved for the training of veterans and other eligible persons. Students who expect to attend Wiley under some veteran's benefit plan should secure a certificate of eligibility from the Veterans Administration Office before registration. The local Veterans Administration Office will assist in securing this certification. Students who are eligible for benefits as children of deceased veterans must file their certificates of eligibility before registration.

Need Analysis

Financial need is the difference between the cost of attendance and the expected family contribution. The expected family contribution is determined by a formula that is the same for all colleges and universities. Financial need, however, is a relative figure because the family contribution is subtracted from the cost of education at a particular institution to determine a student's financial need. The basic components of a student's educational expense budget are tuition and fees, room and board, books, transportation expenses, and personal expenses.

Packaging

Priority packaging is given to students whose financial aid files are complete prior to April 15th for fall registration purposes, and October 1st for spring registration. Students who apply for financial aid after these deadlines risk receiving less financial aid assistance.

Wiley College attempts to meet students' financial needs or their direct institutional costs, whichever is less. Priority is given to meeting the cost of tuition, fees, and books and then room and board. Because of the College's commitment to help as many students as possible, low priority is given to meeting costs for personal expenses, transportation, and off-campus room and board. Generally, a student should plan to meet these costs with family resources or a loan.

Sponsored scholarships also are used frequently to meet students' needs. Total financial aid resources cannot exceed financial need or the cost of attendance. If a sponsored scholarship is awarded after a financial package for the student has been completed, then federal and/or state resources must be reduced so as not to exceed a student's financial need.

Remedial/Developmental Courses

A student who is required to enroll in remedial/developmental course work may attempt up to 30 credit hours in remedial/developmental course work (per federal guidelines). Remedial course work will not be counted in the maximum time frame for the student's program of study.

Selecting Aid Recipients, Determining Needs, and Packaging Aid

Wiley College awards available aid on a "first come, first served" basis with some exceptions. Students applying for financial aid are considered for all programs for which they are eligible, including federal, state, and institutional aid programs. The financial aid package represents the fairest award made in the context of the information submitted, the date of the completed application, and the availability of funds. All required documentation must be on file with the Financial Aid Office before a student is considered for an award. Students are encouraged to apply for financial aid before the April 15th deadline to ensure maximum consideration for financial aid assistance.

The following policies exist in the Wiley College Policy Library for more detailed information:

1. Financial Aid Packaging and Awarding
2. Verification Policy and Procedure
3. Return to Title IV Aid Policy and Procedure
4. Federal Direct Loan Disbursement and Cancellation Policy
5. Professional Judgement Policy and Procedure
6. Entrance and Exit Counseling for Federal Direct Loans
7. Scholarship Policy and Procedure
8. Satisfactory Academic Progress Policy and Procedure

SATISFACTORY ACADEMIC PROGRESS (SAP)

Maintaining a satisfactory grade point average and keeping up with one's academic progress and academic standing are responsibilities of each student. Advisors will counsel, but the final responsibility rests with the student. The standards of academic progress at Wiley College are in accordance with the Higher Education Act of 1965 and the Code of Federal Regulations 668.16(e) which mandate that institutions of higher education that participate in the federal Title IV financial aid programs establish guidelines or a Standard of Academic Progress policy to monitor a student's academic progression toward a degree or certificate objective. Wiley College's Standards of Academic Progress policy applies to all students whether they are receiving federal and state aid or not. The student's cumulative attempted hours, transfer credits accepted toward the student's major and cumulative grade point average are taken into consideration, regardless of whether a student paid for some or all of his or her courses and regardless of when the student took the courses. The same standards for Satisfactory Academic Progress (SAP) are followed for academic and financial aid purposes.

Frequency of Monitoring and Evaluation

Wiley College will review a student's progress at the end of each academic year. For this purpose, the Wiley College academic year is defined as two semesters of 15-weeks of coursework occurring between August 1st and May 31st. Transfer students must meet the same SAP requirements and maximum enrollment limit as other students. Also, students who have only been enrolled for one semester during their first academic year and do not meet SAP, will be placed on SAP Probation until the following academic year evaluation.

At the end of each academic year, the Financial Aid Office determines whether or not a student is making SAP towards his/her program of study and is thus eligible to continue to receive federal student financial aid during the following academic year. A student progress is measured both qualitatively and quantitatively according to the eligibility stated below.

The following are considered when evaluating a student's satisfactory academic progress: Grades of A, B, C, or D are considered attempted and earned hours.

Withdrawals (W), Incompletes (I), Failures (F), No Credit (NC), and In Progress (IP) grades are considered attempted but not earned.

Audited courses are included in the attempted hours but not in the total of hours earned. Remedial courses are included in the calculation of both attempted and earned hours.

Transfer credits are included in the calculation of both attempted and earned hours and the cumulative GPA.

If the removal of an incomplete grade ("I") makes the student eligible, the student must make sure the Financial Aid Office is informed of the removal of the incomplete grade.

Financial Aid Suspension

If, at the end of the academic year and a student is deemed ineligible for financial aid due to not meeting SAP standards, the student will be placed on Financial Aid Suspension. Financial aid, once lost, cannot be reinstated retroactively for previous semesters. The student must pay expenses incurred while a student's aid is suspended until the minimum SAP standards are met again. This policy applies to all students a Wiley College receiving financial aid.

The following chart displays the undergraduate SAP requirements for Wiley College.

SAP Requirements		
Wiley College will determine the eligibility of a student for financial assistance based on:		
Cumulative Hours Attempted	Pace of Progression	Minimum Cumulative GPA
1 -59	67%	1.75
60 and above	67%	2.00

Pace of Progression

Each student is required to complete successfully 67% of all credit hours attempted, including transfer hours accepted towards the student’s major. Attempted hours are credit hours that the student is enrolled in after the drop/add period and includes grades of A, B, C, D, F, I, and W. In calculating the student’s pace, all hours attempted, including courses from which the student withdrew, received a grade of no credit (NC), incomplete (I), and/or in progress (IP) are considered.

If a student has attempted these hours:	18	36	60	84	106	130
Then the student must have successfully completed at least these hours to be SAP eligible:	12	24	40	56	71	87

Note: Repeating courses that have already been passed with a grade of D or better will decrease the credit completion rate. Also, academic amnesty only impacts a student’s GPA measurement for financial aid purposes.

Maximum Time Frame

The maximum timeframe a student is eligible for financial aid is 150% of the published length of the educational program in which the student is currently enrolled. Most baccalaureate degrees require a minimum of 120 credit hours, and associate degrees require a minimum of 60 credit hours. Therefore, a student working towards a bachelor’s degree is eligible for financial aid up to 180 credit hours attempted. A student working towards an associate degree is eligible for federal aid up to 90 semester hours attempted. *Students should also be reminded that only hours needed to complete the declared degree, including those attempted from previous institutions, will be counted in the total hours and therefore the calculation by Wiley College.*

To determine the maximum allowable hours for a specific major, refer to the College Catalog, the total hours required for the degree, and multiply that number by 1.5.

The maximum timeframe is *not* increased for changes in major, double majors, or adding a minor in another subject area.

NOTE: MAXIMUM TIME FRAMES FOR SECOND DEGREES WILL BE DETERMINED ON A CASE-BY- CASEBASIS.

Appeal Procedures

Undergraduate students who fail to meet the SAP standard may appeal the suspension of their student federal aid. The appeal must be based on some type of mitigating circumstances that impacted negatively upon the students' ability to meet the required standards and must include official documentation to support. Examples of such circumstances are: (1) death/prolonged illness of an immediate family member, (2) medical illness by the student that created undue hardship, (3) natural disasters or other acts of God beyond the control of the student (i.e. hurricanes, earthquakes, etc.) or other personal or family matters/situations which may have negatively impacted the student's ability to meet the required standards. Each appeal is reviewed by an anonymous SAP Appeals Committee and a decision is based on the following:

The appeal application must be completed in its entirety and by the designated deadline. The appeal application should describe the student's special or mitigating circumstance. It must include how the circumstances affected the academic performance and the dates and time-periods involved. An appeal should explain how the situation has changed and the steps being taken to resolve the circumstances. If these items are not being addressed, the appeal letter *will be considered incomplete*. Incomplete appeals *will not be reviewed*. Students *will be notified of incomplete files and given one opportunity to submit appropriate documentation no more than three days after notification*.

Students must attach all necessary documents. Important documents such as police reports, death certificates, birth certificates, medical records, medical bills, court or police documents, letters from third- party professionals on his/her letterhead and other documents should be attached which may help with the Committee's decision.

The students' letter of appeal will be reviewed within two (2) weeks of receiving the request and all necessary documents by the SAP Appeals Committee.

The SAP Appeals Committee will not review an incomplete application. If any of the requested documentation is not received within the requested timeframe, a decision of denial will be rendered due to lack of sufficient evidence.

Students who are DENIED financial aid due to appeal results and/or placed on Financial Aid Suspension are responsible for payment of tuition and fees. (Please see business office for possible payment arrangements)

Notification of the decision will be sent to the student's Wiley's email account and email address listed on the application. All SAP Committee's decisions are final. Explanation of justification for the decision is not provided to the student or parent(s).

Appeals will only be approved for the upcoming academic year. A student can only receive 3 appeals during his/her matriculation at Wiley College.

If a student has NOT met SAP requirements after the 1st appeal BUT completed the required academic plan, the student can utilize a SAP appeal for the next academic year and be considered a roll-over. If a student has not met SAP requirements and has not completed the required plan, the student will have to reapply for a SAP appeal. However, they cannot use the same mitigating circumstances previous SAP appeal approval was based upon.

Terms and conditions of appeal approval will be included in an Academic Contract that the student must sign before financial aid will be awarded.

If student has attended any other colleges or universities, an *official transcript* from *each* college/college must

be submitted to the Admissions office and *must be posted in Jenzabar*. If transcripts are unavailable, the appeal will not be accepted. Also, if the student does not disclose all previous schools attended, any approval appeal will be marked “VOID”, and the student will be required to appeal again with all previous enrollment history being considered.

Student must submit a completed application to the following address by the designated deadline for each semester:

*Wiley College
Office of Financial Aid
711 Wiley Avenue
Marshall, Texas 75670*

Academic Plan

Students must be placed on an academic plan upon submission of granted appeal. Students must complete the academic plan for the entire academic year the appeal has been granted with the end goal of resolving all academic deficiencies. An academic plan varies in length and is determined by SAP Appeals Committee and Academic Affairs. Students granted aid eligibility through an academic plan will be reviewed after each semester to ensure progression with Academic Plan stipulations. If the student does not maintain Academic Plan stipulations, Financial Aid eligibility could be cancelled immediately.

NOTE: All academic plans will be disseminated and evaluated by the Division of Academic Affairs’ Center for Student Success.

Reinstatement of Financial Aid

Students who demonstrate mitigating circumstances that interfered with academic performance will have financial aid eligibility reinstated until the next SAP review period and be placed on Financial Aid Probation. To maintain financial eligibility after the approved academic term, a student must meet the SAP policy or successfully follow an approved Academic Plan.

Reinstatement of Financial Aid without a Successful Appeal

Students who appeal and are denied become eligible to submit a subsequent appeal once completion of the following requirements are met at his/her own expense (no financial aid will be granted at Wiley College to those on financial aid suspension):

Enroll and successfully complete coursework to remedy the SAP deficiency - earn a cumulative grade point average of 1.75 (with 0-59 attempted hours) or 2.0 (with 60 and above attempted hours) AND passed 67% of coursework.

When the required course work is completed, the student is eligible to file an appeal and the appeal must be approved for financial aid to be reinstated.

Note: The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students must abide by the most current policy.

Selecting Aid Recipients, Determining Needs, and Packaging Aid

Wiley College awards available aid on a "first come, first served" basis with some exceptions. Students applying for financial aid are considered for all programs for which they are eligible, including federal, state, and institutional aid programs. The financial aid package represents the fairest award made in the context of the information submitted, the date of the completed application, and the availability of funds. All required documentation must be on file with the Financial Aid Office before a student is considered for an award. Students are encouraged to apply for financial aid before the April 15th deadline to ensure maximum consideration for financial aid assistance



BOARD OF TRUSTEES

BOARD OF TRUSTEES

Attorney Walter L. Sutton, Jr., PhD.....	Chair Bentonville, AR
Mr. Jerry Cargill.....	Vice Chair Richardson, TX
Attorney Billy R. Casey.....	Vice Chair Shreveport, LA
Vacant.....	Treasurer
Mrs. Kathryn Hegwood Hill.....	Secretary Alexandria, VA
Ms. Claudia S. Rimes '52.....	Member-at-Large Inglewood, CA
Mr. Richard Foppé Hodge, Sr., '65.....	Member-at-Large Marshall, TX

Members-at-Large

<p>Judge Richard Anderson Marshall, TX</p>	<p>Bishop Janice Riggile Huie Texas Annual Conference Houston, TX</p>
<p>Mr. Nolan Anderson San Antonio, TX</p>	<p>Mr. Derek L. Stovall-Leonard, '92 Aurora, IL</p>
<p>Dr. Beverley V. Baxter Wilmington, DE</p>	<p>Mr. John Frank Strauss Marshall, TX</p>
<p>Dr. Rod Fluker, '79 Austin, TX</p>	<p>Rev. William R. Taylor Superintendent, North District Longview, TX</p>
<p>Dr. Donald L. Gibson, '68 Tucker, GA</p>	<p>Dr. Herman Totten Denton, TX</p>
<p>Dr. Robert McGee, '70 Houston, TX</p>	<p>Rev. B.T. Williamson Texas Annual Conference Houston, TX EX-OFFICIO</p>
<p>Mr. Wilbert Lee Pegues Houston, TX</p>	<p>Dr. Herman J. Felton, Jr. President & CEO</p>
<p>Dr. James Perkins Detroit, MI</p>	
<p>Mr. Calvin Stamps Atlanta, GA</p>	

COLLEGE ADMINISTRATION

Herman J. Felton, Jr.
President and CEO
B.A., J.D., Ph.D.

Howard O. Gibson
Vice President for Academic Affairs
B.S., M.B.A., Ph.D.

George Stiehl
Vice President for Business and Finance
B.A., M.Acc

Tashia L. Bradley
Chief Operating Officer and Vice President for Administration
B.S., M.S., Ph.D.

Danielle Sims Brooks
Vice President for Student Affairs and Enrollment
Management
B.S., M.Ed

W. Anthony Neal
Senior Vice President, Institutional Advancement
M.A., MPA., Ph.D.



FACULTY & STAFF

FACULTY

Dr. Khaled Al-Agha

Associate Professor of Mathematics

B.S. Asyut University, Asyut, Egypt
M.S., Mathematics, Kansas State University, Manhattan, KS
Ph.D., Mathematics, Kansas State University, Manhattan, KS

Dr. Tracy Andrus

Associate Professor/Director of Lee Brown Criminal Justice Institute

B.S., Criminal Justice, Louisiana College, Pineville, LA
M.A., Criminal Justice, University of Louisiana, Monroe, LA
Ph.D., Juvenile Justice, Prairie View A&M University, TX

Dr. Hemantha Aranwela-Gamage

Assistant Professor of Physics

B.S., Science, University of Colombo, Sri Lanka
M.S., Physics, University of Missouri-Rolla, Rolla, MO
Ph.D., Physics, University of North Dakota – Grand Forks, ND

Dr. Kiflu Berhane

Associate Professor of Biology

B.S., Addis Ababa University, Ethiopia
Ph.D., Biochemistry, Uppsala University, Sweden

Dr. Sophia Marshall Chapman

Dean of Education and Sciences/Associate Professor of Education

A.A., Pre-law, Hinds Community College, Raymond, MS
B.S., Elementary Education, Jackson State University, Jackson, MS
M.Ed., Curriculum and Instruction, University of Kansas, Lawrence, KS
Ed.S., Educational Administration, Jackson State University, Jackson, MS
Ph.D., Educational Administration and Supervision, University of Southern Mississippi, Hattiesburg, MS

Dr. Stephanie R. Cox

AVP of Academic Affairs/Dean of Business and Social Science

B.S., Accounting, University of Arkansas at Pine Bluff, Pine Bluff, AR
MBA, Business Administration, Webster University, Webster Groves, MO
Ph.D., Management Specialization Accounting, Walden University, Minneapolis MN

Dr. Martha López Coleman

Assistant Professor of Education/ Director of Library Services

B.A., History, Hollins University, Roanoke, VA
MLIS, Library and Information Studies, University of North Carolina at Greensboro, Greensboro, NC
M.Ed., Curriculum and Instruction, Averett University, Danville, VA
Ed.D., Educational Evaluation and Research, Stephen F. Austin State University, Nacogdoches, TX

Mr. Raymond Fogg

Instructor of History

B.A., History, Wiley College, Marshall, TX
M.A., History, Stephen F. Austin State University, Nacogdoches, TX

Dr. Stephanie Gorski

Assistant Professor of Biology

B.S. Biology/B.A Philosophy. North Carolina State University, Raleigh, NC
Ph.D. Entomology, North Carolina State University, Raleigh, NC

Dr. Sinia Harris

Assistant Professor of Spanish

B.A., Spanish Literature, Universidad Autonoma de Nuevo Leon Nicolas de los Garza, NL, MX
M.S., Secondary Education, Jackson State University, Jackson, MS
Ph.D., Hispanic Studies, Texas A & M University, College Station, TX

Dr. Carol Hicks

Associate Professor of Interdisciplinary Studies/Chair of Interdisciplinary Studies

B.A., History, Theater, and Speech, Trinity University, San Antonio, TX
M.A., Theater, Texas State University, San Marcos, TX
M.A., Educational Administration, Texas Tech University, Lubbock, TX
Ph.D., Interdisciplinary Studies, Texas Tech University, Lubbock, TX

Dr. Natalie Hill

Associate Professor of Mass Communications/Chair of Mass Communications

A.A., Radio, Hinds Community College – Utica Campus, Utica, MS
B.A., Mass Communications, University of Southern Mississippi, Hattiesburg, MS
M.A., Educational Media Design and Technology, Full Sail University, Winter Park, FL
Ph.D., Instructional Technology Design, University of Southern Mississippi, Hattiesburg, MS

Ms. Jackie Holloway

Instructor of Religion

B.A. Religion., Wiley College, Marshall, TX
M.A. Religion, East Texas Baptist University, Marshall, TX

Mr. Ernest Mack

Director of Forensics

B.A. Wiley College, Marshall, TX

Dr. Gregory A. McPherson

Director of Choral Activities

B.F.A., Composition, Keyboard & Percussion Performance,
Alabama State University, Montgomery, AL
M.M., Composition, Keyboard & Percussion Performance,
University of South Florida, Tampa, FL

Mr. Vaun Monroe

**Executive Director Nate Parker Film and Theater Conservatory,
Associate Professor**

B.A., African-American Drama, The Evergreen State College
Olympia, WA
M.F.A., Film and Media Arts, Temple University, Philadelphia, PA

Mr. Billy Moody

Instructor of Physical Education

B.A. Recreation, University of Arkansas, Pine Bluff, AR
M.S. Teaching and Learning, Colorado State University
Greenwood Village, CO

Dr. Devissi Muhammad

**Assoc Dean of Business & Social Sciences /Associate Professor
Of History**

B.A., History, Morehouse College, Atlanta, GA
M.A., History, Miami University, Oxford, OH
Ph.D., History, Bowling Green State University
Bowling Green, OH

Ms. Minnie Murray

Instructor of Criminal Justice

B.A., Criminal Justice Administration/ B.S., Physical Education
/B.S., Second Education, Wiley College, Marshall, TX
M.S., Administration of Justice, Texas Southern University
Houston, TX

Ms. Hazel Phillips

Instructor of English

Mr. Ibrahim Salem

Assistant Professor of Accounting

B.A., Garyounis University, Libya
M.S., Accounting, Oklahoma City University, Oklahoma City, OK

Mr. Roderick Sherman

Assistant Professor of Criminal Justice

B.A., Pre-Law, Louisiana College, Alexandria, LA
J.D., Southern University Law Center, Baton Rouge, LA

Dr. Marie-Jeanne E. Tabi

Assistant Professor of Biology

Mr. Samuel Tabi

Assistant Professor of Computer Information Systems/Chair

B.S., Biochemistry/Medical Laboratory Technology
University of Buea, Buea
M.S., Computer Information Systems, Southern University at
New Orleans, LA

Ms. Rita Thomas

Instructor of English

Dr. Solomon Waigwa

Assistant Professor of Religion

B. Div., St. Paul's University, Limuru, Kenya
M.A., Austin Presbyterian Theological Seminary, Austin, TX
M. Div., Austin Presbyterian Theological Seminary, Austin, TX
M.T., Emory University, Atlanta, GA
Ph.D., Religion, Baylor University, Waco, TX

Dr. Pornpimol Walden

Assistant Professor of Management

B.S., Economics, University of Thai Chamber of Commerce
M.B.A., Business Administration, Alliant International
University, San Diego, CA
D.B.A., Strategic Management, Alliant International
University, San Diego, CA

Ms. Seema Warar

Instructor of Mathematics

B.Ed., Math/English, Punjab University, Chandigarh, India
M.Ed., Punjab University, Chandigarh, India

Dr. Keyona N. White

Assistant Professor of Criminal Justice

B.A., Criminal Justice, Wiley College, Marshall, TX
J.D., Texas Southern University, Houston, TX

Ms. Linda Woods

Instructor of Sociology

Dr. Osman Yussuf

Assistant Professor of Management

B.A., Management Information System, International Islamic
University, Kuala Lumpur, Malaysia
M. Sc., Management, International Islamic University, Kuala
Lumpur, Malaysia
Ph.D., Business Administration, International Islamic
University Kuala Lumpur, Malaysia

STAFF

ADMINISTRATIVE STAFF AND ASSISTANTS

Darren Ashley	Chief Technology Officer
Laynetta Bailey	Secretary, Security
Quinten Bates, M.Ed.	Director, Student Support and Disability Services
Jesse Berkley	IT Support Technician
Kendrick Biggs	Head Baseball Coach
Melissa “Shae” Bogue	Senior Accountant/Reporting Manager
Pamela Bradley	Director of Health Services
Tashia Bradley, Ph.D.	Chief Operating Officer/Vice President for Administration
Roslyn Brooks	Secretary, Administrative Services
Danielle Sims Brooks	Vice President for Student Development and Enrollment Management
Chris Brown	Senior Admissions Counselor
Jamond Brown	Administrative Assistant, Business Office
Maya C. Brown	Assistant Vice President of Marketing and Communications
Deborah Carpenter	Online Services Technician
Lamark Carter	Head Track and Field Coach
Sophia Marshall Chapman, Ph.D.	Dean, Education and Sciences
Deveraux Cole	Administrative Assistant to the Dean of Business & Technology
Martha López Coleman, Ed.D.	Director, Library Services and Information Resources Center
Corliss Cooper	Director, Financial Aid
Charles Cornish	Executive Director, Alumni and External Relations
Jessica Covarrubias	Sr. Administrative Assistant, Institutional Advancement
Stephanie R. Cox, Ph.D.	Interim AVP of Academic Affairs/Dean Business and Social Sciences
Kenneth R. Crawford, Ph.D.	Director of Student Achievement and Retention
Tamisha Culberson	Director of Academic/Administrative Technology
Cecil Duffie, M.Div	Dean of Chapel
Jerelyn Duncan, Ph.D.	Executive Director of Institutional Support
Rae Euwins	Office Assistant, Office of the President
Herman Felton, Jr., J.D., Ph.D.	President and CEO
Howard Fisher	Director of Residence Life/Assistant Dean of Students
Brittany Foley	Residence Center Coordinator
Sharlette Friday	Weekend Residence Center Manager
Linda Garcia	Accompanist/Choral Music Coordinator
Tanya Garrett	Administrative Assistant, Health and Wellness
Michael Gatson, M.A.	Library Coordinator
Charlene Geffrard	Mail Room Coordinator
Howard O. Gibson, Ph.D.	Vice President of Academic Affairs
Andrew Glover	Director, Sports Information
Corben Green	Assistant Baseball Coach/Athletic Academic Coordinator
Shawana Hayes	Admissions Counselor
Melissa Henderson	Bursar/Cashier
Jeremy Hodge	Executive Director, Career Services
Wanda Jackson	Administrative Assistant
Vickie Jamison	Executive Administrative Assistant, Office of the President
Cassandra Johnson	Special Assistant to the President/Director of Title III
Frances Johnson	Sr. Administrative Assistant, Academic Affairs
Johnny Johnson	Purchasing Manager
Timothy Johnson, Ph.D.	Executive Director of E-Learning and Extended Education
Olivia Johnston	Admissions Counselor

Amia Jones	Accountant
Karen Lester	Program Coordinator for the Office of Extended Education
Rae Lundy, Ph.D.	Associate Vice President, Student Health, Counseling, and Wellness
Ernest Mack	Director, Forensics
Gregory McPherson	Director, Choral Music
Gloria Mitchell	Registrar
Derrick Mitchell	Head Men's Basketball Coach
Vaun Monroe	Executive Director, Nate Parker Film and Theater Conservatory
Krystal Moody, M.S.	Chief Human Resources Officer
Felicia Murray	Residence Center Director
Percy Murray	Facilities Supervisor
Kerl Nathaniel	Assistant Director of Athletics
W. Anthony Neal, Ph.D.	Sr. Vice President of Institutional Advancement
Edell Nutall	Interim Chief of Police
Laneisha Palmer	HR Generalist
Varrie Pennywell	Senior Administrative Assistant
Bruce Peifer, MS	Associate Vice President, Athletics
Alvarez Pierce	Residence Center Manager
Quebec Polk	Assistant Director of Student Achievement and Retention
Leta Pruitt	Grant Accountant
Kiasha Roach-Murray	Financial Aid Counselor/Staff Technician
Tashara Robinson	Secretary, Student Affairs
Nancy Sikobe	Head Volleyball Coach
La'Keisha Singleton, MPH	Help Desk Coordinator
Tanreka Smith	Director of Enrollment Management
George Stiell, CPA	Vice President, Business and Finance
Nicholaus Strong	Athletic Recruiter/Asst. Baseball Coach/Radio Station Manager
Brittany Trahan	Accountant
Jonas Vanderbilt	Assistant Vice President, Student Affairs
Venson Warren	Residence Center Coordinator
Megan Watson	Head Women's Basketball Coach
Qutina Watson, Ed.D.	Interim Assistant Vice President for Strategic Retention and Student Success
Erinne Weber	Academic Coach
O. Ivan White, M.S.W.	Director, Administrative Services
Joyce Wilder	Residence Center Manager
Charles Wilder	Weekend Residence Center Manager
Kelwin Williams	Dean of Students/Assistant to the VP for Student Affairs
Winnie Winkley	Academic Coach
Justin Woods	Default Manager/Financial Aid Counselor
Fred Woolen	Residence Center Manager
Gwendolyn Wright	Residence Center Manager

FACILITIES STAFF

David Acevedo	Groundskeeper Maintenance
David Adkins	Groundskeeper Maintenance
Courtney Alexander	Groundskeeper Maintenance
Maria A. Banuelos	Custodian Housekeeper
Maria S. Banuelos	Custodian Housekeeper
Mario Beltran, Jr.	Groundskeeper Maintenance
Mario Beltran, Sr.	Groundskeeper Maintenance

Miguel Beltran
 Shawn Cooks
 Faustino Cruz
 Juan De La Cruz
 Jawon Denmark
 Elisa Gonzales
 Keith Hall
 Felipa Iniguez
 Devin Jones
 Manuel Longoria
 Roderick Manning
 Christopher McCall
 Andrea Mendoza
 Keith Moore
 Keylon Moore
 Londell Perkins
 Mac Robinson
 Xzavian Russell
 James Wilburn
 Reginal Williams
 Deion Williams

Groundskeeper Maintenance
 Custodian Housekeeper
 Groundskeeper Maintenance
 Groundskeeper Maintenance
 Groundskeeper Maintenance
 Custodian Housekeeper
 Groundskeeper Maintenance
 Custodian Housekeeper
 Groundskeeper Maintenance
 Carpenter Maintenance
 Groundskeeper Maintenance
 Groundskeeper Maintenance
 Custodian Housekeeper
 Groundskeeper Maintenance
 Groundskeeper Maintenance
 Custodian Housekeeper
 Groundskeeper Maintenance
 Custodian Housekeeper
 Custodian Housekeeper
 Groundskeeper Maintenance
 Groundskeeper Maintenance

SECURITY PERSONNEL

Jason Bratton	Security Officer
Kyle Green	Security Officer
Marco Herrera	Security Officer
Joseph Smith	Security Officer
Jalen Thompson	Security Officer
Cheryl Washington	Security Officer

BUS DRIVER PERSONNEL

Anita Barnes	Bus Driver
Rhonda Bennett	Bus Driver
Ruby Cooper	Bus Driver
Conrad Greene	Bus Driver
Anjetta King	Bus Driver
Donna Manning	Bus Driver
James Manning	Bus Driver

MY
RIGHTS



ACADEMIC CALENDAR

Academic Calendar 2020-2021

Summer 2020

Registration Open	February 10 (M)
First Day of Class	May 12 (T)
Last day to register, add and/or drop a class for Summer School	May 14 (H)
Census Day	May 18 (M)
Reinstatement Period	May 19 (T)
Memorial Day Holiday – College Closed	May 25 (M)
Ten-Month Faculty check out	May 29 (F)
Last Day of Class	June 22 (M)
Final Grades Due to the Registrar’s Office	July 2 (H) Noon

Summer Bridge 2020

Registration Open	March 23 (M)
First Day of Class	June 22 (M)
Last day to register, add and/or drop a class for Summer Bridge	June 23 (T)
Census Day	June 24 (W)
Reinstatement Period	June 25 (H)
Observe Fourth of July Holiday – College Closed	July 3 (F)
Faculty/Staff return to work	July 6 (M)
Last Day of Class	July 24 (F)
Final Grades Due to the Registrar's Office	July 29 (W) Noon

Fall 2020

Registration Open	February 10 (M)
Residence Life Halls Open for Freshmen	July 28 (T)
Parent Orientation	July 28 (T)
Freshmen Orientation	July 29 (W)
Faculty Return	July 30 (H)
Faculty/Staff Institute	July 30-31 (H-F)
Faculty Workdays/Faculty Participation – Freshmen Orientation	July 30-31 (H-F)
Fall 2020 Tuition Payment Due (1st Payment Deadline – 60% of balance due), Purge Due to Non-Payment	July 31 (F)
Residence Halls Open for Returning Students	August 1 (Sa)
First Day of Class	August 3 (M)
Late Registration Begins – Fees Apply	August 3 (M)
Elections Filing Week	August 3-7 (M-F)
Welcome Back Week	August 3-8 (M-Sa)
First day to apply and pay fees for graduation in May 2021 and submit Recommendations and Degree Plans	August 13 (H)
Last day to register, add and/or drop a class for Fall 2020	August 14 (F)
Campaign Week	August 17-21 (M-F)

Census Day

Final Tuition Payment Due

Deadline for students to pay remaining balances

First day to drop a course with a fee and receive a "W"**Reinstatement Period**

Freshmen Elections

President's Fall Convocation

Degrees Conferred for Summer Graduates

Labor Day Holiday – College Closed

Fall 2020 Tuition Payment Due (2nd Payment Deadline)

See your Advisor Week

Mid-Term Exams**Mid-Term Grades Due to Registrar's Office**

Pre-registration for Spring 2021 and Summer 2021

1st Day to submit 2020-2021 Free Application for Federal Student Aid (FAFSA)Fall 2020 Tuition Payment Due (3rd Payment Deadline)

Mental Health Awareness Week

Last day to withdraw from a course with a "W" and/or withdraw from the College

Last day to apply and pay fees for December 2020 graduates (Late fees apply)

Homecoming Week

Spring 2020 Tuition Payment Due (1st Payment Deadline-60% of balance due)

Homecoming Parade and Game Day

Veterans Day Holiday – College Closed

Last Day of Class

Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)

Final Exams

Residence Life Halls close for fall semester

Final Grades Due to the Registrar's Office

Faculty/Staff Workdays

Offices close at 5:00 PM

Christmas/New Year Holidays

Degrees Conferred for Fall Graduates

August 18 (T)

August 18 (T)

August 18 (T)

August 19 (W)**August 19-20 (W-H)**

August 21 (F)

August 25 (T)

August 31 (M)

September 7 (M)

September 7 (M)

September 7-11 (M-F)

September 21-23 (M-W)**September 25 (F) Noon**

October 1(H)

October 1 (H)

October 7 (W)

October 6-10 (T-Sa)

October 9 (F)

October 23 (F)

November 1-7 (Su-Sa)

November 6 (F)

November 7 (Sa)

November 9 (M)

November 13 (F)

November 9-13 (M-F)

November 16-19 (M-H)

November 21 (Sa)

November 24 (T) Noon

December 3-4 (T-W)

December 13 (F)

December 16-January 1, 2021 (W-F)

December 31 (T)

Spring 2021

Registration Open

October 1 (H)

Residence Halls Open

January 2 (Sa)

Faculty/Staff Return to Work

January 4 (M)

Faculty/Staff Institute	January 4-5 (M-T)
Orientation for new/transfer students and parents	January 4 (M)
Registration for new, transfer and continuing students	January 4-5 (M-T)
First Day of Class	January 6 (W)
Late Registration Begins – Fees Apply	January 6 (W)
Martin Luther King, Jr. Day – College Closed	January 18 (M)
Martin Luther King, Jr Celebration	January 19 (T)
Last day to register, add and/or drop a class for Spring 2021	January 19 (T)
Census Day	January 22 (F)
Final Tuition Payment Due	January 22 (F)
Deadline for students to pay remaining balances	January 22 (F)
First day to drop a course with a fee and receive a “W”	January 23 (Sa)
Reinstatement Period	January 25-26 (M-T)
Last Day to Order Regalia	February 1 (M)
See your Advisor Week	February 1 (M-F)
Last Day to Pay Graduation Fees without a late fee	February 5 (F)
Rising Junior Exams	February 8-10 (M-W)
Pre-registration for Summer	February 10 - March 2 (W-T)
Men of Strength Week	February 14-20 (Su-Sa)
Mid-Term Exams	February 22-24 (M-W)
Mid-Term Grades Due to Registrar’s Office	March 1 (M) Noon
Campaign Week	March 8-12 (M-F)
Election Day	March 12 (F)
147th Founder's Day Observance	March 14-20th (Su-Sa)
Last day to withdraw from a course with a “W” and/or withdraw from the College	March 17 (W)
Last Day to Remove “I”	March 17 (W)
Founder's Observance Convocation	March 20 (F)
Spring Break	March 22-26 (M-F)
Classes Resume	March 29 (M)
Last day to secure financial clearance for students who plan to graduate May 2021(Fall and Spring graduates)	March 31 (W)
Good Friday – College Closed	April 2 (F)
Easter Monday – College Closed	April 4 (M)
Honors Convocation	April 5 (T)
World Health Day	April 5 (T)
List of May 2021 Prospective Graduating Seniors to Faculty	April 15 (H)
Final Exams for Graduating Seniors	April 20-21 (T-W)
Final Grades for Prospective Graduating Seniors Due to the Registrar’s Office	April 23 (F) Noon
Last Day of Class	April 23 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	April 26 (M)
Final Exams for Non-Graduating Seniors	April 27-30 (T-F)
Residence Halls Close for Non-Graduating Seniors	April 30 (F)

First day to apply and pay fees for graduation in December 2021 and submit Recommendations and Degree Plans	April 30 (F)
Commencement – Degrees Conferred for Spring Graduates	May 1 (Sa)
Residence Halls Closes at 6 PM for Graduating Seniors and Choir Members	May 1 (Sa)
Final Grades Due to the Registrar’s Office	May 7 (F)

Summer 2021

Registration Open	February 8 (M)
First Day of Class	May 18 (T)
Last day to register, add and/or drop a class for Summer School	May 20 (H)
Census Day	May 24 (M)
Reinstatement Period	May 25 (T)
Ten-Month Faculty check out	May 28 (F)
Memorial Day Holiday – College Closed	May 31 (M)
Ten-Month Faculty check out	May 28 (F)
Last Day of Class	June 28(M)
Final Grades Due to the Registrar’s Office	July 6 (H) Noon

Summer Bridge 2021

Registration Open	March 22 (M)
First Day of Class	June 21 (M)
Last day to register, add and/or drop a class for Summer Bridge	June 22 (T)
Census Day	June 23 (W)
Reinstatement Period	June 24 (H)
Observe Fourth of July Holiday – College Closed	July 2 (F)
Faculty/Staff return to work	July 5 (M)
Last Day of Class	July 23 (F)
Final Grades Due to the Registrar's Office	July 28 (W) Noon

Fall 2021

Registration Open	February 8 (M)
Faculty Return	July 26 (M)
Residence Life Halls Open for Freshmen	July 27 (T)
Parent Orientation	July 27 (T)
Freshmen Orientation	July 28 (W)
Faculty/Staff Institute	July 28-29 (W-H)
Faculty Workdays/Faculty Participation – Freshmen Orientation	July 29-30 (H-F)
Fall 2021 Tuition Payment Due (1st Payment Deadline – 60% of balance due), Purge Due to Non-Payment	July 30 (F)
Residence Halls Open for Returning Students	July 31 (Sa)
First Day of Class	August 2 (M)
Late Registration Begins – Fees Apply	August 2 (M)
SGA Elections Filing Week	August 2-6 (M-F)

Welcome Back Week	August 2-7 (M-Sa)
First day to apply and pay fees for graduation in May 2022 and submit Recommendations and Degree Plans	August 12 (H)
Last day to register, add and/or drop a class for Fall 2021	August 16 (M)
SGA Campaign Week	August 16-20 (M-F)
Census Day	August 17 (T)
First day to drop a course with a fee and receive a "W"	August 18 (W)
Reinstatement Period	August 18-19 (W-H)
SGA Freshmen Elections	August 20 (F)
President's Fall Convocation	August 24 (T)
Fall 2021 Tuition Payment Due (2 nd Payment Deadline)	August 30 (M)
Labor Day Holiday – College Closed	September 6 (M)
See your Advisor Week	September 7-10 (T-F)
Mid-Term Exams	September 20-22 (M-W)
Mid-Term Grades Due to Registrar's Office	September 24 (F) Noon
Fall 2021 Tuition Payment Due (3 rd Payment Deadline)	September 30 (H)
Final Tuition Payment Due	September 30 (H)
Registration Opens	October 1 (F)
Last day to withdraw from a course with a "W" and/or withdraw from the College	October 8 (F)
Last day to apply and pay fees for December 2021 graduates (Late fees apply)	October 22 (F)
Homecoming Week	November 1 – 7 (M-Su)
Spring 2022 Tuition Payment Due (1 st Payment Deadline – 60% of balance due)	November 5 (F)
Homecoming Parade and Game Day	November 6 (Sa)
Veterans Day Holiday – College Closed	November 11 (M)
Last Day of Class	November 12 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	November 8-12 (M-F)
Final Exams	November 15-18 (M-H)
Residence Life Halls close for fall semester	November 20 (Sa)
Final Grades Due to the Registrar's Office	November 23 (T) Noon
Thanksgiving Holiday – Campus Closed	November 25-26 (H-F)
Faculty/Staff Workdays	November 30-December 3 (M-F)
Offices close at 5:00 PM	December 17 (F)
Christmas/New Year Holidays	December 20-January 1, 2022 (M-F)
Degrees Conferred for Fall Graduates	December 31 (F)

Spring 2022

Registration Open	October 1 (F)
Faculty/Staff Return to Work	January 3 (M)
Faculty/Staff Institute	January 7 (F)
Residence Halls Open	January 8 - 9 (Sa-Su)
Registration for new, transfer and continuing students	January 8-9 (Sa-Su)
First Day of Class	January 10 (M)
Late Registration Begins – Fees Apply	January 10 (M)

Last day to register, add and/or drop a class for Spring 2022	January 14 (F)
Martin Luther King, Jr. Day – College Closed	January 17 (M)
Martin Luther King, Jr Celebration	January 18 (T)
Census Day	January 26 (W)
First day to drop a course with a fee and receive a “W”	January 27 (H)
Reinstatement Period	January 27-28 (H-F)
Last Day to Order Regalia	January 31 (M)
See your Advisor Week	January 31 February 4 (M-F)
Last Day to Pay Graduation Fees without a late fee	February 4 (F)
Spring 2022 Tuition Payment Due (2nd Payment Deadline)	February 7 (M)
Rising Junior Exams	February 7-9 (M-W)
Pre-registration for Summer	February 7 - March 1 (W-T)
Men of Strength Week	February 13-19 (Su-Sa)
Mid-Term Exams	March 1-3 (T-H)
Mid-Term Grades Due to Registrar’s Office	March 7 (M) Noon
Spring 2022 Tuition Payment Due (3rd Payment Deadline)	March 7 (M)
SGA Campaign Week	March 7 - 11(M-F)
SGA Election Day	March 11 (F)
148th Founder’s Day Observance	March 13-19th (Su-Sa)
Last day to withdraw from a course with a “W” and/or withdraw from the College	March 16 (W)
Last Day to Remove “I”	March 16 (W)
Founder’s Observance Convocation	March 19 (F)
Spring Break	March 21-25 (M-F)
Last day to secure financial clearance for students who plan to graduate May 2022(Fall and Spring graduates)	March 25 (F)
Honors Convocation	April 5 (T)
World Health Day	April 5 (T)
Good Friday – College Closed	April 15 (F)
Classes Resume	April 18 (M)
List of May 2022 Prospective Graduating Seniors to Faculty	April 18 (M)
Last Day of Class for Graduating Seniors	April 22 (F)
Final Exams for Graduating Seniors	April 26-27 (T-W)
Final Grades for Prospective Graduating Seniors Due to the Registrar’s Office	April 29 (F) Noon
Last Day of Class for Non-Graduating Students	April 29 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	May 2 (M)
Final Exams for Non-Graduating Students	May 3 - 5 (T-F)
Baccalaureate Ceremony	May 5 (F)
First day to apply and pay fees for graduation in December 2022 and submit Recommendations and Degree Plans	May 5 (F)
Commencement – Degrees Conferred for Spring Graduates	May 6 (Sa)
Final Grades Due to the Registrar’s Office	May 13 (F) Noon

Summer 2022

Registration Open	February 8 (T)
First Day of Class	May 17 (T)
Last day to register, add and/or drop a class for Summer School	May 19 (H)
Census Day	May 23 (M)
Reinstatement Period	May 24 (T)
Ten-Month Faculty check out	May 27 (F)
Memorial Day Holiday – College Closed	May 30 (M)
Last Day of Class	June 27(M)
Final Grades Due to the Registrar’s Office	July 5 (T) Noon

Summer Bridge 2022

Registration Open	March 21 (M)
First Day of Class	June 20 (M)
Last day to register, add and/or drop a class for Summer Bridge	June 21 (T)
Census Day	June 22 (W)
Reinstatement Period	June 23 (H)
Observe Fourth of July Holiday – College Closed	July 4 (M)
Faculty/Staff return to work	July 5 (T)
Last Day of Class	July 22 (F)
Final Grades Due to the Registrar's Office	July 27 (W) Noon

Fall 2022

Registration Open	February 8 (M)
Faculty Return	July 25 (M)
Residence Life Halls Open for Freshmen	July 26 (T)
Parent Orientation	July 26 (T)
Freshmen Orientation	July 27 (W)
Faculty/Staff Institute	July 27-28 (W-H)
Faculty Workdays/Faculty Participation – Freshmen Orientation	July 28-29 (H-F)
Fall 2022 Tuition Payment Due (1st Payment Deadline – 60% of balance due), Purge Due to Non-Payment	July 29 (F)
Residence Halls Open for Returning Students	July 30 (Sa)
First Day of Class	August 1 (M)
Late Registration Begins – Fees Apply	August 1 (M)
SGA Elections Filing Week	August 1-5 (M-F)
Welcome Back Week	August 1-6 (M-Sa)
First day to apply and pay fees for graduation in May 2023 and submit Recommendations and Degree Plans	August 12 (F)
Last day to register, add and/or drop a class for Fall 2022	August 15 (M)
SGA Campaign Week	August 15-19 (M-F)
Census Day	August 16 (T)
First day to drop a course with a fee and receive a “W”	August 17 (W)
Reinstatement Period	August 17-18 (W-H)

SGA Freshmen Elections	August 19 (F)
President's Fall Convocation	August 23 (T)
Fall 2022 Tuition Payment Due (2 nd Payment Deadline)	August 30 (T)
Labor Day Holiday – College Closed	September 5 (M)
See your Advisor Week	September 6-9 (T-F)
Mid-Term Exams	September 19-21 (M-W)
Mid-Term Grades Due to Registrar's Office	September 23 (F) Noon
Fall 2022 Tuition Payment Due (3 rd Payment Deadline)	September 30 (F)
Final Tuition Payment Due	September 30 (F)
Registration Opens	October 3 (M)
Last day to withdraw from a course with a "W" and/or withdraw from the College	October 7 (F)
Last day to apply and pay fees for December 2022 graduates (Late fees apply)	October 21 (F)
Homecoming Week	October 30 - November 7 (Su-Sa)
Spring 2023 Tuition Payment Due (1 st Payment Deadline – 60% of balance due)	November 4 (F)
Homecoming Parade and Game Day	November 5 (Sa)
Veterans Day Holiday – College Closed	November 11 (F)
Last Day of Class	November 11 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	November 7-11 (M-F)
Final Exams	November 14-17 (M-H)
Residence Life Halls close for fall semester	November 19 (Sa)
Final Grades Due to the Registrar's Office	November 22 (T) Noon
Thanksgiving Holiday – Campus Closed	November 24-25 (H-F)
Faculty/Staff Workdays	November 29-December 2 (M-F)
Offices close at 5:00 PM	December 21 (F)
Christmas/New Year Holidays	December 22-January 1, 2023 (M-F)
Degrees Conferred for Fall Graduates	December 31 (Sa)

Spring 2023

Registration Open	October 3 (M)
Faculty/Staff Return to Work	January 2 (M)
Faculty/Staff Institute	January 6 (F)
Residence Halls Open	January 7-8 (Sa-Su)
Registration for new, transfer and continuing students	January 7-8 (Sa-Su)
First Day of Class	January 9 (M)
Late Registration Begins – Fees Apply	January 9 (M)
Last day to register, add and/or drop a class for Spring 2023	January 13 (F)
Martin Luther King, Jr. Day – College Closed	January 16 (M)
Martin Luther King, Jr Celebration	January 17 (T)
Census Day	January 25 (W)
First day to drop a course with a fee and receive a "W"	January 26 (H)
Reinstatement Period	January 26-27 (H-F)
Last Day to Order Regalia	January 30 (M)
See your Advisor Week	January 30 February 3 (M-F)

Last Day to Pay Graduation Fees without a late fee	February 3 (F)
Spring 2023 Tuition Payment Due (2nd Payment Deadline)	February 6 (M)
Rising Junior Exams	February 6-9 (M-W)
Pre-registration for Summer	February 6 - March 3 (W-F)
Men of Strength Week	February 12-18 (Su-Sa)
Mid-Term Exams	March 1-3 (W-F)
Mid-Term Grades Due to Registrar's Office	March 6 (M) Noon
Spring 2023 Tuition Payment Due (3rd Payment Deadline)	March 6 (M)
SGA Campaign Week	March 6 - 10(M-F)
SGA Election Day	March 10 (F)
149th Founder's Day Observance	March 12-18th (Su-Sa)
Last day to withdraw from a course with a "W" and/or withdraw from the College	March 15 (W)
Last Day to Remove "I"	March 15 (W)
Founder's Observance Convocation	March 18 (F)
Spring Break	March 20-24 (M-F)
Last day to secure financial clearance for students who plan to graduate May 2023(Fall and Spring graduates)	March 31 (F)
Honors Convocation	April 5 (W)
World Health Day	April 5 (W)
Good Friday – College Closed	April 7 (F)
Classes Resume	April 10 (M)
List of May 2023 Prospective Graduating Seniors to Faculty	April 17 (M)
Last Day of Class for Graduating Seniors	April 24 (F)
Final Exams for Graduating Seniors	April 25-26 (T-W)
Final Grades for Prospective Graduating Seniors Due to the Registrar's Office	April 28 (F) Noon
Last Day of Class for Non-Graduating Students	April 28 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	May 1 (M)
Final Exams for Non-Graduating Students	May 2-5 (T-F)
Baccalaureate Ceremony	May 5 (F)
First day to apply and pay fees for graduation in December 2023 and submit Recommendations and Degree Plans	May 5 (F)
Commencement – Degrees Conferred for Spring Graduates	May 6 (Sa)
Final Grades Due to the Registrar's Office	May 12 (F) Noon

Summer 2023

Registration Open	February 1 (W)
First Day of Class	May 16 (T)
Last day to register, add and/or drop a class for Summer School	May 18 (H)
Census Day	May 22 (M)
Reinstatement Period	May 23 (T)
Ten-Month Faculty check out	May 26 (F)
Memorial Day Holiday – College Closed	May 29 (M)

Last Day of Class	June 26(M)
Final Grades Due to the Registrar's Office	July 5 (W) Noon

Summer Bridge 2023

Registration Open	March 20 (M)
First Day of Class	June 19 (M)
Last day to register, add and/or drop a class for Summer Bridge	June 20 (T)
Census Day	June 21 (W)
Reinstatement Period	June 22 (H)
Observe Fourth of July Holiday – College Closed	July 4 (T)
Faculty/Staff return to work	July 5 (W)
Last Day of Class	July 21 (F)
Final Grades Due to the Registrar's Office	July 26 (W) Noon

Fall 2023

Registration Open	February 8 (W)
Faculty Return	July 31 (M)
Residence Life Halls Open for Freshmen	
Parent Orientation	
Freshmen Orientation	
Faculty/Staff Institute	August 2-3 (W-H)
Faculty Workdays/Faculty Participation – Freshmen Orientation	August 3-4 (H-F)
Fall 2023 Tuition Payment Due (1st Payment Deadline – 60% of balance due), Purge Due to Non-Payment	August 4 (F)
Residence Halls Open for Returning Students	
First Day of Class	August 7 (M)
Late Registration Begins – Fees Apply	August 7 (M)
SGA Elections Filing Week	
Welcome Back Week	
First day to apply and pay fees for graduation in May 2024 and submit Recommendations and Degree Plans	August 11 (F)
Last day to register, add and/or drop a class for Fall 2023	August 11 (F)
SGA Campaign Week	
Census Day	August 22 (T)
First day to drop a course with a fee and receive a "W"	August 23 (W)
Reinstatement Period	August 23-24 (W-H)
SGA Freshmen Elections	
President's Fall Convocation	August 29 (T)
Fall 2023 Tuition Payment Due (2 nd Payment Deadline)	
Labor Day Holiday – College Closed	September 4 (M)
See your Advisor Week	September 5-8 (T-F)
Mid-Term Exams	September 25-27 (M-W)
Mid-Term Grades Due to Registrar's Office	September 29 (F) Noon
Fall 2023 Tuition Payment Due (3 rd Payment Deadline)	

Final Tuition Payment Due	
Registration Opens	October 3 (T)
Last day to withdraw from a course with a “W” and/or withdraw from the College	October 13 (F)
Last day to apply and pay fees for December 2023 graduates (Late fees apply)	October 20 (F)
Homecoming Week	
Spring 2024 Tuition Payment Due (1 st Payment Deadline – 60% of balance due)	
Homecoming Parade and Game Day	
Veterans Day Holiday – College Closed	November 10 (F)
Last Day of Class	November 10 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	November 6-10 (M-F)
Final Exams	November 13-16 (M-H)
Residence Life Halls close for fall semester	
Final Grades Due to the Registrar's Office	November 22 (W) Noon
Thanksgiving Holiday – Campus Closed	November 23-24 (H-F)
Faculty/Staff Workdays	November 27-December 1 (M-F)
Offices close at 5:00 PM	December 20 (W)
Christmas/New Year Holidays	December 21-January 1, 2024 (M-F)
Degrees Conferred for Fall Graduates	December 31 (Sa)

Spring 2024

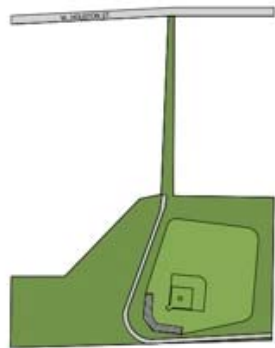
Registration Open	October 3 (T)
Faculty/Staff Return to Work	January 2 (T)
Faculty/Staff Institute	January 5 (F)
Residence Halls Open	
Registration for new, transfer and continuing students	
First Day of Class	January 8 (M)
Late Registration Begins – Fees Apply	January 8 (M)
Last day to register, add and/or drop a class for Spring 2024	January 12 (F)
Martin Luther King, Jr. Day – College Closed	January 15 (M)
Martin Luther King, Jr Celebration	January 16 (T)
Census Day	January 24 (W)
First day to drop a course with a fee and receive a “W”	January 25 (H)
Reinstatement Period	January 25-26 (H-F)
Last Day to Order Regalia	January 31 (W)
See your Advisor Week	January 29 February 2 (M-F)
Last Day to Pay Graduation Fees without a late fee	February 2 (F)
Spring 2024 Tuition Payment Due (2nd Payment Deadline)	
Rising Junior Exams	February 5-7 (M-W)
Pre-registration for Summer	February 5 - March 2 (W-F)
Men of Strength Week	
Mid-Term Exams	March 5-6 (T-W)
Mid-Term Grades Due to Registrar's Office	March 11 (M) Noon

Spring 2024 Tuition Payment Due (3rd Payment Deadline)	
SGA Campaign Week	
SGA Election Day	
150th Founder's Day Observance	
Last day to withdraw from a course with a "W" and/or withdraw from the College	March 13 (W)
Last Day to Remove "I"	March 13 (W)
Founder's Observance Convocation	
Spring Break	March 18-22 (M-F)
Last day to secure financial clearance for students who plan to graduate May 2024(Fall and Spring graduates)	March 28 (H)
Good Friday – College Closed	March 29 (F)
Classes Resume	April 1 (M)
Honors Convocation	April 2 (T)
World Health Day	April 5 (F)
List of May 2024 Prospective Graduating Seniors to Faculty	April 16 (T)
Last Day of Class for Graduating Seniors	April 22 (M)
Final Exams for Graduating Seniors	April 23-25 (T-W)
Final Grades for Prospective Graduating Seniors Due to the Registrar's Office	April 26 (F) Noon
Last Day of Class for Non-Graduating Students	April 26 (F)
Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)	April 29 (M)
Final Exams for Non-Graduating Students	April 30 – May 3 (T-F)
Baccalaureate Ceremony	May 3 (F)
First day to apply and pay fees for graduation in December 2024 and submit Recommendations and Degree Plans	
Commencement – Degrees Conferred for Spring Graduates	May 4 (Sa)
Final Grades Due to the Registrar's Office	May 11 (F) Noon

Summer 2024

Registration Open	February 1 (T)
First Day of Class	May 14 (T)
Last day to register, add and/or drop a class for Summer School	May 16 (H)
Census Day	May 20 (M)
Reinstatement Period	May 21 (T)
Ten-Month Faculty check out	May 24 (F)
Memorial Day Holiday – College Closed	May 27 (M)
Last Day of Class	June 24(M)
Final Grades Due to the Registrar's Office	June 28 (F) Noon

CAMPUS MAP



COKER FIELD PROPERTY



CEMETERY PROPERTY



CAMPUS MAP

BUILDING LEGEND

- 1 AARON BAKER SCIENCE BUILDING
- 2 WILEY COLLEGE APARTMENT COMPLEX
- 3 THIRKIELD HALL
- 4 DOGAN HALL
- 5 JOHNSON-MOON HALL
- 6 MCLEOD HALL
- 7 WILLIS J. KING ADMINISTRATION BUILDING
- 8 DAVID L. BECKLEY BUILDING
- 9 PRESIDENT'S HOME
- 10 THOMAS WINSTON COLE, SR. LIBRARY
- 11 SMITH-NOOKS HALL
- 12 FRED THOMAS LONG STUDENT UNION BUILDING
- 13 JULIUS S. SCOTT, SR. CHAPEL
- 14 FREEMAN P. AND CARRIE E. HODGE HALL
- 15 ALUMNI GYMNASIUM
- 16 MARY AND OCIE JACKSON HALL
- 17 H.L. STRICKLAND LIVING LEARNING CENTER
- 18 WILEY-PEMBERTON COMPLEX
- 19 WILEY-PEMBERTON COMPLEX EXTENSION
- 20 FIELDHOUSE
- 21 SOCCER FIELD
- 22 FACILITIES AND MAINTENANCE BUILDING
- 23 J. JACK INGRAM HALL

GRAPHICS LEGEND

- AREA OF JURISDICTIONAL WATERS
- 100 YEAR FLOODPLAIN





COURSE DESCRIPTIONS

Course Descriptions

ACCT – Accounting

ACCT 2311 – Principles of Accounting I (3 Credit Hours)

This course is an introduction to fundamental financial accounting concepts with emphasis on components of financial statements, entry theory, recording procedures, worksheet techniques, and preparation of financial statements. Accounting systems for enterprises and the importance of accounting information as presented in the financial statement analysis are introduced.

ACCT 2322 – Principles of Accounting II (3 Credit Hours)

A continuation of Principles of Accounting I.

This course emphasizes the preparation of reports and the use of accounting data for decision-making processes of management with particular focus on accounting concepts and tools that support the investigation and interpretation of the impact of financial information on managerial decision-making processes.

Prerequisite: ACCT 2311

ACCT 2377 – Income Tax Procedures: Individual (3 Credit Hours)

This course presents the study of federal income tax laws, rules, structures, and principles as it applies to the determination of individual taxable income and tax liability.

Prerequisite: ACCT 2322

ACCT 2388 – Income Tax Procedures: Partnerships and Corporations (3 Credit Hours)

This course is a presentation of federal income tax laws, rules and regulations as they apply to various business entities including partnerships, corporate, estate, and trust income tax.

Prerequisite: ACCT 2377

ACCT 3310 – Accounting Information Systems (3 Credit Hours)

This course is an exploration of traditional topics of accounting information systems in the computer environment for the accounting profession. Attention is given to how accounting professionals apply management information science and database theory to understand, design, create, and maintain accounting reporting and control systems.

Prerequisites: ACCT 2322 and CISC 2330 or with consent from the instructor

ACCT 3311 – Intermediate Accounting I (3 Credit Hours)

This course provides students with the knowledge of accounting concepts, principles, procedures, and the conceptual framework of accounting. Major topics include accounting processes, basic financial statements, and financial theory and practices for accounting for the time-value of money, cash, receivables, inventories, tangible and intangible assets.

Prerequisite: ACCT 2322

ACCT 3322 – Intermediate Accounting II (3 Credit Hours)

This course provides students with the knowledge of accounting concepts, principles, and procedures. Areas to be studied include stockholders' equity, earning per share, current and long-term liability accounting changes and errors correction, financial statement presentation, and revenue recognition.

Prerequisite: ACCT 3311

ACCT 3355 – Cost Accounting (3 Credit Hours)

This course provides an analysis of cost accounting concepts, principles, and procedures. Topics to be studied include cost behavior, job order costing, process costing, budgeting, standard costs, and variance analysis.

Prerequisite: ACCT 2322

ACCT 3366 – Accounting for Government and Non-Profit Organizations (3 Credit Hours)

This course trains students to apply accounting concepts, principles and procedures to governmental and non-profit organizations. Topics include budgeting, fund accounting, and financial reporting for state and local governmental units.

Prerequisite: ACCT 2322

ACCT 3380 – Managerial Accounting for Managers (3 Credit Hours)

This course presents the basic principles of managerial accounting. It also provides accounting systems that include financial statements, essential elements of cost, and managerial accounting for making decisions pertinent to business operations.

ACCT 3388 – Advanced Accounting (3 Credit Hours)

This course presents accounting problems related to multiple ownerships, business combinations and consolidated financial statements.

Prerequisite: ACCT 3322

BIOL – Biology

ACCT 4300 – Accounting Internship (3 Credit Hours)

This course is designed for eligible students to work at least eight weeks for twenty hours per week at public accounting firms, private firms, or public organizations gaining practical work experience in a job related to the student's career objective. Work progress is coordinated through visitation, discussion and reporting by a faculty member.

Prerequisite: Senior Standing

ACCT 4311 – Auditing I (3 Credit Hours)

This course is designed to provide an introduction to the basic theory and underlying principles and procedures of auditing financial statements for the purpose of assuring the fairness of representations made therein. The scope of the course includes an overview of the public accounting profession, auditing standards, ethics and legal liability in relation to the assessment of internal controls and other issues associated with the auditing profession.

Prerequisite: ACCT 3322

ACCT 4322 – Auditing II (3 Credit Hours)

This course reinforces and expands the knowledge of reporting and the gathering of audit evidence. Topics include forensic accounting, advance auditing and the problems facing accountants, with emphasis on the advanced auditing and problems facing accountants, the growing legal and ethical problems encountered by the professional accountant.

Prerequisite: ACCT 4311

ACCT 4330 – Tax Research and Analysis (3 Credit Hours)

This course introduces students to the fundamentals of tax research theory and methodology, including identifying and defining tax questions; locating appropriate authority; and interpreting statutes, cases and rulings. The students will be able to determine what information is needed for a specific tax question as well as find, analyze and communicate the findings in a professional manner. Emphasizes understanding and solving tax issues of current importance and the communication of such information. This course fulfills the Texas State Board of Public Accountancy requirement for 2 hours in Tax Research and Analysis.

Prerequisite: ACCT 3322, ACCT 2377 and Senior Standing

ACCT 4366 – Intermediate Accounting III (3 Credit Hours)

This course is a continuation study of financial accounting concepts, principles, and procedures related to investment in bonds and stocks, income taxes, pension and post-retirement benefits.

Prerequisite: ACCT 3322

BIOL 1401 – Introduction to Biological Sciences with Lab for Non-Majors (4 Credit Hours)

An introduction to the basic life principles for the biology of animals, plants and their environmental relationships. General concepts in genetics, taxonomy, behavior development, ecology, evolution morphology, physiology, specialization of living organisms are studied. Three hours of lecture and two hours of laboratory per week.

Co-requisite: Introduction to Biology Lab

BIOL 1411 – General Biology I with Lab (Zoology emphasis) (4 Credit Hours)

An introduction to the principles of zoology and a view of the animal kingdom will be examined. The functions of selected animals will also be emphasized. Laboratory exercises with major emphasis on taxonomy and classification of animals will be an integral part of the course. The focus is the animal kingdom. Three hours lecture and two hours of laboratory per week.

Co-requisite: General Biology I Lab

BIOL 1422 – General Biology II with Lab (Botany emphasis) (4 Credit Hours)

An introduction to the study of botany emphasizing plant taxonomy, morphology, physiology, ecology and embryology. The focus is plant taxonomy. Three hours of lecture and two hours of laboratory per week.

Co-requisite: General Biology II Lab

BIOL 2110 – Science Laboratory (1 Credit Hour)

This is a special course designed to meet a one-hour deficiency needed to meet the four-hour science requirement for General Education. The course combines lecture and laboratory adapted to complement the subject matter and laboratory experiences represented by the three credits transferred. It may include sections in biology, chemistry and physics.

Prerequisite: Three (3) semester credit hours of transferred college-level science courses.

BIOL 2200 – Concepts in Laboratory Analysis (2 Credit Hours)

This course provides practical experience with biochemical calculations and concepts used in the science lab.

Prerequisite: CHEM 2402

BIOL 2304 – Medical Terminology (3 Credit Hours)

This course consists of a study of the health fields and the fundamental structure of medical words including prefixes, suffixes, roots, combining forms and plurals; pronunciation, spelling, and definition of medical terms; emphasis on building a professional vocabulary required for working in the medical field.

BIOL 2451 – General Ecology with Lab (4 Credit Hours)

A general course that includes a study of plant and animal distribution, ecological interrelationships, and observation of the delicate balance in nature. Three hours of lecture and two hours of laboratory per week. (Laboratory includes field trips).

Prerequisites: BIOL 1411 and 1422

Co-requisite: General Ecology Lab

BIOL 3111 – Biology Seminar I (1 Credit Hour)

This course is designed to expose students to current research published in major scientific journals. Students will learn how to read and interpret methodologies and results published by other scientists. This course will provide students with a thorough understanding of the strengths and limitations of scientific writing.

Prerequisite: Junior standing

BIOL 3191 – Special Problems (1 Credit Hour)

Open to qualified students to develop a problem/solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3291 – Special Problems (2 Credit Hours)

Open to qualified students to develop a problem/solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3391 – Special Problems (3 Credit Hours)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3411 – Essentials of Cellular/Molecular Biology with Lab (4 Credit Hours)

A study of prokaryotic and eukaryotic cells with special emphasis on cellular activities. Attention is given to energetics, replication synthesis, molecular transport, and excitability of cells; methods in molecular biology, including biomolecular engineering and immunology. Three hours of lecture and two hours laboratory per week.

Prerequisites: BIOL 1411 and BIOL 1422

Co-requisite: Essentials of Cellular and Molecular Biology Lab

BIOL 3412 – Developmental Biology with Lab (4 Credit Hours)

The study of vertebrate embryonic development from gametogenesis to the development of organs. Reference is made to human development. Laboratory includes microscopic study of stages of development and experiments with frog and chick embryos and plant reproductive organs. Three hours lecture and two hours laboratory per week.

Prerequisite: BIOL 1411

Co-requisite: Developmental Biology Lab

BIOL 3441 – Anatomy and Physiology I with Lab (4 Credit Hours)

An integrated study of the human anatomy and physiology with emphasis on the integration of structure and function of the integumentary, skeletal, muscle, nervous, and endocrine systems. The course includes three hours lecture and two hours laboratory per week.

Prerequisites: BIOL 1411

Co-requisite: Anatomy and Physiology I Lab

BIOL 3442 – Anatomy and Physiology II with Lab (4 Credit Hours)

This course is a continuation of BIOL 3441 with emphasis on the integration of structure and function of the cardiovascular, respiratory, digestive, urinary, and reproductive systems.

Prerequisites: BIOL 3441

Co-requisite: Anatomy and Physiology II Lab

BIOL 3491 – Environmental Biology with Lab (4 Credit Hours)

Study of current problems and societal trends as related to the environment. Emphases on pollution, occupational and recreational conditions, health, and public health organizations and their functions. Three lecture hours and two hours laboratory per week.

Prerequisites: BIOL 1411 and BIOL 1422

Co-requisite: Environmental Biology Lab

BIOL 4112 – Biology Seminar II (1 Credit Hour)

This is a continuation of Biology Seminar I and is designed to increase the exposure to current research published in major scientific journals. Students will learn how to critique published scientific studies and discuss scientific data.

Prerequisite: BIOL 3111

BIOL 4141 – Special Problems (1 Credit Hour)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4201 – Research in Biology (2 Credit Hours)

This course is an introduction to the principles of research in biological sciences. The course gives the student a foundation in the philosophy of science, scientific method, data analysis, and report writing. Students will be required to conduct a literature review of a research topic.

Prerequisite: *Senior standing*

BIOL 4241 – Special Problems (2 Credit Hours)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4341 – Special Problems (3 Credit Hours)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4404 - Advanced Techniques in Molecular Biology and Biochemistry with Lab (4 Credit Hours)

The topics covered in this course include mRNA isolation, Northern blotting, gene cloning, PCR, expression of recombinant proteins, purification of proteins, bioinformatics, protein-protein interaction analysis and proteomics. The course includes two hours lecture and two hours laboratory per week.

Co-requisite: *Advanced Techniques in Molecular Biology and Microbiology Lab*

BIOL 4411 – Principles of Genetics with Lab (4 Credit Hours)

An overview of the principles of plant and animal genetics, including Mendelian and modern concepts of heredity. Development in molecular genetics will be addressed through the chemistry and physiology of the gene and the nature of gene action in prokaryotic cells. Three hours lecture and two hours laboratory per week.

Prerequisites: *BIOL 3411 or CHEM 4404*

Co-requisite: *Principles of Genetics Lab*

BIOL 4421 - Immunology with Lab (4 Credit Hours)

The study of the structure and function of antigens and antibodies, nature of immune responses, and immunological methods. Three hours lecture and two hours of laboratory per week.

Prerequisites: *BIOL 3411 or BIOL 3451*

Co-requisite: *Immunology Lab*

BIOL 4441 – Microbiology with Lab (4 Credit Hours)

This is a practical, hands-on, technical, and problem-solving, laboratory-centered course. Because of the nature and level of the course, the student must develop a finite number of core laboratory competencies. This course includes historical perspectives, cell structure and

function, microbial genetics, infectious disease, immunology, distribution, physiology, methods for detection, identification, classification, sterilization and disease control of microorganisms.

Prerequisites: *BIOL 1411 and BIOL 1422*

Co-requisite: *Microbiology Lab*

BUSI - Business

BUSI 1300 -Introduction to Business (3 Credit Hours)

This course is an exploration of the fundamentals, strategies, and dynamics that make the business world work. Emphasis is given to the concepts and vocabulary essential to understanding the factors that underlie modern business activity. Provision is made to give insight into e-commerce and its impact on world economies.

BUSI 1355 – Business Mathematics (3 Credit Hours)

This course presents applications of mathematics in an economic, finance, and business context. The course provides step-by-step guidance through sample problems and solutions related to banking, credit, basic finance and investment. It covers the following topics: simple and compound interest, discount, annuities, amortization, sinking funds, stocks and bonds. The content of the course is structured to incorporate tables, graphs and data sets collected from real-world situations.

Prerequisites: *MATH 1330*

BUSI 3300 - Business Communication (3 Credit Hours)

This course is a study of the concepts and theories pertinent to the development of effective communication skills. Emphasis is placed on the application of basic language skills applicable to the fundamentals of writing and editing business related documents--both technical and personal. Topics addressed include both writing and speaking skills applicable to the modern organization. This course meets the requirements for the Texas State Board of Public Accountancy for taking the CPA exam.

Prerequisites: *BUSI 1300*

BUSI 3321 - Business Statistics I (3 Credit Hours)

This course includes topics in descriptive and inferential statistics as well as introductory probability concepts. Topics include sampling and experimentation, descriptive statistics, probability, point and interval estimates, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Additional topics will be selected from descriptive methods in regression and correlation.

Prerequisites: *MATH 1330*

BUSI 3323 – Business Statistics II (3 Credit Hours)

This course presents concepts and methods of quantitative analysis. Coverage extends to hypothesis testing for means and variances, simple linear progression and correlation analysis, multiple regression analysis, the chi-squared and F distributions and their applications, index numbers and time series, and nonparametric methods.

Prerequisite: *BUSI 3321*

BUSI 3344 – Business Law I (3 Credit Hours)

This course is an introduction to the legal environment of business. Topics include introduction to the legal system contracts, sales, agency and consumer protection; property, commercial paper, business and technology, and international business and the environment.

Prerequisites: *Junior standing*

BUSI 3399 - Business LawII (3 Credit Hours)

This course studies the history, background, sources, and influences of modern law as it relates to the business activities of individuals, corporations and other legal entities; this course emphasizes business litigation, legal liabilities, and the laws governing contracts, creditors' rights, secured transactions, bankruptcy, partnerships, and corporations.

Prerequisites: *BUSI 3344*

BUSI 4355 - Business Ethics (3 Credit Hours)

This course provides a focused study on what business relations are and should be with stakeholders in the management of public and private organizations. It is also designed to consider what is right, proper, and just about the business activities and decisions affecting others. This course meets the requirements for the Texas State Board of Public Accountancy for taking the CPA exam.

Prerequisite: *Senior standing*

CHEM – Chemistry

CHEM 2301 – Nutrition (3 Credit Hours)

A study of basic nutrition including the following: major source of nutrition, safety and adequacy of the food supply, inter-relations of nutrients and metabolism, malnutrition, prevention and treatment of disease, and the application of nutrition to healthy living.

CHEM 2401 – General Chemistry I with Labs (4 Credit Hours)

The first part of a two-semester introduction to chemical principles that emphasizes atomic and molecular structure. Topics include the principal states of matter, stoichiometry, thermochemistry, bonding, atomic structure, quantum mechanics, kinetics, chemical

equilibrium, oxidation reduction, electrochemistry, the chemistry of representative and transition elements, and organic chemistry. Three hours of lecture and two hours of laboratory per week.

Prerequisites: *Concurrent enrollment or successful completion of ENGL 1301-1302 and MATH 1350 or a satisfactory SAT or Accuplacer score.*

Co-requisite: *General Chemistry I Lab*

CHEM 2402–General Chemistry II with Labs (4 Credit Hours)

A continuation of General Chemistry I.

Co-requisite: *General Chemistry II Lab*

CHEM 3101-3102 – Junior Chemistry Seminar I, II (1 Credit Hour)

Topics of interest and importance to science majors will be presented by faculty, visiting scholars, and junior and senior science majors. An opportunity for exposure to scientific topics not normally covered in class and for the development of scientific thinking.

Prerequisite: *Junior standing as chemistry major.*

CHEM 3401 – Organic Chemistry I with Lab (4 Credit Hours)

The first part of a two-semester introduction to organic chemistry, the chemistry of carbon and its derivatives. Topics include the structure, nomenclature, physical and spectral properties of various classes of organic compounds and their chemical reactions and syntheses. Organic reactions will be treated in a systematic manner, with emphasis placed on their mechanism and energy. Three hours of lecture and two hours of laboratory per week.

Prerequisites: *CHEM 2401 and 2402*

Co-requisite: *Organic Chemistry I Lab*

CHEM 3402 – Organic Chemistry II with Lab (4 Credit Hours)

A continuation of Organic Chemistry I.

Co-requisite: *Organic Chemistry II Lab*

CHEM 3403 – Analytical Chemistry with Lab (4 Credit Hours)

A comprehensive course in the theory and application of chemical principles to analysis. Lecture topics include error analysis, gravimetric and volumetric method, complex solution equilibria and electrochemistry. The laboratory consists of classical gravimetric and volumetric methods and analysis. Three hours of lecture and three hours of laboratory per week.

Prerequisites: *CHEM 2402 and 3402*

Co-requisite: *Analytical Chemistry Lab*

CHEM 3404 – Instrumental Analysis with Lab (4 Credit Hours)

Quantitative analysis using chemical instrumentation. Lectures cover major categories of instrumentation, including infrared, ultraviolet, and atomic absorption spectrophotometer, gas and high-pressure liquid chromatography, nuclear magnetic resonance and mass spectrometry. The laboratory includes extensive experience with available instrumentation. Three hours of lecture and three hours of laboratory per week.

Prerequisites: CHEM 2402 and 3402

Co-requisite: Instrumental Analysis Lab

CHEM 4101-4102 - Senior Chemistry Seminar I, II (1 Credit Hour)

A weekly seminar devoted to the exploration of current topics of interest in the various fields of science to broaden the experience of chemistry majors intending to enter graduate school. Individual topics will be announced at the time of registration. Each student will present one seminar per semester. Meet one hour weekly. Required of all chemistry seniors.

Prerequisites: CHEM 3101-3102

CHEM 4201-4202 – Chemistry Research I, II (2 Credit Hours)

Provides an opportunity for students, under the guidance of a faculty supervisor, to pursue scholarly research or study in areas associated with their academic field, but outside of prescribed courses. The student must submit a proposal and perform at least three hours of lab or study per week and one hour of consultation per week with the supervisor. Students may register for repeated enrollment in this course up to the maximum of six credits. Proposals must also include an evaluation plan.

Prerequisites: CHEM 3401 and 3402

CHEM 4401 – Physical Chemistry I with Lab (4 Credit Hours)

Introduction to thermodynamics, atomic and molecular structures, chemical kinetics and elementary theory of chemical bonding. Three hours of lecture and three hours of laboratory work per week.

Prerequisites: CHEM 2402 and 3402, PHYS 2401, MATH 2402

Co-requisite: Physical Chemistry I Lab

CHEM 4402 – Physical Chemistry II with Lab (4 Credit Hours)

Continuation of CHEM 4401

Co-requisite: Physical Chemistry II Lab

CHEM 4403 – Inorganic Chemistry with Lab (4 Credit Hours)

A survey of chemical properties of Main Group elements and the Transition Metals. Concepts developed in physical chemistry, such as bonding theory and thermodynamics are applied to the understanding of these properties. Coordination chemistry of the Transition Metals is emphasized and recent advances in this and other fields are discussed. Laboratory includes synthesis and characterization of a range of coordination compounds.

Three hours of lecture and three hours of laboratory per week.

Prerequisites: CHEM 2401 and 3402 and concurrent enrollment or successful completion of CHEM 2410/2402

Co-requisite: Inorganic Chemistry Lab

CHEM 4404 – Biochemistry with Lab (4 Credit Hours)

The application of chemical properties to life processes. The structure biosynthesis and metabolism of carbohydrates, lipids, proteins and other classes of compounds are discussed. Three hours of lecture and three hours of laboratory work per week.

Prerequisites: CHEM 3401 and 3402

Co-requisite: Biochemistry Lab

CISC – Computer Information Systems Concentration

CISC 1300 – Introduction to Computing (3 Credit Hours)

This course provides an overview of computer information systems and extensive hands-on-exercises using application software. The emphasis placed on computer hardware, software, and mastery of software applications including word-processing, spreadsheets, database management system, and presentation as well as communication tools. Furthermore, students are also exposed to technology research tools and other emerging social media technologies such as blogs, wiki, podcasting, and Google applications. Students learn techniques to search, evaluate, corroborate, and quote information found online. A graphic-based operating system is also covered.

CISC 2330 - Computer Applications in Business (3 Credit Hours)

This course presents computers as research tools to students in the behavioral and social sciences and human services. It presents an overview of computer hardware and software and use of an operating system and an editor as tools for the computer user. The student will also become familiar with the use of a word processor for report and proposal writing, spreadsheets for budgeting, and database design and access. They will develop and enhance computer skills and knowledge using current business software.

CISC 3335 – Management Information Systems (3 Credit Hours)

This course provides an introduction to concepts and principles of information systems, resources, analysis, development, management, and applications. Concepts regarding the use and benefits of information in the organization are introduced. Information technologies including telecommunication, computation, data storage and user interface are presented. The evolving nature of information systems and the change process, including design, development and implementation are also presented.

CISC 3340 - Problem Solving and Introduction to Programming (3 Credit Hours)

This course is an introduction to programming concepts and principles (structures, algorithms, and problem-solving using JAVA), and hardware fundamentals.

Prerequisite: CISC 2330

CISC 3350 – Database Systems Management (3 Credit Hours)

In this course, students are introduced to database management systems. Topics include database design, creating relational databases, security, Structured Query Language (SQL) and Query by Example (QBE). Students will be required to make use of computer facilities to complete programming projects.

Prerequisite: CISC 2330

CISC 3352 - Enterprise Systems and Integration (3 Credit Hours)

This course provides an introduction to enterprise resource planning (ERP) systems concepts, business processes impacted by ERP, systems and software integration. Key enterprise systems concepts from functional, technical, and implementation perspectives with emphases on process-centered organizations and designing systems to support cross-functional businesses.

Prerequisite: CISC 2330

CISC 3358 – Data Communication Systems and Networking (3 Credit Hours)

This course examines fundamentals of data communication concepts and networks are introduced. A major portion of the course is devoted to understanding data communication media, equipment and terminals, data transmission and standards, protocols, and networks. Data communication environments, regulatory issues, and network management are discussed. Students are exposed to network applications in the computer laboratory.

Prerequisite: CISC 1300 and CISC 2330

CISC 3360 - Web-Based Business Applications – Java (3 Credit Hours)

This course prepares the student to create and maintain web pages for personal and business purposes. Special emphasis is placed on java and vb.net business applications involving the Internet and Intranets, including electronic commerce and online stores.

Prerequisite: CISC 3340

CISC 3366 – Advanced Web-Based Applications (3 Credit Hours)

In this course, students will design and create advanced web-based applications. Content will consist of hands-on experience with advanced Java Applications, VB.NET programming and ADO.NET. Topics will include database programming with ASP.NET and XML.

Prerequisite: CISC 3360

CISC 3392 – Visual Basic Applications (3 Credit Hours)

This course combines the mechanics of learning and using controls within the Microsoft Systems as programming languages. Writing programs reinforces emphasis on the creation of basic program structure, modular design, and logical flow of control.

Prerequisite: CISC 2330

CISC 4332 – Data Mining (3 Credit Hours)

During this course, measurements and data, data analysis, uncertainty, score functioning, search, sort and optimizing methods, predictive modeling, data organization and knowledge and discovery, data ware housing and OLAP (Online Analytical Processing) technology for data mining and setting up a data mining environment is studied.

Prerequisites: CISC 3366 and MATH 1330

CISC 4370 – Internship (3 Credit Hours)

Students working toward the CIS degree, who are in the third year of their course work, receive on-the-job training in information systems. One credit for each 30 hours worked.

Prerequisite: Junior or Senior Standing

CISC 4380 – Network Design and Implementation (3 Credit Hours)

This course is a study of network topologies and their application to addressing the needs of networking an enterprise. Students will construct a functioning network. Issues of designing, implementing, and managing computer networks, including both Local Area Networks (LANs) and Wide Area Networks (WANs) will be discussed

CISC 4382 – Information Systems Security (3 Credit Hours)

The focus of this course is network and information security. Students will learn fundamentals of computer security, formal models of security, aspects of information systems such as access control, hacks/attacks, systems and program security, intrusion detection, cryptography, networks and distributed systems security, worms, and viruses, and other Internet secure applications. Students will develop the skills necessary to formulate and address the security needs of enterprise and personal environments.

Prerequisite: CISC 3335

CISC 4385 – Information Systems Analysis, Design & Project Management (3 Credit Hours)

This is the capstone course for CISC majors. Students will utilize the skills and knowledge from their previous CISC courses and their general business education. In the course, students will build a complete and working system in a realistic environment utilizing project management techniques.

Prerequisite: CISC 3335

CLAP – College Level Assessment Program

CLAP 1099 – Placement Examinations

The placement examinations are designed to assess the basic skills competence of the first-year student in reading, writing and mathematics. The results of these tests plus other data are used to help the college and the student with academic placement. The results are also used to certify that any deficiencies identified have been remediated, and the student is ready to move to the next level of general education. These examinations are to be taken the first semester of matriculation as a freshman, and prior to course selection and registration. Required for graduation.

CLAP 3099 – Rising Junior Examinations

These examinations are designed to certify that the student has a basic foundation on which to build a major area of study. The examinations assess the student's computation, computer, reading, study, and writing skills. The student's general educational and cultural development are also assessed. To be taken the second semester of the sophomore year. Required for graduation.

CLAP 4098 – Senior Comprehensive Examinations

The Senior Comprehensive Examinations assess the performance of the prospective graduate across a wide array of areas, including general education, major and minor subject field knowledge, and cultural and social maturity. Additionally, the Senior Comprehensive Examinations are designed to determine the student's

ability to synthesize, analyze and apply acquired knowledge in new situations. To be taken the first semester of the senior year. Required for graduation.

CLAP 4099 – Subject Field Examinations

This examination is designed to assess the student's knowledge of the major area of study. To be taken the second semester of the senior year. Required for graduation.

CRIJ - Criminal Justice

CRIJ 1330 – Introduction to Criminal Justice (3 Credit Hours)

An introductory course designed to familiarize students with the history, development, philosophy and organization of the criminal justice system and the future of the system. Processing of offenders, punishment and its alternatives will be studied. (Survey Course)

CRIJ 2300 – Criminology (3 Credit Hours)

A scientific study of crime and the causes of criminal behavior.

Prerequisite: CRIJ 1330 or consent of the advisor

CRIJ 2331- Introduction to Law Enforcement and Security (3 Credit Hours)

An introduction to the history and development of police in the United States, its modern operation, organization and functioning; the relationship of the law enforcement process to other parts of the criminal justice system, especially private and industrial security. (Survey Course)

CRIJ 2332 – Introduction to Corrections (3 Credit Hours)

An introduction to corrections including its history and development, with emphasis on its operations, programs (especially treatment and rehabilitation), personnel and process. (Survey Course)

CRIJ 2333 – The American Legal System (3 Credit Hours)

An examination of the American court system including the judiciary, defense, prosecution, grand jury and adjudication process. (Survey Course)

CRIJ 3301 – Victimology (3 Credit Hours)

A study of the literature and current trends affecting victims in the criminal justice system. Emphasis is given to fear of crime, victim impact surveys, victim rights and compensation, and the impact of victimization on the individual.

CRIJ 3302 – Juvenile Delinquency (3 Credit Hours)

A study of the juvenile justice system, history, philosophy and evaluation of the juvenile court, juvenile court practices and procedures, nature and extent of delinquency, and the role of the police and correctional officer.

CRIJ 3303 – Substance Abuse (3 Credit Hours)

A review of the description, classification and analysis of current abused substances including an examination of the sociological, psychological and physiological effects on substance abusers, current modes of treatment and impact on the criminal justice agencies.

CRIJ 3304 – Social Justice (3 Credit Hours)

Examines theories of justice in social class, gender and race relationships within the criminal justice field.

CRIJ 2305/3305 – Crime in America (3 Credit Hours)

An examination of the sociological aspects of socially deviant behavior: implications for social control and order as it relates to crime and the criminal justice system.

CRIJ 3306 – Treatment in the Correctional Setting (3 Credit Hours)

An in-depth study of correctional treatment programs, actual exposure to treatment professionals and the correctional environment.

CRIJ 3307 - Narcotics and Vice (3 Credit Hours)

An examination of narcotics, alcohol, sexual and gambling offenses in addition to a study of offenders from a sociological perspective with emphasis on police operations and enforcement. (May only be taken as a Criminal Justice or Criminology course.)

CRIJ 3330 – Fundamentals of Law Enforcement to Criminal Justice (3 Credit Hours)

Organizational and operational principles of law enforcement and security systems. The role, activities, services and problems of law enforcement and security in relationship with community, city government and other institutions. Focuses on selective enforcement subculture and operational style and organizational working setting.

CRIJ2334/ 3331 – Criminal Investigation and Evidence (3 Credit Hours)

Study and practice of the interaction involved in face-to-face interviews and interrogation, legal issues in evidence and its collection, processing and use at trial; a general understanding of evidence law and court procedures related to the use of evidence.

CRIJ 2335/3332 – Criminal Law (3 Credit Hours)

A review of substantive statutory criminal law general principles of criminal responsibility, elements of major crimes and penalties.

CRIJ 2336/ 3333 – Pre-Trial Criminal Procedure (3 Credit Hours)

An examination of the legal requirement of US Supreme Court cases and rulings on arrest, search and seizure, confessions and legal assistance.

CRIJ 3334 – Community Policing (3 Credit Hours)

An examination of the philosophy and history of law enforcement; limitations imposed on law enforcement in accordance with the Constitution. An introduction to crime investigation procedures including physical evidence, case and trial preparation from a law enforcement perspective.

CRIJ 3335 – Agency Legal Liability (3 Credit Hours)

A study of constitutional and statutory law and decisions of the United States Supreme Court and state courts as they affect the ability of criminal justice agencies.

CRIJ 3336 – Sentencing and Prisoner Rights (3 Credit Hours)

An in-depth examination of the sentencing systems in the states and by the federal government (especially structured sentencing); and constitutional and statutory rights for probationers, parolees and prisoners in prison or jail.

CRIJ 2337/3337 – Juvenile Justice (3 Credit Hours)

An examination of the juvenile justice process system, from offense, custody, adjudication, informal and formal treatment and custody systems.

CRIJ 3341 – Correctional Systems (3 Credit Hours)

An in-depth view of correctional systems, organizations, roles, operations, treatments and rehabilitation.

CRIJ 3342 – Police Organization and Management (3 Credit Hours)

An introduction to the basic principles of police/correctional management and organization including practical exercises in budgeting, leadership, discipline and related problems.

CRIJ 4301 – Substance Abuse (3 Credit Hours)

A review of the description, classification and analysis of current abused substances including an examination of the sociological, psychological and physiological effects on substance abusers, current modes of treatment and impact on the criminal justice agency.

CRIJ 4333 – Crime and Deviance (3 Credit Hours)

An examination of the psychological and sociological aspects of socially deviant behavior: implication for social control and order as it relates to crime and the criminal justice system.

CRIJ 4155/4156/4157 – Forensics II (1 Credit Hour)

An application of lessons learned in the scientific forensics course(s) to the legal requirements of proof as evidence in legal proceedings. To be taken following the completion of each forensic course offered by Biology or Chemistry. (May be repeated for credit under each respective discipline.)

CRIJ 4341 – Post-Arrest Criminal Procedure (3 Credit Hours)

An examination of the operation of the post-arrest trial procedure for criminal defendants with intense study of the courts and criminal procedural law.

CRIJ 4351 – Narcotics and Vice (3 Credit Hours)

An examination of narcotics, alcohol, sexual and gambling offenses in addition to a study of offenders from a sociological perspective with emphasis on police operations and enforcement.

CRIJ 4352 – Organized Crime (3 Credit Hours)

An examination of organized crime in America through a comparison of past and present activities, historical development, areas of influence and current roles and enforcement efforts by agents of the criminal justice system.

CRIJ 4353 – Community-Based Corrections (3 Credit Hours)

An examination of the current role in correctional treatment and operation of the community-based corrections for adult offenders; administration of community-based correction programs and associated legal issues.

CRIJ 4354 – Treatment in the Correctional Setting (3 Credit Hours)

An in-depth study of correctional treatment programs, actual exposure to treatment professionals and the correctional environment.

Prerequisites: *Permission of the instructor and agencies*

CRIJ 4356 – Criminal Justice Ethics and Professional Responsibility (3 Credit Hours)

An examination and exploration of the legal, moral, ethical and professional standards of the criminal justice agent and agency.

CRIJ 4357/4358/4359 – Independent Study (3 Credit Hours)

A course that provides opportunities for students to develop and plan jointly with the instructor individualized projects or experience which relate to the

major or career interests or future academic preparation of the student. The course proposal must be approved by the dean, signed by the Vice President for Academic Affairs, and filed with and dated by the Registrar at the time of registration. (May be taken three times on different topics.)

Prerequisites: *Department and instructor permission*

CRIJ 4360 – Directed Study (3 Credit Hours)

Directed and intensive study in a special area of criminal justice. The course proposal must be approved by the dean, signed by the Vice President for Academic Affairs, and filed with and dated by the Registrar at the time of registration. (May be repeated for additional credit.)

Prerequisites: *Department and instructor permission*

CRIJ 4365/CRJA 4365 – Criminal Justice Statistics (3 Credit Hours)

Criminal Justice Statistics is a survey course designed to introduce undergraduate students to a wide range of statistical techniques used in the social sciences. This course is a general survey of statistical methods used in the criminal justice field. It begins with a study of descriptive research techniques, with an emphasis on the design and statistical analysis of descriptive experimentation. Topics will include central tendency and dispersion, probability theory, frequency distributions and percentiles, correlation and regression, and descriptive research design. Throughout the course, considerable emphasis will be placed on practical application and interpretation of the statistical procedures covered. (Also offered as CRJA 4365)

CRIJ 4362/4363/4364 – Special Topics (3 Credit Hours)

A course based on a new and emerging special area of criminal justice. (Different special topic courses may be repeated.)

CRIJ 4369/4669/4969 – Internship (3 Credit Hours)

A supervised internship working in a criminal justice agency (for 3 to 9 semester credit hours); an agency evaluation is required (Can be substituted for Field Experience)

Prerequisites: *Junior or senior status and permission of the instructor and agency*

CRIJ 4370/CRJA 4370 – Research Methods (3 Credit Hours)

This course will aid in the advancement of the students' skills in research methodology. It is designed to help adult learners become more aware of their own particular perspective, to gain insight into minority group positions and feelings, to be able to consider events from more than one viewpoint, and to apply diversity awareness skills in order to increase their effectiveness and safety on the job. (Also offered as CRJA 4370)

CRJ 4390 – Criminal Justice Senior Seminar (3 Credit Hours)

A concentrated study of current topics and issues in criminal justice with the students utilizing a critical analysis of recent research materials to prepare a graduate quality research paper.

CRJA – Criminal Justice Administration

CRJA 3100 – Career & Portfolio Management (1 Credit Hour)

In this course, students will review and analyze career patterns, assessment of goals, and examination for future trends in relationship to changes and lifestyles in portfolio preparation. College life, careers, study skills, portfolio development, and time management will be stressed.

CRJA 3300 – Transitions Through Adult Life (3 Credit Hours)

This module closely examines the nature of transitions in adult life and explores the skills needed to successfully navigate those transitions by “mastering the art of self-renewal.” As an adult development module, *Transitions Through Adult Life* wrestles with both historic and contemporary adult development theory. Through a process of self-discovery, adult learners come to a new understanding of themselves and others.

CRJA 3302 – Selected Topics on Social Psychology and Deviance (3 Credit Hours)

This module uses the major theoretical approaches in social psychology to provide adult learners with a deeper understanding of how people relate to and are changed by the social contexts in which they find themselves. This social-psychological perspective is, in turn, used to investigate critically the concept of deviance within the criminal justice systems.

CRJA 3304 – Selected Topics in Comparative Criminal Justice (3 Credit Hours)

This module focuses on current issues and trends within criminal justice systems outside of the United States. It enables adult learners to discover the unique advantages of these systems and determine their applicability to the U. S. system.

CRJA 3305 – Introduction to the Criminal Justice System (3 Credit Hours)

This module surveys the history and philosophy of the U.S. criminal justice system by providing adult learners with an overview of crime, criminals, and causal theories;

the jurisdiction of local, state, and federal criminal justice agencies; the functioning of the court system, sentencing, prisons, and parole. This module also examines court specialty areas of criminal justice such as juvenile delinquency, drugs and crime, and an exploration of the future of criminal justice.

CRJA 3307 – Issues in Constitutional Law (3 Credit Hours)

This module examines Supreme Court decisions on significant controversies that affect the criminal justice system. Every decision is considered in terms of the circumstances that gave rise to the controversy; the constitutional arguments of the parties to that controversy; the doctrines, rules, and policy choices the Court announced in resolving that controversy; and the salient consequences resulting from the judicial outcomes of that controversy.

CRJA 4309 – Criminal Investigation (3 Credit Hours)

This module introduces adult learners to the entire investigative process and explains how the development of community policing strategies has affected the process. Through simulations and hands-on activities, adult learners will develop the basic skills and attitudes that are necessary to conduct criminal investigations properly.

CRJA 4310 – Criminal Law and Procedure (3 Credit Hours)

This module explores the principles of criminal responsibility. It focuses on the procedural steps used to enforce criminal law and, at the same time, protect the rights of individuals. It also provides adult learners with an overview of the structure and function of the court system.

CRJA 4312 - Criminology (3 Credit Hours)

This module examines a number of significant sociological perspectives on crime. It explores criminal law and public perceptions of crime, types of crime, and the use of data analysis in crime prevention strategies.

CRJA 4314 – Correctional Theory (3 Credit Hours)

This module considers the social, economic, and political consequences of crime and punishment from a number of critical perspectives. These perspectives enable adult learners to understand the causal relationship between various social factors.

CRJA 4320 – Introduction to Criminal Justice Management (3 Credit Hours)

This module covers basic management concepts and functions with an emphasis on the roles and responsibilities of managers in criminal justice organizations.

ECON – Economics

CRJA 4325 – Leadership (3 Credit Hours)

This module enables adult learners to understand and develop their leadership style within criminal justice organizations. Role-playing and leadership-inventories are used to develop insight into human relations and to develop the personal and interpersonal skills needed in leadership roles. Emphasis is placed on the ability to anticipate and manage change.

CRIJ 4335 – Issues in Diversity (3 Credit Hours)

This module helps adult learners to become more aware of their own particular perspective, to gain insights into minority group positions and feelings to be able to consider events from more than one viewpoint, and to apply diversity awareness skills in order to increase their effectiveness and safety on the job.

CRJA 4345 – Ethics and the Administration of Justice (3 Credit Hours)

This module introduces adult learners to several diverse ethical issues and provides tools for understanding and subsequently dealing with each of these issues as they relate to criminal justice professionals.

CRJA 4365/CRIJ 4365 – Criminal Justice Statistics (3 Credit Hours)

Criminal Justice Statistics is a survey course designed to introduce undergraduate students to a wide range of statistical techniques used in the social sciences. This course is a general survey of statistical methods used in the criminal justice field. It begins with a study of descriptive research techniques, with an emphasis on the design and statistical analysis of descriptive experimentation. Topics will include central tendency and dispersion, probability theory, frequency distributions and percentiles, correlation and regression, and descriptive research design. Throughout the course, considerable emphasis will be placed on practical application and interpretation of the statistical procedures covered. (Also offered as CRIJ 4365)

CRJA 4370/CRIJ 4370 – Research Methods (3 Credit Hours)

This course will aid in the advancement of the students' skills in research methodology. It is designed to help adult learners become more aware of their own particular perspective, to gain insight into minority group positions and feelings, to be able to consider events from more than one viewpoint, and to apply diversity awareness skills in order to increase their effectiveness and safety on the job. (Also offered as CRIJ 4370)

ECON 2311 – Principles of Economics I (3 Credit Hours)

This course is an introduction to macroeconomics which refers to studies of national income accounts and measurement, income determination, banking system, monetary and fiscal policies, and aggregate economic activities, general equilibrium and economic fluctuation and growth.

ECON 2322 – Principles of Economics II (3 Credit Hours)

This course is an introduction to microeconomics which refers to studies of demand and supply, elasticities, determination of market price, market structures, and the theories of consumer behavior, theory of firm, cost of production, and pricing process under various markets.

Prerequisites: ECON 2311

ECON 3311 – Economics for Managers (3 Credit Hours)

This course introduces both macro and microeconomics. It includes several economic theories such as the firm theory, consumer behavior theories, income measurements and determination, and monetary and fiscal policies.

EDUC - Education

EDUC 2305 - Mathematics Methods for Early Childhood Education Majors (Algebra for Elementary Teachers) (3 Credit Hours)

This is a hands-on, math-methods course designed for Early Childhood majors. The course covers introductory methods for teaching the following developmentally appropriate topics; arithmetic, introductory number theory, set theory, algebra, proportional reasoning, measurement and geometry. Emphasis is placed on exploring various techniques and best practices used to teach and assess mathematics content in the Elementary School.

EDUC 2307 - Mathematics Methods for Middle & Secondary Education Majors (Mathematics for Elementary Teachers) (3 Credit Hours)

This is a hand-on, math-methods course designed for math education majors who plan on teaching middle and high school grades. The course covers methods for teaching and assessment of the following developmentally appropriate topics; algebra and algebraic reasoning, introductory number theory, set theory and geometry. Additional emphasis is also placed on exploring justification and mathematical reasoning as a valued classroom practice.

EDUC 2310 – Introduction to Teaching (3 Credit Hours)

A basic course in education designed to help students develop a basic awareness of the nature of teaching. Emphasis will be placed on developing an understanding of the roles and responsibilities of classroom teachers. Candidates should apply for admission to the Education program while enrolled in this course. This is a required course for all students majoring in education.

EDUC 3182 - Independent Study (Interdisciplinary Studies Research) (3 Credit Hours)

This course provides the opportunity for a student, working closely with a faculty advisor, to define and plan their capstone research or creative project proposal. By exploring a critical or creative problem, in some depth, the student will strengthen his or her analytical thinking, research practices, and writing skills.

EDUC 3306 - Education Seminar (3 Credit Hours)

This course is a comprehensive overview of the foundation of education in the U.S. It provides teacher candidates with a clear understanding of the teaching profession and the issues and controversies confronting American education today. The primary focus is to prepare reflective teachers who will be able to make informed data-driven decisions to improve and enhance the learning of children. Teacher candidates will develop their analytic and collaborative abilities through the examination and practice of principles of educational theory, teaching, learning, assessment, lesson planning using TEKs. Teacher candidates will determine what makes classrooms inviting, engaging, and challenging as they incorporate technology in a meaningful way. The field component involves candidates in one-to-one, small group, whole group activities. The emphasis in both course and the field are to develop a sense of teacher professionalism.

EDUC 3300 – Independent Study (3 Credit Hours)

A course that provides opportunities for students to develop and plan jointly with the instructor individualized projects or experiences which relate to the major, or career interests, or academic preparation of the students. The world of work today is complex and dynamic. This course will help the student develop a flexible career plan that can be used to navigate the rapidly-changing global workplace.

EDUC 3301 – Internship in Interdisciplinary Studies (3 Credit Hours)

This practicum is designed to provide students with the opportunity to develop work experience. An internship of 80 to 120 hours is required for the Interdisciplinary Studies major.

EDUC 3307 – Educational Strategies and Classroom Management (3 Credit Hours)

A course designed to provide candidates the opportunity to become familiar with and understand the various approaches to teaching and managing a classroom/educational setting. The basic emphasis is centered on building within each candidate the appropriate strategies to create a productive and effective learning environment for students.

EDUC 3313 – Educational Psychology/Human Growth & Development (3 Credit Hours)

This course emphasizes theories of learning, motivation, group dynamics, and individual differences. In addition, candidates learn the stages of human growth and development and the nature of human learning as it applies to teaching and education. Emphasis is placed on the application of psychological theory in classroom/educational. This course emphasizes theories of learning, motivation, group dynamics, and individual differences. In addition, candidates learn the stages of human growth and development and the nature of human learning as it applies to teaching and education. Emphasis is placed on the application of psychological theory in classroom/educational interactions. In addition, instruction will emphasize strategies for meeting the biological, psychological, cognitive, and social needs of culturally diverse students in any educational setting.

EDUC 3333 – Creative Movement (Phys. Ed./ Music/Art) EC-6) (3 Credit Hours)

An introduction to the essential elements of physical education, music and art for grades K-6, perceiving, expressing, appreciating and evaluating. Study of vocabulary, principles and creative growth of the child.

EDUC 3335 – Literacy in the Elementary School (3 Credit Hours)

This course develops candidates' capacity to teach Early Childhood Education majors to teach literacy skills in reading, writing, listening, speaking, viewing and representing. To this end, the course focuses on the cognitive, physiological, sociological factors that support the development of comprehensive literacy through candidates' exposure to assessment and instructional strategies related to the teaching of phonics and comprehension of oral, written, or visual text. Further, candidates explore ways in which technology can be used to facilitate learning.

EDUC 3336 – Writing in the Elementary Schools (3 Credit Hours)

This course addresses strategies to help students develop proficiency in working with students in early childhood pre-literacy skills, and elementary literacy skills: including listening, oral and written expression, and handwriting. Emphasis is placed on settings, along with other curricular areas. Students are instructed in methods to organize language arts and other content area classes for writing purposes.

EDUC 3338 – Social Studies Curriculum & Instruction (3 Credit Hours)

This course is designed to help students develop an understanding of the value of social studies as well as provide strategies for the effective integration of the various social studies disciplines. An understanding of how the teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS) test to plan and implement effective instruction, assessment, and evaluation will be gained.

EDUC 3339 – Science Curriculum & Instruction (3 Credit Hours)

This course focuses on methodologies used in the teaching of elementary science. Basic science concepts will be reviewed with a focus on effective instructional strategies for addressing the learning needs of students.

EDUC 3340 – Curriculum Development & Planning (3 Credit Hours)

This course provides instruction in curriculum organization, planning, evaluation, and practical applications of methods. An overall emphasis is placed on how all curriculum areas relate to one another, and on how planning is critical to effective instruction.

EDUC 3340 – Curriculum Development & Planning (3 Credit Hours)

This course provides instruction in curriculum organization, planning, evaluation, and practical applications of methods. An overall emphasis is placed on how all curriculum areas relate to one another, and on how planning is critical to effective instruction.

EDUC 3341 – Children’s Literature (3 Credit Hours)

This course guides teacher candidates through a historical overview of children’s literature emphasizing the evaluation principles of literature including traditional, modern, picture books, poetry, and stories.

EDUC 3342 – Diagnostic and Remedial Reading/Dyslexia Training (3 Credit Hours)

This course provides instruction in methods and differentiated strategies to meet the needs of students who experience difficulty in reading. Emphasis is given to strategies of documenting, assessing, and evaluating learners’ reading abilities, needs and interests.

EDUC 3343 – Assessment and Evaluation for Learning (3 Credit Hours)

This course is designed to provide approaches used in assessing and evaluating learning within the context of classroom assignments. Focus will be given to the difference between assessing for learning versus assessment of learning. Students will be expected to apply their understanding to classroom activities, scenarios, and exams. In addition, emphasis will be placed on methods for utilizing assessments to guide classroom instruction.

EDUC 3377 – Technology in Teaching (3 Credit Hours)

This course will provide practical, effective ways to integrate relevant technologies into instructional practices. The course incorporates high engagement strategies for fostering the student-centered learning environment. Students will create a portfolio of educational projects and construct a grade-appropriate lesson with suitable technology and Texas Essential Knowledge and Skills (TEKS) integration.

EDUC 3382 – The Exceptional Learner (3 Credit Hours)

This course provides an overview of historical perspectives, public laws, and current practices in special education. Definitions, characteristics, prevalence, assessment, and placement issues for specific disabilities and giftedness are emphasized in the course. The course also emphasizes improving the learning and behavior of students with special needs. Multicultural, age, and familial considerations for students with disabilities are also emphasized.

EDUC 3383 – Multicultural & Diverse Learners (3 Credit Hours)

This course provides an overview of historical perspectives, public laws, and current practices in special education. Definitions, characteristics, prevalence, assessment, and placement issues for specific disabilities and giftedness are emphasized in the course. The course also emphasizes improving the learning and behavior of students with special needs. Multicultural, age, and familial considerations for students with disabilities are also emphasized. This course also places emphasis on strategies for developing an awareness and appreciation of cultural diversity, and on

how to effectively engage and communicate with students from diverse backgrounds will give students an opportunity to study legal and practical issues related to working with diverse learners. Emphasis will be placed on strategies for developing an awareness and appreciation of cultural diversity, and on how to effectively engage and communicate with students from diverse backgrounds.

EDUC 3399 - Introduction to Interdisciplinary Studies (3 Credit Hours)

A basic course in Interdisciplinary Studies designed to help the student develop a basic awareness of the nature of interdisciplinary studies. This is a required course for all students majoring in Interdisciplinary Studies.

EDUC 4306 – K-12 TExES Preparation (3 Credit Hours)

This course is designed to provide intensive preparation for the state required professional development and subject-area examinations. Focus will be placed on effective strategies to approach test items and structured test-taking techniques. Students will be required to participate in various practice tests. Students must successfully complete the final exam, which is a TExES practice examination, in order to successfully complete the course. Instruction will cover examination registration, guidelines, and procedures. Passing this course is required of all education majors prior to approval for admission to Student Teaching and prior to approval for taking the state certification examinations.

EDUC 4323 – Directed Study (3 Credit Hours)

Directed and intensive study in a special area of education. Students will reflect on what they learned from their internship experience and practice marketing their new skills. Students will begin writing their capstone research or creative project/thesis paper.

EDUC 4358 – Educator Communication & Professional Development (3 Credit Hours)

This course will give students an opportunity to explore guidelines and professional responsibilities related to educator communications with students and others in the school community. Attention will be given to expectations for educator professional development, along with current trends and legal issues surrounding teacher evaluation processes.

EDUC 4359 – Reading in the Content Areas (3 Credit Hours)

This course is designed to assist teacher candidates in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which

reading is developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading strategies to support academic achievement.

EDUC 4601 – Student Teaching in the Elementary School (6 Credit Hours)

A minimum of 14 weeks of full-day directed experience in the elementary school, consisting of: observation and participation; working with individuals and small groups; at least 6 weeks of full-time teaching; analysis and evaluation of these experiences. (EC-6)

Prerequisite: Admission to student teaching

EDUC 4611 – Student Teaching in the Secondary School (6 Credit Hours)

A minimum of 14 weeks of full-day directed experience in the middle and/or secondary school, consisting of observation and participation; working with individuals and small groups; at least 6 weeks of full-time teaching; analysis and evaluation of these experiences. (Grades 4-8 and Grades 7-12)

Prerequisite: Admission to student teaching

EDUC 4612 – All-Level Student Teaching (6 Credit Hours)

A minimum of 14 weeks of full-day directed experience in the elementary, middle and/or secondary school, consisting of observation and participation; working with individuals and small groups; at least 6 weeks of full-time teaching; analysis and evaluation of these experiences. (Grades EC-12)

Prerequisite: Admission to student teaching

ENGL – English

ENGL 1301 – English Composition I (3 Credit Hours)

A course designed to teach students basic writing skills, the writing of basic types of paragraphs, and the writing of short essays/compositions.

ENGL 1302 – English Composition II (3 Credit Hours)

Continued practice in written communication skills, writing of expository and argumentative papers and the development of research papers.

Prerequisite: ENGL 1301 (3 Credit Hours)

ENGL 2300 – Introduction to Literature (3 Credit Hours)

Introduction to Literature focuses on preparing students to assume an active role in the literary community by making them familiar with the conventions, terminology and expectations of the study of literature. By emphasizing ways to communicate ideas about literature clearly and effectively, the course encourages the formulation of arguments about the aesthetic, political, and cognitive value of literature.

Prerequisites: 1302 and sophomore standing

ENGL 2301 – Advanced English Composition (3 Credit Hours)

A comprehensive study of advanced composition through writing and reading of expository essays with emphasis on logical thinking and grammatical correctness.

Prerequisites: ENGL 1301, 1302

ENGL 2311 – World Literature I (3 Credit Hours)

A course designed to develop familiarity with and appreciation of literary masterpieces from the ancient world to the Renaissance. Emphasis is on the literature of Hebrew, Greek, and Roman cultures and the literary evolution within the Renaissance period. There is an emphasis on the development of the various genres.

Prerequisites: ENGL 1301, 1302 and sophomore standing

ENGL 2312 – World Literature II (3 Credit Hours)

A continuation of the study of world literature, moving from Neo-classicism to the Modern Age. Within those historical boundaries, the focus is on literature of the late 17th and early 18th centuries and the modern period, which includes African American literature.

Prerequisites: ENGL 2311 and sophomore standing

ENGL 2331 – English Literature I (3 Credit Hours)

A survey of English literature from its beginning to the Restoration against the background of historical, social, and literary influences of the times, with intensive reading of representative primary works of the important authors.

Prerequisites: ENGL 2311 and sophomore standing

ENGL 2332 – English Literature II (3 Credit Hours)

A continuation of English 2331, focusing on the development of English literature from the nineteenth through the twentieth centuries, including representative authors such as Wordsworth, Coleridge, Conrad and Eliot.

Prerequisite: ENGL 2331

ENGL 2350 – Modern College Grammar (3 Credit Hours)

A study of phonology, syntax, and morphology of the English language with emphasis on modern linguistic developments. The application of language principles is emphasized.

ENGL 2360 – Creative Writing (3 Credit Hours)

Creative Writing introduces the conventions and practical skills for writing creatively in fiction, poetry, and drama. Specifically, this course serves as a workshop for students to explore theme, setting, character, plot, point of view, tone, style, and description in their own writing using contemporary and canonical readings as models.

Prerequisites: ENGL 1302 and sophomore standing

ENGL 2370 – Technical Writing (3 Credit Hours)

Technical Writing develops writing skill related to professional and non-academic contexts. In order to develop professional literacy, this course specifically focuses on technical exposition, technical narration, graphics, proposals, progress reports, physical research reports, and feasibility reports.

Prerequisites: ENGL 1302 and sophomore or consent of the advisor

ENGL 2380 – Film and Literature (3 Credit Hours)

Film and Literature studies the interrelations of literature and film with special emphasis on the theories of adaptation. This course will offer a comparative look at the textual, technical, and cultural elements of film and literature in order to examine how the two have continually modified one another during the past century.

Prerequisites: ENGL 2311 and sophomore standing or consent of the advisor

ENGL 3310 – African-American Literature (3 Credit Hours)

A survey of the experience of Blacks in America as recorded in literature written by Black authors from African roots through slave days to the present-day union with the mainstream of American life.

Prerequisite: ENGL 2311 or consent of the advisor and Junior standing

ENGL 3311 – American Literature I (3 Credit Hours)

A survey of American literature from its beginning to the nineteenth century with readings and discussions of major authors and their works.

Prerequisite: ENGL 2311 and sophomore standing

ENGL 3312 – American Literature II (3 Credit Hours)

This survey is a continuation of English 3311, covering selected works in American literature from the Civil War to the present, including representative authors such as Whitman, Dickinson, Ellison, Frost, and Eliot.

Prerequisite: ENGL 3311

ENGL 3323 – Essentials of College Writing (3 Credit Hours)

Organizational Management Program students are required to take this course designed to review grammar and practice writing skills. Emphasis on organizing and developing essays, constructing sentences and paragraphs and preparation of academic papers.

ENGL 3330 – Shakespeare (3 Credit Hours)

A study of Shakespeare's works, consisting of his comedies, tragedies, historical plays, and poems for intelligent interpretation and recognition of his influence upon later authors.

Prerequisite: ENGL 2331 and ENGL 2332

ENGL 3342 – Literature by Contemporary Black Writers (3 Credit Hours)

A study of the poetry, prose, and drama of Black writers from America, Africa and the Caribbean.

Prerequisite: Junior standing

ENGL 3380 – The Female Tradition in Literature (3 Credit Hours)

The Female Tradition in Literature focuses on literary and theoretical texts written by female writers and follows the contributions of writers across time, genre, culture, and nationality. The course investigates issues related to female literary tradition including: the literary canon, race, ethnicity, class, sexual orientation, and cultural context.

Prerequisite: ENGL 2311 and Junior standing

ENGL 4313 – English Literature Seminar (3 Credit Hours)

This course provides a survey of the major literary and historical themes of English Romanticism. The student will read and analyze representative authors such as Wordsworth, Coleridge, Blake, Byron, and Keats.

Prerequisite: ENGL 2332

ENGL 4320 – The History and Development of the English Language (3 Credit Hours)

In-depth survey of the English language's origin as a loosely related group of German dialects in 449 CE. By exploring the language's magnificent 1,500-year history, the course

illustrates the cultural, political, economic, and literary presence as a *lingua franca* or international language.

ENGL 4340 – Literary Criticism and Theory Literary (3 Credit Hours)

Criticism and Theory studies the history of English literary criticism and theory from its classical beginnings to contemporary approaches and practices. This course presents a variety of approaches that explain the philosophical underpinnings and assumptions of literary analysis.

Prerequisite: ENGL 2300 and Senior standing

ENGL 4341 – Literature of the African Diaspora (3 Credit Hours)

Literature of the African Diaspora explores contemporary expressions and interpretations of the experiences of the descendants of the peoples of Africa who were enslaved in or migrated to the Americas, Europe, and the Middle East.

Prerequisites: ENGL 2311 and Senior standing or consent of the advisor

ENGL 4342 – Topics in African American Literature (3 Credit Hours)

Topics in African American Literature explores a range of topics and texts growing out of the literary production of African Americans from the seventeenth century to the present. Specific semester topics are determined by the instructor.

Prerequisites: ENGL 2311 and Senior standing

ENGL 4390 – Topics in English Studies (3 Credit Hours)

Topics in English Studies provides a fuller understanding of traditional or contemporary approaches to the study of literature and culture by focusing on a specific field within English studies. The specific topic for a semester is determined by the instructor.

Prerequisites: ENGL 2311 and Senior standing

FINA – FINANCE

FINA 3322 – Business Finance (3 Credit Hours)

This course is a study of the concepts and financial analysis and techniques pertinent to the modern business. Topics include basic financial and economic concepts, financial management and planning, financial statements, analysis of financial statements, working capital management, time value of money, capital budgeting, and personal finance.

Prerequisites: ACCT 2322 and ECON 2322

FINA 3344 – Finance for Managers (3 Credit Hours)

This course is a study of the concepts and financial analysis and techniques pertinent to the modern business. Topics include basic financial and economic concepts, financial management and planning, financial statements, analysis of financial statements, working capital management, time value of money, capital budgeting, and personal finance.

GEEP – General Education Enrichment Program

GEEP 1001/1002/2001/2002/3001/3002/4001/4002 - General Education Enrichment Program (Pass/Fail)

The general education development and cultural enrichment course is designed to enhance the academic, religious, cultural, social, political, and economic experiences of the Wiley student. This course is mandatory for freshman and sophomore students. All traditional students are encouraged to attend the President's Opening Convocations, Religious Emphasis Week sessions, Graduate and Professional Days activities and other College assemblies.

GEES – Student Success Academy

GEES 1200 – Academic Success Seminar (2 Credit Hours)

This is an academic centered seminar that introduces students to Wiley College and its legacy. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in higher education. Primary focus will be placed on the ability to locate and gather information and to engage in the fundamentals of argumentation as a part of the Academic Success Seminar class.

GEES 1100 – Academic Success Seminar – Personal Finance (1 Credit Hour)

This course is an approved certified National Financial Educators Council course which covers the following topics: Financial Psychology, Savings, Expenses, Budgeting; Account Management; Credit Profile; Loans & Debt; Jobs and Careers. Students will gain financial habits and relationships with money that will serve throughout their lifetime.

HIST – History

HIST 1301 – United States History I (3 Credit Hours)

History of the United States from its European colonization to the period of Reconstruction.

HIST 1302 – United States History II (3 Credit Hours)

A continuation of History 1301 with emphasis on the period from 1865 to the present.

Prerequisite: HIST 1301

HIST 2300 – Introduction to African American Studies (3 Credit Hours)

An introduction to the African American experience. An intellectual base for understanding the African American experience. Core subject areas covered are history, religion, politics, economics, art, and music.

HIST 2301 – Europe to 1815 (3 Credit Hours)

History of Europe from 1450 to 1815 with emphasis on the Renaissance, the Old Regime, the French Revolution, and the era of Napoleon.

HIST 2302 – Europe Since 1815 (3 Credit Hours)

History of Europe from 1815 to the present with emphasis on the beginnings of colonization and its decline and the impact of the World Wars on Europe

HIST 2305 – Historical Research Methods (3 Credit Hours)

Introduction to the basic concepts and techniques of historical investigation and writing.

HIST 2310 – World History I (3 Credit Hours)

A survey of the societies and cultures of Asia, Africa, the Middle East, Europe, the Americas, and Oceania to 1600.

HIST 2311 – World History II (3 Credit Hours)

A review of the principal developments in world history since 1600, including scientific and technological revolutions, nationalism, immigration, colonialism, world wars, decolonization, modernization, democracy and dictatorships.

HIST 2361 – Texas History (3 Credit Hours)

A survey of the development of Texas from the time of the Spanish influence to the present Prerequisite:

Prerequisite: HIST 1301

HIST 3161, 3261, 3300 – Independent Study (1-3 Credit Hours)

A course that provides opportunities for students to develop and plan jointly with the instructor individualized projects or experiences which relate to the major, or career interests, or academic preparation of the student. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President of Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

HIST 3301 – History of England (3 Credit Hours)

A study of English history from the Roman invasions to the dawn of modern England. Special emphasis is given to constitutional and parliamentary developments and the expansion of Great Britain.

HIST 3311 – United States Society and Thought I: Colonization to 1800 (3 Credit Hours)

Covers the conditions on the eve of European arrival in the Americas, the establishment, growth, and development of the American colonies, the movement toward American Independence, and the experimentation with national self-government that culminated with the U. S. Constitution and the Revolution of 1800.

Prerequisites: HIST 1301, HIST 1302

HIST 3312 – United States Society and Thought II: The 19th Century (3 Credit Hours)

Examination of the major developments related to the market revolution, westward expansion, American slavery and sectionalism, the Civil War, Reconstruction, Populism, and the rise of Jim Crow segregation.

Prerequisites: HIST 1301, HIST 1302

HIST 3313 – United States Society and Thought III: 1900 to Present (3 Credit Hours)

Examination of the period from 1900 to the present, with emphases placed on the rise of America to global prominence and increasing involvement in world affairs, the major reform movements of the 20th and 21st Centuries, and other significant cultural, political and economic developments.

Prerequisites: HIST 1301, HIST 1302

HIST 3341 – History of Religion in America (3 Credit Hours)

A survey of religion from the period of its origin to the present with emphasis on the diversity of American religions, the origin of major denominations, and the interaction of religion and society.

HIST 4161, 4261, 4300 – Directed Study (1-3 Credit Hours)

Directed and intensive study in a special area of history. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

HIST 4311 – African American Historical Movements (3 Credit Hours)

A study of the African background and place of African Americans in the United States. Emphasis is placed on the contributions of African Americans in every period of United States history.

HIST 4321 – History of Developing Countries (3 Credit Hours)

This course focuses on the historical experiences of the regions of the world such as South Asia; East and South-East Asia; the Middle East and North Africa; and sub-Saharan Africa as well as the political, economic, social and cultural challenges that affected these regions after colonialism.

HIST 4341 – Global Issues (3 Credit Hours)

An examination of how global problems such as human rights, nationalism, militarism, religious differences, population control, centralization of power, hunger and economic instability affect society and world politics.

HIST 4361 – Historiography (3 Credit Hours)

A survey of the literature of history; intensive study of the style and philosophy of leading historians; the nature and extent of materials for writing history; and research and writing about selected areas of American history.

HIST 4362 – Senior Capstone/Senior Thesis (3 Credit Hours)

With the cooperation and guidance of the instructor, the student will conduct a semester-long study of a mutually-agreed upon historical topic, and produce a well-researched and well-written scholarly essay on that topic.

Prerequisites: Senior standing.

HUMA – Humanities

HUMA 2300 – Humanities (3 Credit Hours)

An interdisciplinary course designed to provide a broad-based humanistic study of world cultures with emphases on music, art, and philosophy. Special emphasis is placed on the contributions of African-Americans to the development of world culture in these three areas.

MANA – Organizational Management

MANA 3100 – Career and Portfolio Management (3 Credit Hours)

Students in this course will review and analyze career patterns, assessment of goals, and examination of future trends in relationship to changes and lifestyles in portfolio preparation. College life, careers, study skills, portfolio development, and time management are stressed.

MANA 3311 – Principles of Management and Supervision (3 Credit Hours)

This course provides an examination of motivational theory and its application to individual and group functioning in the workplace and home. Analysis of leadership styles relative to particular circumstances and their effect on productivity are also studied.

MANA 3322 – Research and Data Analysis (3 Credit Hours)

This course provides an introduction to the research methods and statistics needed in the completion of the Senior Capstone Project and in the understanding of managerial decision-making.

MANA 3333 – Group and Organizational Behavior (3 Credit Hours)

This is a study of group behavior and the effect of group functioning on organizational effectiveness. Emphasis is placed on decision-making, task performance, and resolving group conflicts, development of strategies for efficient and productive group management.

MANA 3355 – Organizational Communication (3 Credit Hours)

This course is a study of the role of communication in creating a productive organizational environment. Students are assisted in developing and strengthening communication skills by focusing on interpersonal relationships, groups and presentation skills.

MANA 3388 – Business Law for Managers (3 Credit Hours)

This course is an analysis and application of the rules of law to business transactions. This course assists students in developing the skills required to identify legal issues and to apply the rules of law existing in court decisions and statutes to predict potential outcomes of legal controversies (e.g., arguments, disagreements and debates).

MANA 3399 – Entrepreneurship (3 Credit Hours)

A study of the procedures and concepts for proper formation and operation of a small business. Emphasis is placed on the procedures for starting, acquiring, or expanding a business. The study includes an analysis of the characteristics of a small business, planning, sources of capital, forms of organization, and small business problems.

MANA 4322 – Human Resources Management (3 Credit Hours)

In this course, students explore values and perceptions of selected groups affecting social and economic life through an analysis of policies and procedures relating to recruitment, selection, training, development and compensation of employees. Special attention is given to Equal Opportunity Employment and the Office of Safety and Health Administration Legislation through a series of case studies and simulations.

MANA 4300 – Operations Management for Managers (3 Credit Hours)

This course introduces learners to the various aspects of management of business operations and the cross functional relationships in organizations as part of corporate decision-making process.

MANA 4330 – Action Research Project (3 Credit Hours)

The Action Research Project is a major research effort designed for adult learners to apply knowledge and skills learned in earlier courses and from life experience. This research project is also expected to be one of the most ambitious research, writing, and creative endeavor of the undergraduate experience. In any event, the research project must be on a business related topic. All adult learners are expected to make presentations of their research projects and submit copies of their research to their instructor.

Prerequisite: MANA 3322

MANA 4333 - Organizational Ethics (3 Credit Hours)

This course explores managerial policies and practices based on their relationship to moral and ethical issues that occur in organizations. It examines various issues such as personal privacy, rights, equity, fairness, equal employment for everyone, corporate social responsibility, moral aspects on capitalism, and others.

MANA 4344 – Strategic Management (3 Credit Hours)

This course introduces adult learners to various management planning models and techniques and applies these to business cases. It stresses the concepts of strategic planning and strategic management. It also integrates knowledge from different functional fields of business.

MANA 4388 – Organizational Leadership for Managers (3 Credit Hours)

This course explores leadership and management theories and concepts that have emerged over the past decades. It analyzes leadership and management at the individual, team, and organizational levels, while presenting a comprehensive, integrative, and practical focus on leadership management. It includes identification of current leadership styles and examples as well as contemporary perspectives on ethics, organizational culture, diversity, learning organizations, strategic leadership, crisis leadership, networking, and coaching.

MARK – Marketing

MARK 3300 – Principles of Marketing (3 Credit Hours)

This course is an analysis of the business activities designed to plan, price, promote, and distribute products and services to customers. Topics include the environment of marketing, consumer behavior, consumer buying motives, marketing institutions and channels, governmental regulations, advertising, and current trends in marketing.

MARK 3311 – Marketing for Managers (3 Credit Hours)

This course provides effective marketing tools in a global economy, marketing structures, sales, pricing, image, promotion, flow of goods and services, and means of production and consumption. It also provides procedures to marketing product and service simultaneously.

MATH – Mathematics

MATH 1310 – Survey of Mathematics (3 Credit Hours)

Topics to be discussed include sets, the real number system, linear equations and inequalities, functions, and their graphs, systems of linear equations in two variables, geometry, consumer mathematics and probability and statistics.

Prerequisites: placement examination

MATH 1330 – College Algebra (3 Credit Hours)

A study of the real and complex number systems; sets and equations; simultaneous equations and matrices; inequalities; functions and relations; polynomials; algebraic, exponential and logarithmic functions; sequences and series.

MATH 1350 – Precalculus I (3 Credit Hours)

This course is the first of a two-course sequence devoted to the study of Pre-calculus concepts. Topics to be covered include linear, quadratic, polynomial, rational, exponential,

and logarithmic functions and applications; systems of linear equations and inequalities; matrices, determinants and partial fractions.

MATH 1351 – Precalculus II (3 Credit Hours)

This is the second part of a two-course sequence devoted to the study of Pre-calculus concepts. Topics to be discussed include basic geometry and algebraic concepts, trigonometric functions and graphs, identities, solutions of triangles; sequences, series, mathematical induction, permutations and combinations, probability and conics.

Prerequisites: *MATH 1350 or equivalent*

MATH 2300 – Math Methods for EC-6 (3 Credit Hours)

This is a hands-on, math-methods course designed for EC-6 majors. The course covers introductory methods for teaching the following developmentally appropriate topics; arithmetic, introductory number theory, set theory, algebra, proportional reasoning, measurement and geometry. Emphasis is placed on exploring various techniques and best practices used to teach and assess mathematics content in the elementary school.

MATH 2301 – Math Methods for 6-12 (3 Credit Hours)

This is a hands-on, math-methods course designed for math education majors who plan to teach middle and high school grades. The course covers methods for teaching and assessing the following developmentally appropriate topics: algebra and algebraic reasoning, introductory number theory, set theory and geometry. Additional emphasis is also placed on exploring justification and mathematical reasoning as a valued classroom practice.

MATH 2410 – Calculus I (3 Credit Hours)

Functions and their graphs, limit and continuity of functions, differentiation of algebraic and trigonometric functions, applications of the derivative, Mean Value Theorem, integration: the definite integral, Fundamental Theorem of the Calculus and applications of the definite integral.

Prerequisite: *MATH 1351 or equivalent*

MATH 2420 – Calculus II (3 Credit Hours)

Differentiation and integration of transcendental functions, techniques of integration, indeterminate forms, improper integrals, sequences and series, power series, Taylor's series, topics from Analytic Geometry, parametric equations and polar coordinates.

Prerequisite: *MATH 2510*

MATH 3200 – Junior Mathematics Seminar (2 Credit Hours)

Topics of interest and importance to mathematics majors will be presented by faculty, visiting scholars, senior and junior mathematics majors.

Prerequisite: *Junior Mathematics Major status.*

MATH 3300 – Fundamentals of Algebra for Elementary Teachers (3 Credit Hours)

Topics in elementary number theory and modern algebra.

MATH 3303 – Mathematics Applications Using Technology (3 Credit Hours)

This course is designed for the education student, majoring in the teaching of secondary school mathematics. It emphasizes the use of technology in the application of mathematical concepts involving linear, quadratic, exponential, logarithmic and trigonometric functions, sequences and series, derivatives and anti-derivatives.

Prerequisites: Math 2420 and CISC 1300

MATH 3305 – Elementary Statistics (3 Credit Hours)

This course introduces the students to the skills and practices in the field of statistics required to understand basic statistical principles and analysis. Topics to be studied include introduction to statistics, descriptive statistics, elementary probability theory, random variables and their distributions, sampling distributions, estimation, hypothesis testing, chi-square tests, regression and correlation, introduction to analysis of variance and non-parametric tests.

Prerequisite: MATH 1330 or MATH 1350

MATH 3309 – Mathematical Thinking and Writing (3 Credit Hours)

This course is a transition to Advanced Mathematics. It introduces the students to mathematical thinking, writing and proofs. Topics to be discussed include sets, logic, number theory, functions, relations, mathematical induction and a brief introduction to the basic concepts of analysis and algebra.

Prerequisite: MATH 2410 or equivalent

MATH 3314 – Discrete Mathematics (3 Credit Hours)

Introduction to the basic concepts and applications of number systems; sets, algorithms, mapping and relations; logical deduction and mathematical induction; elementary counting principles; Boolean algebra, graphs and digraphs.

Prerequisite: MATH 3309 or equivalent.

MATH 3319 – Probability & Statistics I (3 Credit Hours)

Basic probability and statistical concepts, probability distributions and probability density functions, mathematical expectation, special probability distributions to include the binomial, the Poisson, Gamma and normal distribution, functions of random variables and introduction to sampling theory.

Prerequisite: MATH 2420

MATH 3320 – Probability and Statistics II (3 Credit Hours)

This course is a continuation of MATH 3319 also includes estimation, hypothesis testing: Neyman-Pearson lemma, the power of a test, the likelihood ratio tests, regression and correlation, analysis of variance and non-parametric tests.

Prerequisite: MATH 3319

MATH 3330 – College Geometry (3 Credit Hours)

This course provides an in-depth study of Euclidean Geometry from an axiomatic point of view and brief discussion of other geometries.

Prerequisite: MATH 3309

MATH 3340 – Introduction to Linear Algebra (3 Credit Hours)

A study of linear equations, matrices, determinants, vectors in R^n , vector spaces, eigenvalues, linear transformations and matrices.

Prerequisite: MATH 2410 or equivalent.

MATH 3362 – History of Mathematics (3 Credit Hours)

The historical development of some fields in mathematics to include geometry, algebra, number theory and calculus is discussed. The work of mathematicians including Archimedes, Euclid, Pythagoras, Fermat, Newton, Gauss and others associated with the development of these fields and others will be discussed.

Prerequisite: MATH 2420 and MATH 3309

MATH 3370 – Differential Equations (3 Credit Hours)

A study of the first and higher orders of differential equations, existence theory, linear systems and applications.

Prerequisite: MATH 2420 or equivalent

MATH 3380 – Probability and Statistics for Elementary Teachers (3 Credit Hours)

Sets, permutations, combinations and binomial theorem, basic tendency and dispersions, elementary probability, random variables and distributions, linear regression and correlation.

Prerequisite: MATH 1330

MATH 3412 – Calculus III (4 Credit Hours)

The calculus of vector-valued functions and functions of several variables, partial differentiation, multiple integrals, applications and vector calculus.

Prerequisite: MATH 2420

MATH 4210 – Senior Mathematics Seminar (3 Credit Hours)

Topics of interest and importance to mathematics majors will be discussed.

Prerequisite: MATH 3200 and senior mathematics major status.

MATH 4320 – Introduction to Complex Analysis (3 Credit Hours)

The theory of limits, differentiation and integration in the complex plane, residue theory and conformal mapping.

Prerequisite: MATH 3309

MATH 4350 – Introduction to Modern Algebra I (3 Credit Hours)

An introduction to algebraic structures: rings, congruences, integral domains and fields, factorization, polynomials, groups, normal subgroups and finite groups.

Prerequisite: MATH 3309

MATH 4351 – Introduction to Modern Algebra II (3 Credit Hours)

Continuation of MATH 4350

Prerequisite: MATH 4350

MATH 4360 – Introduction to Real Analysis I (3 Credit Hours)

This course is an introduction to the study of sets, functions, the structure of the real numbers, the completeness axiom, sequences, continuity, differentiation and integration.

Prerequisite: MATH 3309

MATH 4361 – Introduction to Real Analysis II (3 Credit Hours)

This course is a continuation of MATH 4360. It includes infinite series, sequences and series of functions, power series and the topology of real numbers.

Prerequisite: MATH 4360

MATH 4370 – Numbers Theory (3 Credit Hours)

Topics to be discussed include mathematical induction, divisibility, prime numbers, congruences, some diophantine equations and number theoretic functions.

Prerequisite: MATH 3309

MATH 4380 – Applied Statistics (3 Credit Hours)

This course deals with the applications of statistical methods to enable the student, who has successfully taken MATH 3319 and MATH 3320 or equivalent, to apply statistics in real world situations. Topics to be discussed include descriptive statistics, experimental design, sampling distributions, confidence intervals, hypothesis testing, chi-square tests, regression and correlation, analysis of variances, non-parametric tests and statistical forecasting.

Prerequisite: MATH 3320

MCOM – Mass Communications

MCOM 1301 – Forensics Practicum II (3 Credit Hours)

This course is designed to provide students a greater practical experience through active class participation and competitive experience in public speaking, interpretation of literature, limited preparation, and debate. To be taken the second semester. Limited to Debate Students Only.

MCOM 1311 – Introduction to Mass Communications (3 Credit Hours)

Survey of mass communication systems in the United States and their role in American culture. Lecture and readings on history, theory, economics, and other areas of mass communication such as print and electronic media, advertising, public relations, and technical communication.

MCOM 2312 – Mass Communications Law and Ethics (3 Credit Hours)

An examination of the legal and ethical issues in mass communications media (television, newspaper, the internet, etc.) including such topics as objectivity, freedom of expression, representations of sex, violence and other human behavior; privacy, confidentiality, and obligations to the public.

MCOM 2321 – Mass Media Writing (3 Credit Hours)

Taught are fundamental principles of information-gathering, writing and reporting for print, broadcast and digital media.

MCOM 3099 – Special Topics in Mass Communications (3 Credit Hours)

Study and instruction is a specialized area of Mass Communications, as determined by the course instructor (subject to chair approval). This course qualifies as an Option A or Option B elective (requirement for MCOM major) or as one 3000/4000- level MCOM elective (requirement for minor). Repeatable in different topic areas.

MCOM 3300 – Independent Study (3 Credit Hours)

A course that provides opportunities for students to develop and plan jointly with the instructor individualized projects or experiences which relate to the major, or career interests, or academic preparation of the student. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

MCOM 3311 – Radio Production (3 Credit Hours)

Introduction to and hands-on practice for radio program production, announcing techniques and use of broadcast equipment. Limited on-air shifts.

MCOM 3313 – Basic Copy Editing and Graphic Design (3 Credit Hours)

Study of copy-editing practices, headline writing, and page layout for print media through the use of Associated Press wire copy practical exercises. This course employs basic techniques and processes in a layout design to meet the needs of modern visual techniques.

MCOM 3314 – Television Production (3 Credit Hours)

Theoretical and practical uses of television production. Emphasis will be placed on lighting, in studio camera operation, and videotaping.

MCOM 3321 – Feature and Editorial Writing (3 Credit Hours)

Techniques and styles of writing various types of features for newspapers, journals and magazines including writing editorials, news commentaries, columns and opinion articles for newspapers and magazines.

MCOM 3322 – Mass Media in a Diverse Society (3 Credit Hours)

This course is designed to acquaint students with the historical content of mass media and its relationship with minorities and women in advertising, entertainment, broadcasting, and public relations campaigns. The course is designed to discourage negative reinforced stereotypical thoughts and attitudes concerning the role of minorities and women within the mass media.

MCOM 3344 – Multimedia Reporting (3 Credit Hours)

Scriptwriting, reporting and copy-editing for internet, radio and television. Primary focus on documentaries, news promotions, commercials and public relations materials.

Prerequisites: MCOM 1311 and 2321

MCOM 3354 – Public Relations Writing (3 Credit Hours)

Preparing news releases, brochures, newsletters and public affairs programs. Evaluating the nature of communication, public opinion and persuasion, principles and techniques and media use.

MCOM 3355 – Public Relations Research (3 Credit Hours)

This course examines the current research, media and message elements involved in the creation of public relations campaigns, governmental regulations, and social and economic considerations.

MCOM 4300 – Directed Study (3 Credit Hours)

Directed and intensive study in a special area of mass communications. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

MCOM 4301 – Internship in Mass Communications (3 Credit Hours)

An internship of 80 to 120 hours is required for mass communications majors with practical experience under faculty supervision.

Prerequisites: MCOM 3311, 3313, or 3314 and Junior standing

MCOM 4314 – Mass Communications Theory and Research (3 Credit Hours)

Descriptive and critical examination of the major theoretical and methodological approaches to the study of communication. Emphasis on the relations between theory and methodology, including the philosophical foundations, concepts and analytical perspectives that define those relations.

Prerequisite: MCOM 1311

MCOM 4340 – Digital Editing Techniques (3 Credit Hours)

Students study the techniques and disciplines of camera and video equipment. Special emphasis is placed on digital newsgathering, field production and practical applications of various techniques associated with online and offline video editing.

MCOM 4341 – Public Relations Campaigns (3 Credit Hours)

This course examines the problems that public relations practitioners encounter in the professional field. Through case studies, students examine successful and unsuccessful campaigns.

MCOM 4342 – Event Planning and Management (3 Credit Hours)

Students receive practical experience in public relations through actual case studies. Students will be evaluated on their ability to develop and manage public events.

MCOM 4345 – Photojournalism (3 Credit Hours)

Students will learn the beginning techniques of camera use and how to transition from traditional photography to digital image gathering, printing, and processing

MCOM 4399 – Special Topics in Mass Communications (3 Credit Hours)

Study and instruction is a specialized area of Mass Communications, as determined by the course instructor (subject to chair approval). This course qualifies as an Option A or Option B elective (requirement for MCOM major) or as one 3000/4000-level MCOM elective (requirement for minor). Repeatable in different topic areas.

MGMT – Management

MGMT 3311 – Principles of Management (3 Credit Hours)

This course familiarizes students with current management concepts and practices, the evolution of management thought, functions of management, challenges of managers (including diversity), leadership, motivation (theories), ethics, decision making and global issues.

MGMT 3325 – Small Business Management (3 Credit Hours)

This course explores the management and operations of small businesses and their role in the economy, characteristics of small businesses, marketing and producing a product or service, maintaining financial health, and the future of small businesses.

Prerequisites: MGMT 3311

MGMT 3355 – Quality Management (3 Credit Hours)

This course examines issues of quality management, including planning and organizing for quality improvement, cost of quality, customer and vendor relations, process control, quality control, purchasing and inventory management, and management of the continuous improvement process. These concepts are relevant to both manufacturing and service operations.

Prerequisite: MGMT 3311 or consent of the advisor

MGMT 3377 – Entrepreneurship (3 Credit Hours)

A study of the procedures and concepts for proper formation and operation of a small business. Emphasis is placed on the procedures for starting, acquiring, or expanding a business. The study includes an analysis of the characteristics of a small business, planning, sources of capital, forms of organization, and small business problems.

Prerequisite: MGMT 3311 or consent of the advisor

MGMT 4322 – Human Resources Management (3 Credit Hours)

This course emphasizes policies and practices of personnel administration by examining internal and external environmental factors that influence effective management of people. Special emphasis is placed on legal aspects of

human resources, diversity, ethics, staffing, evaluation, training and the impact of human resources on the organization.

Prerequisites: MGMT 3311 and MGMT 4333

MGMT 4330 – International Business (3 Credit Hours)

This course is a study of the dynamics of global business activity. Synthesis is emphasized between domestic and foreign business practices, applications, legal systems, cultures, and social systems. Challenges and opportunities of the global business community will also be covered.

Prerequisites: MGMT 3311

MGMT 4333 – Organizational Behavior (3 Credit Hours)

This course is a study of individual and group/team behavior and their effects on organizational outcomes. Students will be familiarized with various attributions (causes) from an individual, group, and organizational perspective including socialization, group effects, ethics, leadership, decision making and environmental factors (internal and external, global and domestic).

Prerequisite: MGMT 3311 Principles of Management

MGMT 4338 – Internship (3 Credit Hours)

This course is a career related activity encountered in the students' area of specialization. Such internship provides a supervised on-the-job managerial experience in business, industry or government institutions to management majors. Students are allowed to take a maximum of three credit hours of management internship during their tenure at Wiley College. The lead professor and the dean of the school must certify both the assignment and the sponsoring organization before students may register for the internship.

Prerequisite: Senior standing

MGMT 4344 – Production and Operation Management (3 Credit Hours)

This course emphasizes the planning, designing, analyzing, and controlling processes and techniques involved in manufacturing and service organizations. Topics include logistics, physical distribution, global and domestic sources and channels of distribution, inventory management, production processes including scheduling, allocation of resources, quality management, JIT and MRP.

Prerequisites: BUSI 1355, BUSI 3323, and MATH 1330

MGMT 4346 – Inventory Management (3 Credit Hours)

This course provides an analysis of inventory concepts and the dynamics of managing inventory in the changing industrial and commercial environment. Specific attention will be given to scheduling, forecasting, sales and inventory requirements, computer applications to inventory control problems, building inventory models, and simulation.

Prerequisites: MGMT 3365

MGMT 4388 – Strategic Management and Business Policy (3 Credit Hours)

The course provides a capstone course for all business majors. Integrates the functional areas in the business curriculum with their application to the development of corporate strategy and planning. Focuses on the proper role and application of the strategic management process.

Prerequisites: MGMT 3311 and Senior standing

MGMT 4399 – Independent Study (3 Credit Hours)

Provides an opportunity to investigate a research problem in the areas of management under a designated faculty member who has experience in the selected area. Advisor permission and approval are required. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

Prerequisite: Senior standing

MUSI – Music

MUSI 1111 – Class Piano I (1 Credit Hour)

For non-keyboard music majors with minimal keyboard skills and non-music majors as an elective. A study to develop basic keyboard and musicianship skills to include sight reading, harmonization, accompaniment, and piano technique and repertoire.

MUSI 1112 – Class Piano II (1 Credit Hour)

This is a continuation of Class Piano I

Prerequisite: MUSI 1111

MUSI 1113 – Ear Training and sight Singing I (1 Credit Hour)

Ear Training/ Sight Singing I is an applied skills course in which the student will develop skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, and in singing melodies and counting rhythms from sight. This course meets two (2) hours each week.

Co/Prerequisite: MUSI 1301

MUSI 1114 – Ear Training and Sight Singing II (1 Credit Hour)

Ear Training/ Sight Singing II is a continuation of Ear Training/ Sight Singing I in which the student will develop skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, and in singing melodies and counting rhythms from sight. This course meets two (2) hours each week.

Prerequisite: MUSI 1113

MUSI 1300 – Fundamentals of Music (3 Credit Hours)

For non-music majors. A study of the rudiments of music, including notation, scales, intervals, sight- singing, and melodic and harmonic dictation. May not be counted toward a degree in music education.

MUSI 1301 – Music Theory I (3 Credit Hours)

A study of the principal chords in both the major and minor keys from the standpoint of part-writing, harmonic analysis and keyboard harmony.

MUSI 1302 – Music Theory II (3 Credit Hours)

Continued study of the principal chords with the addition of the dominant seventh chords, secondary chords, and non-harmonic tones from the standpoint of part-writing, harmonic analysis and keyboard harmony.

Prerequisite: MUSI 1301

MUSI 2113 – Ear Training/Sight Singing III (1 Credit Hour)

This course is a continuation of Ear Training/ Sight Singing II in the development of skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, and in singing melodies and counting rhythms from sight. In addition, the student will develop skills in melodic and rhythmic improvisation. This course meets two (2) hours each week.

Prerequisite: MUSI 1114

MUSI 2114 – Ear Training/Sight Singing IV (1 Credit Hour)

This course is a continuation of Ear Training/ Sight Singing III in the development of skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, in singing melodies and counting rhythms from sight, and in melodic and rhythmic improvisation. This course meets two (2) hours each week.

Prerequisite: MUSI 2113

MUSI 2117 – String Class (1 Credit Hour)

This course provides specific lessons in instructional techniques and beginning level performance of string instruments.

MUSI 2301 – Harmony I (3 Credit Hours)

The study of modulations to closely related keys, secondary dominant and leading-tone functions, simple binary and ternary forms, and instrumental part-writing. Advanced part writing, harmonic analysis and keyboard harmony are emphasized.

Prerequisites: MUSI 1302

MUSI 2302 – Harmony II (3 Credit Hours)

The study of altered and chromatic chords, modulations to remote keys, modal mixtures, the Neapolitan and augmented sixth chords, ninth, eleventh, and thirteenth chords, and extensions of tonalities. Advanced part-writing, harmonic analysis and keyboard harmony are emphasized.

Prerequisite: MUSI 2301

MUSI 3118 – Wood Wind (1 Credit Hour)

A course designed for the study of the basic methods and techniques of wood wind instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3128 – Brass Class (1 Credit Hour)

A course designed to study the basic methods and techniques of brass instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3129 – Brass and Percussion Class (1 Credit Hour)

A course designed to study the basic methods and techniques of brass and percussion instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3230 – Orchestration (2 Credit Hours)

A course designed to study the ranges, timbres, and uses of orchestral and band instruments; scoring for various instrumental and vocal combinations, as well as for full orchestras.

Prerequisite: MUSI 2302

MUSI 3260 – Fundamentals of Conducting (2 Credit Hours)

A study of fundamental techniques of choral and instrumental conducting through the study of works from standard choral and orchestral conduction.

MUSI 3300 – Music Appreciation (3 Credit Hours)

For non-music majors. A study of the principles of music, music history, works of major composers, and trends in contemporary music.

MUSI 3303 – Music History and Literature I (3 Credit Hours)

A survey course designed to explore the evolution of music styles, musical forms, social and political influences, periods

of major importance and characteristic elements associated with instrumental, vocal, and theoretical contributors are stressed. Selected vocal and instrumental works up to 1750 will be studied and analyzed.

MUSI 3304 – Music History and Literature II (3 Credit Hours)

A continuation of Music History and Literature I. A survey course designed to explore the evolution of music. Styles, musical forms, social and political influences, periods of major importance and characteristic elements associated with instrumental, vocal, and theoretical contributors are stressed. Selected vocal and instrumental works after 1750 will be studied and analyzed.

Prerequisite: MUSI 3303

MUSI 3311 – Concepts and Applications of Music for the Elementary School (3 Credit Hours)

A course designed to explore concepts and applications of music suitable for kindergarten through fifth grade. Special emphasis will be placed on the elementary music curriculum, the child's voice, the basic music series, as well as the philosophies underlying the most widely used methods, and effective techniques and procedures for their implementation. Observation in public schools is a requirement for successful completion of this course.

Prerequisite: MUSI 2302

MUSI 3322 – Concepts and Applications of Music for the Secondary School (3 Credit Hours)

A course designed to explore procedures for organizing and effectively directing the music curricula of junior and senior high schools; to develop and apply philosophies of education and to utilize technology to maximize the effects of the teaching process. Special emphasis will be placed on the supervision of the band, choir, and strings programs at the secondary level. Observation in public schools is a requirement for successful completion of this course.

Prerequisite: MUSI 3311

MUSI 4200 – Form and Analysis (2 Credit Hours)

A study and structural analysis of representative literature from the Baroque through romantic periods in terms of motive, thematic and rhythmic materials, cadences, and tonal design. Binary and ternary forms, sonata, fugue, rondo, ostinato, variation, and other major musical forms are emphasized.

Prerequisite: MUSI 2302

MUSI 4210 – Vocal Pedagogy (2 Credit Hours)

A study of the anatomy, physiology and acoustics of the voice. Applications to the choral rehearsal and applied lesson will be investigated. This course is designed as an introduction to the methods and materials of voice building for the teacher of voice and the choral director.

MUSI 4301 – Materials and Techniques of Choral Conducting (3 Credit Hours)

Materials and techniques for choral groups of junior and senior high school; rehearsal techniques, music productions and materials. Directed and intensive study in a special area of music.

Prerequisite: MUSI 3260

MUSI 4302 - Materials and Techniques of Instrumental Conducting (3 Credit Hours)

A survey of instrumental music literature from the Baroque to the present to include the selection of music appropriate for an orchestra, concert band, marching band, and stage band.

Prerequisite: MUSI 3260

MUSI 4233 – Directed Studies (2 Credit Hours)

Directed and intensive study in a special area of music. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

Recital**MUSI 3001 – Junior Recital (Piano)****MUSI 3003– Junior Recital (Voice)****MUSI 3005 – Junior Recital (Organ)****MUSI 3007 – Junior Recital (Instrumental)****MUSI 3009 – Junior Recital Preparation and Musical Research (Orchestra Instruments)**

The Junior Recital course serves as an administrative mechanism to enable the student's transcript to indicate completion of a recital program. Student must be enrolled simultaneously in an applied course in his/her instrument concentration.

MUSI 4121 – Senior Recital (Piano)**MUSI 4123 – Senior Recital (Voice)****MUSI 4125 – Senior Recital (Organ)****MUSI 4127 – Senior Recital (Instrument)****MUSI 4209 – Senior Recital Preparation and Musical Research (Orchestra Instrument)**

Prepare a senior recital, program notes, and comprehensive research paper (topic approved by the student's major advisor). Senior recital program of serious content and difficulty, literature from the various periods and styles.

Ensemble**MUSI 1153/1154/2153/2154/3153/3154/4153/4154 A Cappella Choir I-VII (1 Credit Hour)**

The performance of representative choral literature from all major artistic periods of music history. Membership in the choir is by audition only.

MUSI 1155/1156/2155/2156/3155/3156/4155/4156 String Ensemble I-VIII (1 Credit Hour)

Training and opportunities for performing works especially written for this medium. Exploration of the string literature from Bach to Shostakovich

MUSI 1157/1158/2157/2158/3157/3158/4157/4158 Instrumental Ensemble I-VIII (1 Credit Hour)

This course is designed to include instruments in the Woodwind, Brass, and Percussion sections. Handling and playing of instruments in an ensemble format will be discussed, described and illustrated. Basic musicianship and techniques of performing through selected standards and current popular tunes will be emphasized.

MUSIC APPLIED LESSONS

Only Private lessons at the 4000 level may be repeated for credit.

For information regarding applied lessons, refer to the Music Education Department section of this catalog.

Concentration: The listed instrument, including voice, is the student's primary instrument. Secondary: The listed instrument, including voice, is the student's secondary instrument.

Elective: Lessons for non-music majors.

Beyond the first semester lesson, the pre-requisite for each lesson course is the previous lesson course.

MUSI 1101-1102 – Piano lessons I, II (1 Credit Hour)

First year for concentration or secondary

MUSI 2101-2102 – Piano lessons III, IV (1 Credit Hour)

Second year for concentration or secondary

MUSI 3101-3102 – Piano lessons V, VI (1 Credit Hour)

Third year for concentration or secondary

MUSI 4101-4102 – Piano lessons VII, VIII (1 Credit Hour)

Fourth year for concentration or secondary

MUSI 1111-1112 – Class Piano I, II (1 Credit Hour)

First year for secondary or elective

MUSI 2111-2112 – Class Piano III, IV (1 Credit Hour)

Second year for secondary or elective

MUSI 1103-1104 – Voice lessons I, II (1 Credit Hour)

First year for concentration or secondary

MUSI 2103-2104 – Voice lessons III, IV (1 Credit Hour)

Second year for concentration or secondary

MUSI 3103-3104 – Voice lessons V, VI (1 Credit Hour)

Third year for concentration or secondary

MUSI 4103-4104 – Voice lessons VII, VIII (1 Credit Hour)

Fourth year for concentration or secondary

MUSI 2163-2164 - Voice lessons III, IV (1 Credit Hour)

Second year for elective

MUSI 3163-3164 - Voice lessons V, VI (1 Credit Hour)

Third year for elective

MUSI 4163-4164 - Voice lessons VII, VIII (1 Credit Hour)

Fourth year for elective

MUSI 1135-1136/1105-1106 - Organ lessons I, II (1 Credit Hour)

First year for concentration or secondary

MUSI 2135-2136/2105-2106 - Organ lessons III, IV (1 Credit Hour)

Second year for concentration or secondary

MUSI 3135-3136/3105-3106 - Organ lessons V, VI (1 Credit Hour)

Third year for concentration or secondary

MUSI 4135-4136 - Organ lessons VII, VIII (1 Credit Hour)

Fourth year for concentration or secondary

MUSI 1165-1166/1115-1116 - Organ lessons I, II (1 Credit Hour)

First year for elective

MUSI 2165-2166 - Organ lessons III, IV (1 Credit Hour)

Second year for elective

MUSI 3165-3166 - Organ lessons V, VI (1 Credit Hour)

Third year for elective

MUSI 4165-4166 - Organ lessons VII, VIII (1 Credit Hour)

Fourth year for elective

MUSI 1137-11-38 – Instrument lessons I, II (1 Credit Hour)

First year for concentration or secondary

MUSI 2137-2138 – Instrument lessons III, IV (1 Credit Hour)

Second year for concentration or secondary

MUSI 3137-3138 – Instrument lessons V, VI (1 Credit Hour)

Third year for concentration or secondary

MUSI 4137-4138 – Instrument lessons VII, VIII (1 Credit Hour)

Fourth year for concentration or secondary

MUSI 1167 – 1168 – Instrument lessons I, II (1 Credit Hour)

First year for elective

MUSI 2167-2168 – Instrument lessons III, IV (1 Credit Hour)

Second year for elective

MUSI 3167-3168 – Instrument lessons V, VI (1 Credit Hour)

Third year for elective

MUSI 4167-4168 – Instrument lessons VII, VIII (1 Credit Hour)

Fourth year for elective

PHED – Physical Education

PHED 1100 – First Aid (1 Credit Hour)

Basic skills and techniques for preventing and treating common illnesses and accidents. American Red Cross certification upon qualifying.

PHED 1110 – Fundamentals of Health and Fitness I (1 Credit Hour)

An emphasis is on the need to maintain or increase muscular strength and to maintain good heart and lung efficiency.

PHED 1111 – Fundamentals of Health and Fitness II (1 Credit Hour)

A continuation of Fundamentals of Health & Fitness I

PHED 1131 – Racket Sports (1 Credit Hour)

The intent and purpose of this course are to teach, demonstrate, and evaluate the knowledge and skills that Physical Education majors should have when teaching volleyball, softball, badminton, and table tennis in public schools and colleges.

PHED 1162 – Bowling (1 Credit Hour)

Fundamental skills, techniques and knowledge of bowling, including ball selection, rules and scoring.

PHED 1184 – Spring Sports (1 Credit Hour)

Student learns rules, strategy, and develops some skills in softball and volleyball

PHED 2106 – Recreational Activities (1 Credit Hour)

An introduction to ways of using leisure time by participation in the less strenuous activities.

PHED 2140 – Golf (1 Credit Hour)

Basic fundamentals, rules, etiquette, swings, techniques for various clubs, terminology, and equipment necessary for beginning golf are taught in this course.

PHED 2312 – History and Principles of Physical Education (3 Credit Hours)

An introductory course for physical education majors

PHED 2313 – Sports Officiating (3 Credit Hours)

A course designed to teach the basic rules of officiating an activity and keeping statistics. Each student will be required to assume the role of an official in a laboratory session.

PHED 2338 – Care and Prevention of Athletic Injuries (3 Credit Hours)

The basic prevention and treatment techniques used in sports. Required practice in the accepted treatment procedures for common athletic injuries.

PHED 3303 – Kinesiology (3 Credit Hours)

A study of human mechanisms including an analytical and mechanical analysis and evaluation of motor skills. The practical application of this knowledge to bodily movements and sports activities.

Prerequisite: BIOL 1401

PHED 3307 – Health Education (3 Credit Hours)

A course designed to promote student knowledge of personal and societal health and lifestyle habits, enhance understanding of relationships among fitness, physical activity, health and well-being throughout the life span from physical, psychological, social and economic perspectives.

PHED 3320 - Individual and Group Activities for Elementary Physical Education (3 Credit Hours)

A course designed to relate teaching of recreational and sports skills to physical activities that are appropriate for the elementary school child, methods of developing the skill level necessary to instruct others in those activities.

PHED 3322 – Recreation Leadership (3 Credit Hours)

This course emphasizes principles and procedures of effective leadership roles in schools, recreational programs and industry. It is a study of the philosophical bases for recreation programs together with methods of organizing, planning, and implementing programs.

PHED 3333 – Independent Study (3 Credit Hours)

A course that provides opportunities for students to develop and plan jointly with the instructor individualized projects or experiences which relate to the major, or career interests, or academic preparation of the student. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

PHED 3334 – Adapted Physical Education (3 Credit Hours)

Written and performance demonstration of basic methods, techniques, and special individual programs of physical education for the atypical child.

PHED 3385 – Coaching Team Sports (3 Credit Hours)

A course in which students are required to produce written work verifying that they understand the basic theories and fundamentals of coaching team sports. Emphasis is also placed on basic offensive and defensive fundamentals and strategy for football, basketball, volleyball, and baseball.

PHED 4300 – Directed Study (3 Credit Hours)

Directed and intensive study in a special area of physical education. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

PHED 4301 – Field Experience in Physical Education (3 Credit Hours)

A course for the student to assist with classes and conduct mini classes under professional supervision. Laboratory setting to provide experiences similar to those in actual full-time teaching of physical education positions is provided.

PHED 4316 – Measurement and Evaluation in Physical Education (3 Credit Hours)

A course designed to introduce fundamental statistics and its practical applications.

PHED 4327 – Organization and Administration of Physical Education (3 Credit Hours)

A course designed to teach the purpose of physical education, planning programs, purchasing and care of equipment, evaluating progress of students, styles of various types of administrators, finance, and public and professional relations.

PHED 4379 - Physical and Recreational Activities for Elementary and Secondary Schools (3 Credit Hours)

A course devoted to recreational and sports related skill development for the elementary school child and the learning of fundamental techniques and participation strategies of individual, dual and team sports that are a major portion of the secondary school physical activity curriculum.

PHIL – Philosophy

PHIL 2340 – History of Western Philosophy (3 Credit Hours)

The most important figures and movements in Western philosophy will be examined in some detail.

PHIL 3332 – Ethics and Politics in the African- American Community (3 Credit Hours)

A case-study approach to a critical analysis of ethics and politics in the black community from 1890 to the present, focusing on styles of leadership and their corresponding theories, forms of ethical thought, and the relationship of religion to politics.

PHIL 4310 – Colloquium in Applied Ethics (3 Credit Hours)

Moral theory as applied to topics such as abortion, in vitro fertilization, surrogate motherhood, and teen pregnancy. Moral issues are defined from the perspective of the woman and her intimates, reformers, medical workers, scientist, and ethicists.

PHIL 4361 – Varieties of Justice (3 Credit Hours)

Theological, philosophical, political, and economic views of justice. Issues addressed include charity, liberty, rights, duties, equality, wealth, and the relationship between systems of political economy and just societies.

PHIL 4370 – Hermeneutics (3 Credit Hours)

An exploration of the relationship between ancient and contemporary readers. Readings from the works of prominent theorists and application of knowledge gained to specific textual and theological problems.

Prerequisite: *Instructor's consent*

PHYS – Physical Sciences, Physics

PHYS 1402 – Introduction to Physical Sciences with Lab (4 Credit Hours)

An interdisciplinary course that integrates fundamental concepts of chemistry, physics, and biology for non- science majors.

Co-requisite: *Introduction to Physical Sciences Lab*

PHYS 2401 – General Physics I with Lab (4 Credit Hours)

An introductory course: the study of mechanics, wave motion, sound, heat.

Prerequisites: *MATH 1330 or higher*

Co-requisite: *General Physics I Lab*

PHYS 2402 - General Physics II with Lab (4 Credit Hours)

Continuation of Physics 2401: a study of electricity, magnetism, light, and optics.

Prerequisite: *PHYS 2401*

Co-requisite: *General Physics II Lab*

POLS – Political Science

POLS 2301 – Texas and Federal Constitutions (3 Credit Hours)

The origin, development, and principles of the Constitutions of the State of Texas and of the United States, including the structure, functions and services of the respective governments.

POLS 2311 – American Politics (3 Credit Hours)

An in-depth study of the organization and powers of the executive, legislative and judicial branches of the American system of government.

POLS 4601 – Political Science Internship (6 Credit Hours)

A program allowing students to acquire practical management experience through an arranged internship in a state legislator's office for at least one semester. A daily journal and a final report are required.

PSYC – Psychology

PSYC 2300 – Introduction to Psychology (3 Credit Hours)

The purpose of this course is to introduce the theories, research, and applications that constitute the field of psychology as it is broadly defined. Students will learn about the field of psychology through lectures, discussions, demonstrations, group activities, and multi-media presentations.

PSYC 2321 (H) – Abnormal Psychology (3 Credit Hours)

This course examines so-called abnormal behaviors in context of so-called normal behaviors, historical and cross-cultural perspectives, and clinical practice. The Diagnostic and Statistical Manual of Mental Disorder (DSM-IV), which is the classification system adopted by most mental health professionals is covered.

Psych diagnostic methods and treatment approaches are also examined. Current social issues related to mental health, such as involuntary commitment, group home alternatives for care, client-therapist confidentiality, and other pertinent topics are introduced. Careers in clinical psychology are discussed.

Prerequisite: PSYC 2300

PSYC 2322 (H) – Social Psychology (3 Credit Hours)

This course examines the psychology of the individual in relationship with others, including social influences on personality formation, social interaction, individual, and group differences, prejudices and conflicts, communication, and perception.

PSYC 2340/SOCI 2340 –Marriage and Family (3 Credit Hours)

This is the study of the family as an institution. The course is concerned with practical human situations and family problems as well as historical courtship and marriage in building and administering a successful family life. (Also offered as SOCI 2340)

PSYC 3300/SOCI 3300 – Human Sexuality (3 Credit Hours)

This course provides practical information for everyday living (sexual anatomy, contraception) and examines problems in sexual functioning from a theoretical perspective. It is designed to familiarized students with methods used in research on sexuality; explore social construction of sexual interaction between males and females; sexuality in everyday life- attitudes, fertility, fecundity, use of contraceptives, sex roles; and interrelations such as family, religion, medicine and education. (Also offered as SOCI 3300)

Prerequisite: SOCI 2310, PSYC 2300 or BIOL 1401 or consent of the advisor

PSYC 3313 – Theories of Counseling and Guidance (3 Credit Hours)

A comparative analysis of the major theories of psychological counseling. Attention directed to specific counseling, methods and techniques utilized by psychologists, counselors, ministers and social workers.

Prerequisite: PSYC 2300 or SOCI 2310 or consent of the advisor

PSYC 3314 – Personality Theory (3 Credit Hours)

An introduction to major approaches, methods, and findings in the field of personality, including overview of basic theories, strategies, issues, and conclusions; attention to assessment and personality change.

Prerequisite: PSYC 2300 or SOCI 2310 or consent of the advisor

PSYC 3332/SOWK 3332 (H) – Human Growth and Development (3 Credit Hours)

The complexity of the development and growth of children from toddlerhood through adolescence; emphasis on the influence and the proper home, school, and societal environments for maximum human development. Biological, psychological, cognitive, and social needs of children. (Also offered as SOWK 3332) Prerequisite: PSYC 2300 or SOCI 2310 or consent of the advisor.

PSYC 3337 – Introduction to Psychological Statistics (3 Credit Hours)

An introduction to the uses of statistical information and the relationship between research and statistical procedures used to analyze research data. (Also offered as SOCI 3370, MATH 3301, BUSI 3321)

Prerequisite: MATH 1330

PSYC 3361/SOCI 3361 (H) – Social Research Methods (3 Credit Hours)

An introduction to the research methods and processes designed to convey the basic skills in conducting social and psychological research by organizing, conducting, and interpreting social and psychological research. (Also offered as SOCI 3361)

Prerequisite: PSYC 2300 or SOCI 2310

PSYC 4315 (H) – Psychology Seminar (3 Credit Hours)

A current topic, subject area, or issue within the discipline is chosen for discussion, reflection, research, intensive study, reading, writing, and interactive formatting.

Prerequisite: Senior standing, PSYC 2310 and three additional hours of psychology

RELI – Religion

RELI 1301 – Survey of Religion and Philosophy (3 Credit Hours)

A survey of the philosophical and religious ideas that have shaped western culture. The course traces the origin and development of religion and philosophy from antiquity and relates classical problems to current issues of human concern.

RELI 2301 – Introduction to Ethics (3 Credit Hours)

An introduction to the works of some major moral theorists of the Western philosophical and religious tradition. The course explores the significance of those theorists to understanding of the nature of the “good life” as well as the scope of human moral responsibilities.

RELI 2303 – Environmental Ethics (3 Credit Hours)

Moral perspectives that form and support environmental justice activity on our society.

RELI 2391 – World Religions (3 Credit Hours)

A survey of the major religious traditions of the world through the writings and perspectives of their twentieth-century adherents. Special attention is given to the question of religious pluralism and to the contemporary dialogue between and among religious traditions.

RELI 3301 (H) – Critical Reading and Writing (3 Credit Hours)

This course introduces religion majors to the methods of critical reading and logical thinking and to the application of these skills to writing in clear and persuasive expository prose. These objectives are achieved by intensive practice in critical reading of primary texts and writing argumentative responses to those readings.

Prerequisite: ENGL 1301 and ENGL 1302 or consent of the advisor

RELI 3302 – Christian Leadership (3 Credit Hours)

This course explores and enhances qualities that set Christian leaders apart from other leaders. It provides insight into the nature, scope and challenge of Christian leadership with a view to help students identify and apply Christian principles.

RELI 3303 – History of Christianity (3 Credit Hours)

A survey of crucial events, issues, structures, and writings that have shaped the Christian community and influenced Western civilization from the period of the writing of the New Testament to the present.

Prerequisite: ENGL 2301 and RELI 3301 or consent of the advisor

RELI 3306 – Biblical Foundations (3 Credit Hours)

A study of the development of the Biblical canon to its present form and an exploration of the basic themes of the Bible.

Prerequisite: ENGL 1301 and ENGL 1302 or consent of the advisor

RELI 3315 – Theory and Method in Religious Studies (3 Credit Hours)

An examination of various perspectives (sociological, psychological, comparative, literary, and historical). The works of prominent theorists and their application to specific religious problems.

Prerequisite: ENGL 2301 and RELI 3301 or consent of the advisor

RELI 3320 – Introduction of the New Testament (3 Credit Hours)

The literature of the Christian New Testament, its historical, social, and literary background and the various works within it. Students also receive exposure to various methods for the critical study of the New Testament.

Prerequisite: ENGL 2301 and RELI 3301 or consent of the advisor

RELI 3370 – Introduction to the Hebrew Bible (3 Credit Hours)

The literature of the Hebrew Bible (Old Testament). The historical, social and literary background of the Hebrew Bible and the various works within it. Specific passages are studied in detail. Students also receive exposure to various methods for the critical study of the Hebrew Bible.

Prerequisite: ENGL 2301 and RELI 3301

RELI 3383 – Introduction to Christian Theology (3 Credit Hours)

A study of the methods, resources, structures, and contemporary on text of Christian theology.

Prerequisite: ENGL 2301 and RELI 3301 or consent of the advisor

RELI 4300 – Psychology of Religion (3 Credit Hours)

A critical study of the major theories of psychology as they relate to the religious life. Religious experience and the nature of religious response are discussed with a view towards giving the student practical help in various Christians vocations.

RELI 4301 – Creative and Critical Thinking in Religious Studies (3 Credit Hours)

This course is designed to help develop the skills of reading for maximum comprehension, the capacity for critical reflection and sound oral and written argumentation, clear, persuasive expository prose. The course seeks to enhance the practice of inductive and deductive reasoning and analysis of the use of language to influence thought. Because it is presented in an interdisciplinary approach, the course applies the reasoning process to fields such as business, science, law, history, ethics, and the arts as they interface with religion.

Prerequisites: ENGL 2301 and RELI 3301

RELI 4302 – Spirituality of Leadership (3 Credit Hours)

The course explores the nature of Christian leadership and the values represented by leaders. It explores the role of Christian leaders as default spiritual leaders who practice the disciplines of spiritual formation and, as system change agents, inculcate them in those whom they lead.

RELI 4304 – A Christian Perspective of Diversity (3 Credit Hours)

An exploration of Christian diversity from its foundation in two fundamental doctrines of Holy Scripture: the unity of the human race, and the universality of the Christian Church. The course also investigates the challenges faced by Christian communities in the application of these biblical teachings.

RELI 4305 – Christian Ethics (3 Credit Hours)

An introduction to the biblical and theological sources of Christian ethics, types of moral theories, and methods of moral deliberation. Students develop a moral framework essential for the response to a variety of issues related to human sexuality, ecology, business, medicine, and war.

RELI 4306 – Small Group Dynamics (3 Credit Hours)

Faith and learning grow most rapidly in small groups. This course introduces students to the principles of group interaction including the techniques, types of leadership, and roles. Leadership skills and principles are applied to realistic experiences as groups interact to discuss current social issues.

RELI 4307 (H) – Managing Change and Conflict (3 Credit Hours)

This course is an examination of the nature and function of conflict in religious organizations. It will show that change may lead to conflict and that the absence of conflict may lead to stagnation. Students will learn the skills essential for harnessing and directing the power of conflict. Theological reflection and spirituality will be integrated with social science theories in order for leaders to be intentional and effective in their intervention strategies and management of conflict. Actual conflict situations, case studies and resources of the Christian faith will also be utilized.

RELI 4308 – Coaching and Mentoring in Christian Leadership (3 Credit Hours)

Mentoring is an ancient path by which apprentices become craftsmen. This is a Christian model in many churches and has many benefits both practical and spiritual for training new Christian leaders.

RELI 4309/SOCI 4309 (H) – Sociology of Religion (3 Credit Hours)

This course provides students an introduction to the sociological study of religious phenomena. It presents several perspective views within sociology and the relationship to religion as a legitimate social institution in society. Views of major theorists such as Durkheim, Weber, Troeltsch and contemporary others will be discussed. Modern socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relationships between religion and race, class, and gender will be addressed.

Prerequisite: Junior or Senior standing or as approved by advisor

RELI 4311 – Biblical Theology Seminar (3 Credit Hours)

Selected biblical theologians of the 20th century and their efforts to deal with the theological problems raised by biblical writings. Issues addressed include the relationship of the Hebrew Bible to the New Testament, the theological “center” of the Bible, the problem of revelations, and the application of ancient texts to contemporary life.

Prerequisites: REL 3320, RELI 3370

RELI 4324 – Exegesis of the Old Testament (3 Credit Hours)

This class explores specific writings of the Hebrew Bible in depth. Students apply their knowledge of exegetical tools and methods to specific books or groups of books.

Prerequisite: RELI 3370 or consent of advisor

RELI 4325 – Exegesis of the New Testament (3 Credit Hours)

This class explores specific New Testament writings in depth. Students apply their knowledge of exegetical tools and methods to specific books or groups of books. The scope of the class varies from semester to semester.

Prerequisite: RELI 3320

SOCI – Sociology

SOCI 2310 – Introduction to Sociology (3 Credit Hours)

A scientific study of the social structure and analysis of human behavior

SOCI 2320/SOWK 2320 – Introduction to Social Welfare (3 Credit Hours)

The role of the social worker in reference to social issues and human services agencies (Also offered as SOWK 2320)

SOCI 2330/SOWK 2330 (H) – Major Social Problems (3 Credit Hours)

An overview of unresolved conflicts and social inequalities. (Also offered as SOWK 2330)

Prerequisite: SOCI 2310

SOCI 2340/PYSC 2340 – Marriage and the Family The study of the family as an institution (3 Credit Hours)

The course is concerned with practical human situations and family problems as well as historical courtship and marriage in building and administering a successful family life. (Also offered as PYSC 2340)

SOCI 3300/PYSC 3300 – Human Sexuality (3 Credit Hours)

This course provides practical information for everyday living (sexual anatomy, contraception) and examines problems in sexual functioning from a theoretical perspective. It is designed to familiarize students with methods used in research on sexuality; explore social construction of sexual interaction between males and females; sexuality in everyday life- attitudes, fertility, fecundity, use of contraceptives, sex roles; and interrelations such as family, religion, medicine and education. (Also offered as PYSC 3300)

Prerequisite: SOCI 2310, PYSC 2300 or BIOL 1401 or by consent of the advisor

SOCI 3302/SOWK 3302 – Introduction to Human Services (3 Credit Hours)

An introduction to the profession. Students will examine the knowledge base, skills and values of social work. Non-paid field experience is required allowing the student to gain skills and test aptitude for the profession. (Also offered as SOWK 3302)

SOCI 3311 – Sociology of Aging (3 Credit Hours)

A study of the sociological, psychological and physiological aspects of the aging experience in a global society. Theories of aging, dimensions of aging, everyday concerns associated with aging and future prospects of aging will be explored.

Prerequisite: SOCI 2310

SOCI 3323 – Cultural Ecology (3 Credit Hours)

An anthropological study of ecosystems focusing on human use of the natural environment and how it influences cultural values and social organizations.

Prerequisite: SOCI 2310 or by consent of the advisor

SOCI 3334 – Culture, Society, and Disease: An Ecological Approach (3 Credit Hours)

An anthropological and sociological study of the health and disease patterns of both isolated and modern populations.

Prerequisites: SOCI 2310 or by consent of the advisor

SOCI 3340/PYSC 3340 – Sociological Theory (3 Credit Hours)

An in-depth study of classical theory. Adapting pedagogy specific to context and significance of ideas and content of individual theorists. (Also offered as PYSC 3340)

SOCI 3351 – Race and Ethnic Relations (3 Credit Hours)

To explore race and ethnic relations in a global context. Develop an awareness of ethnic divisions and inequalities in an increasingly diverse society and employ theoretical understanding to implement change.

Prerequisite: SOCI 2310 or by consent of the advisor

SOCI 3356 – Environmental Sociology (3 Credit Hours)

Social implications of environmental problems; examination of human-environment interactions. A review of environmental attitudes, norms and values; influence of the human population on the earth's environment and population dynamics and natural resources.

Prerequisite: SOCI 2310

SOCI 3361/PYSC 3361 – Social Research Methods

An introduction to social science research methods and processes. The study includes collecting scientific data, data formation, testing and measurement, and technology/software applications. These tools are necessary to enhance knowledge of research methods pivotal in critical evaluation. (Also offered as PYSC 3361)

Prerequisite: PYSC 2300 or SOCI 2310

SOCI 3370 – Social Statistics (3 Credit Hours)

An introduction to the use of statistical information and the relationship between research and statistical procedures used to analyze research data (Also offered as Mathematics 3301, Psychology 3337 and Business 3321).

Prerequisite: MATH 1330

SOCI 3371 – Culture, Society and Disease: An Ecological Approach (3 Credit Hours)

An anthropological and sociological study of health and disease patterns in a cultural and environmental context. A comparison of health and disease patterns of isolated and modern populations (Same as Anthropology 3334).

Prerequisite: SOCI 2310

SOCI 3381 (H) – Social and Political Ethics (3 Credit Hours)

An examination of major issues in social and political ethics in a global society

SOCI 4301 - Gerontology (3 Credit Hours)

An examination of how human behavior and social influence affect the aging individual. Examination of theories of aging and the life cycle, ageism, laws that affect older persons, retirement and health institutions. Family relations, work, leisure, housing and finance are given special attention.

SOCI 4309/RELI 4309 (H) – Sociology of Religion (3 Credit Hours)

This course provides students an introduction to the sociological study of religious phenomena. It presents several perspective views within sociology and the relationship to religion as a legitimate social institution in society. Views of major theorists such as Durkheim, Weber, Troeltsch and contemporary others will be discussed. Modern socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relationships between religion and race, class and gender will be addressed. (Also offered as RELI 4309)

Prerequisites: RELI 1301 or SOCI 2310 and Junior or Senior or as approved by instructor

SOCI 4311 (H) – Social Change (3 Credit Hours)

An examination of the principal sociological theories explaining the nature of social change. Focus on Kuhnian paradigmatic processes and social structural arrangements.

Prerequisites: SOCI 2310

SOCI 4313 – Race, Class, Gender, and Sexuality (3 Credit Hours)

This course is designed to examine the social construction of race, class, gender, and sexuality. The primary goal is to think critically about the various forms of stratification and

how they operate in every social relationship and institution in our society. The objective is to challenge the student to develop and institute ways to bring about positive social change.

SOCI 4315 – Sociology of Knowledge (3 Credit Hours)

An in-depth study of the social origin of knowledge system and its role in societal change. Kuhnian paradigmatic processes and social structural arrangements will remain prominent.

Prerequisite: Senior standing and SOCI 2310

SOCI 4320 – Symbolic Interactionism Phenomenology and Ethnomethodology (3 Credit Hours)

An intensive study of the process of interaction and the social construction of reality through the various works of scholars in the field

Prerequisite: Senior standing and SOCI 2310

SOCI 4321 – Social Stratification (3 Credit Hours)

A systematic analysis of the theoretical and empirical bases for the study of structures and processes of social differentiation.

Prerequisites: Senior standing and SOCI 2310

SOWK – Social Work

SOWK 2320/SOCI 2320 – Introduction to Social Welfare (3 Credit Hours)

The role of the social worker in reference to social issues and human services agencies. (Also offered as SOCI 2320).

SOWK 2330/SOCI 2330 – Major Social Problems (3 Credit Hours)

An overview of unresolved conflicts and social inequalities in various societies. (Also offered as SOCI 2330).

Prerequisite: SOCI 2310

SOWK 3302/SOCI 3302 – Introduction to Human Services (3 Credit Hours)

An introduction to the profession. Students will examine the knowledge base, skills and values of social work. Non-paid field experience is required allowing the student to gain skills and test aptitude for the profession. (Also offered as SOCI 3302).

SOWK 3332/PSYC 3332 – Human Growth and Development (3 Credit Hours)

The complexity of the development and growth of children from toddlerhood through adolescence; emphasis on the influence and the proper home, school, and societal environments for maximum human development. Biological, psychological, cognitive, and social needs of children. (Also offered as PSYC 3332)

Prerequisites: *PSYC 2300 or SOCI 2310*

SOWK 4322/SOCI 4322 – Social Work Practice (3 Credit Hours)

An overview of perspectives and methods that social workers apply to assist in problem solving. Learning how to identify links to appropriate resources. (Also offered as SOCI 4322).

Prerequisites: *SOCI 2310 and SWOK 3302*

SOWK4350/SOCI 4350 – Field Experience I (3 Credit Hours)

A supervised practicum in a human services agency or institution intended to allow the participant to experience realities of human services administration. A minimum of 135 practicum hours is required. These hours may vary according to certification standards. (Also offered as SOCI 4350)

Prerequisite: *Senior standing or advisor permission*

SOCI 4322/SOWK 4322 – Social Work Practice (3 Credit Hours)

An overview of perspectives and methods that social workers apply to assist in problem solving. Learning how to identify links to appropriate resources. (Also offered as SOWK 4322)

Prerequisites: *SOCI 2310*

SOCI 4329 – Sociology Senior Seminar (3 Credit Hours)

A critical analysis of social theory. A public presentation of a research project based on a trajectory of contemporary social problems.

Prerequisite: *Senior standing and SOCI 2310*

SOCI 4330– Medical Anthropology/ Sociology of Health and Illness (3 Credit Hours)

An application of the perspectives, conceptualizations, theories, and methodologies of sociology to phenomena having to do with human health and illness. Topics to be examined include the effects of social factors such as age, sex, race, and social class on health and illness; differential access to health care services among ethnic groups of the US population.

Prerequisite: *SOCI 2310, PSYC 2300 or BIOL 1401*

SOCI 4337– Rural-Urban Sociology (3 Credit Hours)

An overview of economic and cultural changes that lead to the transition from agrarian communities to the predominance of urban communities. How trends in urbanization may affect the ecological distribution process.

Prerequisite: *SOCI 2310*

SOCI 4350/SOWK 4350 – Field Experience I (3 Credit Hours)

A supervised practicum in a human services agency or institution intended to allow the participant to experience realities of human services administration. A minimum of 135 practicum hours is required. These hours may vary according to certification standards. (Also offered as SOWK 4350)

Prerequisite: *Senior standing or advisor permission*

SOCI 4360/SOWK 4360 – Field Experience II (3 Credit Hours)

A supervised practicum in a human services agency or institution intended to allow the participant to experience realities of human services administration. A minimum of 135 practicum hours is required. These hours may vary based on changes in certification standards. (Also offered as SOWK 4360)

Prerequisite: *Senior standing or advisor permission*

SOWK 4360/SOCI 4360 – Field Experience II (3 Credit Hours)

A supervised practicum in a human services agency or institution intended to allow the participant to experience realities of human services administration. A minimum of 135 practicum hours is required. These hours may vary based on changes in certification standards. (Also offered as SOCI 4360).

Prerequisite: *Senior standing or advisor permission*

SPAN – Spanish

SPAN 2301 – Elementary Spanish I (3 Credit Hours)

First of two courses focused on the development of multilingual literacy through guided practice of oral Spanish to achieve linguistic (present tense, pronouns, nouns, adjectives), and communicative interactional competence (complementing, requesting, responding, giving opinions).

SPAN 2302– Elementary Spanish II (3 Credit Hours)

Continuation of SPAN 2301. Second course focuses on the development of multilingual literacy through guided practice of oral Spanish to achieve linguistic (present, past and future tense, pronouns, nouns, adjectives), and communicative interactional competence (reactions, opinions, turn-taking).

SPAN 2303 – Elementary Spanish Conversation (3 Credit Hours)

Course is designed to provide intensive practice in oral communication through the study of conversation models, target grammar and vocabulary.

SPAN 2305 – Intermediate Spanish Grammar and Composition I (3 Credit Hours)

Course provides a review of basic Spanish grammar. Practice in contemporary usage through authentic Hispanic cultural information. The course will be conducted exclusively in the target language.

SPAN 2306 – Intermediate Spanish Conversation I (3 Credit Hours)

Course promotes the development of oral intermediate conversation skills through contextualized communication, skits, movie clips and assigned readings.

SPAN 2307 – Intermediate Spanish Conversation II (3 Credit Hours)

Enables students to maintain and increase their oral linguistic competencies in Spanish through interactive group activities that includes class presentations, video chat interviews, and the use of multimedia in the target language.

SPAN 2310 – Intermediate Spanish Reading I (3 Credit Hours)

A comprehensive introduction to all aspects of Spanish language with emphasis in reading and contextual comments and conversation. The course provides an increased understanding of Spanish vocabularies, idioms, phrases and basic sentence structures. Prerequisite: SPAN 2305

SPAN 2311 – Intermediate Spanish Reading II (3 Credit Hours)

A continuation of Intermediate Reading I branching out into broader literature compatible with each student's proficiency. Enhanced conversational narratives and cultural explorations. Designed primarily for students majoring in Spanish who wish to attain proficiency for business, social service, or preparation for graduate work in Spanish.

Prerequisite: SPAN 2310.

SPAN 2312 – Intermediate Spanish Grammar and Composition II (3 Credit Hours)

Provides an opportunity to translate skills gained in conversation, reading and discussions into writing letters and short reports. The course is conducted exclusively in Spanish. This course assists Spanish speakers, who have not had formal training in Spanish, to improve their vocabulary, spelling, grammar and punctuation essential for serious

communication, composition of essays and development or review of documents.

SPAN 2314 – Advanced Spanish Conversation and Composition (3 Credit Hours)

Designed to foster the development of advanced oral skills through a variety of speaking and conversational activities: public speaking, debate, drama and recitations.

SPAN 2330 – Intermediate Spanish Grammar & Composition III (3 Credit Hours)

This course is a review of the main aspects of Spanish grammar taught in SPAN 2301, SPAN 2302, and SPAN 2305, with an emphasis on writing practices. Students will engage in pre-writing, writing, and revision activities to promote effective reading, editing, and writing skills in the target language.

SPAN 2340 – Advanced Spanish Grammar & Composition (3 Credit Hours)

Continuation of Intermediate Spanish Grammar & Composition focusing on writing skills. Special attention will be given to the analysis of discourse and its function through literary and non-literary texts. Students will engage in writing, peer-review, and editorial activities to improve these skills in the target language.

SPAN 3317 – Advanced Spanish Reading (3 Credit Hours)

An introduction to Spanish phonological, phonetic and spelling systems, practice of pronunciation, phonetic transcriptions, Spanish pronunciation in the Peninsular Spanish and Hispanic worlds.

SPAN 3330 – Spanish-speaking Cultures (3 Credit Hours)

Intensive readings and analysis of the diverse expressions of culture in Spanish-speaking societies to include the U. S., Spain, Mexico, Central America, the Caribbean, and South America. Coursework will examine the commonalities and differences among cultural manifestations to (re)consider notions of ethnicity, nationality, and language.

SPAN 3335 – Survey of Spanish American Literature (3 Credit Hours)

Close readings and analysis of short stories, novels and poetry. Examines the literary production of the major Spanish American writers.

SPAN 3336 – Survey of Spanish Peninsular Literature (3 Credit Hours)

Study of representative works of Peninsular Spanish literature with emphasis on functions of literary concepts and terminologies placed in cultural context of the time of writing and extending to the present.

SPAN 3360 - Study Abroad: Spanish and Latin American Cultures (3 Credit Hours)

This course is generally offered in summer. This is an intensive immersion Spanish language and Hispanic Culture course for advanced students who travel to Dominican Republic, Mexico, Costa Rica, Argentina, Peru, Spain or other Hispanic country. During two to four weeks, students immerse in Spanish only communication, live diverse experiences including a home stay, cultural visits-trips, while discovering the culture and people of the host country. Generally travel and activity costs are the responsibility of the traveler. Consult with the faculty in the department for planning and preparations.

Pre-requisite: SPAN 2305 and SPAN 3330

SPAN 3365 – XIX Century Cuban Literature (3 Credit Hours)

Survey of Cuban writings and their articulation of social and cultural views of the nineteenth century.

Prerequisite: SPAN 2312

SPAN 3380 – African Hispanic Literature (3 Credit Hours)

Explores the role played by blacks in Hispanic American culture. Issues studied include a selection of relevant African-Hispanic religious texts, languages, literary works (in translation), and explores the contribution of African culture to Spanish-America.

SPAN 3397 – Hispanic American Women Writers (3 Credit Hours)

This course examines the literary production (e.g., novels, short stories, poetry) of Spanish-American women writers of the 20th and 21st centuries.

SPAN 4006 – K-12 TExES Exams Preparatory (3 Credit Hours)

Review and preparation, including qualifying to take in-house pre-tests to demonstrate readiness and competence to pass the State of Texas certification tests applicable to Spanish Teacher Preparation Candidates.

SPAN 4300 – Independent Study (3 Credit Hours)

Meet requirements in the section “Independent Study” of this catalog for a topic related broadly to orientation of the chosen major within the department of Spanish. The proposal must be signed by the instructor, and approved by the school’s dean and Vice President for Academic Affairs. The course proposal must be filed with and dated by the Registrar at the time of registration.

Prerequisite: Not open to freshmen; required consent of the instructor.

SPAN 4301 – History of the Spanish Language (3 Credit Hours)

This course studies the history of the development of the Spanish language, the efforts to maintain its integrity and how it has been influenced from the past to the present by other languages and cultures including the Moors in Spain and its dilution throughout the world. Key texts that document that evolution will be studied.

Prerequisite: Senior standing or permission from instructor.

SPAN 4302 – Commercial Spanish (3 Credit Hours)

This course is focused in practical exercises in business communication in bilingual international trade and the Hispanic commercial market of the USA. Situational practice to conduct business in Spanish by preparing documents.

Prerequisites: SPAN 3315 or higher level SPAN course.

SPAN 4370 – Twentieth Century Spanish American Short Stories (3 Credit Hours)

Intensive readings and analysis of short stories. Examines the production and selection of the major Spanish American short story writers.

SPAN 4373 – Spanish for Christian Ministry (3 Credit Hours)

This course covers the vocabulary, grammar, composition, and conversation skills in Spanish for students interested in Christian ministry, using the Bible and related religious materials.

SPAN 4374 – Applied Spanish for the Professions (3 Credit Hours)

This course is designed to assist students in using Spanish language and knowledge of Hispanic culture within a work environment to include law enforcement, medical, and business work environments. Student coursework culminates in an original project that demonstrates the proficient use of the Spanish language in the workplace.

SPAN 4375 – Advanced Oral Spanish for Teachers (3 Credit Hours)

Advanced speaking practice primarily for teachers with emphasis on pronunciation, syntactical accuracy and vocabulary expansion.

Prerequisite: Written consent of the dean of the School of Education and Sciences.

Note: May not be used for the major in Spanish.

SPAN 4376 – Foreign Language Teaching Methodology (3 Credit Hours)

Theory and techniques of current foreign language methodology and their application in the classroom. Presentation of instructional projects, strategies for classroom management, and classroom observations.

Prerequisite: *Written consent of the dean of the School of Education and Sciences.*

Note: *May not be used for the major in Spanish.*

SPAN 4385 – Teaching Spanish Literature (3 Credit Hours)

Overview of major trends in Spanish Peninsular and Spanish American literature. Students will create syllabi, lesson plans, and compile study materials to develop literature courses. Specially designed for school teachers and majors in Spanish language education.

SPAN 4399 – Special Topics in Spanish (3 Credit Hours)

Prerequisite: *Consent of the instructor.*

SPCH – Speech

SPCH 2300 – Speech Communication (3 Credit Hours)

A study of the physical mechanism for vocalization techniques necessary for developing effective voice control and improving voice and diction through specific exercises. Principles developed in the delivery of speech: language, style, the speaking voice, articulation and pronunciation, bodily movements, and organization are emphasized.

SPCH 2302 – Formulating Argumentation (3 Credit Hours)

This course is an introduction to problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate.

Prerequisites: *SPCH 2300*

Note: *Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team. Students may receive a total of 9 semester hours for three full years of debate team preparation.*

SPCH 3302 – Fundamentals of Argumentation I (3 Credit Hours)

This course is a continuation of SPCH 2302 to explore problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate.

Note: *Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team.*

SPCH 4303 - Fundamentals of Argumentation II (3 Credit Hours)

This course is a continuation of SPCH 3302 to explore problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate.

Note: *Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team.*

THTR – Theater

THTR 2300 - Introduction to the Theater (3 Credit Hours)

An overview of the history of the Theater and enjoyment of the dramatic art. Survey of the various phases of contemporary Theater in relationship to its historical development, dramatic literature, and aesthetics

THTR 2320 - Fundamentals of Acting (3 Credit Hours)

A study of the process of acting beginning with basic skills, culminating in the performance experience. Emphasis is on improvisation, physical action, characterizations, and script analysis, and rehearsal and performance techniques.

Prerequisite: *THTR 2300*

THTR 3310 - Black Theater (3 Credit Hours)

A study of the history of the Black experience in drama, as well as a survey of producing organizations, both past and present.

THTR 3320 - Religious Theater (3 Credit Hours)

The study and staging of Biblical plays

THTR 4310 - Theater Management (3 Credit Hours)

A study of the practical and financial skill for Theater management with emphasis on public relations and marketing, sales and fund-raising campaigns, staff organization, and tour booking for not-for-profit arts organizations.

Prerequisite: *THTR 2300, 3310 or 3320*

THTR 4321 - Dramatic Theory and Criticism (3 Credit Hours)

Seminar course researching theatrical genres and investigating the principles of dramatic criticism

INDEX

A

ACADEMIC ADVISEMENT · 32
ACADEMIC AFFAIRS · 26
Academic Appeals for Suspension · 52
Academic Calendar · 182
Academic Clemency · 60
Academic Dishonesty · 59
Academic Enrollment Status · 33
Academic Honors · 52
academic load · 33
Academic Load · 33
Academic Plan · 170
Academic Probation · 51, 52
ACADEMIC RECORDS · 60
ACADEMIC REGULATIONS · 46
Academic Suspension · 52
Access to Student Records · 61
ACCREDITATION · 2
Adding/Dropping Courses · 47
ADMINISTRATIVE STAFF AND ASSISTANTS · 178
Admission as a Special (Non-Degree) Student · 22
Admission as a Transfer Student · 20
Admission as a Transient Student · 23
Admission as an Auditor · 21
admission as an international student · 22
Admission Requirements
 First-Time Freshmen · 19
ADMISSION REQUIREMENTS AND PROCEDURES · 19
Admission Requirements: Adult Degree-Completion Programs · 21
Admissions · 2, 19, 22, 24, 145, 163, 170, 178
Advanced Placement · 35
Advising · 42, 43, 49, 50
Appeal Procedures · 169
ASSOCIATE OF ARTS IN CRIMINAL JUSTICE · 88
Athletic Activities · 151
AUTHORIZATION · 2
Automobiles and Parking · 145
Awarding of Degrees Posthumously · 53

B

BACHELOR OF ARTS IN CRIMINAL JUSTICE · 90
BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION · 93
BACHELOR OF ARTS IN ENGLISH · 96
BACHELOR OF ARTS IN MASS COMMUNICATIONS · 100
BACHELOR OF ARTS IN RELIGION · 104
BACHELOR OF ARTS IN SOCIOLOGY · 108
BACHELOR OF BUSINESS ADMINISTRATION-ACCOUNTING
 CONCENTRATION · 70

BACHELOR OF BUSINESS ADMINISTRATION-COMPUTER
 INFORMATION SYSTEMS CONCENTRATION · 75
BACHELOR OF BUSINESS ADMINISTRATION-MANAGEMENT
 CONCENTRATION · 79
BACHELOR OF BUSINESS ADMINISTRATION-ORGANIZATIONAL
 MANAGEMENT CONCENTRATION (TRADITIONAL/ONLINE) · 83,
 135
BACHELOR OF SCIENCE IN BIOLOGY · 139
BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION · 118
BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES
 TRADITIONAL/ONLINE · 128
BACHELOR OF SCIENCE IN MUSIC EDUCATION · 121
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION and HEALTH (EC-
 12) · 125
Bacterial Meningitis Vaccinations for Students · 149
BOARD OF TRUSTEES · 173
BUS DRIVER PERSONNEL · 180
BUSINESS AND FINANCIAL SERVICES · 156
BUSINESS AND TECHNOLOGY · 69

C

Career Services Center · 148
Change of Grades · 48
Change of Major/Additional Degrees · 53
Class Attendance · 46
COLLEGE ADMINISTRATION · 174
College Level Examination Program
 CLEP · 44, 55, 162
CONCENTRATIONS · 27, 28
Counseling Services · 150
Course at Another Institution · 56, 62
Course Descriptions · 198
Course Repeat Policy · 56
Credit by Examination · 33, 162
Credit for Military Service · 38

D

Deferred Payment · 157
DEGREE PLANS · 30
DEGREE-GRANTING SCHOOLS · 27
Dining Services · 146
Dismissal · 60
DISTANCE LEARNING · *See* Extended Education
Double Major · 39

E

EDUCATIONAL ACCOMMODATION · 24

Employer Reimbursement Plan · 157
Extended Education · 26, 27, 179
Extenuating Circumstances · 52

F

FACILITIES STAFF · 179
FACULTY · 176
Federal Programs · 163
Filing a Grievance · 154
FINANCIAL AID · 163, 165
FINANCIAL AID POLICIES · 165
Financial Aid Suspension · 167
First-Year Experience · 44
FISCAL POLICIES · 156
Fraternities and Sororities · 152
Frequency of Monitoring and Evaluation · 167

G

Grade Appeal · 49
Grade Point Average · 48
Grade Points · 48
Grade Reports · 48
Grading Scale · 47
GRADING SYSTEM · 47
GRADUATION · 38
GRIEVANCE PROCEDURES FOR STUDENTS · 154

H

HISTORY OF WILEY COLLEGE · 9
Honorary Degree · 53

I

Identification Cards · 146
Indemnification of Wiley College · 66
Independent Study and Directed Study Policy · 53
INFORMATION RESOURCES · 63
INFORMATION SYSTEMS AND TECHNOLOGY DIVISION · See IT
INSTITUTIONAL GOVERNANCE · 1
International Students · 59
International Studies · 62

L

Leave of Absence · 58, 59
LEE P. BROWN CRIMINAL JUSTICE INSTITUTE · 88
Library · 2, 10, 11, 12, 14, 15, 27, 63, 64, 166, 176, 178

M

Mail Services · 146
MAJORS · 27, 28
Maximum Time Frame · 168
Meal Services · 157
MINORS · 27, 28
MISSION STATEMENT · 8

O

Orientation Services · 148

P

Pace of Progression · 168
Placement Tests · 55
POLICY OF NON-DISCRIMINATION · 1
Probation and Suspension · 50
Procedures for Substituting Courses · 57

R

Re-Admission of Wiley College Students · 23
Refund Policy · 157
Refund Repayment upon Withdrawal · 157
Registrar · 60
Reinstatement of Financial Aid · 170
Residential Requirements · 147
Rising Junior Examination · 56

S

Satisfactory Academic Progress (SAP) · 47, 52, 167
SCHEDULE OF TUITION AND FEES · 159
Scholarships · 163, 165
Second Chance Pell Initiative · 23
SECURITY PERSONNEL · 180
Selecting Aid Recipients, Determining Needs, and Packaging Aid · 171
Self-Identify · 24
Senior Comprehensive Examination · 56
Smoking · 147
State Programs · 163
Student Account Payment Terms · 156
Student Achievement and Retention · 14, 45
Student Activities · 152
Student Affairs · 145
STUDENT ASSESSMENT · 44
Student Clubs and Organizations · 152
Student Conduct · 147
Student Eligibility · 165
Student Government Association · 152

Student Health Services · 149
Student Organizations · 153
Student Support Services · 45
Student Union · 12, 13, 15, 149, 150, 153
STUDENTS' RIGHTS AND RESPONSIBILITIES · 153
Study Abroad · 62
Subject Field Test · 56

T

TEACHER EDUCATION · 114
The Student Handbook · 148
Transcripts · 20, 36, 61
Transfer Credit · 36

Transfer Credit Appeal Process · 38
TRIO · 45
Tuition, Fees, Room and Board Adjustments · 158

V

Veterans · 2, 38, 165, 183, 186, 189, 192
VISION STATEMENT · 8

W

W and I Grades · 47
Withdrawal from the College · 57, 58