



WILEY

T H I R K I E L D H A L L

**2024-2027
Academic
Catalog**

USE OF THIS CATALOG

This catalog is a reference for admission to, studies at, and graduation from Wiley University. 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 University and any applicant, student, student's family, faculty or staff member. The University 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 University'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 University 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 University 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 University 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 University 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 University. Through its covenant relationship with The United Methodist Church, the trustees pledge that Wiley University 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 University, 711 Wiley Avenue, Marshall, Texas 75670

Telephone: 903-927-3300

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



ACCREDITATION

Wiley University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Questions about the accreditation of Wiley University 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).

Next Reaffirmation of Accreditation: 2033

The Commission should only be contacted about accreditation related issues.

All other inquiries should be directed to the institution at

Wiley University
711 Wiley Avenue
Marshall, Texas 75670
903-927-3300 or www.wileyc.edu



The Bachelor's in Business Administration degree program with concentrations in Accounting, Computer Information Systems, Management and Organizational Management, is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) 11520 West 119th Street, Overland Park, KS, 66213.

Next accreditation Term: 2027

APPROVALS

Wiley University's educator preparation program is approved by the Texas Education Agency
Wiley University is approved for the training of veterans as prescribed by the Veterans Administration Office.

AUTHORIZATION

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

RECOGNITION

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

INSTITUTIONAL MEMBERSHIPS

American Council of Education (ACE)
American Library Association (ALA)

Association of Governing Boards of Universities and Colleges (AGB)
Texas Association of Developing Colleges
Independent Colleges and Universities of Texas (ICUT)
North American Association of Methodist Schools, Colleges and Universities (NAAMSCU)
National Association for Equal Opportunity in Higher Education (NAFEO)
National Association of Intercollegiate Athletics (NAIA)
Gulf Coast Athletic Conference (GCAC)
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)
Association for Supervision and Curriculum Development (ASCD)
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)
Marshall Chamber of Commerce
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

MISSION STATEMENT	10
VISION STATEMENT	10
HISTORY OF WILEY UNIVERSITY	11
<i>Table 1. The Presidents of Wiley University</i>	18
CAMPUS BUILDINGS	18
CAMPUS MASTER PLAN	21
ADMISSION REQUIREMENTS AND PROCEDURES	22
ADMISSION REQUIREMENTS: TRANSFER STUDENT.....	23
ADMISSION REQUIREMENTS: ADULT DEGREE-COMPLETION PROGRAMS	24
ADMISSION REQUIREMENTS: AUDITOR	24
ADMISSION REQUIREMENTS: INTERNATIONAL STUDENT	25
ADMISSION REQUIREMENTS: SPECIAL (NON-DEGREE) STUDENT	25
ADMISSION REQUIREMENTS: TRANSIENT STUDENT	26
RE-ADMISSION OF WILEY UNIVERSITY STUDENTS.....	27
EDUCATIONAL ACCOMMODATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS	28
ACADEMIC AFFAIRS	30
DISTANCE LEARNING, EVENING AND WEEKEND PROGRAMS	30
DEGREE-GRANTING SCHOOLS, MAJORS, CONCENTRATIONS, MINORS,AND SUPPORT COMPONENTS	31
<i>Table 2. Degrees, Majors, Concentrations, and Minors</i>	32
GENERAL INFORMATION RELATED TO ACADEMIC PROGRAMS AND SERVICES	33
PROGRAM OPTIONS WITHIN A DEGREE PROGRAM	33
DEGREE PLANS	34
<i>Change of Major</i>	34
<i>Course Prefixes, Course Numbering and Credit Hours</i>	34
<i>Table 3. Course Prefixes/Fields of Study</i>	35
<i>Courses Offered Every Other Year</i>	36
ACADEMIC ADVISEMENT.....	36
<i>Four-Year (Eight-Semester) Graduation Plan</i>	36
<i>Academic Load</i>	37
<i>Class Schedule Adjustments</i>	37
<i>Academic Enrollment Status</i>	37
REGISTRATION	38
<i>Registration for Continuing Students</i>	39
<i>Registration for New and Transfer Students</i>	39
<i>Late Registration</i>	39
<i>Advanced Placement (AP)</i>	40
<i>Table 4. Credit Awarded for AP Course Exam Scores</i>	40
<i>Transfer Credit</i>	40
<i>Credit for Prior Learning (CPL)</i>	42
<i>Kolb's Model -Description of Concrete Experience</i>	43
<i>Credit for Military Service</i>	44
<i>Transfer Credit Appeal Process</i>	44
REQUIREMENTS FOR GRADUATION	44
<i>Double Major and/or Second Degree</i>	45
<i>Qualifications for Graduation</i>	46
GRADUATION	47

<i>Degree Conferral</i>	47
THE GENERAL EDUCATION CORE CURRICULUM	47
<i>Table 5. Options to Meet General Education Core Requirements</i>	48
<i>Academic Advising for First-Time Freshmen and Sophomores</i>	49
<i>Faculty Advising for Juniors and Seniors</i>	49
<i>First-Year Experience (FYE)/Office of Student Achievement and Retention</i>	50
STUDENT ASSESSMENT	51
SPECIAL SUPPORT AND PREPARATION PROGRAMS	51
<i>Student Support Services</i>	51
<i>Student Support and Disability Services Program</i>	51
<i>Office of Student Achievement and Retention (OSAR)</i>	52
ACADEMIC REGULATIONS	53
<i>Class Attendance</i>	53
<i>Dropping Courses</i>	54
GRADING SYSTEM	54
<i>Grading Scale</i>	54
<i>W and I Grades</i>	54
<i>Grade Points</i>	55
<i>Grade Point Average</i>	55
<i>Grade Reports</i>	56
<i>Change of Grades</i>	56
<i>Grade Appeal</i>	56
<i>Probation and Suspension</i>	57
<i>Satisfactory Academic Progress (SAP)</i>	57
<i>Frequency of Monitoring and Evaluation</i>	58
<i>Qualitative Progress</i>	58
ACADEMIC STANDING AND SELECTION OF A MAJOR	61
<i>Independent Study and Directed Study Policy</i>	61
<i>Prior Approval Required Before Taking a Course at Another Institution</i>	62
<i>Course Repeat Policy</i>	63
<i>Procedures for Substituting Courses</i>	63
<i>Withdrawal from the University</i>	63
<i>Leave of Absence</i>	64
<i>Implications for International Students</i>	65
<i>Financial Aid Implications Associated with a Leave of Absence</i>	65
<i>Academic Dishonesty</i>	65
<i>Dismissal</i>	66
<i>Academic Clemency</i>	66
ACADEMIC HONORS.....	67
NATIONAL HONOR SOCIETIES.....	67
EXAMINATIONS.....	70
<i>Credit by Examination</i>	70
<i>College-Level Examination Program (CLEP)</i>	71
<i>Mid-Semester and Final Examinations</i>	72
<i>Placement Tests/Examinations</i>	72
<i>The Rising Junior Examination</i>	72
<i>The Senior Comprehensive Examination</i>	73
<i>The Subject Field Test</i>	73
ACADEMIC RECORDS.....	73
<i>The Office of Student Records/Registrar</i>	73
<i>Transcripts</i>	74
<i>Access to Student Records</i>	74
INTERNATIONAL STUDIES/STUDY ABROAD	74
<i>International Studies</i>	74

<i>Study Abroad</i>	75
INFORMATION RESOURCES	75
INFORMATION SYSTEMS AND TECHNOLOGY DIVISION	76
POLICIES GOVERNING THE USE OF NETWORK SERVICES AND OTHER INFORMATION SYSTEMS	77
SCHOOL OF BUSINESS AND SOCIAL SCIENCES	82
BUSINESS	83
BACHELOR OF BUSINESS ADMINISTRATION-ACCOUNTING CONCENTRATION	84
BACHELOR OF BUSINESS ADMINISTRATION – COMPUTER INFORMATION SYSTEMS CONCENTRATION	90
BACHELOR OF BUSINESS ADMINISTRATION-MANAGEMENT CONCENTRATION	94
BACHELOR OF BUSINESS ADMINISTRATION-ORGANIZATIONAL MANAGEMENT CONCENTRATION (TRADITIONAL/ONLINE)	99
SOCIAL SCIENCES	103
ASSOCIATE OF ARTS IN CRIMINAL JUSTICE	105
BACHELOR OF ARTS IN CRIMINAL JUSTICE	109
BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION	112
BACHELOR OF ARTS IN ENGLISH	115
BACHELOR OF ARTS IN MASS COMMUNICATIONS	119
BACHELOR OF ARTS IN RELIGION	124
BACHELOR OF ARTS IN SOCIOLOGY	129
SCHOOL OF EDUCATION AND SCIENCES	117
EDUCATION AND INTERDISCIPLINARY STUDIES	118
TEACHER EDUCATION	118
BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION	122
.....	127
BACHELOR OF SCIENCE IN MUSIC EDUCATION	127
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION AND HEALTH (EC-12)	133
BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES TRADITIONAL/ONLINE	137
BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES – NATE PARKER FILM, THEATER, AND DRAMA	145
NATURAL SCIENCES AND MATHEMATICS	150
BACHELOR OF SCIENCE IN BIOLOGY	150
SCHOOL OF GRADUATE STUDIES	156
ADMISSIONS POLICIES	156
ADMISSIONS REQUIREMENTS SCHOOL OF GRADUATE STUDIES	156
MASTER OF SCIENCE IN HIGHER EDUCATION WITH AN EMPHASIS ON HBCU LEADERSHIP	156
MASTER OF BUSINESS ADMINISTRATION (MBA)	157
MASTER OF ARTS IN CRIMINAL JUSTICE	158
STUDENT SERVICES AND PROGRAMS	161
OFFICE OF CAREER SERVICES	161
ORIENTATION SERVICES	161
ATHLETIC ACTIVITIES	162
FRATERNITIES AND SORORITIES	162
STUDENT ACTIVITIES	163
STUDENT CLUBS AND ORGANIZATIONS	163
STUDENT GOVERNMENT ASSOCIATION	163
STUDENT ORGANIZATIONS	163
GENERAL INFORMATION AND REGULATIONS	164
AUTOMOBILES AND PARKING	164
DINING SERVICES	164
IDENTIFICATION CARDS	164

MAIL SERVICES	165
NON-LIABILITY OF UNIVERSITY FOR INJURY OR LOSS	165
PERSONAL PROPERTY INSURANCE	165
POLICY ON SMOKING.....	165
PROCEDURE FOR RESERVING A ROOM.....	166
RESIDENTIAL REQUIREMENTS	166
STUDENT CONDUCT.....	166
STUDENT HEALTH, COUNSELING, AND WELLNESS.....	167
STUDENT HEALTH, COUNSELING AND WELLNESS SERVICES	167
<i>Bacterial Meningitis Vaccinations for Students</i>	167
STUDENT ENGAGEMENT	168
STUDENT UNION	168
COUNSELING SERVICES FOR STUDENTS	169
STUDENT SUPPORT AND ACCESSIBILITY SERVICES.....	170
STUDENTS' RIGHTS AND RESPONSIBILITIES	170
GRIEVANCE PROCEDURES FOR STUDENTS	171
POLICY STATEMENT	171
<i>Definition</i>	171
FILING A GRIEVANCE.....	171
APPEALS.....	172
BUSINESS AND FINANCIAL SERVICES.....	173
BUSINESS AND FINANCIAL SERVICES	174
FISCAL POLICIES.....	174
<i>Student Account Payment Terms</i>	174
<i>Deferred Payment</i>	174
<i>Refund Policy</i>	175
<i>Refund Repayment upon Withdrawal</i>	175
<i>Employer Reimbursement Plan</i>	175
<i>Meal Services</i>	175
<i>Tuition, Fees, Room and Board Adjustments</i>	176
SCHEDULE OF TUITION AND FEES	177
SPECIAL FEES ASSESSED BY THE UNIVERSITY.....	182
<i>Insurance Coverage</i>	182
FINANCIAL AID	183
FINANCIAL AID POLICIES.....	185
<i>Student Eligibility</i>	185
<i>Education of Veterans and Their Dependents</i>	185
<i>Need Analysis</i>	186
<i>Packaging</i>	186
<i>Selecting Aid Recipients, Determining Needs, and Packaging Aid</i>	186
SATISFACTORY ACADEMIC PROGRESS (SAP)	188
<i>Frequency of Monitoring and Evaluation</i>	188
<i>Financial Aid Suspension</i>	188
<i>Pace of Progression</i>	189
<i>Maximum Time Frame</i>	189
<i>Appeal Procedures</i>	190
<i>Academic Intervention Plan</i>	191
<i>Reinstatement of Financial Aid</i>	191
<i>Selecting Aid Recipients, Determining Needs, and Packaging Aid</i>	192

FACULTY & STAFF	197
ACADEMIC CALENDAR 2024-2025	205
ACADEMICA CALENDAR 2025-2026	208
ACADEMIC CALENDAR 2026-2027	211
CAMPUS MAP	214
COURSE DESCRIPTIONS (UNDERGRADUATE)	216
ACCT - ACCOUNTING	216
BIOL – BIOLOGY	217
BUSI - BUSINESS	220
CHEM – CHEMISTRY.....	221
CISC – COMPUTER INFORMATION SYSTEMS CONCENTRATION	221
CLAP – COLLEGE LEVEL ASSESSMENT PROGRAM.....	223
CRIJ - CRIMINAL JUSTICE	223
CRJA – CRIMINAL JUSTICE ADMINISTRATION.....	226
ECON – ECONOMICS	227
EDUC - EDUCATION.....	228
ENGL – ENGLISH.....	231
FINA – FINANCE	234
GEEP – GENERAL EDUCATION ENRICHMENT PROGRAM	234
GESS – STUDENT SUCCESS ACADEMY.....	234
HIST – HISTORY	234
HUMA – HUMANITIES	235
MANA – ORGANIZATIONAL MANAGEMENT	235
MARK – MARKETING	236
MATH – MATHEMATICS.....	236
MCOM – MASS COMMUNICATIONS.....	237
MGMT – MANAGEMENT	238
MUSI – MUSIC.....	239
PHED – PHYSICAL EDUCATION.....	245
PHIL – PHILOSOPHY.....	246
PHYS – PHYSICAL SCIENCES, PHYSICS	247
POLS – POLITICAL SCIENCE.....	247
PSYC – PSYCHOLOGY	247
RELI – RELIGION	248
SOCIO – SOCIOLOGY.....	250
SOWK – SOCIAL WORK.....	252
SPAN – SPANISH.....	253
SPCH – SPEECH	253
THTR – THEATER	253
COURSE DESCRIPTIONS (GRADUATE).....	255
ACCT - ACCOUNTING	255
BUSI - BUSINESS	255
CRIJ - CRIMINAL JUSTICE	255
ECON - ECONOMICS.....	257
EDHE – HIGHER EDUCATION	257
FINA - FINANCE	258
MGMT - MANAGEMENT.....	258
INDEX.....	259

MISSION STATEMENT

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

VISION STATEMENT

Wiley University is a nationally recognized liberal arts university serving as a beacon of light inspiring individuals to serves as catalysts of social change in their community and professions



HISTORY OF WILEY UNIVERSITY

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 University 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 University 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 University 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 University farther out of town, the founders of the University moved nearer to Marshall on 55 acres of wooded land where the University 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 University had effectively become the first Black University west of the Mississippi River.

Among the visionaries of that era were presidents revered in Wiley University 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 University graduates to come.

Reverend Isaiah B. Scott (1893-1896) was appointed as the sixth president of Wiley University 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 University 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 University.

Matthew Winfred Dogan, Sr. (1896-1942) was to become the most prolific and the longest-sitting president to grace the halls of Wiley University. 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 University, 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 University was building and expanding.

In 1906, the University 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 University expanded as building after building was erected for more specialized programs. However, 1906 also brought tragedy to Wiley University 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 University 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 University. 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 University 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 University 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 University 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 refurnish and redecorate the Carnegie Library. The University 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 University 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 University joined the United Negro College Fund in 1944 as a charter member. This brought new resources to the University 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 University 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 University.

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 University family and will be for generations to come. Dr. Strickland was 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 improved science laboratory facilities and secured record amounts in private gifts, as well as increased external funding for sponsored programs. 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 brought the number of residence centers to five and enables the University 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. Other capital improvement projects launched during 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 Sr. 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 buildings and their classrooms have been retrofitted with technology reflective of the student-driven demand for the University to deliver pedagogy via smart classrooms. Additionally, more innovation in instructional practices, tools for institutional effectiveness (Watermark and Maxient) 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 University opened a Spirit Store to improve overall 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 University's first Honors Program, and the hiring of a licensed clinical psychologist for mental health and wellbeing.

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 University 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.

In Spring 2023, Wiley College officially transitioned back to its roots as Wiley University after a successful 10-year reaffirmation with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the approval of three graduate degrees. Starting in the Spring of 2024, Wiley University began offering a Master of Business Administration, Master of Arts in Criminal Justice, and a Master of Science in Higher Education.

The University is currently organized into three (3) degree-granting schools: 1) the School of Business & Social Sciences, and 2) the School of Education & Science, 3) the School of Graduate Programs and Leadership Studies. The three 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.

For over 150 years, Wiley has offered educational opportunities to the citizens of Texas, the nation, and the world. The Wiley University 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 University 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 University

	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 University'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 University and was a member of the Wiley University Class of 1910. 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 University. 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 University, 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 of the Class of 1920 and former Wiley University employee, 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 University 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 University's faculty and staff.

Dogan Hall

This residence hall 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, Dr. David L. Beckley, the Johnnie H. Coleman television lounge, and several guestrooms.

McLeod Hall

This building, named for President Dr. E.C. McLeod, was erected during the summer of 1945. McLeod Hall was completely renovated 2022. Once a dormitory for women, it is presently used as an administrative and classroom space, including offices for Wiley University's Police Department and the Innovation Lab.

The President's Home

The president's home was built by students in 1903 and partially renovated in 2018. Some of the University'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 Wilbur P. Thirkield, a close friend of the University 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 (Leota) Robinson in memory of her mother, Mrs. Josephine C. Nooks, and aunt, Miss Jessie H. E. Smith, initiated the conception of this well-appointed building. 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 '32 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 (Anne Lane Hodge) Cottman in honor of Mrs. Cottman's parents. Mr. and Mrs. Hodge were proud Wiley alums. Mr. Hodge served as business manager of Wiley and Mrs. Hodge was a noted educator in the Marshall community. The building houses a rotunda-type auditorium used for special University programs.

Ocie and Mary Jackson Hall

This facility was built in 1972 to house 192 students. The building consists of four wings: three for housing and one that contains offices and laundry facilities. 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 University acquired the H. B. Pemberton Complex, formerly a high school from the Marshall Independent School District in a property exchange in 1987 and partially renovated 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 University 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 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 Wiley, 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 University. This edifice displays in its stained-glass windows an artistic representation of the University's history and its connectional relationship with The United Methodist Church.

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 University'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. The 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.

Kenneth "Kenny" Ponder Welcome Center - 2022

The newest building on the Wiley University Campus, the Ponder Welcome Center is the first campus building as you approach campus via Rosborough Springs Rd/Wiley Ave. This building serves as the hub for the Office of Alumni Relations, Media Relations, and Institutional Advancement.

CAMPUS MASTER PLAN

The future growth and development of the University'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 University's first comprehensive master plan that calls for transforming the physical infrastructure.

ADMISSION REQUIREMENTS AND PROCEDURES

Office of Admissions and Recruitment
711 Wiley Avenue, Marshall, TX 75670
Website: <http://www.wileyc.edu/admissions-aid>
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 apply 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 University 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. Prospective students who have a 2.0 GPA or below, will be provisionally admitted and must attend Wildcat Academy (summer bridge program). Upon successful completion, the student will be fully admitted into the College. 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 Development 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 University 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 University 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 is 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 aged twenty-five (25) or older. These programs enable adult enrollees to complete coursework for a college degree at times most convenient to them, evenings and on the weekends. All adults seeking admission must satisfy the University'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 University. Credits for developmental 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. Take note that the GE courses may not be offered in the same course length as other ADCP courses. For example, a course in the ADCP program is five (5) weeks but a student may need World Literature course which may be offered in a traditional 15-16 week semester. 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 University 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

Anyone wishing to audit a course must be admitted to the University and fulfill all obligations required 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 University 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 University 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 University.
- 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 University to take 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 successfully pursue 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 University to take certain courses without intent of becoming candidates for a Wiley University 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 University are transferable to their home institutions.

Admissions Requirement: Honor College

Placement in the Honors College is competitive and selective. To be considered, entering freshmen must have demonstrated strong leadership skills in high school, and have a minimum high school grade-point average of 3.75 or higher. Presidential Scholars may be required to interview before a panel of selected faculty and staff. Continuing students are invited to apply for membership through a selective screening process at the end of their freshman or sophomore years. Criteria for application are based on sound academic achievement, demonstrated leadership ability, and community service.

To be considered for an application, students must have at least a two-semester Wiley grade point average of 3.75, less than 75 career total credit hours, no current incomplete courses on their transcript, and demonstrated leadership ability. Eligibility does not ensure that a student will receive an application to apply. Freshmen, sophomores, juniors, and seniors must maintain a grade-point average of 3.5 or higher (3.5 for Presidential Scholars) each semester and follow the guidelines as outlined in the Honors Contract to remain in good standing. Honors students are expected to participate in one or more campus clubs or organizations, continue to demonstrate leadership skills, attend leadership seminars, and give something back to the world community by performing at least 70 committed hours of community service each year.

Re-Admission of Wiley University Students

Students wishing to return to the University after an absence for any reason must apply for readmission. If absence was caused due to disciplinary reasons or 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 Development 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.

EDUCATIONAL ACCOMMODATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS

In keeping with the University'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 University, 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 University has no specific programs for students with disabilities. The University will provide 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 accommodation must make such a 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 University 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 student or prospective student's responsibility 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 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 accommodation is provided on a term-by-term basis. Before each term begins, academic accommodations letters will be provided to students to distribute to appropriate faculty members. Students are recommended 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

Provost and Vice President for Academic Affairs
Dr. Kimberly McLeod

Associate Provost
Dr. JoAnn Scales

Academic Affairs is responsible for coordinating the educational programs of the University. Approximately sixty to seventy percent of students at Wiley University 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 University Office of Extended Education, Interdisciplinary Studies, or our graduate programs. The Office provides support for students to complete 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 University. Our office helps to advance the excellence of research, scholarship, teaching, learning, and administrative functions to better support student success and the academic enterprise at Wiley University.

Wiley University 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 University has added and enhanced its offering of courses and degree programs via the online modality to include offering courses through Interdisciplinary Studies, Organization Management and Criminal Justice Administration. The Office of Extended Education and the Division of Academic Affairs are responsible for coordinating these courses and services with all facets of the University 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 university degree. For additional information about these programs, contact the Office of Extended Education at ExtendedEd@wileyc.edu.

- (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 through distance learning (online) program at the university. A distinct advantage at Wiley University is that with the appropriate advisement, a degree may be earned using a combination of these different avenues for learning.

Distance Learning

The University 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 in a synchronous format. Online courses require the same prerequisites, admissions, and registration procedures as on-campus courses. Online courses have the same learning objectives as those instructed in a traditional format. Distance Learning students have access to the same services as on-campus students, including online or walk-in counseling and advising sessions, and access to library databases and other resources.

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

Wiley University offers seven (7) degrees: The Associate of Arts (A.A.), the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.), Bachelor of Business Administration (B.B.A.), Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.). The University offers twelve (12) 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, the Office of Student Achievement and Retention, 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

SCHOOL OF GRADUATE AND LEADERSHIP STUDIES

Academic Area	Degrees	Majors
Education	M.S.	Higher Education Administration
Social Sciences	M.A.	Criminal Justice
Business Administration	M.B.A.	Business Administration

GENERAL INFORMATION RELATED TO ACADEMIC PROGRAMS AND SERVICES

Every student enrolled in the University, 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 University 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.

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 university credits.

DEGREE PLANS

A degree plan is the prescribed set of courses and graduation requirements mandated by the university for a student to earn one of the degrees conferred by Wiley University. 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.

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 university 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 offices and advisor’s permanent record. The official student records are maintained by the Office of Student Records/Registrar in the university’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 University’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 university 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 University 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 University 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 university. 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 University 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 University. As soon as a student is admitted to the university 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 University 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. Additionally, transfer students 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 University 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 Clinical Teaching. 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 or Credit for Prior Learning.

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 university 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 University (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. All courses use electronic and hard copy textbooks from Cengage Unlimited so the students may not have to purchase traditional textbooks for a course. 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 University 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.

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 University 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 University for AP courses based on the certified test scores as follows:

Table 4. Credit Awarded for AP Course Exam Scores

<u>AP Exam/Course</u>	<u>Score</u>	<u>Wiley 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 University catalog.

Transfer Credit

Wiley University 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 universities, if the credit is applicable to a degree program at Wiley Universities. In addition, the following guidelines are used by the university 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 University degree. University catalogs from the previous institution may be requested from students. The evaluation is made using only official transcripts sent directly to the

university from the last university attended or hand-delivered in an original, sealed envelope which bears the official school seal. Electronic transcripts submitted from the last university 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 (university 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 university level and not 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) and as described in this catalog for Credit for Prior Learning (CPL). In awarding credit for non-traditional learning, the university 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 university 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 University 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 University 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 University, 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 University. 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 international 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 University, 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 University. 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 University.

Credit for Prior Learning (CPL)

Prior learning is a real-life event or series of events, experienced firsthand, that has generated an extensive amount of personal and professional learning that is equivalent to college-level academic rigor and quality and has created a significant life change in the learner (i.e., an increased capacity to live and apply the learning in new contexts). These learning experiences are most valued when they are job-based (or through volunteerism), but they should involve engaging in activities for significant amounts of time (e.g., several months or more), are non-episodic (i.e., not one-time events), and are context-embedded within naturally occurring life events during the adult years of life.

Wiley University uses Kolb's Model for assessing experiential learning. Kolb's (1984) experiential learning theory states that four different skills compose the learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

- Experience: What activity occurred?
- Observation: What did you think about the activity?
- Conceptualization: What theory did you develop from the observation?
- Experimentation: How did you put that theory into practice?

Note to the student:

Below is a description of Kolb's Model. Kolb's model is the required format for writing experiential essays. Students must address four areas of Kolb's Model with each of the required sub-topics in order for the essay to be considered for university credit. The description of each of the four sections should be read carefully, along with the examples, and the description used to determine what to write for each learning objective

found in the course syllabus of the course being challenged for credit. A current resume or Curriculum Vitae should be included with the portfolio submission and should serve as the guide for the documentation essay.

Kolb's Model -Description of Concrete Experience

Concrete experience represents the student's personal participation with the people, places, activities, and events of an experience. The student should describe his/her involvement relative to the experience, demonstrating the opportunity for learning.

Example: My career in public relations started off as a staff assistant in the Public Information Office of a community college system. After two years of on-the-job training, I was promoted to the position of community relations officer.

Observation/Reflections

Reflections represent the student's thinking and processing relative to the experience. The student should demonstrate his/her learning by describing the knowledge, skills, and attitudes developed through the reflective process.

Example: I have observed that some organizations are very good at garnering free publicity. They appear at local events and frequently appear as experts in television and newspaper interviews.

Conceptualizations/Generalizations / Principles / Theories

Conceptualizations, generalizations, principles, and theories are constructs that organize and guide academic learning. A typical university course is built around several such generalizations, principles, and/or theories. In this stage, the student identifies and describes the generalizations, principles, and/or theories to demonstrate learning outcomes. These learning outcomes result from analyzing and reflecting on the student's experience. The conceptualizations, principles, and/or theories should be comparable to those addressed in typical university courses and should match the course description of the selected course that is being challenged for credit.

Example: Whether working with large or small one-owner organizations, it makes no difference in establishing rules, guidelines, or policies regarding image and public relations. Developing a detailed plan of action makes it much easier to schedule and implement appropriate applicable strategies.

Experimentation, Testing, and Application

Experimentation, testing, and/or application represents situations in which the new learning can be used. The student should describe how he/she did, or could in the future, test, and/or apply what was learned.

Example: A fun promotional idea that emerged as a by-product profit center for the bookstore was t-shirts. We printed t-shirts with the bookstore logo on the back with advertisements for the Spirit Store.

Quality assurance standards used to assess prior learning for credit must meet the following criteria:

- Credit is awarded for learning and not for the experience alone.
- Credit is awarded only for college-level learning.
- Credit is awarded only in the context appropriate for it.
- Competency levels and credit awards are made only by subject matter experts.
- Credit is not awarded twice for the same learning experience.
- Full disclosure is made regarding the policies and procedures used to make the assessment.

The Office of Student Records/Registrar will place the credit for prior learning on the student's permanent academic record upon receipt of proof of payment as outlined in the Special Fees section of the University Catalog.

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 university's Evening and Weekend Program, including the Organizational Management, Criminal Justice Administration, and post-baccalaureate programs, the candidate may qualify for Credit for Prior Learning experiences. 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 university'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 University, 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 university, and must have exhibited conduct in keeping with the standards set for students at the university.

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".
- Complete a minimum of twenty-five (25) percent of the semester credit hours required for the degree through instruction in residence at Wiley University.
- 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 *University 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 University and pursued uninterrupted studies through to graduation. When a student re-enrolls at the university 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 University 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 University. 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 University.

Degree Conferral

Degrees are conferred by Wiley University 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 University. 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 University'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 University 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 University 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 university 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 University.

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

Discipline	Credit Hours	Courses**
Critical Thinking		
History	6	HIST 1301, 1302
Foreign Language	6	SPAN 2301, 2302
Music and Art	3	HUMA 2300
Writing		
Speech	3	SPCH 2300
Composition	6	ENGL 1301, 1302
Literature	3	ENGL 2311
Quantitative Reasoning		
Mathematics	3	MATH 1330 or higher
Science	4	BIOL 1401 or PHYS 1402 or higher
Civic Engagement and the Wiley Experience		
Academic Success	3	GESS 1100 and GESS 1200
Religion	3	RELI 1301
African American Studies or AA History	3	HIST 2300
Physical Education & Health	2	PHED 1100, 1111
	45 Hours	

**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 University 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 University 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. **Students are assigned to their Academic Advisors based on last name Alpha not by meta-major cohorts.** 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 Academic Advisor and the Faculty designated from the student's chosen major to be his/her advisor when the student moves forward from the Academic Advisor at the end of the sophomore year. This new relationship, coming to full fledge in the sophomore year, generally continues through graduation as that with the original Academic Advisor progressively tapers down as a new freshman class occupies the Academic Advisor. The faculty 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 Academic Advisor work out the student's program, but by the second semester, the student, the Academic Advisor and the Faculty Advisor begin to work and plan together to accomplish a successful transition to the student's junior year and beyond. Their first task is the construction and review of the student's complete degree audit 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.

Faculty Advising for Juniors and Seniors

In addition to helping students plan their schedules, the faculty 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 University, 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 Transition & Strategic Retention

This program seeks to enhance the student's successful transition from a "high school mindset," its customs and practices to the "Wiley University 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 Wildcat Academy. Wildcat Academy is an opportunity for recent high school graduates who have a 2.5 GPA or below and are interested in attending Wiley University.

Completion of the program includes earning up to 12 college credit hours during the 5-week program and after completion of Wildcat Academy, students who enroll at Wiley University for the fall semester will be eligible to receive a \$1000 scholarship to be applied to their fall tuition.

Students have the opportunity to complete up to twelve (12) credit hours during the program. They will attend weekly Chapel and participate in a weekly Chat & Chew with Wiley Administration, along with having access to peer mentoring and tutoring. Students will also have the opportunity to live on campus and be a part of social activities that will take place during the summer.

Orientation sessions, introductions, 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 of the history of Wiley University and legacies, methods and traditions of the institution, (c) Campus Resources/Student Accountability, (d) civic engagement/community service in

partnership with Heman Sweatt Center for Social Good & Leadership, (e) career development, and (f) The Road to Completion “Forward to Graduation”.

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 University’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 150 plus 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 University 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 University 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/Wildcat Academy for first-time freshmen, and (4) the Student Success Coaches.

Student Support and Disability Services Program

Student Support and Disability 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, extraacademic 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. The respective intake personnel respond to the incoming student or a referral and direct 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 university. Appointments are not necessary. Walk-in tutorials are available five days a week and during some evenings.
- **Tutorials:** If the walk-in tutorial schedule does not offer enough flexibility, students may request scheduled individualized tutoring with their Academic Advisor or the Executive Director of Strategic Retention and Student Success.
- **Study Groups:** Many of the professors and the Executive Director 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.
- **Strategic advising:** Academic Navigators provide long-term, data-driven planning to track academic progress, identify potential obstacles, and design personalized academic pathways to help students reach their educational goals. This includes academic scheduling, career planning, and connecting students with resources across campus.
- **Workshops:** Workshops are held at least monthly or as requested for review of specific skills. These include Cornell Note Taking, proofreading, study skills, skills for library and electronic research, career preparation, and in collaboration with other departments across campus to address students' needs. The dates and times are announced in advance.

ACADEMIC REGULATIONS

Class Attendance

Class attendance is regarded as an obligation and is important to the attainment of the educational goals of the students and the University. 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, Academic Deans, Associate Provost, Provost, Vice-President for Student Development, and President are the only officer of the University authorized to excuse students from class or attendance-required function, following university policy. 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 or associate provost. The school's dean or designee will notify the professor(s) of excused absences and dates. An absence not excused by one of the previously mentioned administrators 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 University 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 University, 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 University 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 university 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.

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 University 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	Credit by Examination*		
AU	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 University; 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 University 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, all forms of communication, and the like. The decision of the Vice President for Academic Affairs is final.

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 University 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 University 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.

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 University 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 University'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

For the purpose of “Satisfactory Academic Progress,” Wiley University will review a student’s progress at the end of each academic year. For this determination, the Wiley University academic year is defined as two (2) semesters of fifteen (15) weeks of course work occurring between August 1 and May 31.

During the assessment period, a financial aid committee determines whether or not a student is making “Satisfactory Academic Progress” toward his/her program of study and is thus eligible to continue to receive federal student financial aid during the next academic year. A student’s progress is measured both qualitatively and quantitatively.

Courses approved and taken during summer school that are accepted by Wiley University (if taken at another school) and the removal of an incomplete grade, at the request of the student, will be included as an appeal provision in determining satisfactory progress for the next term.

It is the student’s responsibility to ensure that the Office of Student Records/Registrar provides the Financial Aid Office with a copy of the record of courses taken and the grades received.

Qualitative Progress

To retain eligibility for the federal financial aid programs, a student must maintain the following grade point average (GPA) based on the number of hours attempted. Attempted credit hours include all enrolled hours at Wiley University and include only those transfer credit hours accepted toward the student’s major.

Number of Hours Attempted	Required Cumulative Grade Point Average
1 - 59	1.75
60 - above	2.00

Completion Rate

Each student is required to successfully complete 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, P/NP, I, and W.

Maximum Time Frame

The maximum timeframe a student is eligible for financial aid is 150% (six [6] years) of the published length of educational programs. Most baccalaureate degrees require a minimum of 120 semester hours and associate degrees a minimum of 60 semester hours. Therefore, a student pursuing a bachelor’s degree is eligible for financial aid up to 180 semester hours attempted. A student pursuing an associate degree is eligible for federal aid up to ninety (90) semester hours attempted.

Repeated Courses

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.

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.

Financial Aid Probation

Students who fail to meet one or more of the SAP standards for the first time will be placed on Financial Aid Probation for the next two semesters of attendance at Wiley University. Students are still eligible for financial aid while on probation.

Financial Aid Suspension

If at the end of the probationary period, a student still does not meet ALL minimum cumulative SAP standards, the student will be placed on Financial Aid Suspension and will become ineligible for federal financial aid. Financial aid, once lost, cannot be reinstated retroactively for previous semesters. The student must pay expenses incurred while his/her aid is suspended. This policy applies to all students at Wiley University receiving financial aid.

Financial Aid Appeal Process

A student whose financial aid eligibility is suspended can appeal to have financial aid reinstated if he/she can demonstrate that there were mitigating circumstances that interfered with his/her ability to comply with the University's standards for Satisfactory Academic Progress (SAP).

Examples of mitigating circumstances are illness or death of immediate family members, illness of the student or his/her children, becoming unemployed, and any other special circumstances that occurred during the semesters that the student was enrolled at Wiley University. Students may appeal to have their financial aid eligibility reinstated by completing an Appeal Form and submitting documentation to support their mitigating circumstances to the Financial Aid Office. The Appeal Form can be obtained from the Financial Aid Office. Appeals submitted without documentation will be denied.

Reinstatement of Financial Eligibility

Students who demonstrate that there were mitigating circumstances that interfered with their academic performance will have their financial aid eligibility reinstated for one (1) semester. To maintain financial aid eligibility, the student must enroll and successfully complete at least six (6) semester hours with a grade of "C" or better. The deadlines for submission of appeals are:

Fall Semester: July 15th

Spring Semester: October 15th

Failure to maintain a "C" average will cause the student to again lose financial aid eligibility.

Reinstatement of Financial Aid without a Successful Appeal

To have financial aid reinstated, a student must complete the following requirements *at his/her own expense* (no financial aid will be granted at Wiley University to those on financial aid suspension):

- Enroll and successfully complete at least six (6) hours with at least a 2.0 GPA for each semester. This is a minimum requirement.
- The student may need to complete more hours and earn a higher GPA to remedy the SAP deficiency. This is determined on a case-by-case basis.
- When the required course work is completed, the student must file an appeal and the appeal must be approved for financial aid to be reinstated.

ACADEMIC STANDING AND SELECTION OF A MAJOR

Every freshman and sophomore student is enrolled in a chosen major and is therefore considered part of a department/major. Any freshman or sophomore student who has a cumulative grade point average of and any junior or senior student who has a cumulative grade point average of "C" or better (2.00 GPA), and who

- (a) meets the conditions for SAP,
 - (b) has the minimum number of semester hours for the appropriate student classification,
 - (c) has no financial indebtedness to the University and
 - (d) whose conduct is in keeping with the code of conduct of the University,
- is considered to be in good standing.

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 University.
- The proposal must be signed by the instructor and approved by the school's dean and the 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 University'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.

Prior Approval Required Before Taking a Course at Another Institution

After enrollment at Wiley University 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 University. 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 University. 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 University.

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 University 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 University, 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 University

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 University 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 University 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 University 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 University includes the following steps:

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

Step 2: Complete the exit interviews for financial aid and retention.

Step 3: File the completed withdrawal form with the Office of Student Records/Registrar.

Leave of Absence

A student who is in good standing with the University 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 University 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 University. The procedures for such action are covered in the policy on Withdrawal from the University 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 University Registrar's Office to negotiate other arrangements, s/he will be administratively withdrawn from the University 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 University 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 University.
- 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, 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

University.

- 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 their residence hall and campus. Exceptions must be authorized in writing by the Vice President for Student Affairs and Enrollment Management.
- 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 University. 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 University 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 Office of Financial Aid. 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 University (for financial aid purposes only).

Academic Dishonesty

Students who choose to attend Wiley University 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 University believes that knowledge without character is perilous. The University insists on behavior above reproach in pursuit of academic excellence. The University, therefore, will not tolerate academic dishonesty or improper behavior.

Wiley University 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 unadministered 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 University 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 University. This policy permits the University 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 University.

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 and zero quality points. The student may or may not qualify for federal financial aid. The student must contact the Office of Financial Aid to determine eligibility.

ACADEMIC HONORS

Students who have demonstrated exceptional academic performance are honored each spring semester by the institution. The University 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

NATIONAL HONOR SOCIETIES

Alpha Kappa Mu National Scholastic Honor Society

The Alpha Kappa Mu Scholastic Honor Society is designed to promote high scholarship, encourage sincere and zealous endeavor in all fields of knowledge and service to cultivate a high order of personal living, and develop an appreciation for scholarly work and endeavors. Alpha Kappa Mu is the University's general academic honor society and is open to juniors and seniors in all academic areas whose cumulative GPA is 3.50 and above and who embrace the goals specified above.

Alpha Lambda Delta Honor Society for First-Year Academic Success

Alpha Lambda Delta is a certified national honor society for students who have achieved a 3.5 GPA or higher during their first year or term of higher education.

Alpha Mu Gamma Honor Society for Spanish

The purpose of Alpha Mu Gamma is to honor students for outstanding achievement in foreign language study in college. Alpha Mu Gamma – XI Omega Chapter is open to Spanish students that have completed at least two Spanish courses with a grade of A and whose cumulative GPA is 3.00 and above. Alpha Mu Gamma offers the opportunity to participate in national conventions, regional conferences, chapter meetings, and activities.

Alpha Phi Sigma Honor Society for Criminal Justice

Alpha Phi Sigma is an international honor society that recognizes academic excellence of undergraduate and graduate students of criminal justice, as well as Juris Doctorate students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity. Alpha Phi Sigma is the only Criminal Justice Honor Society which is a certified member of the Association of College Honor Societies and affiliated with the Academy of Criminal Justice Sciences.

Alpha Sigma Lambda Honor Society for Non-traditional Students

Alpha Sigma Lambda Honor Society is a prestigious national organization dedicated to recognizing the academic achievements of non-traditional adult students who demonstrate strong leadership, high academic standards, and a commitment to their educational goals. Founded in 1945, the society specifically honors students who often balance the demands of work, family, and community while excelling academically.

The National Society of Leadership and Success

The NSLS is an organization that provides a life-changing leadership program that helps students achieve personal growth, career success, and empowers them to have a positive impact in their communities

Beta Kappa Chi Honor Society for the Sciences

Beta Kappa Chi is a scientific honor society that promotes the dissemination of scientific knowledge and stimulates scholarship in pure and applied sciences. Membership is open to juniors and seniors with a minimum cumulative GPA of 3.00 and 3.50 in the major field of study. Beta Kappa Chi members must have a major in at least one of the pure or applied sciences.

Sigma Beta Delta Honor Society in Business, Management, and Administration

Sigma Beta Delta is an international honor society in business, management, and administration. The principles of the society include wisdom, honor, and the pursuit of meaningful aspirations. These qualities are recognized by the society as being important for success in the academic realm as well as providing a guide that will lead to a fulfilling personal and professional life. Additionally, the society encourages and promotes personal and professional improvement, and a "life distinguished by honorable service to humankind." Membership is open to students in business, management, and administration with high scholarship and good moral character. Candidates must have a minimum GPA of 3.5.

Sigma Tau Delta, International English Honor Society

Sigma Tau Delta was founded in 1924 at Dakota Wesleyan University. The Society strives to:

- confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies;
- provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities;
- Foster all aspects of the discipline of English, including literature, language, and writing;
- Promote exemplary character and good fellowship among its members;
- Exhibit high standards of academic excellence; and
- Serve society by fostering literacy

Student membership is available to undergraduate and graduate students currently enrolled at a college or university with an active Sigma Tau Delta chapter and who meet the following academic qualifications. Candidates for undergraduate membership must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. The candidate must have a minimum of a B or equivalent average in English and in general scholarship, must rank* at least in the highest thirty-five percent of his/her class, and must have completed at least three semesters or five quarters of college course work. (Local chapters may raise, but not lower, these criteria.) Candidates for undergraduate membership need not be majoring or minoring in the discipline of English. *This requirement may also be interpreted as "have an overall B average in general scholarship" (e.g., 3.0 GPA on a 4.0 scale).

Who's Who Among Students in American Colleges and Universities

Who's Who Among Students in American Colleges and Universities is one of the most renowned honors bestowed upon a college student. This award recognizes outstanding campus leadership, scholarship, citizenship, community service, and achievement. Students are nominated annually by the faculty and school deans. Candidates must have at least a 3.3 GPA.

EXAMINATIONS

Examinations of various types are used by the faculty and the University as teaching tools. They may include quizzes, tests, essays, true/false statements, visual identifications, multiple choice problems, special problems, projects, performance trials, papers, electronic inquiries, blogs, demonstrations, competitions, etc. They are used in various ways to assess the progress of each individual student towards specific learning outcomes, competencies, and objectives outlined in a course syllabus. Moreover, such outcomes are a part of the expected overall competencies, skills, knowledge, and methodologies for a Wiley University graduate in a given major. In addition, well designed examinations are useful to determine whether a course, a curriculum, a major, or a program is meeting internal and/or external benchmarks in reference to efficacy and to the “state of the art” in a given field.

At Wiley University, multiple means of assessment are recommended, including examinations, as often as necessary within a course or a program to identify as early as possible (by the second or third week in each course) those students who may not be progressing as expected and to provide immediate and special assistance by the professor and student support services to identify any problems and bring the student into the mainstream of the course.

Academic credit may be earned by means of a standardized examination such as a Credit by Examination (departmental examination) or by means of the University Level Examination Program (CLEP).

Credit by Examination

Departments have the option, but are not required, to administer an available standardized examination for any course in their area. If the department grants the examination, and no standardized examination is available, a departmental test will be constructed which must be equivalent and comprehensive of the mid-term and final examinations for the previous two semesters in which the course was taught. The subject in which students want to be examined should be one in which, in the opinion of the exam-granting department, knowledge can be tested by examination.

A Credit by Examination must adhere to the following process:

- The examining department must agree to an examination before the student pays the examination fee.
- The student must pay the fee at the Business Office and present the receipt to the examining department.
- Once the department has approved the examination, and the student has paid the fee, the examining department, the school’s dean, and the Vice President Academic Affairs must approve the final exam.

To be eligible for Credit by Examination, students must meet the following criteria:

- Minimum cumulative GPA 2.75
- Students may earn a maximum of six (6) credits hours through Credit by Examination during their studies at Wiley University.
- Students must receive a passing grade (C) on the Credit by Examination to receive credit as assessed by

the department administering the examination.

- The student must provide proof of payment as outlined in the Special Fees section of the Catalog before they will be allowed to sit for the Credit by Examination.
- A failed test may be repeated no sooner than the semester after the initial date of the examination. (For example, if a student takes a Credit by Examination in the fall semester and fails the examination, s/he cannot retake the exam until after the following spring semester).
- Credit by Examination cannot be granted for any examination repeated before the semester six-month waiting period has elapsed.
- The last point at which a student may take a Credit by Examination is the semester before graduation. (For example, a student who hopes to participate in May graduation may take the Credit by Examination no later than the last business day of December of the previous calendar year).
- Credit by Examination is not permitted for courses previously taken for credit.

The University strongly recommends that Credit by Examination only be used for General Education courses; however, the final decision about whether or not to administer the Credit by Examination is at the discretion of the examining department.

The Office of Student Records/Registrar will post the credit on the student's permanent academic record upon receipt of documentation of a passing score and proof of payment as outlined in the Special Fees section of the University Catalog.

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 Division 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 University 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 University. Colleges and universities awarding credit based on CLEP examinations have the right to set their own passing scores; however, Wiley University 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 University.

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

Mid-Semester and Final Examinations

Each student is expected to take a mid-semester examination and the final examination in each course in addition to any other assessments defined in the course syllabus. The course instructor must report an exemption to this policy to the school's dean at least one week before the examination is scheduled to be administered. In lower division courses, grades may be monitored often and not less than at the completion of weeks three (3), five (5), and seven (7) as part of the Early Alert and Intervention Program (EAIP). Students scoring below "C" grade average performance at these milestones receive prompt intervention to help them join the mainstream of the class and/or identify as early as possible any academic problems.

The final examination for each course is scheduled during the final week of the semester as designated on the academic calendar. This schedule cannot be changed without the approval of the school's dean and the Vice President for Academic Affairs.

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 and Success Navigator, 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 University 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.

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 University. 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 University by graduation or withdrawal.

The University 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 University;
- (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 University. The University 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 University 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 University 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 University 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 University recognizes the importance of the global village concept in which the University 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 University), filmed field experiences, invited lectures, and special seminars with or without a travel abroad component. This option is especially attractive at Wiley University 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 University 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 University. Study abroad may also include courses sponsored by Wiley University 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 University 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 University policy on *Prior Approval Required before Taking a Course at Another Institution* (p. 53) applies to all study abroad activities by Wiley University students. University credit that is to be earned from study abroad courses conducted by a Wiley University 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). University credit awarded for a study abroad activity at a given institution may transfer to Wiley University under the same guidelines followed by the Registrar to grant credit to foreign students transferring academic credits to Wiley University.

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 University. 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 University 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 University 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 University 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 University 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 University 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 University homepage (www.wileyc.edu).

Laptop Computers

Students are provided a unique opportunity to purchase laptop computers at a discounted rate that meet Wiley University 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 University.

Access to Network Services

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

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 University'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 University 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 University computing resources remains the property of Wiley University. Wiley University 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.

University 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 University 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 University 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 Marketing & Communications Office at (903) 927-3385.

Network Security

Wiley University'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 University 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 University 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 University's technology resources are issued an 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 University -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 University 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 University's resources, equipment or services; violates the rights of others; or is inconsistent with the University'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 University 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 University 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 University

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



School of Business and Social Science

School of Business and Social Sciences

Dean

Dr. Samuel Tabi

Administrative Assistant to the Dean

Ms. Deveraux Cole

Instructors

Mrs. Jackie Holloway (Religion)

Ms. Minnie Murray (Criminal Justice)

Assistant Professors

Mr. Ibrahim Salem (Accounting)

Dr. Roderick Sherman (Criminal Justice)

Dr. Samuel Tabi (Computer Information Systems)

Dr. Pornpimol “Joy” Walden (Business)

Dr. Keyona White (Criminal Justice)

Dr. Chinonye Onwuchekwa (Business)

Associate Professors

Dr. Tracy Andrus (Criminal Justice)

Dr. Chukwuneye Okereke (Sociology)

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 ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra).
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 University.

Catalog Requirements

A student 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 University, 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 University 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 auditory. 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 ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra).
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
GEES	1200	Academic Success Seminar	2	RELI	1301	Survey of Religion & Philosophy	3
GEES	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 ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra).
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 University 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
GESS 1200 Academic Success	2	RELI 1301 Survey of Religion & Philosophy	3
GESS 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	<u>3</u>	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 ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra).
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				Second Semester			
		Cr. Hrs.				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				Second Semester			
		Cr. Hrs.				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				Second Semester			
		Cr. Hrs.				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 University in the same manner used to admit any other transfer student. The admission steps are listed below:

1. Must be admitted to Wiley University.
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 University.
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 University Level Examinations Program (CLEP) at Wiley University.

A documented program of study will be developed by the student with his/her OMP advisor to take advantage of the offerings by Wiley University and other accredited institutions to make up all required general education courses in the most efficient manner by graduation. The University 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 University 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 University 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 ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra).
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 University.

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. Have at least a 2.00 GPA.
3. Complete all GEEP and CLAP requirements.
4. 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 University. 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 University'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 University 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 University 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 University 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	<u>3</u>
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 Introduction to Computing	3	CRIJ 1330 Intro to Criminal Justice	3
ENGL 1301 English Composition I	3	ENGL 1302 English Composition II	3
HIST 2300 Intro to Afr Amer Studies	3	HIST 1302 United States History II	3
MATH 1330 College Algebra	3	PHYS 1402 Intro to Physical Science with Lab	4
PHED 1110 Fund. Of Health & Fitness I	1	PHED 1111 Fund. Of Health & Fitness II	1
GESS 1200 Academic Success Seminar	2	SPCH 2300 Speech Communication	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>		17
	16		

Sophomore Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CRIJ 2300 Criminology	3	CRIJ 2334 Criminal Investigation	3
CRIJ 2331 Intro to Law Enforcement	3	CRIJ 2335 Criminal Law	3
ENGL 2301 Adv English Composition	3	CRIJ 2305 Crime in America	3
ENGL 2311 World Literature I	3	HUMA 2300 Humanities	3
HIST 1301 United States History I	3	SPAN 2302 Elementary Spanish II	3
SPAN 2301 Elementary Spanish I	3	GEEP 2002 General Education Enrich Program	<u>0</u>
GEEP 2001 General Educ Enrich Program	<u>0</u>		15
	18		

Junior Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CRIJ 2332 Introduction to Corrections	3	CRIJ 3341 Correctional Systems	3
CRIJ 2333 The American Legal System	3	CRIJ 3342 Police Organization & Management	3
CRIJ Dept. Elect (3000-4000 level)	6	CRIJ 4369 Internship	3
CRIJ 2336 Pre-Trial Criminal Procedure	3	CRIJ Dept. Elect (3000-4000 level)	3
CRIJ 2337 Juvenile Justice	3	GEEP 3002 General Education Enrich Program	<u>0</u>
GEEP 3001 General Educ Enrich Program	<u>0</u>		12
	18		

Senior Year

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

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	<u>15</u>	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 and/or through Credit for Prior Learning (CPL) Assessment. Students planning to earn free elective credits through CPL Assessment must take course CRJA 3100, Career and Portfolio Management, prior to submitting their documentation for assessment. Students enrolled in the non-traditional adult degree-completion program in Criminal Justice Administration may be eligible to receive up to 24 credit hours for prior learning.

BACHELOR OF ARTS IN ENGLISH

Program Overview

The English Department supports Wiley University'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
GEES	1200	Academic Success	2	MATH	1330	College Algebra	3
GEES	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

BACHELOR OF ARTS IN MASS COMMUNICATIONS

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
GEES 1200 Academic Success	2	GEEP 1002 General Education Enrich Program	<u>0</u>
GEES 1100 Academic Success - PF	1		16
GEEP 1001 General Educ Enrich Program	<u>0</u>		

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 University, 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	Into 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
GESS	1200	Academic Success Seminar	2	PHED	1111	Fund. Of Health & Fitness II	1
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>				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.		
CRUJ	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 and Sciences

School of Education and Sciences

Dean

Dr. Ericka Johnson

Assistant Dean

Mrs. Morgan King

Instructors

Ms. Raymond Fogg (History)

Ms. Dana Fergins (History)

Mr. Billy Moody (Physical Education)

Mr. Bruce Thompson (Music Education)

Ms. Lynda Garcia (Music Education)

Assistant Professors

Dr. Hemantha Aranwela-Gamage (Physics)

Ms. Marsanell Butler (Education)

Dr. Stephanie Gorski (Biology)

Dr. Sinia Harris (Spanish)

Mr. Emmanuel Scales, Sr. (Music Education)

Dr. Marie-Jeanne Tabi (Biology)

Dr. Pamela Hill (Interdisciplinary Studies)

Dr. Barry Hester (Chemistry)

Associate Professors

Dr. Khaled Al-Agha (Mathematics)

Dr. Kiflu Berhane (Biology)

Dr. JoAnn Scales (Math/Science)

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 University'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 University 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 University must, like all other students, meet the general admission requirements of the University, 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 University 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 University.
- 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 University 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	Cr. Hrs.	Second Semester	Cr. Hrs.
ENGL 1301 English Composition I	3	EDUC 2310 Introduction to Teaching	3
GEES 1100 Academic Success Seminar - PF	1	ENGL 1302 English Composition II	3

GEES	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	3338	Social Studies Curriculum & Instruction	3	HUMA	2300	Humanities	3
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	MATH	3300	Fundamentals of Algebra for Elementary Teachers	3
SPAN	2301	Elementary Spanish I	3	SPAN	2302	Spanish II	3
EDUC	4306	K-12 TExES Preparation	P/F	RELI	1301	Survey of Religion	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	GEEP	2002	General Educ Enrich Program	0
			15	Application for EPP Admission (Earn 60 credits with 2.75 career GPA and 3.0 content GPA)			<u>0</u>
							15

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
POLS	2311	American Politics	3	EDUC	3335	Literacy in the Elementary Schools	3
MUSI	2320	Music in the Elem. Classroom	3	PHED	3334	Texas History	3
EDUC	3343	Assessment & Evaluation	3	BIOL	2301	Nutrition	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	3377	Technology in Education	3	EDUC	4358	Educ Comm/ Professional Development	3
EDUC	3341	Children's Literature	3	EDUC	4612	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
MATH	3380	Statistics for Elementary Teachers	3				9
EDUC	4306	Education Seminar	3				
GEEP	4001	General Educ Enrich Program	0				
Pass both state exams before student teaching			<u>0</u>				
			18	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

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	2301	Nutrition	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	3343	Assessment & Evaluation for Learning	3
EDUC	4612	Student Teaching	6
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			48

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The Department of Music prepares students for opportunities to study music at the graduate level in varying areas of specialization and for professional success in vocations in the field and its related fields. The Department of Music offers a Bachelor of Science in Music Education and a Bachelor of Arts in General Music with concentrations in Instrumental and voice. The Bachelor of Arts in General Music is designed for those seeking a more liberal broad-based education in music and requires that students complete a minor in another program. The Bachelor of Science in Music Education at Wiley University prepares students for Texas educator certification in All-Level Music and a career as a choir director, band director, or music teacher.

In addition to all requirements below, students are required to perform one recital, which is evaluated by a faculty panel, pass a piano proficiency exam, and attend a set number of seminars. *See music department handbook.*

A departmental **audition** is required for all incoming Music Majors and minors. All music majors and minors will be advised by the music department chair or their designee. This person will provide guidance in choosing the appropriate degree plan. Majors are required to take an applied Music (Private Lesson) course each semester along with recital seminar and the appropriate ensemble course by joining one of the department ensembles (which requires a separate audition). Majors must earn a minimum of “C” in all Music courses. Those who earn a grade below a “C” must repeat the course to receive credit. All Music Majors must meet with the Department Chair at least once per semester to register for classes and track degree progress.

Music Theory Placement Examination

All freshman music students are required to take the Music Theory Placement Examination. Transfer students must provide a recent transcript so that theory skills may be evaluated. The following topics are covered on the Music Theory Placement Examination:

- Expressive markings (dynamics, articulation)
- All Minor/Major Key Signatures & Scales
- Chord qualities & Triads
- Intervals by quality (written and aural)
- Rhythmic & Aural dictation

NOTE: A grade of 70 or better is required for admission into Music Theory I. A grade of 69 or below will require the student to enroll in Fundamentals of Music to ensure successful completion of the Music Theory Core.

STUDENT OBJECTIVE:

Students completing a baccalaureate program in music will:

- Music students will be able to perform as soloists, ensemble members, and chamber musicians at appropriate levels for entering graduate music study and for public school and studio teaching. (Performance)
- Students will be able to create, analyze, and synthesize music as a means of supporting developing careers in music teaching and/or performance. (Theory and Musicianship)
- All-Level music candidates will demonstrate competency of the required standards related to pedagogy and professional responsibility and the required standards in the TEA clinical teaching domains as specified by the Texas Education Agency. (Teaching and Leadership)
- Students will be able to recognize, classify, and interpret a common body of western literature and individual repertory by written and oral means. (Repertoire)
- Prepare students for professional careers and graduate study in music.

Music Resources

www.musictheory.net

GENERAL DEGREE REQUIREMENTS

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

Music General Education Requirements	42	Semester Hours
Professional Development Requirements	18	Semester Hours
Departmental Major Requirements	34	Semester Hours
Department Concentration Requirements	<u>27</u>	Semester Hours
Total Semester Hours	121	Total Hours

**BACHELOR OF MUSIC EDUCATION FOUR-YEAR CURRICULUM
(Instrumental and Voice) Program Overview**

FRESHMAN YEAR

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
MUSI 1001 Recital Seminar	0	MUSI 1001 Recital Seminar	0
MUAP Applied (LB, UB, WW, Perc, V)	1	MUAP Applied (LB, UB, WW, Perc, V)	1
MUEN <i>Ensemble</i>	1	MUEN <i>Ensemble</i>	1
MUSI 1304 Music Theory I	3	MUSI 1112 Class Piano II	1
MUSI 1111 Class Piano I	1	MUSI 1305 Music Theory II	3
MUSI 1113 ETSS I	1	MUSI 1114 ETSS II	1
BIOL 1401 Intro to Bio Sciences w/Lab <u>or</u>	4	EDUC 2310 Intro to Teaching	3
PHYS 1402 Intro to Physical Science w\Lab		ENGL 1302 English Composition II	3
ENGL 1301 English Composition I	3	MATH 1330 College Algebra	3
GESS 1100 Acad. Success-Personal Finance	1	GEEP 1002 General Education Enrich Program	0
GEEP 1001 General Educ Enrich Program	0	GESS 1200 Academic Success Seminar	<u>2</u>
CLAP 1099 Basic Skills Assessment	<u>0</u>		18
	15		

**Apply for EPP Admission
(Earn 18 credits with 2.75 accumulative GPA.)**

SOPHMORE YEAR

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
MUSI 1001 Recital Seminar	0	MUSI 1001 Recital Seminar	0
MUAP Applied (LB, UB, WW, Perc., V)	1	MUAP Applied (LB, UB, WW, Perc, V)	1
MUEN <i>Ensemble</i>	1	MUEN <i>Ensemble</i>	1
MUSI 2304 Music Theory III w\Counterpoint	3	MUSI 2305 Music Theory IV w\Form & Analysis	3
MUSI 2113 ETSS III	1	MUSI 2114 ETSS IV	1
MUSI 2111 Class Piano III	1	MUSI 2112 Class Piano IV	1
MUSI 3118 Woodwind Methods	1	MUSI 3128 Brass Methods	1
ENGL 2311 World Literature I	3	EDUC 3313 Human Growth & Dev/Ed Psych	3
SPCH 2300 Speech Communication	3	CISC 1300 Intro to Computers	3
PHED 1110 Fund of Health Fitness I	1	PHED 1111 Fund of Health Fitness II	1
GEEP 2001 General Educ Enrich Program	<u>0</u>	GEEP 2002 General Educ Enrich Program	0
	15	CLAP 3099 Rising Junior Exam	<u>0</u>
			15

JUNIOR YEAR

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
MUSI 1001 Recital Seminar	0	MUSI 1001 Recital Seminar	0
MUAP Applied (LB, UB, WW, Perc., V)	1	MUAP Applied (LB, UB, WW, Perc, V)	1
MUEN <i>Ensemble</i>	1	MUEN <i>Ensemble</i>	1
MUSI 2117 Strings Methods	1	MUSI 3304 Music History II	3
MUSI 3303 Music History I	3	MUSI 3322 Secondary Music Methods	3
MUSI 3311 Elementary Music Methods	3	MUSI 3129 Percussion Methods	1
MUSI 3240 Music Technology	3	HIST 2361 Texas History	3
RELI 1301 Survey of Religion & Philosophy	3	PSYC 2300 Intro to Psychology <u>or</u>	3
EDUC 3307 Ed. Strategies & Class Management.	3	SOCI 2310 Intro to Sociology	
GEEP 3001 General Educ Enrich Program	<u>0</u>	GEEP 3002 General Educ Enrich Program	<u>0</u>
	18		15

SENIOR YEAR

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
MUAP	1	MUAP	2
MUEN	1	MUEN	1
MUSI 4203	2	EDUC 4623	9
MUSI 4330	3		<u>12</u>
EDUC 4310	3		
HIST 2300	3		
HUMA 2300	3		
GEEP 4001	<u>0</u>		
	16		

Music General Education Requirements

			Semester Hours	42
BIOL 1401	Introduction to Biological Sciences w\Lab <u>or</u>		4	
PHYS 1402	Introduction to Physical Sciences w\Lab			
CISC 1300	Intro to Computers		3	
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 2300	Introduction to African American Studies		3	
HIST 2361	Texas History		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	
PSYC 2300	Introduction to Psychology <u>or</u>		3	
SOCI 2310	Introduction to Sociology			
RELI 1301	Religion & Philosophy		3	
SPCH 2300	Speech Communication		3	

PROFESSIONAL DEVELOPMENT REQUIREMENTS

			Semester Hours	18
EDUC 2310	Introduction to Teaching		3	
EDUC 3307	Educational Strategies and Classroom Management		3	
EDUC 3313	Human Growth and Development w\ Educational Psychology		3	
EDUC 4310	Education Seminar		3	
EDUC 4612	Student Teaching		9	

DEPARTMENT MAJOR REQUIREMENT

			Semester Hours	34
MUSI 1304	Music Theory I		3	
MUSI 1305	Music Theory II		3	
MUSI 2304	Music Theory III w\Counterpoint		3	
MUSI 2305	Music Theory IV w\Form & Analysis		3	
MUSI 1113	Ear Training & Sight Singing I		1	
MUSI 1114	Ear Training & Sight Singing II		1	
MUSI 2113	Ear Training & Sight Singing III		1	
MUSI 2114	Ear Training & Sight Singing IV		1	
MUSI 1111	Class Piano I		1	
MUSI 1112	Class Piano II		1	
MUSI 2111	Class Piano III		1	
MUSI 2112	Class Piano IV		1	

MUSI	3303	Music History & Literature I	3
MUSI	3304	Music History & Literature II	3
MUSI	3340	Music Technology	3
MUSI	4203	Fundamentals of Conducting	2
MUSI	4330	Scoring & Arranging	3

MUSIC EC-12 TEACHER CERTIFICATION – INSTRUMENTAL CONCENTRATION

Semester Hours 27

MUSI	2117	Strings Methods	1
MUSI	3118	Woodwind Methods	1
MUSI	3128	Brass Methods	1
MUSI	3311	Elementary Music Methods	3
MUSI	3322	Secondary Music Methods	3
MUSI	3129	Percussion Methods	1

Large and Small Ensemble: Select one or more according to your area of focus. (Course can be repeated eight times, 8x)

MUEN	1151	University Band <u>or</u>	8
MUEN	1157	Symphonic Band <u>or</u>	
MUEN	1115	Jazz Ensemble <u>or</u>	
MUEN	1160	Stage Band	

Applied Music: Select the correct applied course according to your area of focus.

MUAP		Applied Lower Brass, Upper Brass, or Percussion I	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion II	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion III	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion IV	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion V	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion VI	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion VII (Recital Prep)	1
MUAP		Applied Lower Brass, Upper Brass, or Percussion VIII (Senior Recital)	2

MUAP	1001	Recital Seminar (CO-REQUISITE: APPLIED MUSIC-Course can be repeated, 8X)	0
------	------	--	---

MUSIC EC-12 TEACHER CERTIFICATION – VOCAL CONCENTRATION

Semester Hours 27

MUSI	2150	French & German Diction/Song Literature	1
MUSI	2160	Italian & English Diction/Song Literature	1
MUSI	3311	Elementary Music Methods	3
MUSI	3322	Secondary Music Methods	3
MUSI	4210	Vocal Pedagogy	2

Large and Small Ensemble: Select one or more according to your area of focus. (Course can be repeated eight times, 8x)

MUEN	1153	University Choir <u>or</u>	8
MUEN	1117	Female Ensemble <u>or</u>	
MUEN	1118	Male Ensemble <u>or</u>	
MUEN	1163	A Cappella Choir	

Applied Music: Select the correct applied course according to your area of focus.

MUAP	1103	Applied Voice I	1
MUAP	1104	Applied Voice II	1
MUAP	2103	Applied Voice III	1
MUAP	2104	Applied Voice IV	1
MUAP	3103	Applied Voice V	1
MUAP	3104	Applied Voice VI	1
MUAP	4103	Applied VII (Recital Prep)	1
MUAP	4104	Applied Voice VIII (Senior Recital)	2

MUAP	1001	Recital Seminar (CO-REQUISITE: APPLIED MUSIC-Course can be repeated, 8X)	0
------	------	--	---



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	PHED 2312 History and Principles	3
PHED 1110 Fund of Health Fitness I	1	GEUP 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
SPCH 2300 Speech Communication	3	CLAP 3099 Rising Junior Exam	0
HIST 1302 United States History II	3	EDUC 3313 Hum Growth & Devel/Educ Psych	3
PHED 2338 Care and Prevention of Athletic Injuries	3	PHED 3303 Kinesiology	3
EDUC 4306 Test Prep Course	P/F	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	PHED 3307 Health Education	3
EDUC 3343 Assessment & Evaluation for Learning	3	EDUC 3383 Multicultural, Diverse, and Exceptional Learners	3
PHED 4316 Meas & Evals in Phys. Ed.	3	PHED 3334 Adapted Physical Education	3
PHED 3385 Coaching Team Sports	3	BIOL 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
EDUC 4306 Education Seminar	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
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	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	4306	Education Seminar	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

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES TRADITIONAL/ONLINE

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 University 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.

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	<u>0</u>	SPCH	2300	Speech Communication	3
			16	GEEP	1002	General Education Enrich Program	<u>0</u>
							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	<u>0</u>	GEEP	2002	General Education Enrich Program	<u>0</u>
			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	<u>0</u>	GEEP	3002	General Education Enrich Program	<u>0</u>
			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
	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	
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	3
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 3300 – Independent Study	SOCI 3351 – Race and Ethnic Relations
EDUC 3301 – Internship in Interdisciplinary Studies	SOCI 3356 – Environmental Sociology
EDUC 3307 – Educational Strategies and Classroom Management	SOCI 3361/PSYC 3361 – Social Research Methods
EDUC 3313 – Educational Psychology/Human Growth & Development	SOCI 3370 – Social Statistics
EDUC 3333 – Creative Movement (Phys. Ed./ Music/Art) EC-6)	SOCI 3371 – Culture, Society and Disease: An Ecological Approach
EDUC 3335 – Literacy in the Elementary School	SOCI 3381 (H) – Social and Political Ethics
EDUC 3336 – Writing in the Elementary Schools	SOCI 4301 - Gerontology
EDUC 3338 – Social Studies Curriculum & Instruction	SOCI 4309/RELI 4309 (H) – Sociology of Religion
EDUC 3339 – Science Curriculum & Instruction	SOCI 4311 (H) – Social Change
EDUC 3340 – Curriculum Development & Planning	SOCI 4313 – Race, Class, Gender, and Sexuality
EDUC 3341 – Children’s Literature	SOCI 4315 – Sociology of Knowledge

EDUC 3343 – Assessment and Evaluation for Learning	SOCI 4321 – Social Stratification
EDUC 3377 – Technology in Teaching	SOWK 3302/SOCI 3302 – Introduction to Human Services
EDUC 3382 – The Exceptional Learner	SOWK 3332/PSYC 3332 – Human Growth and Development
EDUC 3383 – Multicultural & Diverse Learners	SOWK 4322/SOCI 4322 – Social Work Practice
EDUC 3399 - Introduction to Interdisciplinary Studies	SOWK4350/SOCI 4350 – Field Experience I
EDUC 4306 – K-12 TExES Preparation	SOCI 4322/SOWK 4322 – Social Work Practice
EDUC 4323 – Directed Study	SOCI 4329 – Sociology Senior Seminar
EDUC 4310 - Education Seminar	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

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 many 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 other actors will conduct periodic workshops in 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.
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		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 African 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	<u>0</u>	SPCH	2300	Speech Communication	3
			16	GEEP	1002	General Education Enrich Program	<u>0</u>
							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	THTR	2320	Fundamentals of Acting	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	<u>0</u>
			15				15

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
PSYC	2300	Intro to Psychology	3	SOCI	2310	Intro to Sociology	3
THTR	3310	Black Theater	3	THTR	3320	Religious Theater	3
		Junior/Senior Level Courses	3			Junior/Senior Level Courses	3
		Junior/Senior Level Courses	3			Junior/Senior Level Courses	3
		Free Elective	3			Free Elective	3
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.		
THTR	4310	Theater Management	3	THTR	4321	Dramatic Theory & Criticism	3
		Junior/Senior Level Courses	3			Junior/Senior Level Courses	3
		Junior/Senior Level Courses	3			Junior/Senior Level Courses	3
		Junior/Senior Level Courses	3			Free Elective	3
		Free Elective	3	GEEP	4002	General Education Enrichment Program	<u>0</u>
GEEP	4001	General Educ Enrich Program	<u>0</u>				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 University by offering general education courses in Mathematics, Biology, Physics, and Chemistry. Courses in grouping of related fields serve both the students and faculty by simulating collaboration and team-teaching in the disciplines. The Bachelor of Science degree is offered in Biology and a minor.

This academic school also houses a developing teaching and research center of excellence through which the school looks to strengthen the research capabilities of faculty and students at Wiley University 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 University are encouraged to help establish contacts with graduate or professional schools offering their choice of programs. 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				Second Semester			
			Cr. Hrs.				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				Second Semester			
			Cr. Hrs.				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				Second Semester			
			Cr. Hrs.				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				Second Semester			
			Cr. Hrs.				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



School of Graduate Studies

SCHOOL OF GRADUATE STUDIES

Admissions Policies

The Office of Admissions is chiefly responsible for making admissions decisions to the University and the School of Graduate Studies will be chiefly responsible for making admissions decisions for graduate education. With that the Dean of Graduate and Leadership Studies, Senior Admissions Counselors, Admissions Counselors and Data Processors have the responsibility to evaluate transcripts and make admissions decisions in accordance with the Wiley University admissions policies and procedures. All admissions decisions will be captured and recorded in the University's student information system, Jenzabar, as admissions decisions are made.

Admissions and Recruitment Policies

A conferred baccalaureate (or equivalent) from an accredited college or university by the expected date of entry into the graduate program. The School of Graduate Studies requires a minimum cumulative GPA of 3.0 on a 4.0 GPA scale or in the last 60 credit hours in the previous undergraduate or graduate coursework. All applicants must submit transcripts from all post-secondary colleges or universities. A curriculum vitae (CV) or resume with a complete and accurate chronological outline of all previous college-level education is required.

Applicants who cannot meet regular admission requirements because they have not submitted evidence of having graduated from an accredited high school, college/university, and being in good standing at the last college/university attended through evidence submitted by transcript, may be granted provisional admission to allow time for receipt of their official transcripts or their GED score report, and other required mandatory test. Students who do not meet the criteria by the official census date (12th class day of the semester) will be dismissed from the University, 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.

Admissions Requirements School of Graduate Studies

The Graduate School does not require the submission of official standardized admission test scores from nationally standardized graduate admission test upon acceptance, such as the Graduate Record Exam (GRE), Graduate Management Admissions Test (GMAT), or an equivalent test. However, all programs will require three letters of recommendations, a statement of purpose, and an interview.

Master of Science in Higher Education with an Emphasis on HBCU Leadership

The Master of Science degree in Higher Education prepares students for entry-level and mid-management positions in higher education administration in areas such as student life, student housing, career centers, multicultural centers, student unions, advancement offices, alumni offices, academic advising centers, international student offices, financial aid offices, dean of student's offices, institutional research offices, and business affairs offices.

Admissions requirements for the Higher Education graduate program with an emphasis on HBCU Leadership includes the submission of:

- Wiley University Admissions Application and School of Graduate Studies Application (non-refundable fee of \$25)
- Official transcript(s) sent directly from the Office of the Registrar of each college or university attended to the School of Graduate Studies via procedures detailed on the application
- Three letters of recommendation that attest to the applicant's potential for successful graduate study written by any combination of colleagues, professors, or supervisors.

- A statement of purpose that indicates the applicant’s reasons for wanting to commence or continue graduate study in their chosen field
- An interview with Higher Education program faculty and/or Dean of Graduate and Leadership Studies.

Unconditional admission. Successful applicants generally possess an undergraduate grade point average (GPA) of at least 3.0 and a GRE score of at least 297. However, each application is considered holistically and weaknesses in one area may be tempered by strengths in another.

Probationary admission. Applicants whose credentials do not meet admission criteria may be considered for probationary admission. A student admitted under these conditions will be removed from probation after successfully completing nine semester hours of graduate work (with at least a 3.0 GPA).

Degree Requirements

Course Name	Credit Hours
EDHE 5130 Foundations for Student Development Admin	3
EDHE 5310 Student Development Programming Admin	3
EDHE 5320 Student Demographics	3
EDHE 5330 Educational Statistics	3
EDHE 5340 Cultural Pluralism in Higher Education	3
EDHE 5350 Finance and Budgeting in Higher Education	3
EDHE 6310 Student Risk Management in Higher Education	3
EDHE 6320 History & Philosophy of Higher Education	3
EDHE 6330 Leadership in Higher Education	3
EDHE 6340 Organization & Administration of Higher Education	3
EDHE 6350 Fundraising and Resource Management in Higher Education	3
EDHE 6360 Assessment and Evaluation in Higher Education	3
EDHE 6400 Practicum, Research, and Internship	3
EDHE 6400 Practicum, Research, and Internship	3
Total Credit Hours for Core Courses	36

Master of Business Administration (MBA)

Admissions requirements for the Master of Business Administration includes the submission of:

- Wiley University Admissions Application and School of Graduate Studies Application (non-refundable fee of \$25)
- Official transcript(s) sent directly from the Office of the Registrar of each college or university attended to the School of Graduate Studies via procedures detailed on the application. Minimum of 3.0 GPA
- Three letters of recommendation that attest to the applicant’s potential for successful graduate study written by any combination of colleagues, professors, or supervisors.
- A statement of purpose that indicates the applicant’s reasons for wanting to commence or continue graduate study in their chosen field
- An interview with Master of Business Administration (MBA) faculty and/or the Dean of Graduate and Leadership Studies.

Unconditional admission. Successful applicants generally possess an undergraduate grade point average (GPA) of at least 3.0 and a GMAT 600. However, each application is considered holistically and weaknesses in one area may be tempered by strengths in another.

Probationary admission. Applicants whose credentials do not meet admission criteria may be considered for probationary admission. A student admitted under these conditions will be removed from probation after successfully completing nine semester hours of graduate work (with at least a 3.0 GPA).

Degree Requirement

The MBA program will offer courses every eight weeks. Students are permitted to enroll in up to two classes every eight-week session. It is estimated that students will complete the thirty (30) credit hours degree requirements in ten (10) to twelve (12) months. Below is a list of the courses in the program.

Course Name	Credit Hours
ACCT 5305 - Accounting Analysis for Decision Making	3
BUSI 5310 - Strategic Information Systems and Quantitative Approach for Decision Making	3
FINA 5315 - Financial Management	3
MGMT 5320 - Contemporary Management and Organization Behavior	3
ECON 5325 - Managerial Economics	3
MGMT 5326 - Human Resource Management	3
MARK 5330 - Marketing Strategy	3
MGMT 5330 - Leadership	3
BUSI 5390 - Ethics & Social Responsibility	3
MGMT 5395 - Strategic Management (<i>capstone</i>)	3
Total Credit Hours for Core Courses	30

Master of Arts in Criminal Justice

The curriculum for the Master of Arts in Criminal Justice is designed to prepare students to fit into any area of the Criminal Justice system of their choice on graduation.

Admissions Requirements

Admissions requirements for the Master of Arts in Criminal Justice includes the submission of:

- Wiley University Admissions Application and School of Graduate Studies Application (non-refundable fee of \$25)
- Official transcript(s) sent directly from the Office of the Registrar of each college or university attended to the School of Graduate Studies via procedures detailed on the application
- Three letters of recommendation that attest to the applicant's potential for successful graduate study written by any combination of colleagues, professors, or supervisors.
- A statement of purpose that indicates the applicant's reasons for wanting to commence or continue graduate study in their chosen field
- An interview with Master of Arts in Criminal Justice faculty and/or Dean of Graduate and Leadership Studies.

Unconditional admission. Successful applicants generally possess an undergraduate grade point average (GPA) of at least 3.0 and a GMAT 600. However, each application is considered holistically and weaknesses in one area may be tempered by strengths in another.

Probationary admission. Applicants whose credentials do not meet admission criteria may be considered for probationary admission. A student admitted under these conditions will be removed from probation after successfully completing nine semester hours of graduate work (with at least a 3.0 GPA).

Re-Admission of Wiley University School of Graduate Studies Students

Students wishing to return to the University 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.

Degree Requirements

Non-Thesis Track

Course Name	Credit Hours
CRIJ 5360 Advanced Overview of the Criminal Justice System	3
CRIJ 5361 Advanced Seminar in Criminology	3
CRIJ 5362 Advanced Seminar in Criminal Law and Procedure	3
CRIJ 5363 Advanced Seminar in Law Enforcement	3
CRIJ 5364 Advanced Seminar in Court Systems and Practices	3
CRIJ 5380 Advanced Seminar in Research Methods	3
CRIJ 5382 Advanced Seminar in Administration and Management of Criminal Justice Organizations	3
CRIJ 6332 Capstone Course/	3
Total Credit Hours for Core Courses	24

Thesis Track

Course Name	Credit Hours
CRIJ 5360 Advanced Overview of the Criminal Justice System	3
CRIJ 5361 Advanced Seminar in Criminology	3
CRIJ 5363 Advanced Seminar in Law Enforcement	3
CRIJ 5364 Advanced Seminar in Court Systems and Practices	3
CRIJ 5380 Advanced Seminar in Research Methods	3
CRIJ 5382 Advanced Seminar in Administration and Management of Criminal Justice Organizations	3
CRIJ 6330 Thesis Practicum	3
CRIJ 6331 Thesis	3
Total Credit Hours for Core Courses	24

Course Name	Credit Hours
CRIJ 5365 Advanced Seminar in Corrections	3
CRIJ 5366 Seminar in Juvenile Justice System	3
CRIJ 5381 Seminar in Juvenile Delinquency	3
CRIJ 5383 Seminar in Applied Statistical Methods and Statistical Software	3
CRIJ 5384 Seminar in Victimology	3
CRIJ 5391 Seminar in Comparative Criminal Justice Systems	3
CRIJ 5392 Special Topics in Criminal Justice	3
CRIJ 5393 Seminar in Organized Crime	3
CRIJ 5394 Seminar in Terrorism and Homeland Security	3
CRIJ 5396 Seminar in Private and Industrial Security	3
CRIJ 5397 Seminar in Forensic Science	3
CRIJ 5398 Seminar in Cyber Security	3
CRIJ 5399 Seminar in Community Corrections	3
CRIJ 6300 Seminar in Community Policing	3
CRIJ 6310 Graduate Internship	3
CRIJ 6320 Seminar in Public Administration	3
CRIJ 6325 Seminar in Restorative Justice	3
CRIJ 6328 Seminar in the Criminal Justice System and the People of Color	3
CRIJ 6329 Seminar in Rehabilitation and Resocialization	3
Total Credit Hours for Elective Courses Required	12

Total Credit hours required for Graduation: 36 Credit Hours



Student Services and Programs

STUDENT SERVICES AND PROGRAMS

Division of Student Development and Enrollment Management

Wiley University is committed to the holistic development of students and as such, the Division of Student Development 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 new student orientation, student health, counseling and wellness, student engagement, student conduct, career planning and placement, and the Student Government Association.

The Office of the Vice President for Student Development 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: Office of Admissions and Recruitment, Office of Career Services; Office of Student Engagement; Student Health, Counseling & Wellness; Residence Life; Dean of Student Engagement; and the Student Government Association (SGA). These units, except for the SGA, are staffed by leaders 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 the student experience.

STUDENT SERVICES

Office of Career Services

The Office of Career Services engages the 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. 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 Office of Career Services 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 University 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 University’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 foregone, 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 ACTIVITIES

Athletic Activities

The University’s intercollegiate athletic programs are under the supervision of the Office of the President/Director of Athletics. Wiley University 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

Nine national fraternities and sororities are represented on the Wiley University 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. Special permission for Fall intake can be requested by contacting the Dean of Student Engagement. Membership intake procedures are governed by the University 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 Kappa Alpha Psi, Alpha Chi Chapter Omega Psi Phi, Theta Chapter Phi Beta Sigma, Beta Chapter Iota Phi Theta, Theta Xi	Alpha Kappa Alpha, Phi Chapter Delta Sigma Theta, Alpha Iota Chapter Sigma Gamma Rho, Beta Gamma Chapter Zeta Phi Beta, Theta Chapter

The University’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 University. An individual student's participation in co-curricular activities is subject to the regulations and eligibility policies of Wiley University, which are spelled out in the *Student Handbook*. Student activities are coordinated through the Office of Student Development and supervised by the Assistant Dean/Executive Director of Student Engagement.

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 University 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 University loyalty. The president of the Student Government Association is the official student body representative at Wiley University. The president, together with members of the SGA Cabinet and other student leaders, hold appointed membership on most standing committees of the University. The Student Government Office is 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 University recognizes (1) the importance of organized student activities as an integral part of the total education program of the University 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 University 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 University 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*.

GENERAL INFORMATION AND REGULATIONS

The University requires a high level of maturity and self-discipline from its students. The University's Student Code of Conduct applies to both residential and non-residential students. Each student is responsible for becoming acquainted with the information printed in the *Academic 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 University.

Automobiles and Parking

Students may operate automobiles on the Wiley University 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 University 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 in the timeframe shared by the Dean of Student Engagement. Furthermore, any student who withdraws or is suspended from the University must leave the residence hall immediately.

Dining Services

The University dining program provides students a healthy and balanced diet essential to physical well-being. All students who reside in university residence halls are required to purchase the University's meal plan. Non-residential 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 University. 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 university officials is a violation of university 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 University Post Office that is located in the Wiley University Pemberton Complex, temporarily located in the basement of the Fred T. Long Student Union. All registered, certified, and government mail is issued through the campus Post Office.

Non-Liability of University for Injury or Loss

In order to provide a well-rounded educational program as distinguished from one confined solely to classrooms and laboratories, the University 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 University 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 University (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 18 years old or older must sign a release of liability statement. Students under 18 must also present a statement signed by their parent or guardian.

Personal Property Insurance

If personal property insurance is desired, it is available, but it 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 University declares that all buildings on the Wiley University campus shall be "smoke free." There shall be no use of smoking materials of any kind inside the University buildings, including student rooms in residence halls.

Employees and students who choose to smoke must do so during authorized breaks outside of Wiley University 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 University (fee is subject to change).

Residential Requirements

The University strives to make living in the residence halls an enriching, exciting and educational experience. First-year students, sophomores, and juniors are required to live on-campus. However, exceptions will be made for those who live within a fifty (50) -mile radius of the University. 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 Office of the Dean of Student Engagement. 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 Dean of Student Engagement/Executive Director for Residence Life and the Area Coordinators. 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 University 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 University is not an enforcement agency for these statutes, the University does work cooperatively with all legal agencies in enforcing respective statutes. If a student behaves in a manner considered by Wiley University 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 Development and Enrollment Management.

Wiley University 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 University 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 the information needed to ensure meaningful, productive, and enjoyable educational and social experiences while at Wiley University. 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 University 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 HEALTH, COUNSELING, AND WELLNESS

Student Health, Counseling and Wellness Services

Wiley University Student Health Services, located in Jackson Hall (Health Services) and the Hodge Center (Counseling Services) serve to protect and maintain the health of all enrolled students. Staffed with a full-time registered nurse, health services are 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 is required, 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. In the case of an emergency after hours, the student should call 911 and On-Call Crisis Management team member will determine if the nurse or therapist should be notified.

Health insurance is primarily the student and/or family's responsibility, and any family coverage must provide primary care. The University 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 University. A pamphlet describing the University 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 University. 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 Engagement

The Office of Student Engagement is designed to inspire and engage students through the strategic integration of co-curricular and experiential learning opportunities. These programs intentionally engage students in the life of the college and the global society. Through collaboration with academic areas, the Office of Student Engagement 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 Development and Enrollment Management; the Dean of Student Engagement/Executive Director for Residence Life, Assistant Dean/Executive Director for Student Engagement, and the Executive Director for Career Services. As the hub for student and co-curricular activities, it also houses the cafeteria, the ballroom, the Spirit Store, Wildcat Pantry, Wildcat Career Closet, The Felix Cook Game Room, and the Office for the Student Government Association. The University's non-commercial radio station, KBWC (91.1 FM), and the Division of Student Development and Enrollment Management are located on the second floor.

Counseling Services For Students

Counseling Services

Wiley University 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 University 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 University 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

Accessibility Services for Students with Disabilities

It is the goal of Wiley University 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 ADA, Wiley University is committed to providing reasonable accommodations to students. This is inclusive of learning accommodations.

Student Health, Wellness, and Counseling works with students and instructors to arrange appropriate assistance in learning and physical access. To be eligible for accessibility services, students should provide current and comprehensive documentation of temporary or permanent accessibility needs that requires accommodation, and register with Office of Student Health, Counseling, and Wellness at the beginning of each semester. Students should aim to have their documentation submitted at least 30 business days before the start of the semester to give appropriate time for review and notification to instructors before the start of classes. Please e-mail all documentation to shcw@wileyc.edu. Students having documented accessibility needs are encouraged to contact the office at shcw@wileyc.edu or visit the Hodge Center.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Wiley University 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 University community aims to maintain standards conducive to academic, social, and personal growth. Students at Wiley University are expected to:

- Observe state and federal laws as well as University policies and regulations;
- Respect the rights and privileges of others.
- Be forthright and honest in all 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 the right and responsibility to dialogue with each other directly constructively when problems occur. Student Affairs staff will support and work with students to understand and abide by university policies.

Students are responsible for adhering to the dress code standards for students at Wiley University 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 University's professional dress standards pertain to all areas of the University, 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 *Academic Catalog* and, where applicable, the *Residence Life Handbook*.

The University, 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 always conduct themselves as mature, responsible individuals.

Failure to comply with university 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 University is to ensure the speedy and fair resolution of all conflicts, to provide for review processes to guarantee the fair and reasonable application of university 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 University, through the Office of the Vice President for Student Development and Enrollment Management, 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 University alleging unfair, unreasonable, arbitrary, capricious, and/or discriminatory application of University policies. A grievance may result from academic experiences, non-academic matters involving administrators, staff, or student organizations, or matters related to alleged discrimination based on 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 University. The appropriate officers for various types of grievances are listed below using [Wildcat Report It](#):

Type of Grievance	Administrative Officer
Sexual Harassment	Vice President for Student Development and Enrollment Management
Academic Matters	Vice President for Academic Affairs
Financial Matters	Vice President for Business and Finance

If a student grievance is against one of the Vice Presidents listed above, the complaint may be filed to the Office of the President.

Appeals

Student appeals related to Wiley University academic policies must be submitted to the Vice President for Academic Affairs' office, who will refer the appeal to the appropriate University 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 Development and Enrollment Management on disciplinary matters may also be appealed. The appeal is limited to the issue of penalty.

Graduate students must adhere to the student complaints and appeals process outlined in the graduate handbook.



Business and Financial Services

BUSINESS AND FINANCIAL SERVICES

The fiscal affairs of The University 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 University 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 University 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 University should be made payable to Wiley University. Cash should not be mailed to The University. Wiley University disclaims any liability for cash (currency/coin) payments sent by mail. All payments by mail should include: Student's name, and Wiley University identification number and should be addressed to:

*Wiley University
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 University 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 University'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 University 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 University (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 University at registration. Reimbursement agreements are exclusively between the employer and the student and do not involve the University. 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 University 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.

2020-2021 TUITION AND FEES SCHEDULE OMP AND CJA PROGRAMS						
<i>(SHREVEPORT & ONLINE)</i>						
	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance	CPL Hours	Cost per Credit Hour
Less Than PartTime No Financial Aid; Requires Payment Arrangement)	1	\$ 421.00	300	\$ 721.00	1	\$ 75.00
	2	\$ 842.00	300	\$ 1,142.00	2	\$ 150.00
	3	\$ 1,263.00	300	\$ 1,563.00	3	\$ 225.00
	4	\$ 1,684.00	300	\$ 1,984.00	4	\$ 300.00
	5	\$ 2,105.00	300	\$ 2,405.00	5	\$ 375.00
PartTime Partial Financial Aid	6	\$ 2,526.00	300	\$ 2,826.00	6	\$ 450.00
	7	\$ 2,947.00	300	\$ 3,247.00	7	\$ 525.00
	8	\$ 3,368.00	300	\$ 3,668.00	8	\$ 600.00
	9	\$ 3,789.00	300	\$ 4,089.00	9	\$ 675.00
	10	\$ 4,210.00	300	\$ 4,510.00	10	\$ 750.00
	11	\$ 4,631.00	300	\$ 4,931.00	11	\$ 825.00
FullTime	12	\$ 5,052.00	300	\$ 5,352.00	12	\$ 900.00
	13	\$ 5,473.00	300	\$ 5,773.00	13	\$ 975.00
	14	\$ 5,894.00	300	\$ 6,194.00	14	\$ 1,050.00
	15	\$ 6,315.00	300	\$ 6,615.00	15	\$ 1,125.00
	16	\$ 6,736.00	300	\$ 7,036.00	16	\$ 1,200.00
	17	\$ 7,157.00	300	\$ 7,457.00	17	\$ 1,275.00
	18	\$ 7,578.00	300	\$ 7,878.00	18	\$ 1,350.00
Cost for Credit for Prior Learning (CPL)					19	\$ 1,425.00
					20	\$ 1,500.00
Fee Per Hour		Evaluation Flat Fee		Plus, a Flat Rate Evaluation Fee of \$100		
\$75		\$100				

Cohort Degree Credit Hours				
AA Deg.		Program	Electives	TOTAL HOURS
60+	Plus	50	15	125

NOTE: Cengage book service fee is included. A payment arrangement is required with the Business Office prior to the beginning of each term to cover balances. *(Effective 07/01/19)*

2020-2021 TUITION AND FEES SCHEDULE				
FALL/SPRING ONLINE COST PER CREDIT HOUR				
<i>(OFF CAMPUS ONLINE ONLY)</i>				
	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance
Less Than PartTime 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
PartTime 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

NOTE: A payment arrangement is required with the Business Office at Registration to cover balances. *(Effective 07/01/19)*

2020-2021 TUITION AND FEES SCHEDULE FALL/SPRING ONLINE COST PER CREDIT HOUR
 (OFF CAMPUS ONLINE ONLY)

	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance
Less Than PartTime 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
PartTime max Fall/Spring \$3,098	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

NOTE: Financial aid funds are not guaranteed to cover summer charges. A payment arrangement is required with the Business Office to cover summer balances prior to the first day of class. (Effective 07/01/19)

2020-2021 TUITION AND FEES BY HOUSING ASSIGNMENT

TRADITIONAL ON-CAMPUS FULL-TIME COST

(Student must be enrolled 12-18 credit hours each semester)

Semester	Tuition (12-18 hrs)	General Fee	Technology Fee	Room Fee	Board Fee	Cost Per Semester
DOGAN HALL						
Fall	5050	875	651	1684	1858	\$ 10,118.00
Spring	5050	875	651	1684	1858	\$ 10,118.00
TOTAL COST OF ATTENDANCE:						\$ 20,236.00
JACKSON HALL (Single Occupancy)						
Fall	5050	875	651	1990	1858	\$ 10,424.00
Spring	5050	875	651	1990	1858	\$ 10,424.00
TOTAL COST OF ATTENDANCE:						\$ 20,848.00
HAYWOOD L. STRICKLAND LIVING-LEARNING CENTER						
Fall	5050	875	651	1884	1858	\$ 10,318.00
Spring	5050	875	651	1884	1858	\$ 10,318.00
TOTAL COST OF ATTENDANCE:						\$ 20,636.00
TRADITIONAL OFF-CAMPUS FULL-TIME COST						
<i>(Off-campus status must be approved by Residence Life)</i>						
COMMUTERS						
Fall	5050	875	651	0	1858	\$ 8,434.00
Spring	5050	875	651	0	1858	\$ 8,434.00
TOTAL COST OF ATTENDANCE:						\$ 16,868.00

NOTE: Cengage book service fee is included. 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.

2020-2021 TUITION AND FEES SCHEDULE

TRADITIONAL COST PER CREDIT HOUR

(ON/OFF CAMPUS)

	Credit Hours	Cost per Credit Hour	General Fee	Technology Fee	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	\$ 337.00	875	651	\$ 1,863.00			
	2	\$ 674.00	875	651	\$ 2,200.00			
	3	\$ 1,011.00	875	651	\$ 2,537.00			
	4	\$ 1,348.00	875	651	\$ 2,874.00			
	5	\$ 1,685.00	875	651	\$ 3,211.00			
Part Time Partial Financial	6	\$ 2,022.00	875	651	\$ 3,548.00			
	7	\$ 2,359.00	875	651	\$ 3,885.00			
	8	\$ 2,696.00	875	651	\$ 4,222.00			
	9	\$ 3,033.00	875	651	\$ 4,559.00			
	10	\$ 3,370.00	875	651	\$ 4,896.00			
	11	\$ 3,707.00	875	651	\$ 5,233.00			
Full Time Must be full time to live on campus)	12	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	13	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	14	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	15	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	16	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	17	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
	18	\$ 5,050.00	875	651	\$ 6,576.00	1684	1858	\$ 10,118.00
Overload Fees Apply Out-of-Pocket Tuition Expense Over \$5,050	19	\$ 5,387.00	875	651	\$ 6,913.00	1684	1858	\$ 10,455.00
	20	\$ 5,724.00	875	651	\$ 7,250.00	1684	1858	\$ 10,792.00
	21	\$ 6,061.00	875	651	\$ 7,587.00	1684	1858	\$ 11,129.00
	22	\$ 6,398.00	875	651	\$ 7,924.00	1684	1858	\$ 11,466.00
	23	\$ 6,735.00	875	651	\$ 8,261.00	1684	1858	\$ 11,803.00
	24	\$ 7,072.00	875	651	\$ 8,598.00	1684	1858	\$ 12,140.00

NOTE: Cengage book service fee is included. 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.

*All students residing in Jackson Hall will be imposed a Room Fee of \$1,990.00 per semester.

*All students residing in the Haywood L. Strickland Living-Learning Center will be imposed a Room Fee of \$1,884.00 per semester. A payment arrangement is required with the Business Office at Registration to cover balances.

Special Fees Assessed by the University	
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
Credit for Prior Learning	\$75.00 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 University. A pamphlet describing the University 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 University 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 University reviews continuously its financial aid program to help needy and worthy students with rising costs of a college education. Wiley University 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 University

Institutional Scholarships

Wiley University Institutional Scholarships

Wiley University offers numerous institutional and special scholarships. The University 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 University. 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 University. 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 of 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 University. 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 University 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 University 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 before April 15th for fall registration and October 1st for spring registration. Students who apply for financial aid after these deadlines risk receiving less financial aid assistance.

Wiley University 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 University'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.

Selecting Aid Recipients, Determining Needs, and Packaging Aid

Wiley University 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 University 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 University 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 University'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 University will review a student's progress at the end of each academic year. For this purpose, the Wiley University 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. Developmental 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 University receiving financial aid.

The following chart displays the undergraduate SAP requirements for Wiley University.

SAP Requirements		
Wiley University 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 University.*

To determine the maximum allowable hours for a specific major, refer to the University 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 University.

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 a student has attended any other colleges or universities, an official transcript from each 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 University
Office of Financial Aid
711 Wiley Avenue
Marshall, Texas 75670*

Academic Intervention Plan

Students must be placed on an academic intervention plan upon submission of the 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 the Academic Intervention 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 the Academic Intervention Plan stipulations, Financial Aid eligibility could be canceled immediately.

NOTE: All academic plans will be disseminated and evaluated by the Division of Academic Affairs' Office for Student Achievement and Retention.

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 University 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 University 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</p>
<p>Mr. Wilbert Lee Pegues Houston, TX</p>	<p>EX-OFFICIO Dr. Herman J. Felton, Jr. President & CEO</p>
<p>Dr. James Perkins Detroit, MI</p>	
<p>Mr. Calvin Stamps Atlanta, GA</p>	



College Administration

COLLEGE ADMINISTRATION

Herman J. Felton, Jr.
President and CEO
B.A., J.D., Ph.D.

George A. Stiell, Jr.
Vice President for Business and Finance
B.A., M.Acc

Danielle Sims Brooks
Vice President for Student Affairs and Enrollment
Management
B.S., M.A., Ed.D.

Tashia L. Bradley
COO/Vice President for Institutional Advancement
B.S., M.S., Ph.D.

Kimberly McCleod
Provost and Vice President for Academic Affairs
B.S., M.E., Ed.D.

Runell King
Vice President for Institutional Research and Effectiveness
B.A., M.A., 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 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. Chukwunye Okereke

Associate Professor/Chair of Sociology

M.S., Sociology, University of Lagos-Nigeria
MBA., Banking and Finance, Abia State University, Nigeria
Ph.D. Sociology

Dr. Pamela Hill

Assistant Professor of Interdisciplinary Studies/Chair

B.A., Broadcast Journalism, Langston University, Langston, OK
MA, College Teaching, Northeastern State University, Tahlequah, OK
Ph.D., Higher and Adult Education, University of Missouri, Columbia, MO

Mr. Raymond Fogg

Instructor of History

B.A., History, Wiley College, Marshall, TX
M.A., History, Stephen F. Austin State University, Nacogdoches, TX

Dr. Barry Hester

Assistant Professor of Chemistry

B.S., Chemistry, Grambling State University, Grambling, LA
M.S., Organic Chemistry, University of Nevada, Reno, NA
Ph.D., Organic Chemistry, University of Nevada, Reno, NA

Ms. Marsanell Butler

Instructor of Early Childhood Education/Chair

B.S., Interdisciplinary Studies, Texas Southern University, Houston,
M.A., Education Administration, Lamar University, Tougalo, MS
M.A., Education, Special Education Concentration, University of Texas at Tyler, Tyler, TX,

Dr. Stephanie Gorski

Assistant Professor of Biology/Chair

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. JoAnn Scales

Associate Provost, Assistant Professor of Math & Sciences

B.S. Physics, Grambling State University, Grambling, LA
M.A. Physics, Fisk University, Nashville, TN
M.E., Interdisciplinary Materials Science, Vanderbilt University, Nashville, TN
Ed.D., Leadership in Higher Education, Northcentral University, Prescott Valley, AZ.

Dr. Chinonye Onwuchekwa

Associate Professor of Business

MBA, Warner University, Lake Wales, FL
DBA, Management, Grand Canyon University, Phoenix, AZ

Mrs. Jackie Holloway

Instructor of Humanities

B.A. Religion., Wiley University, Marshall, TX
M.A. Religion, East Texas Baptist University, Marshall, TX

Dr. Parris Carter

Assistant Professor of Graduate Studies, Dean

B.S., Sociology, Wright State University, Dayton, OH
M.A., Education, Wright State University, Dayton, OH
Ed.D., Higher Education, Union Institute & University, Los Angeles, CA

Ms. Dana Fergins

Instructor of History

B.S., Secondary Education, Social Studies, Louisiana State State University, Shreveport, LA
M.Ed., Educational Leadership & Administration, Louisiana State State University, Shreveport, LA
M.A., History, Louisiana Tech University, Ruston, LA

Dr. Natalie Hill

Assistant Professor of Mass Communications/Instructional Technologist

B.A., Mass Communications, The University of Southern Mississippi, Hattiesburg, MS
M.A., Educational Media, Design, & Technology, Full Sail University, Winter Park, FL
Ph.D., Instructional Technology & Design, The University of Southern Mississippi, Hattiesburg, MS

Mrs. Morgan King

Assistant Dean of Education and Sciences

B.S., Health, Lamar University, Beaumont, TX
M.Ed., Curriculum and Instruction, LeTourneau University, Longview, TX
Ed.S., Educational Leadership, Grand Canyon University, Phoenix, AZ

Mr. Billy Moody

Instructor of Physical Education, Chair

B.A. Recreation, University of Arkansas, Pine Bluff, AR
M.S. Teaching and Learning, Colorado State University Greenwood Village, CO

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

Mr. Emmanuel C. Scales, Sr.

Assistant Professor of Music Education, Chair

B.S., Music Education, Grambling State University, Grambling, LA
M.M.E., Music Education, Tennessee State University, Nashville, TN

Dr. Samuel Tabi

Assistant Professor of Computer Information Systems/Dean, Business & Social Sciences

B.S., Biochemistry/Medical Laboratory Technology University of Buea, Buea
M.S., Computer Information Systems, Southern University at New Orleans, LA
Ph.D. Information Technology,

Dr. Marie Jeanne Tabi

Assistant Professor of Biology

D.M., The Higher Institute of Health Sciences University of Yaoundé I, Cameroon

Ms. Minnie Murray

Instructor of Criminal Justice

B.A., Criminal Justice Administration, Wiley College, Marshall, TX
B.S., Secondary Education/Physical Education, Wiley College, Marshall, TX
M.S., Administration of Justice, Texas Southern University Houston, TX

Mr. Ibrahim Salem

Assistant Professor of Accounting

B.A., Garyounis University, Libya
M.S., Accounting, Oklahoma City University, Oklahoma City, OK

Mr. Bruce Thompson

Director of Choral Activities

B.S, Music Education, Stillman College, Tuscaloosa, Alabama
M.M.E., Western Illinois University, Macomb, IL

Dr. Keyona White

Assistant Professor of Criminal Justice, Executive Director of Heman Sweatt Center for Social Good and Leadership

B.A., Criminal Justice, Wiley College, Marshall, TX
J.D., Law, Thurgood Marshall School of Law at Texas Southern University, Houston, TX

Dr. Pornpimol Walden

Assistant Professor of Management, Chair

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

STAFF

Administrative Staff and Assistants

Adams, Shaniqua	Admissions Counselor
Aranwela Gamage, Hemantha S.	Assistant Professor
Ashley, Darren Jermaine	Chief Technology Officer
Banks, Marcell	Director of Institutional Research
Barber, Garrett	Assistant Baseball Coach
Biggs, Kendrick D	Head Baseball Coach
Bogue, Melissa Shae	Controller
Borges, Monic D	Enrollment Management Data Processor
Bradley, Tashia	Chief Operations Officer/Vice President for Administration
Bradshaw, Elizabeth M	Director of Library Services
Bratton, Jason E	Security Officers
Briley, Antoinette M	Director of Health Services
Brooks, Danielle Sims	Vice President for Student Affairs and Enrollment Management
Brooks, Roslyn J.	Office Manager
Butler, Marsanell	Chairperson, Early Childhood Education
Carpenter, Deborah	Online Services Technician
Carter, Lamark	Head Track/Field/Cross Country Coach
Cole, DeLaNesha	Academic Coach
Cole, Deveraux	Administrative Assistant
Cooper, Corliss	Director of Financial Aid/Compliance Officer
Cooper, Malik A	Assistant Men's Basketball Coach
Cornish, Charles	Executive Director of Alumni Affairs
Cousby, Tanisha D	Dean of Student Engagement/Executive Director of Residential Life
Covarrubias, Jessica	Senior Administrative Assistant
Duffie, Cecil A.	Dean of Chapel
Evans, Debbie M	Area Center Director
Felton Jr, Herman J	President & CEO
Flegler, Joseph J	Head Men's Basketball Coach
Garcia, Karen L	Accompanist/Choral Music Coordinator
Garrett, Tanya L	Administrative Assistant
Glover, Andrew	Director of Sports Information
Gonzalez, Rafael	Head Soccer Coach
Graham, Marques	Band Director
Grandy, Latriesha L	Chief of Security
Hartfield, Rhoshunda	Assistant Director of Counseling
Henderson, Melissa	Director of Budget and Student Experience
Hill, Natalie	Instructional Technologist
Hill, Pamela	Chairperson, Interdisciplinary Studies
Hodge, Jeremy	Executive Director of Career Services
Isaac, De'Onqua Q	Executive Director of Enrollment Management

Ivory, Gaelle	Chief Transformation Resource Officer
Jackson, Billy R	Security Officers
Jackson, Wanda T	Administrative Assistant
Jamison, Vickie	Executive Administrative Assistant
Johnson, Cassandra M.	Special Assistant to the President/Director of Title III
Johnson, Frances L	Senior Administrative Assistant
Johnson, Johnny F	Purchasing Manager
Jones, Amia	Accountant
Lockett, Nakeesha	Academic Coach
Mack, Ernest	Executive Director of Forensics
Mandley, Dewitte	Head Women's Basketball Coach
Mayfield, Faith	Admissions Counselor
McLeod, Kimberly	Provost and Vice President for Academic Affairs
Mitchell, Gloria	Registrar
Montgomery, Obadiah	Assistant Volleyball Coach
Moody, Krystal L.	Chief Human Resources Officer
Moore, Keith	Assistant Supervisor of Facilities
Morrison, Nikaylen D	Assistant Women's Basketball Coach
Mullen, Krista N	Library Coordinator
Murray, Percy L.	Supervisor of Facilities
Nathaniel, Kerl T.	Senior Director of Development
Okereke, Chukwunenye	Chairperson, Sociology
Onwuchekwa, Chinonye	Assistant Professor/Management
Owens, Ariel S	Career Architecture
Palmer, La'Neisha	Human Resources Generalist
Parker, Karis N	Athletic Trainer
Pasley, William J	Security Officers
Pennywell, Varrie A	Testing Coordinator
Phillips, Alvin L	Director of Physical Plant, Facilities, and Maintenance
Pickens, Kimberly L	Assistant Dean of Student Engagement
Pickings, Yumeaka	Assistant Director of Counseling
Polk, Quebec	Associate Director Student Achievement and Retention
Roach, Kiasha	Financial Aid Counselor/Staff Technician
Robinson, Tashara D	Secretary II
Scales, Sr., Emmanuel C.	Chairperson, Music Education
Scales, JoAnn N	Associate Provost, Associate Professor
Shepherd, Charlene	Mailroom Coordinator
Sikobe, Nancy	Athletics Director/Head Volleyball Coach
Singleton, Kenneth L	Security Officers
Singleton, La'Keisha D	Network Technician
Smith, Joseph E	Area Center Director
Smith, Keyonia G	Academic Coach
Smith, Sharon	Area Center Director
Stiell, George A	Senior Vice President for Business and Finance
Tennial, Jonathan M	Assistant Director

Thompson, Bruce	Director of Choral Music
Trahan, Brittany	Accountant
Tubbs, Lamesia D	Administrative Assistant
Warren, Venson	Area Center Director
Webb, Marilyn	Area Center Director
Weber, Erinne N	Executive Director, Strategic Retention and Student Success
Wilder, Charles J	Area Center Director
Winkley, Winnie Lee	Academic Coach
Wright, Gwendolyn	Area Center Director

Facilities

Acevedo, David	HVAC/ Electrical/Plumbing
Adkins, Dennis	Groundskeeper Maintenance
Alexander, Courtney	Groundskeeper Maintenance
Banuelos, Maria	Custodian Housekeeper
Banuelos, Maria S	Custodian Housekeeper
Beltran, Mario A	Custodian Housekeeper
Beltran, Miguel A	Groundskeeper Maintenance
Cooks, Shawn	Custodian Housekeeper
Cooper, Johnny	Custodian Housekeeper
Cruz, Faustino C	Carpenter Maintenance
De La Cruz, Juan	Carpenter Maintenance
Gonzalez, Elisa	Custodian Housekeeper
Guerrero, Silvia	Custodian Housekeeper
Ibarra, Alicia Herrera	Custodian Housekeeper
Jenkins, William E	Groundskeeper Maintenance
Jones, Devin J	Groundskeeper Maintenance
Jordan, Roderick	Groundskeeper Maintenance
Longoria, Manuel	Carpenter Maintenance
McCall, Christopher	Groundskeeper Maintenance
Moore, Keylon	Groundskeeper Maintenance
Munguia, Monica	Custodian Housekeeper
Owens, Cecil	Custodian Housekeeper
Robinson, Mac A	Groundskeeper Maintenance
Rodriguez, Eloisa	Custodian Housekeeper
Tatum, Keyon	Groundskeeper Maintenance
Wilburn, James	Custodian Housekeeper

Bus Drivers

Barnes, Anita H	Bus Driver
Clark, Sheila	Bus Driver
Greene, Conrad J.	Bus Driver

Johns, Gerald J	Bus Driver
Johnson, Charles	Bus Driver
Lane, Timmy	Bus Driver
Manning, James E	Bus Driver



Academic Calendar

Academic Calendar 2024-2025

Activity	Date
2024	
Registration Opens for Fall 2024	3/1
JULY	
Faculty Return to Work for Fall 2024	7/29
Residence Life Halls Open for Freshmen	7/30
Faculty/Staff Institute for Fall 2024	7/31 - 8/1
AUGUST	
Faculty Workdays/Faculty Participation – Freshmen Orientation	8/1- 8/2
Residence Halls Open for Returning Students	8/3
First Day of Class for Fall 2024	8/5
Late Registration Begins	8/6
First Day to Apply and Pay Fees for Graduation in May 2025 and Submit Recommendations and Degree Plans	8/15
Last Day to Add and/or Drop a Class for Fall 2024	8/20
Census Day for Fall 2024	8/20
First Day to Withdraw from a Course and Receive a “W”	8/21
Reinstatement Period for Fall 2024	8/21- 8/22
President’s Fall Convocation	8/28
SEPTEMBER	
Labor Day Holiday – Campus Closed	9/2
See Your Academic Advisor Week	9/3- 9/6
Mid-Term Exams for Fall 2024	9/23- 9/25
Mid-Term Grades Due to Registrar's Office for Fall 2024	9/27
Fall 2024 Tuition Payment Due (3rd Payment Deadline)	9/30
OCTOBER	
Registration Opens for Spring 2025	10/1
Last Day to Withdraw from a Course with a “W” and/or Withdraw from the University	10/11
Last Day to Apply and Pay Fees for December 2024 Graduates (Late Fees Apply)	10/25
HOMECOMING	10/27-11/1
NOVEMBER	
Veterans Day Holiday – Campus Closed	11/11
Concentrated Study Period	11/11- 11/15
Final Exams for Fall 2024	11/18- 11/22
Last Day of Class for Fall 2024	11/22
Residence Halls Close for Fall	11/23
Final Grades Due to Registrar's Office	11/26

Thanksgiving Holiday – Campus Closed	11/28-11/29
DECEMBER	
Faculty/Staff Workdays	12/02-12/20
Campus Closes at 5:00 PM	12/20
Degrees Conferred for Fall Graduates	12/31
Christmas/New Year Holidays	12/23- 1/5
2025	
JANUARY	
Faculty/Staff Return to Work for Spring	1/6
Faculty/Staff Institute for Spring 2025	1/6
Residence Halls Open for Freshmen	1/10
Residence Halls Open for Returning Students	1/11 - 1/12
Late Registration Begins for Spring 2025	1/13
First Day of Class for Spring 2025	1/13
Last Day to Add/Drop Class for Spring 2025	1/17
Martin Luther King, Jr. Day – Campus Closed	1/20
First Day to Withdraw from a Class and Receive a "W"	1/22
Census Day for Spring 2025	1/22
Reinstatement Period for Spring 2025	1/23- 1/24
Last Day to Order Regalia (cap and gown)	1/27
See Your Academic Advisor Week	1/27- 1/31
FEBRUARY	
Registration Opens for Summer 2025	2/3
MARCH	
First Day to Apply and Pay Fees for Graduation for Summer 2025 and Submit Recommendation and Advising Worksheets (Degree Audits)	3/3
Mid-Term Exams for Spring 2025	3/3- 3/5
Mid-Term Grades Due to Registrar's Office for Spring 2025	3/7
Last Day to Remove "I"	3/14
Last Day to Withdraw from a Course with a "W" and/or Withdraw from the University	3/14
Founder's Observance Convocation	3/10- 3/14
Registration Opens for Summer Bridge 2025	3/17
Spring Break	3/17- 3/21
Last Day to Secure Financial Clearance for May 2025 (Fall and Spring Graduates)	3/28
APRIL	
Honors Convocation	4/1
List of May 2025 Prospective Graduating Seniors to Faculty	4/18
Good Friday – Campus Closed	4/18
Classes Resumes for Spring 2025	4/21
Final Exams for Graduating Seniors for Spring 2025	4/29- 4/30

MAY

Final Grades for Prospective Graduating Seniors Due to the Registrar's Office for Spring 2025	5/2
Last Day of Class for Non-Graduating Students for Spring 2025	5/2
Concentrated Study Period	5/5
Final Exams for Non-Graduating Seniors for Spring 2025	5/6- 5/8
First Day to Apply and Pay Fees for Graduation in December 2025, May 2026 and Submit Recommendations and Advising Worksheets (Degree Audits)	5/9
Commencement – Degrees Conferred for Spring Graduates	5/10
Residence Halls Close for Non-Graduating Seniors	5/10
Residence Halls Closes at 6 PM for Graduating Seniors and Choir Members	5/11
Final Grades Due to the Registrar's Office for Spring 2025	5/16
First Day of Class for Summer 2025	5/20
Last day to add and/or drop a class for Summer 2025	5/22
Census Day for Summer 2025	5/26
Memorial Day Holiday – Closed	5/26
Reinstatement Period for Summer 2025	5/27
Ten-Month Faculty Check Out	5/30

JUNE

Juneteenth Holiday – Closed	6/20
First Day of Class for Summer Bridge 2025	6/30
Last Day of Class for Summer 2025	6/30

JULY

Last Day to Add and/or Drop a Class for Summer Bridge	7/1
Census Day for Summer Bridge 2025	7/2
Reinstatement Period for Summer Bridge	7/3
Observe Fourth of July Holiday – Campus Closed	7/4
Campus Return to Work	7/5
Final Grades Due to the Registrar's Office for Summer 2025	7/5
Last Day of Class for Summer Bridge 2025	7/30

AUGUST

Final Grades Due to the Registrar's Office for Summer Bridge 2025	8/4
---	-----

Academica Calendar 2025-2026

Activity	Date
2025	
February	
Registration Opens for Fall 2025	2/3
Faculty Return to Work for Fall 2025	7/28
Residence Life Halls Open for Freshmen	7/29
Faculty/Staff Institute for Fall 2025	7/30- 7/31
Faculty Workdays/Faculty Participation – Freshmen Orientation	7/31- 8/1
Residence Halls Open for Returning Students	8/2
First Day of Class for Fall 2025	8/4
Late Registration Begins for Fall 2025	8/5
First Day to Apply and Pay Fees for Graduation in May 2026 and Submit Recommendations and Degree Plans	8/14
Last Day to Add and/or Drop a Class for Fall 2025	8/14
Census Day for Fall 2025	8/15
First Day to Withdraw from a Course and Receive a “W”	8/18
Reinstatement Period for Fall 2025	8/18- 8/19
SEPTEMBER	
Labor Day Holiday – Campus Closed	09/01
See Your Academic Advisor Week	09/02- 09/05
Mid-Term Exams for Fall 2025	09/15- 09/17
Mid-Term Grades Due to Registrar's Office for Fall 2025	09/19
Fall 2025 Tuition Payment Due (3rd Payment Deadline)	09/29
President’s Fall Convocation	09/26
OCTOBER	
Last Day to Withdraw from a Course with a “W” and/or Withdraw from the University	10/03
Assessment Week	10/13 - 10/17
Last Day to Apply and Pay Fees for December 2025 Graduates (Late Fees Apply)	10/24
NOVEMBER	
Concentrated Study Period	11/03 - 11/07
Veterans Day Holiday – Campus Closed	11/11
Last Day of Class for Fall 2025	11/11
Final Exams for Fall 2025	11/17 - 11/19
Residence Halls Close for Fall	11/21
Final Grades Due to Registrar's Office	11/21
Thanksgiving Holiday - Campus Closed	11/27 - 11/28
Faculty/Staff Workdays	12/01- 12/19
Campus Closes at 5:00 PM	12/19

Christmas/New Year Holidays	12/22 - 01/05
Degrees Conferred for Fall Graduates	12/31
2026	
JANUARY	
Faculty/Staff Return to Work for Spring	01/06
Residence Halls Open for Freshmen	01/09
Faculty/Staff Institute for Spring 2026	01/09
Residence Halls Open for Returning Students	01/10- 01/11
Late Registration Begins for Spring 2026	01/12
First Day of Class for Spring 2026	01/12
Last Day to Add/Drop Class for Spring 2026	01/16
Martin Luther King, Jr. Day – Campus Closed	01/19
Census Day for Spring 2026	01/22
First Day to Withdraw from a Class and Receive a "W"	01/23
Reinstatement Period for Spring 2026	01/26- 01/27
See Your Academic Advisor Week	01/26- 01/30
FEBRUARY	
Last Day to Order Regalia (cap and gown)	02/02
MARCH	
Registration Opens for Summer/Fall 2026	03/02
First Day to Apply and Pay Fees for Graduation for Summer 2026 and Submit Recommendation and Advising Worksheets (Degree Audits)	03/02
Mid-Term Exams for Spring 2026	03/02- 03/04
Mid-Term Grades Due to Registrar's Office for Spring 2026	03/06
Last Day to Remove "I"	03/11
Last Day to Withdraw from a Course with a "W" and/or Withdraw from the University	03/13
Founder's Observance Convocation	03/20
Registration Opens for Summer Bridge 2026	03/20
Last Day to Secure Financial Clearance for May 2026 (Fall and Spring Graduates)	03/27
Spring Break	03/30 - 04/03
APRIL	
Honors Convocation	04/07
Good Friday – Campus Closed	04/03
Classes Resumes for Spring 2026	04/06
List of May 2026 Prospective Graduating Seniors to Faculty	04/10
Final Exams for Graduating Seniors for Spring 2026	04/28 - 04/29
MAY	
Final Grades for Prospective Graduating Seniors Due to the Registrar's Office for Spring 2026	05/01
Last Day of Class for Non-Graduating Students for Spring 2026	05/01
Concentrated Study Period	05/04
Final Exams for Non-Graduating Seniors for Spring 2026	05/05 - 05/07

First Day to Apply and Pay Fees for Graduation in December 2026, May 2027 and Submit Recommendations and Advising Worksheets (Degree Audits)	05/08
Commencement – Degrees Conferred for Spring Graduates	05/09
Residence Halls Close for Non-Graduating Seniors	05/09
Residence Halls Closes at 6 PM for Graduating Seniors and Choir Members	05/10
Final Grades Due to the Registrar’s Office for Spring 2026	05/15
First Day of Class for Summer 2026	05/18
Last Day to Add and/or Drop a Class for Summer 2026	05/22
Memorial Day Holiday – Closed	05/25
Census Day for Summer 2026	05/26
Reinstatement Period for Summer 2026	05/27
Ten-Month Faculty Check Out	05/29
JUNE	
Juneteenth Holiday – Closed	06/19
First Day of Class for Summer Bridge 2026	06/29
Last Day of Class for Summer 2026	06/30
Last Day to Add and/or Drop a Class for Summer Bridge	06/30
JULY	
Census Day for Summer Bridge 2026	07/01
Reinstatement Period for Summer Bridge	07/02
Observe Fourth of July Holiday – Campus Closed	07/04
Faculty/Staff Return to Work for Summer 2026	07/06
Final Grades Due to the Registrar’s Office for Summer 2026	07/06
Last Day of Class for Summer Bridge 2026	07/30
AUGUST	
Final Grades Due to the Registrar's Office for Summer Bridge 2026	08/04

Academic Calendar 2026-2027

Activity	Date
2026	
MARCH	
Registration Opens for Fall 2026	03/02
JULY	
Faculty Return to Work for Fall 2026	07/27
Faculty/Staff Institute for Fall 2026	07/27- 07/28
Student Leader Volunteers Move-In Day	07/29
Residence Life Halls Open for New Students	07/30
Faculty Workdays/Faculty Participation – Freshmen Orientation	07/31
AUGUST	
Residence Halls Open for Returning Students	08/01
First Day of Class for Fall 2026	08/03
Late Registration Begins	08/03
Final Grades Due to the Registrars' Office for Summer Bridge 2026	08/04
First Day to Apply and Pay Fees for Graduation in May 2027 and Submit Recommendations and Degree Plans	08/07
Last Day to Add and/or Drop a Class for Fall 2026	08/10
Census Day for Fall 2026	08/12
First Day to Withdraw from a Course and Receive a “W”	08/13
Reinstatement Period for Fall 2026	08/13 - 08/14
President’s Fall Convocation	08/28
SEPTEMBER	
Labor Day Holiday – Campus Closed	09/07
See Your Academic Advisor Week	09/08- 09/11
Mid-Term Exams for Fall 2026	09/28- 09/30
OCTOBER	
Mid-Term Grades Due to Registrar's Office for Fall 2026	10/02
Fall 2026 Tuition Payment Due (3rd Payment Deadline)	10/05
Registration Opens for Spring 2027	10/5
Last Day to Withdraw from a Course with a “W” and/or Withdraw from the University	10/9
Last Day to Apply and Pay Fees for December 2026 Graduates (Late Fees Apply)	10/30
NOVEMBER	
Veterans Day Holiday – Campus Closed	11/11
Last Day of Class for Fall 2026	11/13
Concentrated Study Period	11/16 - 11/17
Final Exams for Fall 2026	11/18- 11/20

Residence Halls Close for Fall	11/21
Final Grades Due to Registrar's Office	11/23
Thanksgiving Holiday – Campus Closed	11/26 - 11/27
Faculty/Staff Workdays	11/30 - 12/18
DECEMBER	
Campus Closes at 5:00 PM	12/18
Degrees Conferred for Fall Graduates	12/31
Christmas/New Year Holidays	12/20 - 01/01
2027	
JANUARY	
Faculty/Staff Return to Work for Spring	01/04
Residence Halls Open for Freshmen	01/08
Faculty/Staff Institute for Spring 2027	01/05
Residence Halls Open for Returning Students	01/09 - 01/10
Late Registration Begins for Spring 2027	01/11
First Day of Class for Spring 2027	01/11
Last Day to Add/Drop Class for Spring 2027	01/15
Martin Luther King, Jr. Day – Campus Closed	01/18
First Day to Withdraw from a Class and Receive a "W"	01/20
Census Day for Spring 2027	01/20
Reinstatement Period for Spring 2027	01/21 - 01/22
See Your Academic Advisor Week	01/25 - 01/29
FEBRUARY	
Last Day to Order Regalia (cap and gown)	02/01
Registration Opens for Summer 2027	02/01
Mid-Term Exams for Spring 2027	02/24 - 02/27
First Day to Apply and Pay Fees for Graduation for Summer 2027 and Submit Recommendation and Advising Worksheets (Degree Audits)	02/26
MARCH	
Summer/Fall 2027 Registration Opens	03/01
Mid-Term Grades Due to Registrar's Office for Spring 2027	03/02
Last Day to Remove "I"	03/05
Last Day to Withdraw from a Course with a "W" and/or Withdraw from the University	03/05
Founder's Observance Convocation	03/19
Good Friday – Campus Closed	03/26
Spring Break	03/29 - 04/02
Registration Opens for Summer Bridge 2027	03/29
APRIL	
Classes Resumes for Spring 2027	04/05

Last Day to Secure Financial Clearance for May 2027 (Fall and Spring Graduates)	04/05
Honors Convocation	04/06
List of May 2027 Prospective Graduating Seniors to Faculty	04/14
Final Exams for Graduating Seniors for Spring 2027	04/27 - 04/29
Final Grades for Prospective Graduating Seniors Due to the Registrar's Office for Spring 2027	04/30
Last Day of Class for Non-Graduating Students for Spring 2027	4/30
MAY	
Concentrated Study Period	05/03
Final Exams for Non-Graduating Seniors for Spring 2027	05/04 - 05/06
First Day to Apply and Pay Fees for Graduation in December 2027, May 2028 and Submit Recommendations and Advising Worksheets (Degree Audits)	05/06
Commencement – Degrees Conferred for Spring Graduates	05/08
Residence Halls Close for Non-Graduating Seniors	05/08
Residence Halls Closes at 6 PM for Graduating Seniors and Choir Members	05/09
Final Grades Due to the Registrar's Office for Spring 2027	05/11
First Day of Class for Summer 2027	05/17
Last Day to Add and/or Drop a Class for Summer 2027	05/19
Census Day for Summer 2027	05/21
Reinstatement Period for Summer 2027	05/24
Ten-Month Faculty Check Out	05/25
Memorial Day Holiday – Closed	05/31
JUNE	
Juneteenth Holiday – Closed	06/18
First Day of Class for Summer Bridge 2027	06/28
Last Day of Class for Summer 2027	06/28
Last Day to Add and/or Drop a Class for Summer Bridge	06/30
JULY	
Census Day for Summer Bridge 2027	07/01
Reinstatement Period for Summer Bridge	07/02
Observe Fourth of July Holiday – Campus Closed	07/05
Faculty/Staff Return to Work for Summer 2027	07/06
Final Grades Due to the Registrar's Office for Summer 2027	07/09
Last Day of Class for Summer Bridge 2027	07/30
AUGUST	
Final Grades Due to the Registrar's Office for Summer Bridge 2027	08/03


CAMPUS MAP



BUILDING LEGEND

- 1 AARON BAKER SCIENCE BUILDING
- 2 WILEY UNIVERSITY APARTMENT COMPLEX
- 3 THIRKIELD HALL (CLASSROOMS)
- 4 DOGAN HALL (RESIDENCE HALL)
- 5 JOHNSON-MOON HALL (RESIDENCE 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-HOOKS 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 (RESIDENCE HALL)
- 17 H.L. STRICKLAND LIVING LEARNING CENTER
- 18 WILEY-PEMBERTON COMPLEX
- 19 SECURITY BOOTH
- 21 FACILITIES AND MAINTENANCE BUILDING
- 22 J. JACK INGRAM HALL (RESIDENCE HALL)
- 24 WELCOME CENTER

GRAPHICS LEGEND

-  AREA OF JURISDICTIONAL WATER'S 100 YEAR FLOODPLAIN



Course Descriptions

Course Descriptions (Undergraduate)

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 explores traditional accounting information systems topics 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, earnings 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 introduce the basic theory and underlying principles and procedures of auditing financial statements to assure the fairness of representations made there in. The course's scope 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: *ACCT3322*

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 of 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.

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.

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.

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*

biomolecular engineering and immunology. Three hours of lecture and two hours laboratory per week.

Prerequisites: BIOL 1411 and BIOL 1422

BIOL 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.

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

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 directed by a faculty member.

BIOL 3291 – Special Problems (2 Credit Hours)

Open to qualified students to develop a problem/solution such as a thesis paper through advanced study directed by a faculty member.

BIOL 3391 – Special Problems (3 Credit Hours)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study directed by a faculty member.

BIOL 3411 – Essentials of Cellular/Molecule 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

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

BIOL 3441 – Anatomy and Physiology I with Lab (4 Credit Hours)

An integrated study of 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

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

BIOL 3491 – Environmental Biology with Lab (4 Credit Hours)

Study of current problems and societal trends related to the environment. Emphases 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

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 directed by a faculty member.

BUSI - Business

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 methods, data analysis, and report writing. Students will be required to conduct a research topic's literature review.

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 directed by a faculty member.

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.

BIOL 4341 – Special Problems (3 Credit Hours)

Open to qualified students to develop a problem solution such as a thesis paper through advanced study directed by a faculty member.

BIOL 4411 – Principles of Genetics with Lab (3 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*

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*

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*

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 and 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 Law II (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 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 2401-2402– General Chemistry I-II with Labs (4 Credit Hours)

An 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 three 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.*

CHEM 3401-3402 – Organic Chemistry I-II with Lab (4 Credit Hours)

An 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 three hours of laboratory per week.

Prerequisites: *CHEM 2401 and 2402*

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*

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 introduces 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 introduces 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 part 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 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, 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

Program

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 working system in a realistic environment utilizing project management techniques.

Prerequisite: *CISC 3335*

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 University 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 in 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)

CLAP – College Level Assessment

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 specific 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)

CRIJ 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 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 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 several 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 several critical perspectives. These perspectives enable adult learners to understand the casual 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.

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 – Economics

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 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 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 give students 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 students' learning needs.

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 in 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 4310 - 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 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 0304 – Integrated Reading/Writing I (Non-Credit)

ENGL 0304 is the first part of a two-part course fundamentals sequence designed to offer individualized diagnostic prescriptive instruction that highlights and integrates techniques for reading and writing. Students will be introduced to the basic organizational modes of writing. The course is reserved for those who score below 69.9 on the ACCUPLACER test.

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 skills 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, emphasizing adaptation theories. 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 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 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 University 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 2310 – World History I

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

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 4311 – African American Historical Movements

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 4341 – Global Issues

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.

HUMA – Humanities

HUMA 2300 – Humanities (3 Credit Hours)

An interdisciplinary course designed to provide a broad-based humanistic study of world cultures with emphasis 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 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 of 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 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 3300 – Fundamentals of Algebra for Elementary Teachers

Topics in elementary number theory and modern algebra.

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 3380 – Probability and Statistics for Elementary Teachers

Sets, permutations, combinations and binomial theorem, basic tendency and dispersions, elementary probability, random variables and distributions, linear regression and correlation.

Prerequisite: MATH 1330

MCOM – Mass Communications

MCOM 1301 – Forensics Practicum II (3 Credit Hours)

This course is designed to provide students with 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 are 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, 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 are 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 University. The lead professor and the dean of the school must certify both the assignment and the sponsoring organization before students 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)

Offers a beginning piano course for all non-piano music majors. This course is the first in the sequence leading to fulfillment of the piano proficiency requirements. Basic piano skills, playing in five finger patterns, extended hand positions, shifting of hand position, sight-reading, and harmonization are taught.

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)

A practical course for the development of skills in melodic, harmonic, rhythmic reading, detecting errors in played rhythms and melodies, as well as aural perception from sight. **Corequisite: MUSI 1304.** **Prerequisite: passing score on the theory placement examination or MUSI 1300/1301.**

MUSI 1114 –Ear Training and Sight Singing II (1 Credit Hour)

This course is a continuation of MUSI 1113. The course expands on the skills developed in MUSI 1113. *Corequisite: MUSI 1305/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 Fundamentals for Majors (3 Credit Hours)

For 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 or general music.

MUSI 1304 – Music Theory I (3 Credit Hours)

This course begins the study of Tonal Harmony in the "Common Practice" period of the eighteenth century. The musical materials involved are keys, intervals, triads, and chords that are fundamental and characteristic of this style period. Rules of harmonic progression are studied thoroughly in preparation for the ensuing courses, Music Theory II – IV. *Corequisite: MUSI 1113. Prerequisite: Passing score on theory placement examination or MUSI 1300/1301.*

MUSI 1305 – Music Theory II (3 Credit Hours)

A continuation of Music Theory I, this course offers additional training in the harmonic practices of the "Common Practice" period. It includes the study of embellishments, cadence functions, harmonic rhythm, introduction to dominant chords. and non- harmonic tones from the standpoint of part-writing, and harmonic analysis. *Corequisite MUSI 1114. Prerequisite: MUSI 1304.*

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 1306 – 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 2111 – Class Piano III (1 Credit Hour)

This is a continuation of MUSI 1112 Class Piano II. This

course is the third in the sequence leading to fulfillment of the piano proficiency requirements. Emphasis is on the skills introduced in MUSI 1112, Class Piano II. *Prerequisite: MUSI 1112*

MUSI 2112 – Class Piano IV (1 Credit Hour)

A continuation of MUSI 2111, this course emphasizes the development of skills in sight reading, transposition, and harmonization of melodies in the public-school music classroom. This course is the fourth and last in the sequence leading to fulfillment of the piano proficiency requirements. *The student must pass the Piano Proficiency Exam with a grade of "C" or better to complete the course.*

MUSI 2113 – Ear Training/Sight Singing III (1 Credit Hour)

This course is a continuation of MUSI 1114 and continues to develop aural and reading skills on an advanced level. In addition, the student will develop skills in melodic and rhythmic improvisation. *Corequisite: MUSI 2304/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 2150 – Diction I (1 Credit Hour)

This course is designed to familiarize the voice students with the pronunciation of the English and Italian language through the study and use of the introduces the International Phonetic Alphabet. This course meets two hours a week.

MUSI 2160 – Diction II (1 Credit Hour)

This course is designed to familiarize the voice students with the pronunciation of the French and German language through the study and use of the introduces the International Phonetic Alphabet. This course meets two hours a week. *Prerequisite MUSI 2150*

MUSI 2301 – Introduction to Music Education (3 Credit Hour)

This course is an introduction to the music education degree and career field. Topics will include curriculum, certification, professional responsibilities, expectations, and professional resources. Students will informally work with music programs and will begin to develop a professional portfolio and a philosophy of education.

MUSI 2304 – Music Theory III w/Counterpoint (3 Credit Hours)

Expands the student's harmonic vocabulary to include dominant seventh chords, secondary dominants, and irregular resolutions. In addition, problems in harmonic analysis and musical texture are examined. The theory and compositional technique of 18th century counterpoint. Works of J. S. Bach will be examined and analyzed in detail. Forms such as the invention, the canon, fugue, and other choral forms will be the primary focus of this study. *Corequisite: MUSI 2114/Prerequisite: MUSI 1304*

MUSI 2305 – Music Theory IV w/Form & Analysis (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 are emphasized. This course also examines various techniques of analyzing form, texture, and style in music are applied to a variety of compositions. Attention will also be given to tonal structure, variation technique, and the process of development in a variety of compositions from the principal style periods. *Corequisite: MUSI 2104/Prerequisite: MUSI 2304*

MUSI 2320 – Music in the Elementary Classroom

This course is designed for Elementary Education majors. Emphasis is on the development of skills necessary for teaching music. Students are taught fundamentals of music, keyboard skills, appropriate methodology for the elementary school classroom. (Elementary Education Majors Only)

MUSI 3105 Piano Accompanying (1 Credit Hour)

This is a course is designed for pianists/piano majors to learn the essential techniques of accompanying singers and instrumentalists with practical application through work with student soloists.

MUSI 3118 – Woodwind Methods (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 – Brasswind Methods (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 – Percussion Methods (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 – Scoring & Arranging (3 Credit Hours)

A study of the capabilities and limitations of orchestral and band instruments, voice and piano. Students will be engaged in transcription, arranging, and composition exercises for small and large performance groupings, some specific to their area of expertise. *Prerequisite: MUSI 2304*

MUSI 3303 – Music History I (3 Credit Hours)

Music History is a review of general history with a more in-depth study of the history of music from Antiquity through the Baroque period. Styles, composers, and their compositions will be featured. *Prerequisites: MUSI 2305.*

MUSI 3304 – Music History II (3 Credit Hours)

This course is a continuation of MUSI 3303 with attention given to the Classical, Romantic, and Contemporary periods. *Prerequisites: MUSI 3303.*

MUSI 3311 – Elementary Music Methods (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 2304*

MUSI 3322 – Secondary Music Methods (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 3340 Music Technology (3 Credit Hour)

This course provides a basic overview of digital audio, computer-generated notation, and audio recording/editing hardware and software applications. *Prerequisite: MUSI 2305 or consent of the instructor.*

MUSI 3350 – History of Jazz (3 Credit Hours)

This course will expose students to jazz history and increase their appreciation and enjoyment of the art form. Topics to be covered include the origins and development of jazz, distinctive style periods, and important jazz performers. *Prerequisite: ENGL1302*

MUSI 4201 – Fundamentals of Choral Conducting (2 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 2304*

MUSI 4202 - Fundamentals of Instrumental Conducting (2 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 2304*

MUSI 4205 – Music Administration and Methods (2 Credit Hours)

Designed for students in the music education major, this course provides instruction in the administrative and fiscal aspects of the secondary music program as well as an overview of methods and curricula for programs outside the student's area of specialization. *Prerequisite: MUSI 2305*

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. *Prerequisite: MUSI 2160*

MUSI 4305 – Teaching Choral Music

This course is designed for students in the choral concentration of the music education major. This course provides instruction and guided practice in examining choral literature, curricula and materials, and in teaching comprehensive musicianship through secondary school choral ensembles. *Prerequisite: MUSI 2160*

MUSI 4306 – Teaching Instrumental Music

This course is designed for students in the instrumental concentration of the music education major. This course provides instruction and guided practice in examining instrumental literature, curricula and materials, and in teaching comprehensive musicianship through secondary school instrumental ensembles. *Prerequisite: MUSI 3230*

MUSI 4213 Marching Band Techniques

Designed for students in the music education major, this course provides instruction on teaching marching band, the use of technology for drill design, and arranging music for marching band. *Prerequisite: MUSI 2304*

MUSI 4233 – Music Seminar (2 Credit Hours)

Directed and intensive study in a special area of music. This course deals with matters of band administration, conducting, arranging, charting, and festival preparation for various types of bands and choirs.

MUEN – MUSIC ENSEMBLES**MUEN 1115 Jazz Ensemble (1 Credit Hour)**

This ensemble performs stage band standards of the Swing and Jazz Eras. Students are also offered the opportunity to perform original, experimental compositions in these styles. Admission is by audition or permission of the director.

MUEN 1117 Female Ensemble (1 Credit Hour)

The Wiley University Female Ensemble is an auditioned ensemble dedicated to the study and performance of music for the female voice. The ensemble may perform at a variety of events in the community. Membership is open through audition to female students in any degree program at Wiley.

MUEN 1118 Male Ensemble (1 Credit Hour)

The Wiley University Male Ensemble is an auditioned ensemble dedicated to the study and performance of music for the male voice. The ensemble may perform at a variety of events in the community. Membership is open through audition to male students in any degree program at Wiley.

MUEN 1151 University Band (1 Credit Hour)

This course emphasizes instrumental ensemble performance and band pageantry. Students who participate will perform at various parades, athletic events, and other performance venues. Admission is by audition or permission of the director.

MUEN 1153 University Choir (1 Credit Hour)

Participation in the choir is required of all Vocal/Piano Music Education and General Music Majors. The focus is on the preparation and performance of choral literature, while providing a laboratory setting for prospective choral directors. Non music majors are admitted by audition.

MUEN 1157 Symphonic Band (1 Credit Hour)

This course emphasizes the practical application of performance principles in symphonic band performances on the concert stage. Students who participate will perform literature of a progressively more complex and difficult nature. This course is acceptable to fulfill the major ensemble requirement for the instrumental concentration degree plan of Music Education.

MUEN 1163 A Cappella Choir (1 Credit Hour)

The Wiley University A Cappella Choir is Wiley's premier choral organization. This choir performs a wide range of musical styles. Membership in the choir is by audition only.

MUAP – APPLIED MUSIC

Only Private lessons at the 4000 level may be repeated for credit. For information regarding applied lessons, refer to the Music Department handbook.

Concentration: The listed instrument, including voice, is the student's primary instrument.

Lessons for non-music majors is an elective.

Beyond the first semester lesson, the pre-requisite for each lesson course is the previous lesson course.

MUAP 1001 – Recital Seminar

Recital Seminar serves as a venue for students to develop formal performance skills. The acquired skills aid the student in preparation for senior recital and for a life of professional music performance. While Recital Seminar is primarily intended for senior recital repertoire, other idioms are allowed at the discretion of both the applied student and course instructor.

Seven semesters of recital attendance are required of all music majors. Students who need recital credit must register for MUAP 1001. Degree requirements are not met until sufficient recital credit appears on the student's transcript. **Corequisite: Applied Music**

Senior Recital

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.

Applied Lower Brass

MUAP 1101-1102 – Applied Lower Brass I, II (1 Credit Hour)

First year of applied concentration

MUAP 2101-2102 – Applied Lower Brass III, IV (1 Credit Hour)

Second year of applied concentration

MUAP 3101-3102 – Applied Lower Brass V, VI (1 Credit Hour)

Third year of applied concentration

MUAP 4101 – Applied Lower Brass VII (1 Credit Hour)

Fourth year of applied concentration

Recital Preparation

MUAP 4102 – Applied Lower Brass VIII (2 credit Hour)

Fourth year of applied concentration

Senior Recital

Applied Percussion

MUAP 1167-1168 – Applied Percussion I, II (1 Credit Hour)

First year of applied concentration

MUAP 2167-2168 – Applied Percussion III, IV (1 Credit Hour)

Second year of applied concentration

MUAP 3167-3168 – Applied Percussion V, VI (1 Credit Hour)

Third year of applied concentration

MUAP 4167 - Applied Percussion VII (1 Credit Hour)

Fourth year of applied concentration

Recital Preparation

MUAP 4168 - Applied Percussion VIII (2 Credit Hour)

Fourth year of applied concentration

Senior Recital

Applied Piano

MUAP 1155-1156 – Applied Piano I, II (1 Credit Hour)

First year of applied concentration

MUAP 2155-2156 – Applied Piano III, IV (1 Credit Hour)

Second year of applied concentration

MUAP 3155-3156 - Applied Piano V, VI (1 Credit Hour)

Third year of applied concentration

MUAP 4155 - Applied Piano VII (1 Credit Hour)

Fourth year of applied concentration

Recital Preparation

MUAP 4156 - Applied Piano VIII (2 Credit Hour)

Fourth year of applied concentration

Senior Recital

Applied Upper Brass

MUAP 1137-1138 - Applied Upper Brass I, II (1 Credit Hour)
First year of applied concentration

MUAP 2137-2138 - Applied Upper Brass III, IV (1 Credit Hour)
Second year of applied concentration

MUAP 3137 - 3138 - Applied Upper Brass V, VI (1 Credit Hour)
Third year of applied concentration

MUAP 4137 - Applied Upper Brass VII (1 Credit Hour)
Fourth year of applied concentration
Recital Preparation

MUAP 4138 - Applied Upper Brass VII (2 Credit Hour)
Fourth year of applied concentration
Senior Recital

Applied Voice

MUAP 1103-1104 - Applied Voice I, II (1 Credit Hour)
First year of applied concentration

MUAP 2103-2104 - Applied Voice III, IV (1 Credit Hour)
Second year of applied concentration

MUAP 3103-3104 - Applied Voice V, VI (1 Credit Hour)
Third year of applied concentration

MUAP 4103 - Applied Voice VII (1 Credit Hour)
Fourth year of applied concentration
Recital Preparation

MUAP 4104 - Applied Voice VIII (2 Credit Hour)
Fourth year of applied concentration
Senior Recital

Applied Woodwind

MUAP 1135 -1136 – Applied Woodwind I, II (1 Credit Hour)
First year of applied concentration

MUAP 2135-2136 – Applied Woodwind III, IV (1 Credit Hour)
Second year of applied concentration

MUAP 3135-3136 – Applied Woodwind V, VI (1 Credit Hour)
Third year of applied concentration

MUAP 4135 – Applied Woodwind VII (1 Credit Hour)
Fourth year of applied concentration
Recital Preparation

MUAP 4136 – Applied Woodwind VIII (2 Credit Hour)
Fourth year of applied concentration
Senior Recital

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.

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*

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*

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)

This course introduces the theories, research, and applications that constitute 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 religious life. Religious experience and the nature of religious response are discussed with a view towards giving the student practical help in various Christian 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 with 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/PSYC 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 PSYC 3300)

Prerequisite: *SOCI 2310, PSYC 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 focuses 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/PSYC 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 PSYC 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/PSYC 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 PSYC 3361)

Prerequisite: *PSYC 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 with 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 systems 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 3330 – Spanish-speaking Cultures

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 3380 – African Hispanic Literature

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.

Prerequisites: SPAN 2312 or 2330

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 analytical tools for argumentation while examining the techniques and applications of debate. 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 University Debate Team. Students may receive 9 semester hours for three full years of debate team preparation.

Prerequisites: SPCH 2300

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 analytical tools for argumentation while examining the techniques and applications of debate. 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 University 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 analytical tools for argumentation while examining the techniques and applications of debate. 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 University 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 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.

Course Descriptions (Graduate)

ACCT - Accounting

ACCT 5305 – Accounting Analysis for Decision Making (3 Credit hours)

The course teaches accounting reporting and the use of accounting information in aiding management in decision making.

BUSI - Business

BUSI 5310 – Strategic Information Systems and Quantitative Approach for Decision Making (3 Credit hours)

The course uses quantitative analysis to instruct the effective planning and deployment of information technology [IT] in management processes. It also examines the alignment of IT and data processing in creating business value. The course uses information systems cases related to data analysis to provide practical applications of IT, emphasize e-business integration, highlight knowledge management, and underscore emerging information technologies. It also examines business process analysis, IT portfolio management, online analytical processing, and data mining application tools.

BUSI 5390 - Ethics & Social Responsibility (3 Credit hours)

The course analyzes ethical standards, concepts, principles, and practices prevailing in business environments. It combines the theoretical foundations associated with a business start-up with the conduct of entrepreneurial activities related to accountability and the social environment. Specifically, the course includes: (1) provide students with generalizable information to act in the best interest of shareholders, other stakeholders, and society as a whole; (2) provide students with ethical principles as applied to particular situations of business and the ability to make informed judgments; and (3) Differentiate the ability to extrapolate strategies concerning corporate ethics and governance.

CRIJ -CRIMINAL JUSTICE

CRIJ 5360 - Advanced Overview Of The Criminal Justice System (3 Credit hours)

A comprehensive overview of the criminal justice system from Law Enforcement through courts and corrections, with particular emphasis on their historical perspectives, present trends and likely future developments.

CRIJ 5361 – Advanced Seminar In Criminology (3 Credit hours)

An in-depth coverage of concepts of crime, law and criminology; theories of crime causation and crime typologies.

CRIJ 5362 – Advanced Seminar in Criminal Law and Procedure (3 Credit hours)

Extensive examination of Criminal Law and how they apply to Criminal Justice Operations and procedures.

CRIJ 5363 – Advanced Seminar In Law Enforcement (3 Credit hours)

Extensive coverage of law enforcement, with emphasis on historical perspectives, operations, best practices, and developing trends, including unbiased policing against people of color.

CRIJ 5364 – Advanced Seminar In Court Systems And Practices (3 Credit hours)

A comprehensive coverage of the court systems, including, local, state and federal courts.

CRIJ 5365 – Advanced Seminar In Corrections. (3 Credit hours)

An in-depth coverage of corrections, including community corrections with emphasis on history, operations, best practices and future trends.

CRIJ 5366 - Seminar In Juvenile Justice System (3 Credit hours)

A broad and comprehensive coverage of the juvenile justice system, including historical developments, its components and their operations, best practices and likely future trends.

CRIJ 5380 - Advanced Seminar In Research Methods In Criminal Justice (3 Credit hours)

An in-depth overview of Research Methodology to include introduction to Criminal Justice inquiry; structuring criminal justice inquiry; modes of observation; and application and analysis.

CRIJ 5381 - Seminar in Juvenile Delinquency (3 Credit hours)

Theoretical problems related to correction and prevention of delinquent careers.

CRIJ 5382 - Advanced Seminar in Administration and Management of Criminal Justice Organizations (3 Credit hours)

An extensive examination and analysis of administrative and management skills applicable to criminal justice organizations, including best practices in the field.

CRIJ 5383 - Seminar in Applied Statistical Methods and Statistical Software (3 Credit hours)

An examination of applied statistical methods and statistical software in criminal justice research.

CRIJ 5384 - Seminar in Victimology (3 Credit hours)

A comprehensive examination of victims and victimization within the criminal justice system, its past, present, and future trends.

CRIJ 5391 - Seminar in Comparative Criminal Justice Systems (3 Credit hours)

A comprehensive study of other Criminal Justice Systems, including the Criminal Justice System of the United States of America.

CRIJ 5392 – Special Topics in Criminal Justice (3 Credit hours)

In-depth examination of contemporary issues and trends in the Criminal Justice Field.

CRIJ 5393 - Seminar in Organized Crime (3 Credit hours).

A comprehensive coverage of organized crime in the United States, past and present, and Global organized crime.

CRIJ 539 - Seminar in Terrorism and Homeland Security (3 Credit hours)

An extensive examination of domestic and international terrorism and Homeland security of the United States.

CRIJ 5395 – Criminal Justice Workshop (3 Credit hours)

A workshop that will field experts from the criminal Justice Field “bringing practice to campus” organized annually by the department of Criminal Justice, Jarvis Christian College. A credit awarding workshop with registration fees and open to all, including students from other colleges/universities and practitioners.

CRIJ 5397 Seminar in Forensic Science (3 Credit hours)

Examination of techniques and practices of forensic science, including finger printing, crime scene investigations and collection of evidence and differing laboratory practices.

CRIJ 5398 - Seminar in CYBER SECURITY (3 Credit

hours). A comprehensive examination of Cyber Security Systems and practices, including historical development and current trends. (3)

CRIJ 5399. SEMINAR IN COMMUNITY CORRECTIONS. An analysis of community corrections, including historical developments, practices and future trends. (3)

CRIJ 6300. Seminar In Community Policing (3 Credit hours).

An in-depth review of Community Policing, historical developments, practices, and future trends.

CRIJ 6320. Seminar In Public Administration (3 Credit hours).

Extensive examination and analysis of concepts, issues, and theories of Public Administration as they relate to the Criminal Justice System.

CRIJ 6310 - Graduate Internship (3 Credit hours)

A minimum of three months in an approved criminal justice setting. Designed to provide the graduate student with an opportunity to merge class work with professional practice.

CRIJ 6325 -Seminar In Restorative Justice (3 Credit hours)

A comprehensive examination of Restorative Justice, its history, practices and current trends.

CRIJ 6328 - Seminar In The Criminal Justice System and The People of Color (3 Credit hours)

An in-depth examination of the Criminal Justice system and People of Color and reforms to achieve equal justice for all.

CRIJ 6329 - Seminar In Rehabilitation And Resocialization (3 Credit hours).

An extensive examination of the Rehabilitative and Resocialization practices in the Criminal Justice system, including its history and current trends.

CRIJ 6330 - Thesis Practicum (3 Credit hours)

Overview of research strategies, principles of research writing; and procedures for initiating, executing, and completing a thesis; and preparation and approval of a thesis prospectus. Preliminary planning for the thesis should begin from the first semester of graduate work; the students are advised to enroll in CJ 6630 after completing 12 credit hours of graduate work on the Master’s program (3)

CRIJ 6331 - Thesis (3 Credit hours)

The completion and defense of the thesis. Thesis students are required to be registered in this course in the semester in which the thesis is to be defended; students must regularly meet with the chair of their thesis committee to turn in given assignments as they work towards the completion of all chapters of their thesis.

ECON - Economics**ECON 5310 – Managerial Economics (3 Credit hours)**

The course is a study of the individual firm apart from the entire industry. The topics include the pricing process, the nature of the market, changes in the prices of the agents of production used by the individual firm, problems, and policies of business planning, forecasting dynamics, conditions, and business risks.

EDHE – Higher Education**EDHE 5130 - Foundations for Student Development Administration (3 Credit hours)**

Principles and techniques of administration applied to the student development subsystem of higher education institutions. Understanding the necessary co-curricular aspect of higher education, and cross institutional collaboration with academic affairs, student support, and other stakeholders. Applications to both senior and community college institutions.

Prerequisite(s): None

EDHE 5310 - Student Development Programming Administration (3 Credit hours)

Principles and techniques of creating, analyzing and administering student development programming to meet the needs of heterogeneous college student groups in the areas of academic, social, community and personal development in higher education. Applications to both senior and community college institutions.

Prerequisite(s): EDHE 5300

EDHE 5320 - Student Demographics (3 Credit hours)

Designed to increase knowledge and learning in the area of college student demographics and current student issues. Provides a comprehensive examination of the demographics and collegiate experiences of today's postsecondary education student populations in light of current conceptualizations, perspectives and research. Topics include characteristics of entering students and student subcultures.

Prerequisite(s): None

EDHE 5330 - Educational Statistics (3 Credit hours)

Descriptive and inferential statistical concepts and techniques commonly used in educational research. Organization of data, graphical representation, measures of central tendency and variability, normal distribution curve, sampling theory and tests of significant differences between related and independent samples.

Prerequisite(s): None

EDHE 5340 - Cultural Pluralism in Higher Education (3 Credit hours)

Examines the role of cultural pluralism in U.S. higher education. Focuses on issues of race, ethnicity and gender, and their implications for the change processes of colleges and universities.

Prerequisite(s): None

EDHE 5350 - Finance and Budgeting in Higher Education (3 Credit hours)

Introduction to major elements of budgeting and finance in higher education. Designed to comprehensively address the budget process in colleges and universities, as well as the impact of budget activities on all areas of planning and operations within a higher education institution.

Prerequisite(s): None

EDHE 6310 - Student Risk Management in Higher Education (3 Credit hours)

Legal aspects and risk management of student-related issues in higher education. Topics include, but are not limited to, federal and state laws and their legal implications as they relate to areas such as student rights and responsibilities, privacy, freedom of speech, academic freedom, due process and harassment.

Prerequisite(s): None

EDHE 6320 - History & Philosophy of Higher Education (3 Credit hours)

Study of the development of higher education in the United States, including the forces that have shaped institutions and institutional culture and practice. Identification of the significant events and philosophies that have influenced the evolution of higher education institutions and analysis of the implications of these for practice and for the future of higher education. In addition, an exploration of the various types of institutions; HBCU's, Community Colleges, State and Private university's, Faith-Based, and Single-Gendered Colleges.

Prerequisite(s): None

EDHE 6330 - Leadership in Higher Education (3 Credit hours)

This course is designed to examine leadership theory, models, organizational governance and management processes and leadership perspectives. A review of research and new conceptual perspectives are included. The course explores culturally relevant approaches to leading

institutions of higher education.

EDHE 6340 - Organization & Administration of Higher Education (3 Credit hours)

Examination of the theoretical principles of organizational behavior, and institutional culture applied to a functional examination of administrative roles in higher education. This course will explore the operational structure of campuses, including Institutional Advancement and the business function of institutions of higher education.

EDHE 6400 - Practicum, Research, and Internship (6 Credit hours)

Supervised professional activities in post-secondary teaching, research or administration. This course connects theory to practice, while participating in an active learning experience, supervised by an approved university representative.

Prerequisite(s): None

FINA - Finance

FINA 5315: Financial Management (3 Credit hours)

The study of a financial manager's role in financial planning, acquiring, and managing funds.

Prerequisite ACCT 5305

MGMT - Management

MGMT 5320 – Contemporary Management and Organization Behavior (3 Credit hours)

The course centers on managerial principles, functions, and practices, emphasizing theories related to contemporary issues and their implications in understanding individuals' and groups' behavior in organizations to prepare effective managers within an organizational context. Topics include individual differences in motivation, perception, culture and learning style, group and organizational dynamics, and the impact of organizational structure and culture on behavior. In addition, leadership techniques for influencing other corporate members, creative problem-solving and decision-making, ethics, and values-based managing are covered. Finally, this course helps students relate fundamental theories, concepts, and techniques to real-world situations through the extensive use of case studies.

MGMT 5326 – Human Resource Management Prerequisites (3 Credit hours)

Develops student competencies for comprehending and performing HRM tasks that integrate HRM functions in support of the organization's strategic planning and

implementation processes in areas such as job analysis, selection and placement, training and development, performance evaluation and management, compensation of organizational members, meeting/exceeding legal and ethical standards of workplace safety, fairness and security in the presence and absence of unions.

MGMT 5330 – Leadership in Organization (3 Credit hours)

The purpose of this course is to differentiate the process of effective decision making, create better teams, and develop leadership skills and knowledge conducive to a positive working atmosphere.

MGMT 5335 – Global Business Environment (3 Credit hours)

The course provides an overview of the global business environment. The course explores the international marketplace's economic, institutional, and cultural context. It also examines how these factors affect public policy and business decision-making.

MGMT 5350 - Innovation and Entrepreneurship Management (3 Credit hours)

This course aims to analyze the many dimensions of new venture creation and growth. In addition, the students will study formulation and implementation issues related to conceptualizing, developing, and managing successful new ventures. The emphasis of this course is on applying and synthesizing concepts and techniques from functional areas of strategic management, finance, accounting, managerial economics, marketing, operations management, and organizational behavior in the context of new venture development.

MGMT 5355 – Operations Management (3 Credit hours)

The course demonstrates elements of project management. The students will analyze the scope, time, cost, quality, human resources, communication, and procurement management and develop a comprehensive project plan. In addition, the course emphasizes elements associated with operations management in planning, organizing, and supervising merchandising, manufacturing, and services enterprise.

MGMT 5395 - Strategic Management (capstone) (3 Credit hours)

Using cases that illustrate students' strategic decision-making skills, the course integrates prior learning in leadership, organizational policy, accounting, financial, marketing, IT, and quantitative analysis.

Prerequisites: *Graduate standing*

INDEX

Academic Affairs .18, 26, 28, 29, 31, 34, 35, 40, 42, 44, 45, 53, 54, 55, 59, 60, 61, 63, 64, 69, 70, 71, 74, 157, 168, 169, 188, 193, 184, 207, 218, 219, 220, 222, 225	Directed Study ...59, 60, 137, 138, 139, 207, 212, 219, 225
Academic Clemency 64	Dismissal 64
Academic Dishonesty 63	Dogan, Matthew Winfred Sr. 11, 18
Academic Load 35	Educational Accommodations 26
Academic Probation 35, 55, 64, 120	EQUAL ACCESS TO COLLEGE EDUCATIONAL PROGRAMS 2
Academic Suspension 55, 64	Examinations .69, 71, 82, 99, 112, 125, 130, 118, 119, 205
ACCREDITATION 2	FACULTY 194, 181
<i>Admissions and Recruitment</i> 21, 24, 26, 151, 157, 180	Family Educational Rights and Privacy Act <i>See</i> FERPA
Adult Degree-Completion Programs 23	Felton, Herman J. Jr., Ph.D., J.D. 15
Advisor.... 31, 32, 34, 35, 36, 40, 44, 47, 48, 50, 52, 54, 60, 61, 62, 70, 72, 82, 84, 85, 90, 95, 99, 100, 103, 104, 112, 115, 119, 125, 130, 121, 134, 140, 141, 146, 154, 206, 210, 214, 219, 223, 226, 227, 228, 229, 230, 231, 232	FERPA..... 2, 73
Associate of Arts 22, 23, 29, 39, 98, 99, 102, 104, 106, 108, 112	financial aid 21, 35, 37, 55, 56, 57, 58, 63, 65, 151, 158, 171, 172, 180, 182, 183, 185, 186, 187, 188, 189
Auditor..... 23	Financial Aid Probation 57, 188
Bachelor of Arts ..10, 29, 45, 102, 104, 106, 108, 109, 111, 112, 114, 115, 118, 119, 123, 125, 128, 130, 147	Financial Aid Suspension 57, 185, 187
Bachelor of Business Administration 29, 45, 82, 83, 89, 93, 98, 106	First-Time Freshmen 21
Bachelor of Science ..29, 45, 106, 118, 122, 126, 130, 133, 134, 140, 142, 145, 146	General Education 12, 21, 23, 31, 33, 34, 45, 46, 50, 70, 72, 84, 87, 89, 90, 91, 93, 96, 98, 99, 101, 102, 103, 104, 106, 109, 110, 112, 113, 114, 115, 116, 119, 121, 123, 125, 126, 128, 130, 131, 122, 123, 124, 126, 127, 128, 130, 131, 133, 134, 135, 140, 142, 143, 146, 148, 182, 200, 215
Baker, Aaron 13, 18, 76	Grade Point Average (GPA) ..21, 23, 45, 48, 52, 53, 55, 56, 57, 58, 59, 61, 64, 65, 67, 68, 69, 82, 84, 90, 94, 99, 103, 104, 112, 115, 119, 125, 120, 121, 124, 127, 131, 146, 151, 152, 153, 154, 181, 185, 186
Beckley, Dr. David L. 14, 18, 20	Grading Scale 52, 54
BOARD OF TRUSTEES 191	Graduation..... 42, 45
Brainard, Daniel Adams 11	Great Debaters 15, 140
CAMPUS BUILDINGS 17	Hayes, Dr. Robert E. Sr. 13, 19
Carter, Dr. Lamore J. 14	Heman Sweatt Center for Social Good 16, 49
Change of Major 32, 57	Hodge, Carrie E. 19
Class attendance 51	Hodge, Freeman P. 19
CLEP <i>See</i> College-Level Examination Program	honor society 65, 66, 67
Clifford, Rev. N. D. 10	Houston, Dr. David R. 14
Coe, Isabel 11	Incomplete..... 52, 53, 187
Cole, Dr. Thomas Winston Sr. 13	Independent Study ...59, 60, 137, 138, 179, 207, 210, 218, 220, 225
Coleman, Johnnie H..... 18	INSTITUTIONAL GOVERNANCE 2
COLLEGE ADMINISTRATION 193	International Student..... 24, 25
College Level Examination Program (CLEP) 49, 70, 179	International Studies 73
Completion Rate 56	Jackson, Mary 19
Cottman, Norman..... 19	Jackson, Ocie 19
Credit by Examination 35, 52, 69, 70, 179	Johnson, Dr. Joseph T. 19
Credit by Examination or Credit for Prior Learning .. 35, 40	KBWC 14, 18, 165
Davis, Rev. W. H. 10	King, Willis J. 17

Leave of Absence.....	62, 63	Rising Junior Examination .	49, 71, 72, 84, 90, 95, 103, 126, 130, 120
Lee P. Brown Criminal Justice Institute	19, 104	Robinson, Mrs. Charles.....	19
Library.....	2, 11, 12, 13, 15, 16, 17, 29, 61, 74, 75, 76, 183, 181, 183, 184	SAP.....	See Satisfactory Academic Progress
Long, Fred T.	13, 15, 17, 159, 165	Satisfactory Academic Progress (SAP)	52, 55, 58, 185
Master of Arts in Criminal Justice.....	16, 153	School of Business & Social Sciences.....	16, 80
Master of Business Administration	16, 152	School of Education & Science	16
Master of Higher Education	16	School of Graduate Programs and Leadership Studies... 16	
Maximum Time Frame	56, 186	Scott, Dr. Julius S. Jr.	14
McLeod, Dr. E.C.	12, 18	Scott, Dr. Julius S. Sr.	13, 19, 20
Military Service.....	42	Scott, Isaiah B.	10, 17
MISSION STATEMENT	9	Senior Comprehensive Examination	43, 49, 72
Moon, Dr. L.A.	19	Special (Non-Degree) Student.....	24
Moore, Rev. F. C.	10	Special Fees	38, 42, 70, 71, 179
Office of Extended Education.....	28	STAFF	194, 183
Office of Financial Aid.....	63, 65, 177, 178, 180, 188	Strickland, Dr. Haywood L.	14, 20
Office of Institutional Research.....	49	Student Support and Accessibility Services.....	19, 26, 167
Office of Student Achievement and Retention (OSAR) .	19, 34, 37, 48, 50	Study Abroad	74
Office of Student Records/Registrar.	19, 31, 32, 35, 36, 37, 38, 42, 44, 45, 52, 53, 54, 56, 60, 61, 62, 65, 70, 72, 73, 103	summer bridge	See Wildcat Academy
Office of Testing Services.....	49, 70, 71	Swain, Dr. Ronald L.	14
Pemberton, H. B.	19	Thirkield, Bishop Wilbur P.	11, 18
Plagiarism	64	Tolson, Melvin B.	15, 19
POLICY OF NON-DISCRIMINATION	2	Transcript.....	21, 22, 24, 25, 34, 37, 44, 48, 53, 54, 70, 73, 151, 152, 154, 188, 222
Pool, Rev. Dr. P. A.	10	Transfer Student.....	22, 37
Rand, Dr. E.W.	14	Transient Student.....	25
readmission	25, 83, 154	VISION STATEMENT	9
Registration	24, 36, 37, 175, 177, 178, 179, 188, 189, 191, 192, 194, 195	Washington, Denzel.....	15, 19, 140
Repeated Courses.....	57	Whitaker, Rev. Dr. George	10
		Wildcat Academy.....	21, 48, 49
		Wiley, Isaac T.	10
		Withdrawal	35, 61, 62, 72, 78, 171, 172

