

2019 - 2020 WILEY COLLEGE

COURSE CATALOG

THE DIVISION OF ACADEMIC AFFAIRS



GO FORTH *inspired.*

USE OF THIS CATALOG

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

POLICY OF NON-DISCRIMINATION

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

EQUAL ACCESS TO COLLEGE EDUCATIONAL PROGRAMS

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

DISCLOSURE OF EDUCATIONAL RECORDS

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

INSTITUTIONAL GOVERNANCE

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

ADDRESS

Wiley College, 711 Wiley Avenue, Marshall, Texas 75670
Telephone: 903-927-3300 or 1-800-658-6889 Website: <http://www.wileyc.edu/>

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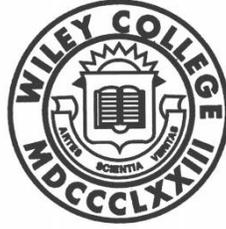
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ACCREDITATIONS

Wiley College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees.

Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wiley College.

The Commission should only be contacted about accreditation related issues. All other inquiries should be directed to the institution at Wiley College
711 Wiley Avenue

Marshall, Texas 75670
903-927-3300 or 1-800-658-6889
www.wileyc.edu

The SCHOOL OF BUSINESS AND TECHNOLOGY is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

APPROVALS

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

AUTHORIZATION

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

RECOGNITION

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

INSTITUTIONAL MEMBERSHIPS

The American Council of Education
The American Library Association
The Association of Governing Boards of Universities and Colleges The Association of Texas Colleges and Universities
The Texas Association of Developing Colleges Independent Colleges and Universities of Texas
National Association of Colleges and Schools of The United Methodist Church National Association for Equal Opportunity in Higher Education
National Association of Intercollegiate Athletics (NAIA)
Red River Athletic Conference (RRAC)
National Association of College and University Business Officers

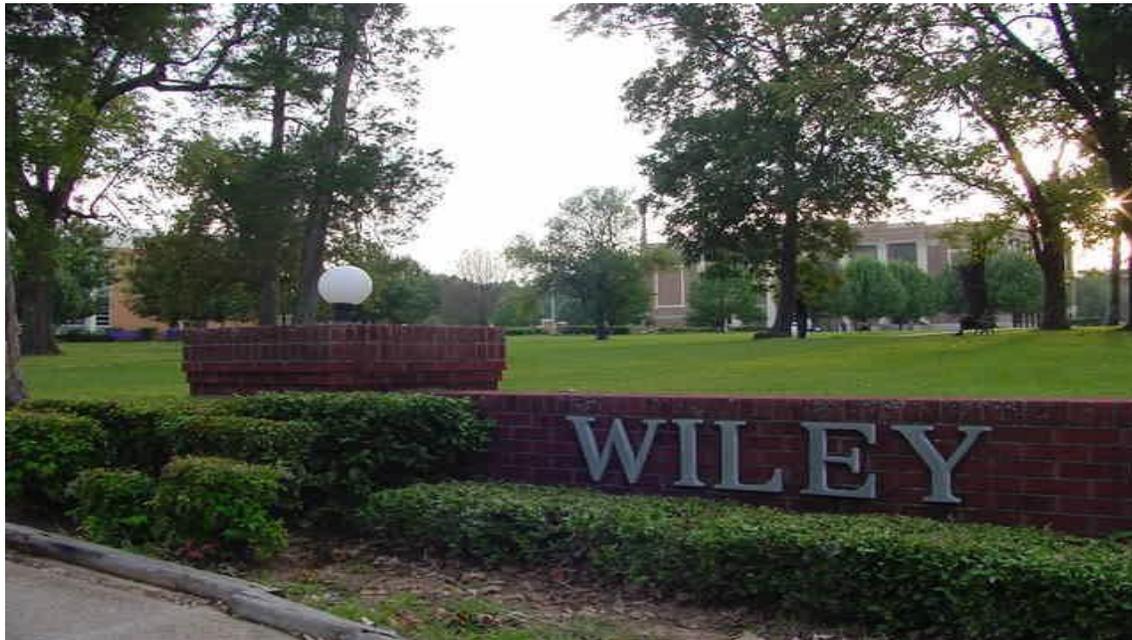
The Council of Independent Colleges (CIC) United Negro College Fund
(UNCF)
National Association of College Deans, Registrars and Admission Officers (NACDRAO) American
Association of Collegiate Registrars and Admissions Officers (AACRAO)
Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) National
Association for Equal Opportunity for Higher Education (NAFEO) Association for Supervision
and Curriculum Development (ASCD)
Marshall Chamber of Commerce
Texas Academy of Math and Science (TAMS)
Historically Black Colleges & Universities Law Enforcement Executives & Administrators (HBCU-LEEAA)
Education Deans of Independent Colleges and Universities of Texas (EDICUT)
Association of Governing Boards (AGB)
National Association of HBCU Title III Administrators Advancement via
Individual Determination (AVID) 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)

MISSION STATEMENT

Wiley College, founded in 1873 in Marshall, Texas, is a historically black, primarily liberal arts, residential, co-educational, baccalaureate degree-granting institution affiliated with The United Methodist Church.

Committed to the principle of educational access, the College serves traditional and non-traditional students from diverse backgrounds who have expressed a desire and potential for learning in a Christian environment. The College, in fulfilling its basic purpose of providing a liberal arts education with a global focus, endeavors to provide an intellectually stimulating environment, promoting student competencies in communication as well as critical and analytical thinking. The College also supports spiritual, ethical, moral, and leadership development. To achieve these superordinate goals, the College promotes an atmosphere of academic freedom and employs a faculty committed to excellence and innovation in teaching, advising, and scholarship. The faculty provides a rigorous curriculum for preparing graduates for professional or graduate studies and/or productive careers in traditional and emerging career fields.

Wiley College is committed to shared governance and exemplary stewardship of its resources. The College employs innovative techniques and strategic planning in all its administrative processes, using cutting-edge technology in the delivery of services to its clientele. Acknowledging its covenant relationship with The United Methodist Church, the College affirms the ideal of social responsibility and seeks to contribute to the welfare and revitalization of its community. *(Approved by the Wiley College Board of Trustees July 15, 2011.)*



HISTORY OF WILEY COLLEGE

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

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

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

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

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

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

Matthew Winfred Dogan, Sr. (1896-1942) was to become the most prolific and the longest-sitting president to grace the halls of Wiley College. The seventh president took office at the age of 33 and was to become the "backbone and strength of Wiley." During his 46-year administration of Wiley College, many changes occurred on the campus and in the United States as a whole. At a time in history when the

National Association for the Advancement of Colored People (NAACP) and the National Urban League were established to reinvigorate the old abolitionist struggle to achieve complete emancipation and full citizenship for Black Americans, Wiley College was building and expanding.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

President Strickland began the second decade of his presidential leadership in 2010 by declaring it the era of transformation, a period that was launched by the record-breaking enrollment of approximately 1,400 students and the May 2011 groundbreaking ceremony for a new 500-bed living-learning center. The construction of this facility brings the number of residence centers to five and enables the College to meet the increasing demand for campus housing. The new living-learning center is just one of several improvement projects made possible by a \$24 million loan through the Historically Black Colleges and

Universities (HBCU) Capital Financing Project, a program sponsored by the US Department of Education. In addition, these resources also made it possible to expand the Fred T. Long Student Union Building by adding an additional 6,000 square feet to the former dining area to accommodate at least 700 students at each meal. This was a critical enhancement in response to the enrollment of almost 1,000 residential students. Other capital improvement projects launched by the Strickland administration included improvements to the Wiley-Pemberton Complex, the repair of roads and parking venues, and the conversion of traditional classrooms to “smart classrooms” campus-wide. These initiatives were designed to transform the culture and climate of the College to cement its increasingly recognized and acknowledged status as a world-class institution of higher learning.

Under the 16th President’s administration, the College had its accreditation re-affirmed unconditionally to 2023. The College received commendations by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) site visit team in October 2012 for having designed an innovative and exceptional Quality Enhancement Plan, *Communicate through Debate*, which institutionalizes debate education across the curriculum. This plan was cited by the site visit team as “having the potential to transform Wiley College and, in general, higher education throughout the nation.” In addition, in June 2012, the institution received specialized accreditation of its business programs by the Accreditation Council for Business Schools and Programs (ACBSP).

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

The College is currently organized into four degree-granting schools: 1) the SCHOOL OF BUSINESS AND TECHNOLOGY, 2) the SCHOOL OF EDUCATION, 3) the SCHOOL OF SCIENCES, and 4) the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES. The four academic schools are supported by a cluster of units that include the Student Success Academy (designed to provide intensive support and advisement to entering freshmen), the Student Support Services Unit (academic support for non-freshman students), the Thomas Winston Cole Sr. Library, and a coordinating office for the College’s general education and developmental education programs.

There is an unyielding conviction among the faculty and administration that learning occurs best in an environment that is academically challenging and supportive, that embraces the principles of academic freedom and shared governance. Wiley College continues as a viable force and a leader in innovation in the

academic community. Wiley was the first “ThinkPad College” west of the Mississippi River to afford all students the opportunity to use a laptop in their daily class work. 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.

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

TABLE 1

THE PRESIDENTS OF WILEY COLLEGE

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

PHYSICAL PLANT

The physical plant of Wiley College occupies seventy-seven (77) acres. Academic and administrative structures, residence halls, and the President's home comprise the campus's twenty-two (22) permanent buildings, all of which have Internet connectivity. The College has done an exceptional job blending the old and new architectural structures to achieve an attractive architectural balance. Seasonal planning and landscaping design when merged with maintenance keep the campus beautiful.

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. It contains the Offices for the President, the Vice President for Business and Finance, the Vice President for Human Resources, the Director of Sponsored Programs, and the Director of the Heman Sweatt Center for Social Good. This building is named in honor of a former Bishop of the Central Jurisdiction of the Methodist Episcopal Church who once served as chairman of the Board of Trustees of the College.

The Fred T. Long Student Union Building

This building is named for Coach Fred T. Long, who for many years produced championship football teams at the College. The facility is the center of student activities and the social hub of the campus. An expansion and renovation was completed in 2016, which includes an improved cafeteria kitchen facilities 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 this building are the Offices of the Vice President for Student Affairs, the Associate Vice President for Student Health, Counseling & Wellness, and the Dean of Students, the Assistant Vice President for Student Affairs, the Executive Director of Student Affairs, and the Director of Student Development. Also located in the Student Union Building are a ballroom, a snack bar, a bowling alley, the Wildcat Theatre, and the Trustees Dining Room. The KBWC (FM 91.1) Radio Station, owned and operated by the College, is also located on the second floor of this building.

The Aaron Baker Science Building

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

The Wiley College Apartment Complex

This twelve-unit apartment complex is located on University Avenue across from the Aaron Baker Science Building. The 8,400 square foot apartment facility was renovated in 1989.

Dogan Hall

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

McLeod Hall

This building, named for President E.C. McLeod, was erected during the summer of 1945. Once a dormitory for women, it is presently used as an administrative annex that houses the Offices of the Vice President for Institutional Advancement, the Associate Vice President for Institutional Advancement and Alumni Relations, and the units of Public Relations, Gift Records, Major Gifts and Planned Giving, Special Projects, and Special Relations. It also houses the offices of the Director for Academic and Administrative Information Systems, the Director for Information Systems and Technology, and the information systems technical staff.

The President's Home

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

Thirkield Hall

This building is a three-story structure situated near the center of the main campus. It was erected in 1918 and named for Bishop Thirkield, a close friend of the College and a former president of Howard University. This building houses instructional classrooms, computer laboratories, faculty offices, offices of the Provost and Vice President for Academic Affairs; the Associate Vice Provost for Institutional Effectiveness, Planning, and Learning; the Assistant Vice Provost for Academic Engagement; the Assistant Vice President for Extended Education; the Dean of the School of Business and Technology; the Dean of the School of Education; the Dean of the School of Social Sciences and Humanities; the Assistant Dean of the School of Education; the Director of Institutional Research; and the Lilly Faculty Renewal Center. It also houses the Department of English, the Department of Mass Communications, the Department of Interdisciplinary Studies, and all of the programs in the School of Business and Technology and the School of Education. Technology enhancements to the classrooms and partial renovations were made in 2019.

Smith-Nooks Hall

This building, constructed in 1953, houses the office for the Director of Choral Activities/"The A Cappella Choir of Wiley College" and the Department of Music. It was partially renovated in 2019. Funds contributed by Mrs. Charles Robinson in memory of her mother and aunt 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), art studios, practice rooms, and classrooms.

Johnson-Moon Hall

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

Freeman P. and Carrie E. Hodge Building

The facility, the former refectory, was renovated in 1993 with a gift from Dr. and Mrs. Norman Cottman. The building houses the College's Hospitality and Tourism Administration program, a Computer Laboratory, and a rotunda-type auditorium used for large classes and special College programs.

Ocie and Mary Jackson Hall

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

The Alumni Gymnasium

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

The Wiley-Pemberton Complex

Wiley College acquired the H. B. Pemberton Complex, formerly a high school from the Marshall Independent School District in a property exchange in 1987. It was named for Mr. H. B. Pemberton, Sr., the recipient of the first bachelor's degree awarded by Wiley in 1888. This large complex houses a number of College programs including the Board of Trustees Conference Room, the Robert E. Hayes Auditorium and Theater Hall, the Learning Center, the Lee P. Brown Criminal Justice Institute, the Department of Sociology, the Melvin B. Tolson/Denzel Washington Forensics Society offices, The Student Success Center (SSC), the Student Support and Disability 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 Office of the Registrar, the campus mail center; classrooms, and the Intramural Gymnasium and related facilities.

The David L. Beckley Building

This building, the Wiley College Enrollment Services Center, formerly the Atlanta Life Insurance Building, houses the Offices of the Vice President for Enrollment Services, the Director of Student Financial Aid, and the Director of Admissions and Recruitment. These offices are supported by a web-based telecommunication center. The building was named in honor of the 12th President of Wiley College in November 2011. Dr. Beckley's dynamic record of service as president from 1987-1993 was marked by exemplary stewardship and fiduciary trust. His legacy of fiscal soundness is reflected compellingly in his retirement of accumulated fund deficits of 1.5 million dollars; the negotiated forgiveness of federal indebtedness of more than two million dollars; and the purposeful growth of an endowment for the institution.

The Julius S. Scott, Sr. Chapel

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

Jack Ingram Residence Hall

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

The Haywood L. Strickland Living-Learning Center

During its November 2011 meeting, the Board of Trustees voted unanimously to name the new 500-bed facility in honor of the current president, Dr. Haywood L. Strickland. Construction began on the College's fifth residence facility in the summer of 2011. The Haywood L. Strickland Living/Learning Center opened September 2012 and was consecrated by the Board of Trustees on November 2, 2012. This three-level 109,000 square feet facility contains computer labs, study lounges, offices, meeting spaces, residential quarters for 500 students and a grand foyer which also functions as an art gallery with a premiere collection of ethnocentric art contributed by Mr. and Mrs. Harry (Dr. Kim) Long. In 2019, there was a partial renovation of the facility.

CAMPUS MASTER PLAN

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

ADMISSION REQUIREMENTS AND PROCEDURES

The College is committed to admitting capable and talented persons who desire to pursue a college education without regard to race, creed, religion, gender, age, national origin or economic status. Any individual seeking admission may submit an application for admission directly online at the College website (www.wileyc.edu) or by calling the Office of Admissions and Recruitment, (903-927-3311) or requesting an application from the Office of Admissions and Recruitment, Wiley College, 711 Wiley Avenue, Marshall, Texas 75670.

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) are dismissed from the College, withdrawn from all classes, not awarded any academic credit for any course for which they registered, and are not eligible to receive financial aid.

Admission Requirements: First-Time Freshmen

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

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

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

First-time freshmen application for admission.

A non-refundable application fee of \$25 (see Tuition and Fees).

An official high school transcript with graduation date or a pass rating on the GED for non-high school graduates.

Submit official ACT or SAT scores to be used for placement purposes.

Meningitis shot records (if under 22 years old).

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

*For students who do not meet the Carnegie unit requirement, the Enrollment Management Task Force, chaired by the Vice President for Enrollment Services who has 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 as a Transfer Student

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

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

Transfer student application for admission.

A non-refundable application fee of \$25 (see Tuition and Fees).

An official transcript from all accredited college and/or universities attended.

Letter of good behavioral standing from previously enrolled institution.

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

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

Admission Requirements: Adult Degree-Completion Programs

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

Any potential student desiring admission into any adult education program must:

Be formally admitted to Wiley College by completing the Adult Degree-Completion Program admissions application.

Be 25 years of age or older.

Have completed at least 60 semester hours of transferable college credits from a regionally accredited institution or have an Associate of Arts degree.

A letter grade of "C" or better must be received in order for the credits to be accepted by Wiley College. Credits for developmental or remedial courses are not acceptable for transfer.

Students entering the adult degree-completion program with an Associate of Arts degree from an accredited program are exempt from taking additional General Education (GE) courses.

Students who have the required 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.

Have a cumulative GPA of 2.0 on a 4.0 scale from previously attended colleges or universities. All official transcripts must be submitted to Wiley College for evaluation of transfer credit(s) before.

Be employed or have had significant work experience (minimum of three years). Please indicate current and past employment record on the application with listed references from most current position.

Letter of good behavioral standing from previously enrolled institution.

Admission as an Auditor

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

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

Admission as an International Student

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

A completed International Student application for admission.

Official transcripts from all secondary schools attended.

A completed health form.

A deposit of one year's tuition, room and board, and fees (if not on institutional scholarship), which includes a non-refundable application fee and a room reservation fee (see Tuition and Fees).

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.

Evidence of reasonable proficiency in the English language.

A non-refundable application fee of \$83 (see Tuition and Fees).

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. Also, International students must provide evidence that they have financial support for four years of study in the United States.

Admission as a Non-Degree Seeking Student

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

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

Admission as a Transient Student

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

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

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

Re-Admission of Wiley College Students

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

Second Chance Pell Initiative

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

EDUCATIONAL ACCOMMODATION SERVICES FOR STUDENTS WITH SPECIAL NEEDS

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

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

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

Documentation

Individuals needing special accommodations must make such declaration known and provide current documentation (no older than three years) to the Admissions Office prior to enrollment. In order to allow time for reasonable accommodation(s) and adequate coordination of services, the student is requested to provide documentation 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 Admissions Office will receive the necessary documentation and submit it for consideration to the Office of

Student Support and Disability Services for review by the Educational Accommodations Committee (EAC) in Academic Affairs. Once this committee has made a determination and agreed on the accommodations that the College can make available, the Admissions Office is notified.

Self-Identify

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

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

**ACADEMIC SERVICES AND
EDUCATIONAL PROGRAMS**

ACADEMIC AFFAIRS

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

DISTANCE LEARNING, EVENING AND WEEKEND PROGRAMS

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

Wiley College is committed to exploring new and different ways of providing educational opportunities (credit and non-credit courses) to citizens of this region. This commitment is not only to traditional students, but also non-traditional students and working adults as well. The College has added and enhanced its offering of courses and degree programs via online programs to include offering courses through the Second Chance Pell Program, which has locations at two (2) correctional facilities in Louisiana, Raymond Laborde Correctional Center and David Wade Correctional Center. At the Shreveport, Louisiana Police and Fire Academy site, classes are offered from 6 p.m.-10 p.m., Tuesday-Thursday. The Office of Extended Education and the Division of Academic Affairs are responsible for coordinating these activities and services with all facets of the College to ensure that the needs of the non-traditional students are addressed. Components of the evening program include the following.

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

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

Distance Learning

The College offers students the opportunity to earn college credit or complete certain degrees at a distance through two (2) types of online courses: fully online or blended. Fully online courses are taught entirely over the Internet. Students sign in to 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 may even take quizzes and exams.

Blended courses require regular, predetermined classroom attendance in addition to coursework that is

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

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

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

Wiley College offers four (4) degrees: The Associate of Arts (A.A.), the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.), and the Bachelor of Business Administration (B.B.A.). The College offers fifteen (15) majors and six (6) concentrations leading to the bachelor's degree as well as seventeen (17) 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 administration of closely related departmental majors and minors. The adult degree-completion programs are marked with an asterisk (*).

Academic Affairs is comprised of four (4) degree-granting schools: Business and Technology, Education, Sciences, and Social Sciences and Humanities. A Coordinator of General Education coordinates the general core liberal arts education requirements and provides the guidelines for the proper classification, advisement, course placement, and academic support services primarily for freshmen, sophomores and transfer students. Classification of students and course placement are done based on the student's performance on mandatory college entrance examinations (SAT, ACT, Accuplacer, THEA, GED, and others). Testing and classification are done in collaboration with the Office of Institutional Research, Planning, and Assessment. The Coordinator of General Education also monitors and manages the data for all the courses in the General Education Core as well as for the developmental education services provided by the English and mathematics academic departments. In addition, two distinct programs collaborate to provide support to students who are not sufficiently prepared or oriented for college and may need advisement, counseling, tutoring, writing coaching, etc., to persist and succeed in their studies. The Student Support Services Program, the preparatory program that includes review courses in English, mathematics, and English-as-a Second Language.

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

**SCHOOL/
ACADEMIC
AREA**

**DEGREES
(21)**

**CONCENTRATIONS
(6)**

**MINORS
(17)**

SCHOOL OF BUSINESS AND TECHNOLOGY

Business Administration Academic Area	B.B.A.	1 Business Administration with five (5) concentrations:	1 Accounting	1 Accounting
			2 Computer Information Systems	2 Computer Information Systems
			3 Hospitality & Tourism	3 Hosp. & Tour. Adm.
			4 Management	4 Management
			5 Organizational Management*	

SCHOOL OF EDUCATION

Education Academic Area	B.S.	2 Early Childhood Education		
	B.S.	2 Secondary Education – History 3 Secondary Education – Life Science 4 Secondary Education – Mathematics 5 Secondary Education – English Language Arts/Reading		
	B.S.	6 Physical Education/Health		
	B. S.	7 Spanish Education		
	B.S.	8 Music Education		
Interdisciplinary Academic Area	B.S.	9 Interdisciplinary Studies with seven (7) concentrations:	6 General Education 7 Administration of Justice, Crime, and Criminology 8 Ethical Leadership and Conflict Resolution 9 Human and Social Services Administration 10 Media, Culture, and Communication 11 Peacekeeping and Diplomacy 12 Nate Parker Film, Theater, and Drama Business Technology Administration Industry Management Development Studies Child Development Education	

**SCHOOL/
ACADEMIC
AREA**

**DEGREES
(21)**

**CONCENTRATIONS
(6)**

**MINORS
(17)**

SCHOOL OF SCIENCES

Sciences and Mathematics Academic Area	B.S.	¹⁰ Biology		⁵ Biology
		¹¹ Chemistry		⁶ Chemistry
		¹² Mathematics		⁷ Mathematics

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

Social Sciences Academic Area	A.A.	¹³ Criminal Justice		
	B.A.	¹⁴ Criminal Justice		⁸ Criminal Justice
	B.A.	¹⁶ Sociology		⁹ Psychology ¹⁰ Social Work ¹¹ Sociology
Humanities Academic Area	B.A.	¹⁷ History		¹² History
		¹⁸ Religion		¹³ Religion
Communications Academic Area	B.A.	¹⁹ English		¹⁴ English
		²⁰ Mass Communications		¹⁵ Mass Communications
		²¹ Spanish		¹⁶ Spanish

GENERAL INFORMATION RELATED TO ACADEMIC PROGRAMS AND SERVICES

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

A major is a program of study offering both depth and breadth in a particular discipline or field of study. The requirements and the curriculum for a major are determined by the faculty in the academic department offering the major with the appropriate approvals of the Academic Council and the Provost and Vice President for Academic Affairs Provost and 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 Wiley College definition of a credit hour formalizes compliance with federal and accreditation expectations and helps to provide consistency throughout the College. Wiley College follows the Carnegie unit of measure for assigning credits to its undergraduate and graduate academic courses: One credit is equivalent to 50 minutes (at a minimum) of class time (direct instruction) and a minimum of two hours of out of class student work per week. Three-credit course will typically meet 150 minutes per week for 15 weeks (37.50 hours, direct faculty instruction).

An equivalent amount of work is required in courses and academic activities where direct instruction is not the primary mode of learning, such as online and hybrid courses, laboratory work, independent study, internships, practica, studio work, etc. Credits will be awarded on the basis of documented learning objectives, expected learning outcomes, and student workload expectations within a specified period of academically engaged time.

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

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

PROGRAM OPTIONS WITHIN A DEGREE PROGRAM

Two (2) major programs offer concentrations as shown in Table 2. There are five (5) concentrations in Business Administration: 1) Accounting, 2) Computer Information Systems, 3) Hospitality and Tourism Administration, 4) Management, and 5) Organizational Management. Students in Criminal Justice who qualify may elect a concentration in criminal justice administration. The Organizational Management and Criminal Justice Administration programs are designed for working adults who are twenty-five (25) years of age or older and who have earned at least sixty (60) hours of college credits.

DEGREE PLANS

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

Armed with that information, the student, in discussion with the advisor, outlines the degree plan. The student makes all choices and completes all optional courses in the appropriate sequence within his/her eight (8)-semester course schedule plan (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 re-takes 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, but it also allows the advisor, the department, and the College to make preparations to satisfy the needs of the students in the most efficient and mutually beneficial manner.

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

Change of Major

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

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

Course Prefixes, Course Numbering and Credit Hours

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

TABLE 3 - Course PREFIXES/fields of study

Course Prefix	Field Corresponding to Course Prefix	Course Prefix	Field Corresponding to Course Prefix
ACCT	Accounting	HUMA	Humanities
ANTH	Anthropology	INDS	Interdisciplinary Studies
BIOL	Biology	MANA	Organizational Management
BUSI	Business	MARK	Marketing
CHEM	Chemistry	MATH	Mathematics
CISC	Computer Information Systems	MCOM	Mass Communications
CLAP	College Level Assessment Program	MUSI	Music
CRIJ	Criminal Justice	PHED	Physical Education
CRJA	Criminal Justice Administration	PHIL	Philosophy
ECON	Economics	PSYS	Physics

EDUC	Education	POLS	Political Science
ENGL	English	PSYC	Psychology
ENVR	Environmental Studies	RELI	Religion
FINA	Finance	SOCI	Sociology
FREN	French	SOWK	Social Work
GEEP Program	General Education Enrichment	SPAN	Spanish
GEOG	Geography	SPCH	Speech
GESS	Academic Success Seminar	THTR	Theater
MGMT	Management		

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

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

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

In accelerated courses, the class meets not less than four (4) fifty (50)-minute periods (contact hours) per week for at least five (5) weeks with added assigned outside structured homework, research, projects, and/or online complementary assignments or additional sessions (weekend lecture/workshops) designed to involve at least fifteen (15) additional hours per week and to ensure the learning outcomes, time on task and experience described in the course description and syllabus are adequately met by at least seventy (70) percent of the students who complete the course.

Courses Offered Every Other Year

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

ACADEMIC ADVISEMENT

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

Freshmen and sophomores are assigned an advisor from the Student Success Center. They are mentored by departmental faculty. Juniors and seniors are assigned an advisor from their departmental faculty and are mentored both by The advisor is a faculty member from the student's chosen major, except for new incoming freshmen. A first-time freshman is advised by an individual designated as their Student Success Center Coach. Each coach is responsible for a small cohort of compatible students.

Four-Year (Eight-Semester) Graduation Plan

Each new freshman admitted to Wiley College and assigned to not more than one developmental course 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 that specific student must complete to qualify for graduation by a specific target graduation date. This is the "road map" that will guide the choice and sequence of courses the student will progressively complete. It is recommended that the student prepare his/her own "RECOMMENDED FOUR-YEAR CURRICULUM" modeled after the curriculum found in the catalog for his/her chosen major. 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. A third document is also essential for transfer students: it is their transcript from prior colleges attended and the record of advanced placement (AP) high school credits.

As much as possible, every student should complete the General Education core requirements (45 credit hours) by the end of his/her sophomore year. In addition, if he/she is not enrolled in developmental courses, 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 be examined and updated regularly since transfer students generally have a shorter timeline to meet all graduation requirements.

One-Year (Two-Semester) Plan

Students who are required to take two or more developmental courses or students who are in special programs are placed in a one-year academic plan. This plan defines for the student the courses expected to be completed within the first year of the developmental or special program. Students on the "One-Year Plan" may be enrolled in other courses for which they are qualified to register. Upon successful completion of the developmental courses or special program, a new advisor will assist the student in designing a Four-Year Degree Plan, and the student will then enroll in regular freshman level courses and proceed as indicated in the graduation plan. Selected members of Wiley College's faculty and staff members from the Support Services Programs serve as advisors for students in the one-year plan.

Academic Load

Although enrollment in twelve (12) semester hours is equivalent to “full-time student status,” a normal academic load at Wiley College for a full-time student is fifteen (15) to eighteen (18) semester hours per semester. A student may take up to 21 semester hours with approval of the Provost and 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 and the Director of Teacher Education. Students enrolling in fewer than twelve (12) semester hours are classified as part-time students. A student who is classified as part-time must check with the Financial Aid Office to ensure eligibility for financial aid. A student may accumulate additional credits in a given semester through credits earned by “credit by examination” 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, the advisor, the appropriate dean, and the Provost and 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 and Finance and Information Systems and Technology.

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

Specific instructions for places and procedures for registration are provided by the Office of Student Records/Registrar. Students will generally follow eight 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. Obtain clearances from the Business Office and the Financial Aid Office. The student needs to complete the Free Application for Federal Student Aid Form (FAFSA) several weeks prior to registration, preferably before the end of the previous semester.

Step 4. Meet with the assigned academic advisor to determine a schedule showing the courses in which the student will enroll during the upcoming semester. This usually involves completing a paper Registration Form signed by the student, the advisor, and others if any exceptions are required. This semester course registration schedule should parallel the student's prepared and approved degree plan. A signed copy of the completed paper Registration Form is filed with the Office of Student Records/Registrar.

Step 5. Complete registration in the electronic registration system of the College (JICS). When the schedule is posted electronically, the student receives a printed official copy of his/her course schedule from the Office of Student Records/Registrar.

Step 6. 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 with the exception of Second Chance Pell are using 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 7. Obtain a validation and final clearance stamp or authorized signature on the printed official copy of the course schedule from the Business Office.

Step 8. Obtain a photo and electronic identification badge, computer, and e-mail access codes and final clearance from the Information Systems and Technology office.

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

Registration for Continuing Students

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

Registration for New and Transfer Students

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

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 PM on the announced Census Day (generally the 12th class day). The pre-registered 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.

Dual Credit (Early Admission) Program

Wiley College offers admission to students of high academic promise after completion of the eleventh grade. High academic promise is evidenced by a high school grade point average of B or better or comparable scores on the Scholastic Aptitude Test (SAT) or American College Test (ACT). As determined by the Provost and Vice President for Academic Affairs, high school principal, and the admissions committee, a limited number of students may be admitted to the program. Students who are accepted into this program may take no more than two courses of college work while earning their high school diploma. Applications may be obtained from the Office of Admissions and the student must otherwise meet all other requirements stipulated for enrollment as a freshman (see section on admission requirements and procedures). The student is responsible for completing the Transcript Request Form to have Wiley College credit(s) earned under the early admission program forwarded for transfer to another institution.

Advanced Placement (AP)

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

**TABLE 4
CREDIT AWARDED FOR AP COURSES**

<u>AP Exam</u>	<u>Score</u>	<u>Credit Awarded</u>
Art History	3-5	3 hours in HUMA 2300
Biology	3	3 hours in BIOL 1401
Calculus AB*	3-4	3 hours in MATH 2410
	5	6 hours in MATH 2410, 2420
Calculus BC*	4-5	6 hours in MATH 2410, 2420
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
French Language or Literature	3	6 hours in FREN 2301, 2302
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
History, European	3-5	6 hours in HIST 2301, 2302
Psychology	3-5	3 hours in PSYC 2300
Physics B*	3	4 hours in PHYS 2401
	4-5	8 hours in PHYS 2401-2402
Spanish Language or Literature	3	6 hours in SPAN 2301-2302

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

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

Transfer Credit

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

Official transcripts will be evaluated, and course transfer credits may be granted provided the courses are applicable to the Wiley College degree. College catalogs from the previous institution may be requested from students. The evaluation is made using only official transcripts sent directly to the College from the last college attended or hand delivered in an original, sealed envelope which bears the official school seal. Electronic transcripts submitted from the last college attended are accepted as official transcripts. Transcripts that are faxed, marked "student copy" or "unofficial" are not accepted.

Credit will be accepted for individual courses for which a grade of S (Satisfactory), P (Pass) or C or better was earned.

No more than 15 credits will be awarded for dual credit courses (college courses taken while concurrently enrolled in high school or GED program). Combined dual credit and Advanced Placement or International Baccalaureate will be limited to 30 semester credit hours.

Courses must be college level and not remedial, developmental or vocational.

Credit for non-traditional learning experiences such as the armed services will be evaluated on a case-by-case basis and in accordance with the recommendations of the American Council on Education (ACE) and as described in this Catalog for Credit for Prior Learning (CPL). In awarding credit for non-traditional learning, the College will review and evaluate documents such as certificates, publications, test scores, licenses, job performance appraisals, and the like and award credit if the assessment identifies the learning as creditable, relevant and college level.

Academic departments have the right to impose limits on the age and grade level of transfer credit courses.

When a transfer course is repeated at one or more institutions, the credit and grade for the course with the higher grade are counted in the transfer and cumulative GPAs.

Transfer credit is evaluated on a course-by-course basis. Based on total transferable credits, students transferring to Wiley College with an Associate of Arts degree or 60+ credit hours prior to matriculation are exempt from the Academic Success Seminar (GESS 1300, three credit hours) general education requirement.

Adult degree-completion program and evening and weekend students (at least 25 years old) are exempt from the Academic Success Seminar (3 credit hours) and the Physical Education (2 credit hours) general education requirements.

Students transferring to Wiley College with 30-59 credit hours with one or two Freshman Seminar or equivalent credits prior to matriculation are required to matriculate in the Academic Success Seminar (3 credit hours) and must complete one hour of the Physical Education general education requirement, if younger than twenty-five (25) years at the time of admission.

If the credits being transferred were awarded in quarter credit hours, the credits will be converted to semester hour equivalents using the ratio of 3.0 quarter credit hours equal 2.0 semester credit hours. If the credit hours for a parallel course are less than those granted by the college, the course will not be accepted for transfer. The student may receive credit by examination, if applicable.

A transfer course must closely parallel courses in the student's chosen curriculum as offered by Wiley College. Unrelated courses may be transferred to meet elective degree requirements as determined by the academic school granting the degree.

When a student changes his/her major or concentration, all transfer credits will be evaluated based on the new program requirements.

International students requesting transfer of credit courses from foreign institutions of higher education must present official records in the original language accompanied by a certified English translation of all non-English language transcripts. Translations must be literal and complete. Course evaluations must be obtained through an approved US foreign credential evaluation service. Faxed documents are not accepted.

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

Credit for Prior Learning (CPL)

Prior learning is a real-life event or series of events that was experienced firsthand, 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 College 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 college 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 college 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 college 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 Bookstore

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 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 College 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 College'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 college's decision on the granting or placement of credit earned at a prior institution have the right to submit an appeal to the Provost and Vice President for Academic Affairs.

REQUIREMENTS FOR GRADUATION

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

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

Attain no grade less than "C" in major and minor courses.

Attain no grade less than "C" in English Composition I & II and College Algebra.

Complete a minimum of twenty-five (25) percent of the semester credit hours required for the degree through instruction in residence at Wiley College.

Take the Subject Field Test (SFT) and the Senior Comprehensive Examination.

Complete a minimum number of semester hours required for graduation in the chosen major (excluding hours earned in developmental courses) and meet all other applicable requirements for the degree as described in the applicable *College Catalog*.

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

Double Major and/or Second Degree

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

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

Qualifications for Graduation

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

Working with the major advisor and no later than the sixth week of classes before the end of the semester when the student will complete a minimum of 90 semester hours (one year before expected graduation), a potential graduate must update, complete, sign, and file with the school dean a final formal degree plan demonstrating how all graduation requirements will be completed by the projected graduation date. After approval by the advisor and the department chair, the school dean will convey this document to the Provost and Vice President for Academic Affairs.

After review and approval of the final degree plan, the Provost and 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 Provost and Vice President for Academic Affairs will then request approval of the student's graduation candidacy by the college faculty as a body (fall), by the Executive Cabinet (fall), and by the Board of Trustees (spring).

No later than the fall semester mid-term, the potential graduate must obtain, complete and file an "Application for Graduation Form" in 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 Provost and Vice President for Academic Affairs, on condition that an official transcript certifying passing such a course is received by the Office of Records/Registrar by a documented pre-defined deadline. Such transfer credit will not be counted towards meeting graduation requirements (for May graduation) unless (a) such course was previously included in the approved degree plan the prior semester, (b) the course is completed and (c) official credit transfer documentation is received by the Office of Student Records/Registrar as originally agreed.

A student will not be allowed to participate in the commencement ceremony if all graduation requirements are not completed as specified in the applicable catalog and previously approved degree plan.

GRADUATION

Graduation with Honors

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

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

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

Degree Conferral

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

THE GENERAL EDUCATION CORE CURRICULUM

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

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

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

Critical Thinking

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

Written Communication:

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

Quantitative Reasoning:

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

Civic Engagement and the Wiley Way:

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

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

below.

TABLE 5
OPTIONS TO MEET GENERAL EDUCATION CORE REQUIREMENTS

Discipline	Semester Credit Hours	Courses**
1. Critical Thinking		
History	6	HIST 1301, 1302
Foreign Language	6	SPAN 2301, 2302
Music and Art	3	HUMA 2300
2. Writing		
Speech	3	SPCH 2300
Composition	6	ENGL 1301, 1302
Literature	3	ENGL 2311
3. Quantitative Reasoning		
Mathematics	3	MATH 1330 or higher level
Science	4	BIOL 1401 or PHYS 1402 or higher level science
4. Civic Engagement and the Wiley Experience		
Academic Success	3	GESS 1300
Religion	3	RELI 1301
African American Studies	3	HIST 2300
Physical Education & Health	2	PHED 1100, 1111
(*) Counted on different line	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.*

New Student Orientation

Academic Advising for Freshmen and Sophomores

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

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

successful lives.

Advisor-Advisee pairing is done, so students are advised within their prospective majors. Professional Academic Advisors serve as advisors for all freshmen and sophomores. The students are generally grouped in meta-major cohorts according to their chosen or closely related majors. The SSC advisor serves as the primary advisor while the students are mentored by departmental faculty. All 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.

Following evaluation of the student's records and academic assessments (GPA, ACT, SAT, Accuplacer, Proficiency Profile, and other test results), students matriculate in courses best suited to their proficiency levels in mathematics and communication skills. Students with detected marginal proficiencies are enrolled in transitional developmental courses (see Table 6 - Course Placement Scores for Freshmen) that provide review and reinforcement so that upon completion, the student is ensured success in the required General Education Core curriculum courses.

**TABLE 6
Course Placement Scores for Freshmen**

Accu-placer	Texas Write Placer	ACT American College Testing	SAT Scholastic Assessment Test	THEA Higher Education Assessment	Texas Placement
69 and below	4 and below	14 and below	369 and below	214 and below	ENGL 0304 English Integrated Reading & Writing
70 – 79.9	5	15	370	215 - 219	ENGL 0305* English Integrated Reading & Writing
44 and below	N/A	14 and below	369 and below	224 and below	MATH 0301 Basic College Mathematics I
45 - 46	N/A	15	370	225 - 229	MATH 0302 Basic College Mathematics II

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

Academic Advising for Juniors and Seniors

In addition to helping students plan their schedules, the academic advisors provide counsel concerning the students' overall educational program and requirements, especially pertaining to the

successful completion of the required general education courses and the proper sequencing of courses, timing of internships, and other activities necessary to complete a major. Advisors also assist students with periodic evaluation of their academic performance and progress and assist them in preparing for a successful post-graduate transition to careers and/or graduate or professional schools.

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

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

First Year Experience (FYE)/Student Success Center

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

FYE begins for some first-time freshmen with a summer orientation program and early College registration. It starts for all even before it is time for the student to report for classes. It may start with the applicant completing a short orientation course (in person or online when available). It may develop into requirements to read at least one designated book and to write a book report and/or answer specific questions about the readings. In some cases, a student may be required to attend a summer "Boot Camp" to refresh and upgrade the mathematics and communications skills (reading, writing and speaking) and assist in the preparations for the student's college entrance examinations. These results are used to decide whether the student is prepared for entry into regular college courses upon first registration or may need some reinforcement. Students with satisfactory SAT, ACT, ACCUPLACER, Proficiency Profile, or comparable scores do not need to take college entrance examinations at Wiley College.

Orientation sessions, introductions and completion of registration and campus identification continue as soon as the freshman arrives on campus and is checked into the residence halls. When the academic term and classes start, every first-time freshman attends a course titled GESS 1300 Academic Success (aka Freshman Seminar). This course is a rigorous, challenging, and

interesting three-credit hour course. Complete involvement and consistent attendance and participation are mandatory for all first-time freshmen in this and all freshman courses. The academic success course consists of three blended components: (a) basic skills to make it in College, (b) orientation to the College and legacies, methods and traditions of the chosen department, and (c) Communicate through Debate (the College's Quality Enhancement Plan). In this environment, using the Wiley tradition of the "Great Debaters," freshmen learn the basic skills of debate. They learn how ideas are confronted, controversies are explored, and how to compromise may be reached. They learn the superior power of compelling thoughts and words to establish order, to resolve controversies, and to prevent the destructive use of raw physical force as the means to prevail and settle differences. The first-year experience extends to all courses in which freshmen are enrolled. In these courses, a number of student engagement techniques are included (AVID methods), debate-like discussions, research, and group projects all working together to assist each student to "find his/her voice," to know how to think critically and to form opinions based on fact. Students learn about the College's history, its academic programs, and services. They are oriented to library and information resources and provided with a spectrum of academic survival skills. Freshmen are organized in supporting, discipline-oriented cohorts and project working groups. The regular academic program is supplemented by special lectures and cultural awareness activities reflective of Wiley over its nearly 150-year legacy of continuous pursuit of excellence.

STUDENT ASSESSMENT

The Office of Institutional Effectiveness, Planning, and Learning serves as the depository for all residual and national tests. The Office also 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 Institutional Research, Planning, and Assessment.

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 enable the College to improve its academic programs. In accordance with these purposes, placement tests are given during orientation week to entering freshmen and transfer students who have not completed six credit hours of English Composition and College Algebra.

SPECIAL SUPPORT AND PREPARATION PROGRAMS

Student Support Services

The College has in place several programs that work in concert to address the specialized needs of students needing guidance and academic orientation and support. These include (1) the Freshman Orientation Program, (2) the GESS 1300 Academic Success course, (3) the First Year Experience Program/Student Success Academy for first-time freshmen, (4) the AVID Program for classroom engagement, and (5) the Student Support and Disability Services Program (a TRIO Program funded under Title IV of the Higher Education Act of 1965).

Student Support and Disability Services Program (TRIO)

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

Student Success Center

The Student Success Academy Center 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 Student Success Center, the AVID Tutoring Program, and the Student Support and Disability Services Program (TRIO). The respective intake personnel respond to the incoming student or a referral and directs the student to an appropriate counselor or advisor who will conduct an intake interview and arrange for the services needed. Common ongoing services at the center include, but are not limited to:

Walk-in Tutorials: The center is staffed by tutors who are proficient in a wide variety of subjects. Subject tutors stay in contact with professors who refer students to the center. The hours and subject areas of the tutors are posted throughout the College. Appointments are not generally necessary. Walk-in tutorials are available five days a week and during the evenings.

Tutorials: If the walk-in tutorial schedule does not offer enough flexibility, students may request scheduled individualized tutoring with their coach, advisor, or Tutorial Coordinator.

Study Groups: Many of the professors and the Tutorial Coordinator assist students in organizing study groups for courses in the General Education curriculum or other upper-level courses. A selected tutor meets regularly with students in the group, helping them review classwork and prepare for tests.

Workshops: Workshops are held at least on a monthly basis or as requested for review of special skills. These include Cornell Note Taking, proofreading, skills for textbook reading, skills for library and electronic research, spelling, scheduling, and study skills. The dates and times are announced in advance.

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

The Dean of students is the only officer of the College authorized to excuse in accordance with College policy, a student’s absence from any class or attendance-required function of the College. Notes or documents issued by physicians, parents, college nurse, athletic program, and other materials documenting justification for missing a class must be submitted on a timely basis

(maximum of two weeks following an absence) to the appropriate school's dean. The

school's dean will notify the professor(s) and the attendance counselor of excused absences. An absence not excused by the school's dean is an unexcused absence.

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

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

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

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

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

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

A student who is dropped from a course for excessive absences and non-performance will be notified by the instructor and by the Office of Student Records/Registrar after the drop has been approved by the school's dean and the Provost and Vice President for Academic Affairs.

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, school's dean, and Provost and Vice President for Academic Affairs, 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 5:00 p.m. on the deadline date specified in the academic calendar.

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

GRADING SYSTEM

Grading Scale

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

A	Superior	90-100	4 quality points per semester hour
B	Above Average	80-89	3 quality points per semester hour
C	Average	70-79	2 quality points per semester hour
D	Poor	60-69	1 quality point per semester hour
F	Failing	Below 60	No quality points
I	Incomplete*		
W	Withdrawn		
P/NP	Pass/Not Passed		
CR	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 College; however, because of extenuating or extraordinary circumstances, he/she has failed to perform a requirement. A request form must be approved by the dean and the Provost/Vice President for Academic Affairs before an incomplete grade is promised and awarded. It is not granted in lieu of an "F" (failing) or to give the student opportunities or more time to improve a grade, if such opportunities have not also been made available to all students in the same class. It is the responsibility of the student to confer with the instructor of the course and to complete the prescribed requirements of the course on or before the designated date shown for final examinations in the College calendar.

For each proposed grade of "I" (incomplete), the instructor and the student must file an

“Incomplete Grade Application Form” prior to the published date when grades are due at the end of each semester. The application must be approved by the school’s dean and the Associate Provost for Curriculum and Instruction. 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 Provost and Vice President for Academic Affairs and the Provost.

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 Jenzabar’s Internet Campus Solution (JICS) for each student soon after grading is completed. Students have constant access to their posted grades in the JICS system. The teacher of record is required to post mid-term and final grades in the JICS System by the required dates announced by the registrar. Mid-term 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 JICS 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 Provost and Vice President for Academic Affairs for final approval. Requests for grade corrections must be submitted to the Office of Student Records/Registrar by the Provost and 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 Provost and 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 Provost and Vice President for Academic Affairs for resolution. The appeal should be in writing, and should contain all pertinent facts including copies of papers, grades, and the like. The decision of the Provost and 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 College or at another accredited institution to bring up the GPA to the required standard. Maintaining a satisfactory GPA and keeping up one’s academic progress and academic standing are the responsibilities of

each student. Advisors will counsel, but the final responsibility remains with the student. A student on probation is admitted to the College only after making a commitment to meet the conditions of an Academic Performance Contract administered by the Provost and 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 Provost and Vice President for Academic Affairs (APCI). The appeal should include supporting document(s) describing any reasons for 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 Provost and 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 College are in accordance with the Higher Education Act of 1965 and the Code of Federal Regulations 668.16(e) which mandate that institutions of higher education that participate in the federal Title IV financial aid programs establish guidelines or a Standard of Academic Progress policy to monitor a student's academic progression toward a degree or certificate objective. Wiley College's Standards of Academic Progress policy applies to all students whether they are receiving federal and state aid or not. The student's cumulative attempted hours, transfer credits accepted toward the student's major and cumulative grade point average are taken into consideration, regardless of whether a student paid for some or all of his or her courses and regardless of when the student took the courses. The same standards for Satisfactory Academic Progress (SAP) are followed for academic and financial aid purposes.

Frequency of Monitoring and Evaluation

For the purpose of "Satisfactory Academic Progress," Wiley College will review a student's progress at the end of each academic year. For this determination, the Wiley College 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 College (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 College 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 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, 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's 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 College. 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 College 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 College'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 College. 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 15
Spring Semester:	October 15

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 College 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 College and (d) whose conduct is in keeping with the code of conduct of the College, 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 College.

The proposal must be signed by the instructor and approved by the school's dean and the Provost and Vice President for Academic Affairs.

The course proposal must be filed with, and dated by the registrar, at the time of registration.

The student must meet on a regularly scheduled basis with the instructor and make progress reports on assignments specified in the independent study proposal.

The proposal must involve and refer to an attached course syllabus and must aim at meeting the objectives of the course within a specified period (start and end dates), preferably within one semester.

Completed work from the course must be available for evaluation by the appropriate school's dean and the Provost and 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 Provost and 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 Provost and 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 Provost and Vice President for Academic Affairs, the course and all activities will follow the regular timetable for all other courses in the same major or department. This includes deadlines for turning in grades to the registrar at midterm and end of semester.

The Registrar will record the course in a normal manner, followed by the words in parentheses (directed study).

Independent Study and Directed Study courses are not to be used as a convenience for a student who is unable to schedule classes because of time conflicts. They may be offered at the College's discretion when a student's progress toward his/her degree program is hampered. An independent study/directed study fee per class is paid by the student in addition to normal tuition charges.

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

Prior Approval Required Before Taking a Course at Another Institution

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

Course Repeat Policy

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

Students may only repeat and replace courses in which they received a D or F.

Degree credit for a repeated course will be given only once, but the grade assigned at each enrollment will be permanently recorded on the Official Transcript.

Repeated course credit hours excluded in a student's GPA will be removed from the number, of course, hours attempted, as well as quality points; thus, in computing the GPA, only the highest grade of those repeated and corresponding grade points earned in a course are used.

Procedures for Substituting Courses

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

Courses recommended for substitution credit must be comparable in terms of level, content, and

competency outcomes as indicated by course descriptions in the *Wiley College Catalog* or most recent course syllabus.

Lower level (1000-2000) courses cannot be substituted for upper-level courses (3000-4000).

Courses from a two (2)-year college will not be accepted for credit towards upper-level degree requirements at Wiley College, except for engineering related courses and certain high-level technology courses.

Technical subject courses cannot be substituted for general education courses (e.g., electronics for physical science).

As a rule, major-specific courses cannot be substituted for general education courses (e.g., Principles of Teaching for Art Appreciation).

Courses designated as core curriculum requirements in one category cannot be substituted for courses from another category (e.g., speech for history; math for art, etc.).

Course substitutions must be approved by the advisor, the school's dean, Provost and Vice President for Academic Affairs and the Provost. Upon approval, the dean must forward the course substitution form to the Office of Student Records/Registrar.

Withdrawal from the College

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

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

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

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

Leave of Absence

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

- Serious student medical issues; must provide documentation
- Death or serious illness of an immediate family member.

- Military duty.

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

- Students must not have a current judicial finding; must be in good academic standing and meet satisfactory academic progress standards at the time of the request.
- The Withdrawal Form must be completed in full, including the period of time for which the leave of absence is requested, the specific date of return, the reason for the leave and the student's signature.
- The duration of all leaves may not exceed a total of 180 days within a twelve (12)-month period. If the student does not return within the time agreed upon and has not contacted the College Registrar's Office to negotiate other arrangements, s/he will be administratively withdrawn from the College within 24 hours of the end of the approved leave of absence.
- Students are required to submit with the Withdrawal Form appropriate documentation to substantiate the reason for the requested leave of absence. The College reserves the right to verify all documentation presented. The Withdrawal Form submitted without appropriate documentation will not be approved. All documentation will be kept confidential and private consistent with the terms of this policy and the business needs of the College.
- Contemporaneously with the leave request, students must discuss their leave of absence with their academic advisor and any other appropriate divisional representative such as the Dean, Provost or Health Services. Exceptions to the Leave of Absence Policy must be authorized in writing and will only be made under extraordinary extenuating circumstances as determined by the College.
- Also, at the same time that leave is requested, students receiving financial aid must discuss the proposed leave of absence with a representative from the Financial Aid Office to determine the impact on student financial aid.
- Students on an approved leave of absence will have a maximum of forty-eight (48) hours to vacate the residence hall and campus. Exceptions must be authorized in writing by the Vice President for Student Affairs and Retention Services.
- Students on an approved leave of absence may not attend classes, participate as a member of a student organization (including athletics) or be on campus for any reason without prior written permission from the Provost. NAIA athletes must be enrolled full-time to participate.

Implications for International Students

International students are eligible to take a LOA due to medical reasons. Students must obtain appropriate medical documentation recommending the LOA for medical reasons and must notify the SEVIS Coordinator at Wiley College. Students who remain in the United States without obtaining advanced approval for medical LOA will be considered out of status for their international student status. International students who take a non-medical leave of absence, withdraw voluntarily or are

suspended or required to withdraw from the College are required to leave the United States within fifteen (15) days of this action. The only exception to these rules is a medical leave of absence.

Financial Aid Implications Associated with a Leave of Absence

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

Academic Dishonesty

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

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

Plagiarism is the submission or incorporation of someone else’s work without permission and/or appropriate acknowledgement. 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, Provost and Vice President for Academic Affairs, and the Academic Council, may determine penalties (in addition to those listed below) for dealing with dishonesty if the student is found guilty:

- A warning;
- Assigning an “F” for a test;
- Assigning an “F” for a course;
- Assigning an “F” grade for all courses enrolled in for the semester;
- Assigning a status of academic probation;
- Assigning a status of academic suspension;

Permanent dismissal;
Denial or revocation of degree.

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

Dismissal

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

Academic Clemency

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

Following five (5) calendar years (summer sessions excluded) of non-enrollment in or non-attendance 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 record.

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 College has a different standard for considering a graduating student as an honor graduate (see section on graduation with honors). Each semester the Office of Student Records/Registrar publishes a roster of returning students who, in the previous semester, have earned the semester averages shown below while carrying a full load of twelve (12) credit hours or above in that semester:

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

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 College'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 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. AMG 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.

Beta Kappa Chi Honor Society for the Sciences

Beta Kappa Chi is a scientific honor society which promotes the dissemination of scientific knowledge and stimulates scholarship in pure and applied sciences. Membership is restricted to first-semester juniors 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 which 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's deans. Candidates must have at least a 3.3 GPA.

EXAMINATIONS

Examinations of various types are used by the faculty and the College 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 College 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 College, 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 College 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 Provost and 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 College.

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 College 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 College 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 Provost and Vice President for Academic Affairs, and then pay a fee to the Office of Business and Finance plus an additional pass-through fee set by the CLEP Testing Service. The student presents the receipt to the campus test administrator. The Office of Institutional Effectiveness, Learning, and Planning will ensure that the CLEP fees have been paid and all authorizations are received in writing (advisor, school's dean(s), and Provost and Vice President for Academic Affairs) before administering examinations.

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

If a student passes a CLEP subject examination for a course for which the student is currently enrolled, he/she may (1) stay in the course and get the grade earned in class or (2) drop the course and receive credit by examination. If the course is dropped to receive credit by examination, it must be dropped with a "W" by the official catalog final day for dropping a course for that semester. If the subject examination passed covers two courses, including a course in which the student is currently enrolled, the student may finish the course to earn a letter grade, quality points

and still receive credit by examination for the course that has not yet been taken.

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

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

For a listing of the course exams and equivalents currently approved for credit at Wiley College, please contact the Office of Institutional Effectiveness, Learning, and Planning.

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 Provost and Vice President for Academic Affairs.

Students may be required to secure an exam permit from the Business Office prior to taking final exams. When this procedure is announced, no faculty member is authorized to allow a student to participate in a course final examination without presentation of a current examination permit. Exam permits are available to all students each semester starting from the first day of the week after mid-term examinations until the first day of the scheduled final exams. The Business Office will NOT prevent any student from receiving an exam permit but will alert those with pending balances of what they must accomplish before they can register for the following semester.

Placement Tests/Examinations

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

The Rising Junior Examination

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

The Senior Comprehensive Examination

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

The Subject Field Test

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

ACADEMIC RECORDS

The Office of Student Records/Registrar

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

The College maintains a permanent record for each student. This record, housed in the Office of Student Records/Registrar, may be a combination of print and electronic records and includes the following: (a) documents filed for admission to the College; (b) grade reports; (c) records of academic work completed;

correspondence and petitions; (e) transcripts received from other colleges; (f) test scores; (g) any academic actions; and (h) any evaluations of credit for prior experiential learning. Student records also

include a student's name, address, telephone number, birth date, residence classification, gender, past and current enrollment, academic and attendance status, educational benefits, ethnic

background, high school graduation date, college major, and identification number.

Transcripts

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

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

Access to Student Records

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

Information which 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 and awards received, eligibility for and participation in officially recognized activities.

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

INTERNATIONAL STUDIES/STUDY ABROAD

International Studies

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

members representing countries and cultures from Africa, China, Korea, Central and South America, Europe and the Middle East.

Study Abroad

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

Students applying to study abroad must:

Have a minimum cumulative grade point average of at least 2.50.

Have completed at least one (1) academic year at Wiley and be in good standing.

Be enrolled at Wiley during the semester prior to the planned study abroad experience, and during the semester, the student is abroad or away from the campus.

The Wiley College policy on *Prior Approval Required before Taking a Course at Another Institution* (p.

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

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

INFORMATION RESOURCES

The Thomas Winston Cole, Sr. Library

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

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

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

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

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

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

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

INFORMATION SYSTEMS AND TECHNOLOGY DIVISION

Academic Computing Laboratories

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

Information Systems and Internet Services

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

Campus and Residence Hall Computing Technology

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

Laptop Computers

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

Access to Network Services

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

POLICIES GOVERNING the USE of NETWORK SERVICES and

OTHER INFORMATION SYSTEMS

Personal Computing Systems

Students are strongly encouraged to own personal computers. Personally owned computers and other devices that are used on the College's network are subject to the regulations contained in the Information Systems & Technology Security and Policies and Procedures Manual. The Information Systems & Technology Division (ISTO) 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. ISTO reserves the right to disconnect any network ports having activity that adversely affects the network, College, or any other user. Network connections may also be revoked in the case of malicious or inappropriate computing activity, including violations of or infringement upon copyrighted information and media.

Appropriate Use of E-mail

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

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

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

Network Security

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

resources.

User ID and Password Protections

It is the responsibility of each campus constituent to protect and manage his or her personal ID and password. All persons authorized to use Wiley College's technology resources are issued on account and a user ID. Only the person to whom these resources have been issued should have access to the password. Access to user IDs may not be loaned or sold or abused in any form. Suspected breaches of network security should be reported in person to an ISTO official. Some common rules to follow to help protect the passwords includes: 1) do not store passwords at any workstation that can be used to gain access to other computing resources; 2) never share passwords; and 3) never post in any form or fashion passwords to a wall or under a keyboard.

Student Group Accounts

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

Responsible Use of Network and Computing Facilities

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

Individual Responsibility

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

Institutional Privileges

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

Indemnification of Wiley College

Users agree, in consideration for access to the College's computing, networking and media

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

SCHOOL OF BUSINESS
AND
TECHNOLOGY

SCHOOL OF BUSINESS AND TECHNOLOGY

FACULTY

Instructors	Assistant Professors	Associate Professors	Professors
Mr. Tikum Teboh	Dr. Pornpimol Walden		
Ms. Gloria Tate	Dr. Osman Yussuf		
	Ms. Rhalanda Jackson		
	Mr. Ibrahim Salem		
	Mr. Samuel Tabi		

Hyungju E. Cha, Ph. D., Interim Dean
Ms. Deveraux Cole- Administrative Assistant
School of Business and Technology

SCHOOL OF BUSINESS AND TECHNOLOGY

HISTORY AND GENERAL INFORMATION

The School of Business and Technology offers the Bachelor of Business Administration (BBA) with concentrations in accounting, computer information systems, hospitality and tourism administration, management, and organizational management.

Students pursuing a concentration in the School of Business and Technology are encouraged to declare their major as early as the freshman year and consult with an advisor in from this School to ensure the most desirable progress.

Mission

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

Goals

The general goals of the School of Business and Technology 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 School of Business and Technology:

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

Graduation Requirements

To graduate from a concentration within the School of Business and Technology, 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 School of Business and Technology.
2. Earn at least a “C” in all transfer courses.

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

Catalog Requirements

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

Internships

It is recommended that all graduating students in the School of Business and Technology 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 School of Business and Technology 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), National Society for Minorities in Hospitality (NSMH) 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 Graduates

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 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 Semester Hours</u>
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 a “C” in all courses required to satisfy the departmental requirements, concentration 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. 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 an application for graduation and secure the approval of 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	1301	United States History I	3	HIST	1302	United States History II	3
CISC	1300	Introduction to Computing	3	BIOL	1401	Introduction to Biological Sciences with Lab	4
MATH	1330	College Algebra	3			OR	
PHED	1110	Fundamentals of Health & Fitness I	1	PHYS	1402	Introduction to Physical Sciences with Lab (4)	
GESS	1300	Academic Success Seminar	3				
GEEP	1001	General Educ. Enrich Program	0	PHED	1111	Fundamentals of Health & Fitness II	1
			16	RELI	1301	Survey of Religion and Philosophy	3
				BUSI	1355	Business Mathematics	3
				GEEP	1002	General Educ. Enrich Programs	0
							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	OR	SPAN	2302	Elementary Spanish II	OR
FREN	2301	Elementary French I	3	FREN	2302	Elementary French II	3
BUSI	1300	Introduction to Business	3	HUMA	2300	Humanities	3
ENGL	2311	World Literature I	3	SPCH	2300	Speech Communication	3
RELI	2301	Introduction to Ethics	3	GEEP	2002	General Educ. Enrich Program	0
GEEP	2001	General Educ. Enrich Program	0	CLAP	3099	Rising Junior Exam	0
			18				15

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
ACCT	2377	Income Tax Procedure Individual	3	ACCT	3322	Intermediate Accounting II	3
ACCT	3311	Intermediate Accounting I	3	ACCT	3355	Cost Accounting	3
CISC	2330	Computer 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 Information Systems	3	ACCT		Elective	3
ACCT	4366	Intermediate Accounting III	3	MGMT	4388	Strategic Mgmt. & Business Policy	3
BUSI	3344	Business Law I	3	BUSI	4322	Business Ethics	<u>3</u>
CLAP	4098	Senior Comprehensive Exam	0				12
GEEP	4001	General Educ Enrich Program	<u>0</u>				
			12				

Total Semester Hours

120

General Education Requirements (45 hours)

				Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab	OR	4
PHYS	1402	Introduction to Physical Sciences with Lab	(4)	
ENGL	1301	English Composition I		3
ENGL	1302	English Composition II		3
ENGL	2311	World Literature I		3
GESS	1300	Academic Success Seminar		3
HIST	1301	US History I		3
HIST	1302	US History II		3
HUMA	2300	Humanities		3
MATH	1330	College Algebra (required for Business majors)		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
RELI	2301	Introduction to Ethics		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				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:)

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	<u>3</u>
		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 or 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 School of Business and Technology offers the Bachelor of Business Administration (BBA) with a concentration in Computer Information Systems. The Computer Information Systems (CIS) concentration 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 Majors

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 a “C” in all courses required to satisfy the departmental requirements the concentration 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.
4. Have at least a 2.00 GPA.
5. Enroll in GEEP courses and receive a “P” grade each semester while in attendance.
6. Take the Rising Junior Examination, Senior Comprehensive, and Major Subject Field Test.
7. Take the Departmental Comprehensive Exam.
8. Complete an application for graduation and secure the approval of the advisor, and the dean of the School.

Internship

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

RECOMMENDED FOUR-YEAR CURRICULUM Computer Information Systems

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
PHED	1110	Fundamentals of Health & Fitness I	1	BUSI	1355	Business Mathematics	3
GESS	1300	Academic Success Seminar	3	RELI	1301	Survey of Religion and Philosophy	3
MATH	1330	College Algebra	3	BIOL	1401	Introduction to Biological Sciences with Lab OR	4
CISC	1300	Introduction to Computing	3	PHYS	1402	Introduction to Physical Sciences with Lab (4)	
GEEP	1001	General Educ. Enrich Program	<u>0</u>	PHED	1111	Fundamentals of Health & Fitness II	1
			16	GEEP	1002	General Educ Enrich Program	<u>0</u>
							17

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
CISC	2330	Computer Apps. in Business	3	CISC	3335	Management Information Systems	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 OR		SPAN	2302	Elementary Spanish II OR	
FREN	2301	Elementary French I	3	FREN	2302	Elementary French II	3
RELI	2301	Introduction to Ethics	3	BUSI	1300	Introduction to Business	3
ENGL	2311	World Literature I	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	Problem Solving & Introduction to Programming	3	CISC	3350	Database Systems Management	3
CISC	3392	Visual Basic Applications	3	BUSI	3344	Business Law I	3
MARK	3300	Principles of Marketing	3	MGMT	3311	Principles of Management	3
FINA	3322	Business Finance	3	BUSI	3321	Business Statistics I	3
BUSI	3300	Business Communication	3	GEEP	3002	General Educ Enrich Program	<u>0</u>
GEEP	3001	General Educ Enrich Program	<u>0</u>				<u>12</u>
			15				

Senior Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
BUSI	4355	Business Ethics	3	CISC	4385	Inform. Sys. Design & Project Mgt	3
CISC	4380	Network Design & Implement	3	CISC		Electives	3
CISC	3360	Web-Based Bus. App.- Java Script	3	MGMT	4388	Strategic Management & Bus. Pol.	3
CISC	4382	Information Systems Security	3	HUMA	2300	Humanities	3
CLAP	4098	Senior Comprehensive Exam	0	GEEP	4002	General Educ. Enrich Program	<u>0</u>
GEEP	4001	General Educ. Enrich Program	<u>0</u>				<u>12</u>
			12				
				Total Semester Hours			120

General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
SPAN	2301	Elementary Spanish I or Elementary French I	3
SPAN	2302	Elementary Spanish II or Elementary French II	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra (required for Business majors)	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
RELI	2301	Introduction to Ethics	3
BIOL	1401	Introduction to Biological Sciences with Lab OR	4
PHYS	1402	Introduction to Physical Sciences with Lab (4)	4
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
FINA	3322	Business Finance	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
MARK	3300	Principles of Marketing	3
MGMT	3311	Principles of Management	3
MGMT	4388	Strategic Management & Business Policy	<u>3</u>
			48

Elective Requirements for Computer Information Systems Students(Students should choose two courses from the following list)

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 Bus. App.- Java Script	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 Mgmt.	<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-Java	3
CISC	3350	Database Systems Management	3
CISC	3360	Web-Based Bus. App.- Java	3
CISC	3365	C++ Programming for Business	3
CISC	4380	Network Design & Implementation	<u>3</u>
Total Semester Hours			18

BACHELOR OF BUSINESS ADMINISTRATION HOSPITALITY AND TOURISM ADMINISTRATION CONCENTRATION

Program Overview

The Bachelor of Business Administration (BBA) degree with a concentration in Hospitality and Tourism Administration is designed to prepare students for entry-level management in the fast-paced rapidly changing, and global hospitality and tourism industry. The program is built upon a strong foundation in business with a central focus on effective management and leadership including delivery of quality services for guest satisfaction in all phases of the industry.

Career Opportunities

Hospitality and Tourism Administration program graduates have the opportunity to pursue graduate studies, become operation's managers or entrepreneurs in all types of accommodation such as hotels, resorts, including tourist destinations, bed and breakfast establishments; and food service in restaurants, clubs, recreational ball parks, schools and universities.

Objectives

The objectives of the program in Hospitality and Tourism Administration are to prepare graduates who:

Demonstrate a thorough understanding of theoretical concepts in hospitality administration, and their practical application in the real world.

Are able to obtain entry-level management positions within the industry and demonstrate outstanding performance that will propel them to middle and top-level management positions.

Are able to qualify for admission to graduate/professional schools.

GENERAL DEGREE REQUIREMENTS

General Education Requirements	45 Semester Hours
Departmental Requirements	45 Semester Hours
Concentration Field of Study Requirements	27 Semester Hours
Directed Electives	<u>3 Semester Hours</u>
Total Semester Hours	120

Graduation Requirements

To graduate with a BBA in Hospitality and Tourism Administration, a student must:

Earn at least a "C" in all courses required to satisfy the departmental requirements, the concentration field of study, and elective courses as delineated in the student's degree plan.

Earn at least a "C" in ENGL 1301, ENGL 1302, (English Composition I and II) and MATH 1330 (College Algebra

Meet all General Education requirements as specified in the catalog.

Have at least a 2.00 GPA.

Enroll in GEEP courses and receive a "P" grade each semester in attendance.

Take the Rising Junior Exam, Senior Comprehensive Exam, and Major Subject Field Test.

Take the Departmental Comprehensive Exam.

Complete an application for graduation and secure the approval of the advisor, and the dean of the School.

Internship Requirements

The Hospitality and Tourism Administration Concentration requires students to complete an internship experience in order to graduate. The internship site and activities must be selected, defined, and documented by the faculty internship coordinator and the student, and must be pre-approved by the student advisor and the dean. A student may not enroll in an internship class without faculty approval.

RECOMMENDED FOUR-YEAR CURRICULUM Hospitality and Tourism Administration Concentration

Freshman Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.	
BIOL	1401	Intro. to Biological Sciences with Lab OR	4	CISC 1300	Introduction to Computing	3
PHYS	1402	Intro to Physical Sciences with Lab (4)	-	ENGL 1302	English Composition II	3
ENGL	1301	English Composition I	3	HIST 1302	United States History II	3
HIST	1301	United States History I	3	MATH 1330	College Algebra	3
GEES	1300	Academic Success Seminar	3	HATA 1344	Sanitation and Safety	3
HATA	1300	Intro to Hospitality & Tourism	3	PHED 1111	Fundamentals of Health & Fitness II	1
PHED	1110	Fundamentals of Health & Fitness I	1	GEEP 1002	General Educ 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.	
ECON	2311	Principles of Economics I	3	ECON 2322	Principles of Economics II	3
SPAN	2301	Elementary Spanish I OR		SPAN 2302	Elementary Spanish II OR	
FREN	2301	Elementary French I	3	FREN 2302	Elementary French II	3
ENGL	2311	World Literature I	3	HATA 2333	Introduction to Food Service	3
ACCT	2311	Principles of Accounting I	3	SPCH 2300	Speech Communication	3
RELI	1301	Survey of Religion and Philosophy	3	ACCT 2322	Principles of Accounting II	3
HUMA	2300	Humanities	3	RELI 2301	Introduction to Ethics	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	CLAP 3099	Rising Junior Exam	0
			18	GEEP 2002	General Educ Enrich Program	<u>0</u>
						18

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.	
BUSI	3321	Business Statistics I	3	MARK 3300	Principles of Marketing	3
BUSI	3300	Business Communication	3	FINA 3322	Business Finance	3
HATA	3355	Lodging Management	3	HATA 3366	Facilities Management	3
MGMT	3311	Principles of Management	3	MGMT 3377	Entrepreneurship	3
GEEP	3001	General Educ. Enrich Program	0	GEEP 3001	General Educ. Enrich Program	<u>0</u>
CISC	2330	Computer Applications in Business	<u>3</u>			12
			15			

Senior Year

First Semester				Cr. Hrs.	Second Semester				Cr. Hrs.
HATA	4377	Hospitality Cost Control	3	HATA	4300	Hospitality Internship	3	3	
BUSI	3344	Business Law I	3	HATA	4499	Food Prod. and Service Mgmt.	3	3	
MGMT	4388	Strat. MGMT & Busi. Policy	3	HATA		Electives	3	3	
MGMT	4322	Human Resource Management	3	BUSI	4355	Business Ethics	3	3	
GEEP	4001	General Educ Enrich Program	0	GEEP	4002	General Educ Enrich Program	<u>0</u>	<u>0</u>	
CLAP	4098	Senior Comprehensive Exam-	<u>0</u>				<u>0</u>	12	
			12						
Total Semester Hours								120	

General Education Requirements (45 hours)

Semester Hours

ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
SPAN	2301	Elementary Spanish I or Elementary French I	3
SPAN	2302	Elementary Spanish II or Elementary French II	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra (required for Business majors)	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
RELI	2301	Introduction to Ethics	3
BIOL	1401	Introduction to Biological Sciences with Lab OR	4
PHYS	1402	Introduction to Physical Sciences with Lab (4)	4
SPCH	2300	Speech Communication -	<u>3</u>
Total Semester			45

Departmental Requirements: (45 Credit Hours)

			Semester Hours
ACCT	2311	Principles of Accounting I	3
ACCT	2322	Principles of Accounting II	3
BUSI	3300	Business Communication	3
BUSI	3321	Business Statistics I	3
BUSI	4355	Business Ethics	3
CISC	1300	Introduction to Computing	3
ECON	2311	Principles of Economics I	3
ECON	2322	Principles of Economics II	3
FINA	3322	Business Finance	3
CISC	2330	Computer Applications in Business	3
BUSI	3344	Business Law I	3
MGMT	3311	Principles of Management	3
MARK	3300	Principles of Marketing	3
MGMT	4388	Strategic Management and Business Policy	3
MGMT	4322	Human resource Management	<u>3</u>
			45

Elective Requirements for Hospitality & Tourism Administration Students(Students should choose one course from the following list:)

HATA	4311	Principles of Event Planning and Management	OR
HATA	3311	Tourism Management	OR
HATA	3312	Resort Management	OR
HATA	4386	Seminar in Service Quality Management	<u>3</u>
Total Semester Hours			3

Courses Required to Satisfy the Concentration Field of Study Requirements for Hospitality & Tourism Administration Students:

			Semester Hours
HATA	1300	Introduction to Hospitality & Tourism	3
HATA	1344	Sanitation & Safety	3
HATA	2333	Introduction to Food Service	3
HATA	3355	Lodging Management	3
HATA	3366	Facilities Management	3
HATA	4300	Hospitality Internship	3
HATA	4377	Hospitality Cost Control	3
MGMT	3377	Entrepreneurship	3
HATA	4399	Food Production and Service Management	<u>3</u>
Total Semester Hours			27

Courses Required to Satisfy a Minor in Hospitality and Tourism Administration:

Semester Hours

HATA	1300	Introduction to Hospitality & Tourism	3
HATA	1344	Sanitation & Safety	3
HATA	2333	Introduction to Food Service	3
HATA	3355	Lodging Management	3
HATA	3366	Facilities Management	3
HATA	4377	Hospitality Cost Control	<u>3</u>
Total Semester Hours			18

BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT CONCENTRATION

Program Overview

The Bachelor in 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 Majors

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 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
Major Field of Study Requirements	24 Semester Hours
Directed Electives	<u>3</u> Semester Hours
Total Semester Hours	120

Graduation Requirements

To graduate with a concentration in Management, a student must:

1. Earn at least a “C” in all courses required to satisfy the departmental requirements, the concentration 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. Have at least a 2.00 GPA.
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 an application for graduation and secure the approval of the advisor, and the dean of the School.

Internship Requirement

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

RECOMMENDED FOUR-YEAR CURRICULUM Management Concentration

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
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
CISC	1300	Introduction to Computing	3	BIOL	1401	Intro to Biological Sciences with Lab	4
MATH	1330	College Algebra	3			OR	
PHED	1110	Fundamentals of Health/Fitness I	1	PHYS	1402	Intro to Physical Sciences with Lab	
GEES	1300	Academic Success Seminar	3	PHED	1111	Fundamentals of Health/Fitness II	1
GEEP	1001	General Educ Enrich Program	<u>0</u>	RELI	1301	Survey of Religion and Philosophy	3
			16	BUSI	1355	Business Mathematics	3
				GEEP	1002	General Educ Enrich Programs	<u>0</u>
							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
RELI	2301	Introduction to Ethics	3	BUSI	1300	Introduction to Business	3
SPAN	2301	Elementary Spanish I	3	MGMT	3311	Principles of Management	3
FREN	2301	Elementary French I		SPAN	2302	Elementary Spanish II	3
ENGL	2311	World Literature I	3	FREN	2302	Elementary French II	
CISC	2330	Computer Apps in 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.
MARK	3300	Principles of Marketing	3	BUSI	3344	Business Law I	3
BUSI	3300	Business Communication	3	BUSI	3321	Business Statistics I	3
MGMT	4333	Organizational Behavior	3	MGMT	3377	Entrepreneurship	3
BUSI	3322	Business Finance	3	MGMT	4330	International Business	3
MGMT	3355	Quality Management	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	4388	Strategic Mgmt. & Bus. Policy	3
BUSI	3323	Business Statistics II	3	HUMA	2300	Humanities	3
MGMT	4322	Human Resources Management	3	MGMT	4344	Production and Operation MGMT	3
BUSI	3399	Business Law II	3	MGMT		Electives	<u>3</u>
GEEP	4001	General Educ Enrich Program	0				12
CLAP	4098	Senior Comprehensive Exam	<u>0</u>				
			12				
Total Semester Hours							120

General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
SPAN	2301	Elementary Spanish I or Elementary French I	3
SPAN	2302	Elementary Spanish II or Elementary French II	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
MATH	1330	College Algebra (required for Business majors)	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
RELI	2301	Introduction to Ethics	3
BIOL	1401	Introduction to Biological Sciences with Lab OR	4
PHYS	1402	Introduction to Physical Sciences with Lab (4)	4
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>
			48

Elective Requirements for Management Students

(Students should choose one course from the following list)

MGMT	3325	Small Business Management	3
MGMT	4338	Internship	3
MGMT	4346	Inventory Management	<u>3</u>
		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 Students:

			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
		Electives Courses in Management must be 3000 or 4000 level	<u>3</u>
		Total Semester Hours	18

Courses Required to Satisfy a Minor in Management for Non-business Students

			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	Production 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 Majors

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 an existing enterprise.

GENERAL DEGREE REQUIREMENTS Courses Required to Satisfy

Concentration Requirements

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

Requirements for Admission

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

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

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

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

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

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

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

Graduation Requirements

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

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

Organizational Management Curriculum Guide

General Education Requirements

Semester Hours			
HUMA	2300	Humanities	3
ENGL	2311	World Literature I	3
RELI	1301	Survey of Religion and Philosophy	3
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
SPCH	2300	Speech Communication	3
HIST	1301	U.S History I	3
HIST	1302	U.S History II	3
PHYS	1402	Introduction to Physical Sciences with Lab OR	4
BIOL	1401	Introduction to Biological Sciences with Lab (4)	
MATH	1310	Survey of Math	3
MATH	1330	College Algebra	3
CISC	1300	Introduction to Computing	3
SOCI	2310	Introduction to Sociology OR	
PSYC	2300	Introduction to Psychology	<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	3300	Career & Portfolio Management	3
MANA	3311	Principles of Management & Supervision	3
MANA	3333	Group & Organizational Behavior	3
MANA	3344	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 Hour

SCHOOL OF EDUCATION

SCHOOL OF EDUCATION FACULTY AND ACADEMIC

STAFF

Director of Choral Studies
Dr. Greg McPherson

Chair of Physical Education and Health
Mr. Billy Moody

Continuing Professional Education Coordinator
Mrs. Garnett Johnson

Chair of Music Education
T. Bernard Clayton, Ph.D.

Assistant Dean of Education
Vacant

Chair of Interdisciplinary Studies
Carol A. Hicks, Ph.D.

Interim Dean of Education
Kristi Young, Ed.D.

SCHOOL OF EDUCATION HISTORY AND GENERAL INFORMATION

The SCHOOL OF EDUCATION consists of two main academic areas: Teacher Education (certification) and Interdisciplinary Studies (non-certification, traditional and online). The SCHOOL OF EDUCATION offers the Bachelor of Science degree in Early Childhood Education, Physical Education and Health, Secondary Education (History, Life Science, Mathematics, English Language Arts/Reading), Music Education, Spanish Education, and Interdisciplinary Studies.

TEACHER EDUCATION

Mission

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

Developing content knowledge, pedagogical skills and professional dispositions that lead to effective teaching.

Implementing defensible instructional decisions and technology applications.

Embracing active, engaged student-centered learning.

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:

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).

Prepare teacher candidates with a foundation for successful study at the graduate level.

Develop an understanding of students' cognitive, social, physical, and emotional development and create learning opportunities that support student academic development.

Recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.

Develop instructional plans based on students' needs, curricular goals and models, subject matter, and community.

Develop pedagogical knowledge and skills and use this expertise to encourage each student to develop critical-thinking and problem-solving skills.

Create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.

Develop effective verbal, non-verbal, written, technological, and media communication skills to support and enhance student learning.

Understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning.

Develop skills necessary for self-reflection and use of this knowledge to analyze past experiences and pursue professional development opportunities.

Collaborate with students, candidates, parents, community members, and professional colleagues to support student learning and development.

Demonstrate a sense of caring.

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

The SCHOOL OF EDUCATION 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.

School of Education Degree Programs

Early Childhood Education

Secondary Education – English Language Arts & Reading

Secondary Education – History

Secondary Education – Life Science

Secondary Education – Mathematics

Music Education

Physical Education and Health

Spanish Education

Interdisciplinary Studies

Teacher Certification Areas

The Educator Preparation Program offers a total of 15 teacher certification areas for degree-seeking students:

Early Childhood - Core Subjects (Grades EC–6)
English Language Arts & Reading (Grades 4-8)
English Language Arts & Reading (Grades 7-12)
Health (Grades EC-12)
History (Grades 7-12)
Languages Other Than English - Spanish (Grades EC-12)
Life Science (Grades 7-12)
Mathematics (Grades 4-8)
Mathematics (Grades 7-12)
Music Education Grades EC-12)
Physical Education (Grades EC-12)
Science (Grades 4-8)
Science (Grades 7-12)
Social Studies (Grades 4-8)
Social Studies (Grades 7-12)

REQUIREMENTS FOR TRADITIONAL TEACHER CERTIFICATION

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

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

Policies for Admission into the traditional Educator Preparation Program

Acceptance and enrollment at Wiley College does not automatically make one a candidate in the Educator Preparation Program in the School of Education. Students seeking admission to the traditional undergraduate EPP must:

File a formal application for admission to the Educator Preparation Program.

Submit an official transcript showing that the last 60 semester credits on all previously attempted coursework have been earned with an overall 2.75 GPA.

Complete all program coursework, except for the semester in which application is made, at or above a “C” grade level.

Be current in all financial obligations to the College.

Have a preliminary background check application completed by the College’s Human Resource Office.

Demonstrate competencies in reading, writing and mathematics through meeting the Texas Success Initiative cut score for each subtest (Essay: Score of 5, Writing: score of 360, Reading: Score of 350, Mathematics: Score of 350). Students may also meet this requirement by providing evidence of an ACT composite score of 23 or a SAT composite score of 1070 or a transcript reflecting an Associate’s degree.

If applicable, demonstrate English Language Proficiency skills through meeting the TOEFL score of 26.

Complete 12 to 15 credits in content courses as prescribed in the respective chosen area of teacher certification. Students seeking certification in Early Childhood Education must complete 48 credits of content in social studies, science, mathematics, and English Language Arts.

Submit an essay concerning his or her desire to become a teacher. The essay must be at least 2 typewritten pages, double spaced.

Complete a qualifying interview with a Proficient Rating.

Complete and pass a reading diagnostic assessment.

When the student is accepted into the EPP, (s)he must officially accept the admission status to be recognized as a Teacher Candidate.

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

To be admitted to student teaching a candidate must:

Pass the TExES Pedagogy and Professional Responsibilities (PPR) and Content 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.

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: Texas State Teachers Association (TSTA), Texas Classroom Teachers Association (TCTA), etc.

Provide evidence of Code of Ethics training (signatures required).

To be retained in Student Teaching, a student must:

Adhere strictly to all policies and procedures outlined in the Student Teaching Handbook.

Continue performing at or above a "C" grade level in Student Teaching and at the mid- point of the Student Teaching

Graduation Requirements

To graduate from the traditional 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 with a "B" or better.

Take the Senior Comprehensive Exams.

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:

Acquire state-mandated competencies relative to childhood development.

Acquire pedagogical skills for teaching grades EC-6.

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>56</u> Semester Hours
Total Semester Hours 125	

RECOMMENDED FOUR-YEAR CURRICULUM EARLY CHILDHOOD EDUCATION

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>56</u> Semester Hours
Total Semester Hours 125	

Freshman Year

First Semester				Second Semester			
Code	Number	Title	Cr Hrs.	Code	Number	Title	Cr. Hrs.
BIOL	1301	Introduction to Biological Sciences	3	EDUC	2310	Introduction to Teaching	3
BIOL	1101	Introduction to Biological Sciences Lab	1	ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessment	0	GEEP	1002	General Educ. Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	US History I	3
GEEP	1001	General Educ. Enrich Program	0	PHED	1111	Fund of Health & Fitness II	1

GESS	1300	Academic Success Seminar	3	PHYS	1302	Introduction to Physical Science	3
HIST	2300	Introduction to African American Studies	3	PHYS	1102	Intro to Physical Science Lab	1
MATH	1330	College Algebra	3	SPCH	2300	Speech Communication	<u>3</u>
PHED	1110	Fundamentals of Health & Fitness I	<u>1</u>	Certificate #1			17
			17				

Sophomore Year

First Semester

Code	Number	Title	Hours
EDUC	3306	Education Seminar	3
ENGL	2311	World Literature I	3
ENGL	2350	Modern College Grammar	3
GEEP	2001	General Educ. Enrich Program	0
HIST	1302	United States History II	3
MATH	3300	Fundamentals of Algebra for Elementary Teachers	3
POLS	2311	American Politics	<u>3</u>

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Certificate #2

Second Semester

Code	Number	Title	Hours
BIOL	2451	General Ecology	4
CLAP	3099	Rising Junior Exam	0
EDUC	3313	Educational	3
ENGL	2300	Introduction to Literature	3
GEEP	2002	General Educ. Enrich Program	0
HIST	2310	World History I	3
MATH	3380	Probability & Statistics for Elementary Teachers	3
MUSI	3311	Concepts and Applications for Elementary School	<u>3</u>

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**Application for EPP Admission
(Earn 60 credits with 2.75 career GPA and 3.0 content GPA)**

				Junior Year				
First Semester				Second Semester				
Code	Number	Title	Hours	Code	Number	Title	Hours	
EDUC	2305	Math Concepts for Early Childhood Education Majors	3	EDUC	3339	Science Curriculum & Instruction	3	
EDUC	3307	Education Strategies & Classroom Mgt.	3	EDUC	3383	Multicultural and Diverse Learners	3	
EDUC	3340	Curriculum Development and Planning	3	EDUC	3341	Children's Literature	3	
GEEP	3001	General Educ. Enrich Program	0	GEEP	3002	General Educ Enrich Program	0	
MUSI	1300	Music Fundamentals	3	HIST	2361	Texas History	3	
RELI	1301	Survey of Religion	<u>3</u>	SPAN	2301	Elementary Spanish 1	3	
			15	MUSI	3311	Concept & Applications of Music for the Elementary School	<u>3</u> 18	
TEExES Practice Exam (PPR and Content);							TEExES Practice Exam (PPR and Content)	—
Certificate #3							Certificate #4	

				Senior Year			
First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3335	Literacy in the Elementary Schools	3	EDUC	4358	Educator Communication/ Professional Development	3
EDUC	3338	Social Studies Curriculum & Instruction	3	EDUC	4601	Student Teaching*	<u>6</u> 9
EDUC	3342	Diagnostic and Remedial Reading/Dyslexia Training	3	*Complete 560 clock hours with grade "B" or better			
GEEP	4001	General Educ. Enrich Program	0	Teaching Certificate and Career Placement			
PHED	3320	Individual and Group Activities for Elementary Physical Edu	3				
SPAN	2302	Elementary Spanish II	<u>3</u>				
Pass both state exams before student teaching			15				

EARLY CHILDHOOD EDUCATION

General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
MUSI	1300	Music Fundamentals	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1301	Introduction to Biological Sciences	3
BIOL	1101	Introduction to Biological Sciences w/ Lab	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 (24 hours)

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

Major Field of Study (53 hours)

BIOL	1401	Introduction to Biological Sciences with Lab	4
BIOL	2451	General Ecology with Lab OR	4
BIOL	3491	Environmental Biology with Lab	
EDUC	2305	Math Methods for EC-6	3
EDUC	3313	Human Growth and Development /Educational Psychology	3
EDUC	3335	Literacy in the Elementary Schools	3
EDUC	3339	Science Curriculum and Instruction	3
EDUC	3341	Children's Literature	3

EDUC	4601	Student Teaching in the Elementary Schools	6
ENGL	2331	English Literature I OR	3
ENGL	3311	American Literature I	
HIST	2310	World History OR	3
HIST	2311	World History II	
MATH	1310	Survey of Mathematics	3
MATH	3305	Elementary Statistics	3
MATH	3330	Fundamentals of Algebra for Elementary Teachers	3
MUSI	3311	Concepts & Applications of Music for Elem. School	3
PHED	3320	Individual & Group Activities for Elem. P.E.	3
POLS	2311	American Politics	<u>3</u>
		Total Semester Hours	56
		Total Credit Hours	125

Bachelor of Science Degree in Secondary Education - English Language Arts and Reading

Freshmen Year

First Semester				Second Semester				
Cr. Hrs.	Code	Number	Title	Cr. Hrs.	Code	Number	Title	Hours
	BIOL	1301	Introduction to Biological Sciences	3	EDUC	2310	Introduction to Education	3
	BIOL	1101	Introduction to Biological Sciences Lab	1	ENGL	1302	English Composition II	3
	CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Educ. Enrich Program	0
	ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
	GESS	1300	Academic Success Seminar	3	PHED	1111	Fund of Health & Fitness II	1
	HIST	2300	Intro to African American Studies	3	RELI	1301	Survey of Religion and Phil	3
	MATH	1330	College Algebra	3	SPCH	2300	Speech	<u>3</u>
	PHED	1110	Fundamentals of Health & Fitness I	1				16
							Certificate #1	
	GEEP	1001	General Educ. Enrich Program	<u>0</u>				
				17				

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Cr. Hrs. Hours	Code	Number	Title	Cr. Hrs. Hours
CISC	1300	Introduction to Computers	3	CLAP	3099	Rising Junior Exam	0
EDUC	3306	Education Seminar	3	EDUC	3313	Human Growth & Development/ EDUC Psych	3

ENGL	2301	Advanced Composition	3	ENGL	2322	World Literature II	3
ENGL	2311	World Literature I	<u>3</u>	ENGL	2332	English Literature II	3
ENGL	2331	English Literature I	3	ENGL	2350	Modern College Grammar	3
GEEP	2001	General Educ. Enrich Program	0	GEEP	2002	General Educ. Enrich Program	0
HIST	1302	US History II	<u>3</u>	HUMA	2300	Humanities	<u>3</u>
			18				15

Certificate #2

Application for EPP Admission (Earn 60 credits with 2.75 career GPA and 3.0 content GPA)

Junior Year

First Semester				Second Semester			
Code	Number	Title	Cr. Hrs.	Code	Number	Title	Cr. Hrs.
EDUC	3307	Education Strategies & Classroom Management	3	EDUC	3342	Diagnostic and Remedial Reading	3
ENGL	3311	American Literature I	3	EDUC	3383	Multicultural, Diverse, and Exceptional Learners	3
EDUC	3340	Curriculum Development & Planning	3	ENGL	3312	American Literature II	3
EDUC	3341	Children's Literature	3	GEEP	3002	General Educ Enrich Program	0
GEEP	3001	General Educ. Enrich Program	0	PSYC	2300	Introduction to Psychology OR	3
SPAN	2301	Spanish I	<u>3</u>	SOCI	2310	Introduction to Sociology	
			15	SPAN	2302	Spanish II	<u>3</u>
		Certificate #3					15

Certificate #4

Senior Year

First Semester				Second Semester			
Code	Number	Title	Cr.Hrs.	Code	Number	Title	Cr.Hrs.
EDUC	3377	Technology in Education	3	EDUC	4358	Educator Communication/ Professional Development	3
EDUC	4359	Reading in Content Areas	3	EDUC	4611	Student Teaching *	<u>6</u>
ENGL	3330	Shakespeare	3				9
ENGL	4320	The History & Development of the English Language	3			*Complete 560 clock hours with grade "B" or better	
ENGL	4340	Literary Criticism & Theory	3			Teaching Certificate and Career Placement	

GEEP	4001	General Educ. Enrich Program	<u>0</u> 15
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Pass both state exams before student teaching	0
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TOTAL CUMULATIVE HOURS 120

Bachelor of Science Degree in Secondary Education –English Language Arts and Reading
General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1301	Introduction to Biological Sciences	3
BIOL	1101	Introduction to Biological Sciences w/ Lab	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 (24 hours)

EDUC	2310	Intro to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Education Strategies and Classroom Management	3
EDUC	3313	Human Growth and Development/ Educational Sociology	3
EDUC	3340	Curriculum Development and Planning	3
EDUC	3342	Diagnostic and Remedial Reading/ Dyslexia	3
EDUC	3383	Exceptional, Multicultural, and Diverse Learners	3
EDUC	4358	Educator Communication and Professional Developmental	3
POLS	2311	American Politics	<u>3</u>
Total Semester Hours			24

Major Field of Study (51 hours)

CISC	1300	Introduction Computing	3
EDUC	3341	Children’s Literature	3
EDUC	3377	Technology in Education	3
EDUC	4359	Reading in the Content Areas	3
EDUC	4611	Student Teaching	6
ENGL	2301	Advanced Composition	3
ENGL	2322	World Literature	3
ENGL	2331	English Literature I	3
ENGL	2332	English Literature II	3
ENGL	2350	Modern College Grammar	3
ENGL	3311	American Literature I	3
ENGL	3312	American Literature II	3
ENGL	3330	Shakespeare	3
ENGL	4320	The History and Development of the English Language	3
ENGL	4340	Literary Criticism	3
PYCS	2300	Intro to Psychology	
Or		or	3
SOCI	2310	Intro to Sociology	
Total Semester Hours			51

Total Credit Hours 120

Bachelor of Science Degree in Secondary Education - History

Freshman Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	1301	Introduction to Biological Sciences	3	EDUC	2310	Introduction to Education	3
BIOL	1101	Introduction to Biological Sciences Lab	1	ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Educ. Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
GEEP	1001	General Educ. Enrich Program	0	PHED	1111	Fund of Health & Fitness II	1
GESS	1300	Academic Success Seminar	3	RELI	1301	Survey of Religion & Philo	3
HIST	2300	Introduction to African American Studies	3	SPCH	2300	Speech	<u>3</u>
MATH	1330	College Algebra	3	Certificate #1			
PHED	1110	Fundamentals of Health & Fitness I	<u>1</u>				
			17				

Sophomore Year

First Semester			Cr.Hrs.	Second Semester			Cr.Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
ENGL	2311	World Literature	3	EDUC	3313	Human Growth and Development/ EDUC Psych	3
GEEP	2001	General Educ. Enrich Program	0	GEEP	2002	General Educ. Enrich Program	0
HIST	1302	United States History II	3	HIST	2311	World History II	3
HISTI	2305	Historical Research Methods	3	HIST	2361	Texas History	3
HIST	2310	World History I	3	HUMA	2300	Humanities	3
POLS	2311	American Politics	<u>3</u> 18	POLS	2301	Texas and Federal Constitutions	<u>3</u> 15

Certificate #2

Application for EPP admission (Earn 60 credit hours with 2.75 career GPA and 3.0 content GPA)

Junior Year

First Semester			Cr.Hrs.	Second Semester			Cr.Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ECON	2311	Principles of Economics I	3	ECON	2322	Principles of Economics II	3
EDUC	3307	Education Strategies and Classroom Management	3	EDUC	3342	Diagnostic and Remedial Reading	3
EDUC	3340	Curriculum Development and Planning	3	EDUC	3383	Multicultural, Diverse and Exceptional Learners	3
GEEP	3001	General Educ. Enrich Program	0	GEEP	3002	General Educ. Enrich Program	0
HIST	3311	United States Society and Thought I: Colonization to 1800	3	HIST	3312	United States Society and Thought II: The 19 th Century	3
SPAN	2301	Spanish I	<u>3</u> 15	SPAN	2302	Spanish II	<u>3</u> 15

Certificate #3

Certificate #4

Senior Year

First Semester

Second Semester

Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3338	Social Studies Curriculum & Instruction	3	EDUC	4358	Education Communication/ Professional Development	3
EDUC	3377	Technology in Education	3	EDUC	4611	Student Teaching *	<u>6</u> 9
EDUC	4359	Reading in Content Areas	3				
						Complete 560 clock hours with grade "B" or better	
GEEP	4001	General Educ. Enrich Program	0			Teaching Certificate and Career Placement	
HIST	3313	United States Society and Thought III: 1900 to Present	3				
HIST	4341	Global Issues	<u>3</u> 15				

**Pass both PPR & Content state exams
before student teaching**

**Bachelor of Science Degree in Secondary Education –History
General Education Requirements (45 hours)**

			Semester Hours
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1301	Introduction to Biological Sciences	3
BIOL	1101	Introduction to Biological Sciences w/ Lab	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 (24 hours)

EDUC	2310	Intro to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Education Strategies and Classroom Management	3
EDUC	3313	Human Growth and Development/ Educational Sociology	3
EDUC	3340	Curriculum Development and Planning	3
EDUC	3342	Diagnostic and Remedial Reading/ Dyslexia	3
EDUC	3383	Exceptional, Multicultural, and Diverse Learners	3
EDUC	4358	Educator Communication and Professional Developmental	3

Total Semester Hours 24

Major Field of Study (51 hours)

ECON	2311	Principles of Economics I	3
ECON	2322	Principles of Economics II	3
EDUC	3377	Technology in Education	3
EDUC	3338	Social Studies Curriculum and Instruction	3
EDUC	4359	Reading in the Content Areas	3
EDUC	4611	Student Teaching	6
HIST	2305	Historical Research Methods	3
HIST	2310	World History I	3
HIST	2311	World History II	3
HIST	2361	Texas History	3
HIST	3311	U. S. Society and Thought I: Colonization to 1800	3
HIST	3312	U. S. Society and Thought II: The 19 Century	3
HIST	3313	U. S. Society and Thought III: 1900 to Present	3
HIST	4341	Global Issues	3
POLS	2301	Texas and Federal Constitutions	3
POLS	2311	American Politics	3
Total Semester Hours			51

Total Credit Hours 120

Bachelor of Science Degree in Secondary Education - Life Science

Freshmen Year							
First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	1411	General Biology w/Lab	4	BIOL	1411	General Biology w/Lab	4
CLAP	1099	Basic Skills Assessments	0	CLAP	1099	Basic Skills Assessments	0
ENGL	1301	English Composition I	3	ENGL	1301	English Composition I	3
GEEP	1001	General Educ. Enrich Program	0	GEEP	1001	General Educ. Enrich Program	0
GESS	1300	Academic Success Seminar	3	GESS	1300	Academic Success Seminar	3
HIST	2300	Introduction to African American Studies	3	HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3	MATH	1330	College Algebra	3
PHED	1110	Fundamentals of Health & Fitness I	$\frac{1}{17}$	PHED	1110	Fundamentals of Health & Fitness I	$\frac{1}{17}$

Junior Year							
First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	2304	Medical Terminology	3	CHEM	2402	Chemistry II w/Lab	4
CHEM	2401	Chemistry I w/Lab	4	CLAP	3099	Rising Junior Exam	0
EDUC	3306	Education Seminar	3	EDUC	3313	Human Growth and Development/EDUC Psych	3
ENGL	2311	World Literature	3	GEEP	2002	General Educ. Enrich Program	0
GEEP	2001	General Educ. Enrich Program	0	HUMA	2300	Humanities	3 3
HIST	1302	United States History II	$\frac{3}{16}$	RELI	1301	Survey of Religion	3
Certificate #2				SPAN	2301	Spanish I	$\frac{3}{16}$

TEXES Practice Exams (PPR and Content)

Application for EPP admission (Earn 60 credit hours with 2.75 career GPA and 3.0 content GPA)

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	3441	Anatomy and Physiology I w/ Lab	4	BIOL	2451	General Ecology	4
EDUC	3307	Education Strategies and Classroom Management	3	BIOL	3442	Anatomy and Physiology II w/ Lab	4
EDUC	3340	Curriculum Development and Planning	3	EDUC	3342	Diagnostic and Remedial Reading	3
GEEP	3001	General Educ. Enrich Program	0	EDUC	3343	Assessment & Evaluation for Learning	3
PHYS	2401	General Physics I	4	EDUC	3383	Multicultural, Diverse, and Exceptional Learners	3
SPAN	2302	Spanish II	$\frac{3}{17}$	GEEP	3002	General Educ. Enrich Program	$\frac{0}{17}$

Certificate #3

Certificate #4

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
CHEM	2301	Nutrition	3	EDUC	4358	Educator Communication/ Professional Development	3
EDUC	3377	Technology in Education	3	EDUC	4611	Student Teaching *	$\frac{6}{9}$
EDUC	3339	Science Curriculum & Instruction	3	*Complete 560 clock hours with grade "B" or better			
EDUC	4359	Reading in Content Areas	3	Teaching Certificate and Career Placement			
GEEP	4001	General Educ. Enrich Program	$\frac{0}{12}$				
Pass both PPR & Content state exams before student teaching							
TOTAL CUMULATIVE HOURS 121							

Bachelor of Science Degree in Secondary Education –Life Science
 General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1411	General Biology I w/ Lab	4
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 (24 hours)

EDUC	2310	Intro to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Education Strategies and Classroom Management	3
EDUC	3313	Human Growth and Development/ Educational Sociology	3
EDUC	3340	Curriculum Development and Planning	3
EDUC	3342	Diagnostic and Remedial Reading/ Dyslexia	3
EDUC	3383	Exceptional, Multicultural, and Diverse Learners	3
EDUC	4358	Educator Communication and Professional Developmental	3
Total Semester Hours			24

Major Field of Study (52 hours)

BIOL	1422	General Biology II w/ Lab	4
BIOL	2304	Medical Terminology	3
BIOL	2451	General Ecology	4
BIOL	3441	Anatomy & Physiology I w/ Lab	4
BIOL	3442	Anatomy & Physiology II w/ Lab	4
CHEM	2301	Nutrition	3
CHEM	2401	Chemistry I w/ Lab	4
CHEM	2402	Chemistry II w/ Lab	4
EDUC	3377	Technology in Education	3
EDUC	3339	Science Curriculum and Instruction	3
EDUC	3343	Assessment and Evaluation for Learning	3

EDUC	4359	Reading in the Content Areas	3
EDUC	4611	Student Teaching	6
PHYS	2401	General Physics I	4
Total Semester Hours			52

Total Credit Hours 121

Bachelor of Science Degree in Secondary Education - Mathematics

Freshman Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
PHYS	1402	Introduction to Physical Sciences	4	EDUC	2310	Introduction to Education	3
				ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Educ. Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
GESS	1300	Academic Success Seminar	3	MATH	1351	Pre-Calculus II	3
HIST	2300	Introduction to African American Studies	3	PHED	1111	Fund of Health & Fitness II	1
MATH	1350	Pre-Calculus I	3	SPCH	2300	Speech	$\frac{3}{16}$
PHED	1110	Fundamentals of Health & Fitness I	1	Certificate #1			
GEEP	1001	General Educ. Enrich Program	$\frac{0}{17}$				

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
ENGL	2311	World Literature I	3	EDUC	3313	Human Growth and Development/ EDUC Psych	3
GEEP	2001	General Educ. Enrich Program	0	GEEP	2002	General Educ. Enrich Program	0
HIST	1302	United States History II	3	RELI	1301	Survey of Religion & Phil	3
MATH	2410	Calculus I	4	SPAN	2302	Spanish II	3
SPAN	2301	Spanish I	3	MATH	2420	Calculus II	4
		Certificate #2	$\frac{0}{3}$	MATH	3314	Discrete Mathematics	$\frac{3}{16}$
Total			16	Application for EPP Admission (Earn 60 credit hours with 2.75 career GPA and 3.0 content GPA)			

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
CISC	1300	Introduction to Computing	3	EDUC	3377	Technology in Education	3
EDUC	3307	Education Strategies and Classroom Management	3	EDUC	3383	Multicultural, Diverse, and Exceptional Learners	3
EDUC	3340	Curriculum Development and Planning	3	GEEP	3002	General Educ. Enrich Program	0
EDUC	3342	Diagnostic & Remedial Reading	3	MATH	3320	Probability and Statistics II	3
GEEP	3001	General Educ. Enrich Program	0	MATH	3330	College Geometry	3
MATH	3309	Mathematical Thinking & Writing	3	MATH	3370	Differential Equations	$\frac{3}{15}$
MATH	3319	Probability and Statistics I	$\frac{3}{18}$			Certificate #4	
		Certificate #3	0				

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	2301	Math Methods for Middle & Secondary Ed. Majors	3	EDUC	4358	Educator Communication/ Professional Development	3
EDUC	4359	Reading in Content Areas	3	EDUC	4611	* Student Teaching	$\frac{6}{9}$
GEEP	4001	General Educ. Enrich Program	0	*Complete 560 clock hours with grade "B" or better			
HUMA	2300	Humanities	3	Teaching Certificate and Career Placement			
MATH	4350	Intro. to Modern Algebra I	3				
MATH	3340	Introduction to Linear Algebra	$\frac{3}{15}$				
Pass both PPR & Content state exams before student teaching			0				
TOTAL CUMULATIVE HOURS 122							

Bachelor of Science Degree in Secondary Education –Mathematics

General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1350	Pre-Calculus I	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
PHYS	1402	Intro to Physical Sciences w/Lab	4
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 (24 hours)

EDUC	2310	Intro to Teaching	3
EDUC	3306	Education Seminar	3
EDUC	3307	Education Strategies and Classroom Management	3
EDUC	3313	Human Growth and Development/ Educational Sociology	3
EDUC	3340	Curriculum Development and Planning	3
EDUC	3342	Diagnostic and Remedial Reading/ Dyslexia	3
EDUC	3383	Exceptional, Multicultural, and Diverse Learners	3
EDUC	4358	Educator Communication and Professional Developmental	3
Total Semester Hours			24

Major Field of Studies (53 hours)

CISC	1300	Intro to Computing	3
EDUC	2301	Math Methods for Middle and Secondary Education Majors	3
EDUC	3377	Technology in Education	3
EDUC	4359	Reading in the Content Areas	3
EDUC	4611	Student Teaching	6
MATH	1351	Pre-Calculus II	3
MATH	2410	Calculus I	4
MATH	2420	Calculus II	4
MATH	3309	Mathematical Thinking and Writing	3
MATH	3314	Discrete Mathematical	3

MATH	3319	Probabilities and Statistics I	3
MATH	3320	Probabilities and Statistics I	3
MATH	3330	College Geometry	3
MATH	3340	Intro to Linear Algebra	3
MATH	3370	Differential Equations	3
MATH	4350	Intro. To Modern	
		Total Semester Hours	53

Bachelor of Science in Music Education

Freshman Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	1301	Introduction to Biological Sciences	3	EDUC	2310	Introduction to Education	3
BIOL	1101	Introduction to Biological Sciences Lab	1	ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Educ. Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	US History I	3
GEEP	1001	General Educ. Enrich Program	0	MUSI	1104	Applied Voice II	1
GESS	1300	Academic Success Seminar	3	MUSI	1154	Choral Ensemble II	1
HIST	2300	Introduction to African American Studies	3	MUSI	2117	String Class	1
MATH	1330	College Algebra	3	MUSI	1301	Music Theory I OR	3
MUSI	1103	Applied Voice I	1	MUSI	1300	Fundamentals of Music	
MUSI	1153	Choral Ensemble I	$\frac{1}{18}$	SPCH	2300	Speech Communication	$\frac{3}{18}$

Certificate #1

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
ENGL	2311	World Literature I	3	EDUC	3313	Human Growth and Development/ EDUC Psych	3
GEEP	2001	General Educ. Enrich Program	0	GEEP	2002	General Educ. Enrich Program	0
HIST	1302	US History II	3	MUSI	1102	Applied Piano II	1
MUSI	1302	Music Theory II	3	MUSI	2103	Applied Voice III	1

MUSI	1101	Applied Piano I	1	MUSI	2154	Choral Ensemble IV	1
MUSI	2153	Choral Ensemble III	1	MUSI	2302	Harmony II	3
MUSI	2301	Harmony I	3	MUSI	3118	Woodwind Class	1
PHED	1110	Fund of Health & Fitness I	$\frac{1}{18}$	MUSI	3129	Brass & Percussion Class	1
		Certificate #2		MUSI	3260	Fundamentals of Conducting	2
				PHED	1111	Fund of Health & Fitness II	1
				RELI	1301	Survey of Religion & Philo	$\frac{3}{17}$

Application for EPP admission (Earn 60 credit hours with 2.75 Career GPA and 3.0 Content GPA)

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3307	Education Strategies and Classroom management	3	EDUC	3383	Multicultural, Diverse and Exceptional Learners	3
EDUC	3340	Curriculum Development and Planning	3	EDUC	3342	Diagnostic and Remedial Reading	3
GEEP	3001	General Educ. Enrich Program	0	GEEP	3002	General Educ. Enrich Program	0
MUSI	2101	Applied Piano III	1	MUSI	2102	Applied Piano IV	1
MUSI	2104	Applied Voice IV	1	MUSI	3304	Music History & Literature II	3
MUSI	3153	Choral Ensemble V	1	MUSI	3103	Applied Voice V	1
MUSI	3303	Music History & Literature I	3	MUSI	3154	Choral Ensemble VI	1
MUSI	3311	Concepts & Applications of Music for the Ele. School	3	MUSI	3322	Concepts & Applications for the Secondary School	3
SPAN	2301	Spanish I	$\frac{3}{18}$	SPAN	2302	Spanish II	$\frac{3}{18}$
		Certificate #3				Certificate #4	

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3377	Technology in Education	3	EDUC	4358	Education Communication/ Professional Development	3
EDUC	4359	Reading in Content Areas	3	EDUC	4612	Student Teaching *	6
GEEP	4001	General Educ. Enrich Program	0	MUSI	4103	Applied Voice VII/ Recital	$\frac{1}{10}$

HUMA	2300	Humanities	3	Complete 560 clock hours with grade “B” or better
MUSI	3104	Applied Voice VI	1	Teaching Certificate and Career Placement
MUSI	4153	Choral Ensemble VII	1	
MUSI	3230	Orchestration	2	
MUSI	4200	Form and Analysis	2	
MUSI	4301	Materials and Techniques of Choral Conducting	3	
		Pass both PPR & Content state exams before student teaching	0	
		Total	18	

TOTAL CUMULATIVE HOURS REQUIRED 135

Bachelor of Science Degree in Secondary Education –Music
General Education Requirements (45 hours)

				Semester Hours 3
ENGL	1301	English Composition I		
ENGL	1302	English Composition II		3
ENGL	2311	American Literature I		3
GESS	1300	Academic Success Seminar		3
HIST	1301	US History I		3
HIST	1302	US History II		3
HIST	2300	Introduction to African American Studies		3
MATH	1330	College Algebra		3
HUMA	2300	Humanities		3
PHED	1110	Fundamentals of Health and Fitness I		1
PHED	1111	Fundamentals of Health and Fitness II		1
BIOL	1301	Introduction to Biological Sciences		3
BIOL	1101	Introduction to Biological Sciences w/ Lab		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 (24 hours)

EDUC	2310	Intro to Teaching		3
EDUC	3306	Education Seminar		3
EDUC	3307	Education Strategies and Classroom Management		3
EDUC	3313	Human Growth and Development/ Educational Sociology		3
EDUC	3340	Curriculum Development and Planning		3
EDUC	3342	Diagnostic and Remedial Reading/ Dyslexia		3

EDUC	3383	Exceptional, Multicultural, and Diverse Learners	3
EDUC	4358	Educator Communication and Professional Developmental	3
Total Semester Hours			24

Major Field of Studies (66 hours)

EDUC	3377	Technology and Education	3
EDUC	4359	Reading in the Content Area	3
EDUC	4612	Student Teaching	3
MUSI	1101	Applied Piano I	1
MUSI	1102	Applied Piano II	1
MUSI	1103	Applied Voice I	1
MUSI	1104	Applied Voice II	1
MUSI	1153	Choral Ensemble I	1
MUSI	1154	Choral Ensemble II	1
MUSI	1301 or 1300	Music Theory I or Fundamental of Music	3
MUSI	1302	Music Theory II	3
MUSI	2101	Applied Piano III	1
MUSI	2102	Applied Piano IV	1
MUSI	2103	Applied Voice III	1
MUSI	2104	Applied Voice IV	1
MUSI	2117	Sting Class	1
MUSI	2153	Choral Ensemble III	1
MUSI	2154	Choral Ensemble IV	1
MUSI	2301	Harmony I	3
MUSI	2302	Harmony II	3
MUSI	3103	Applied Voice V	1
MUSI	3104	Applied Voice V1	1

MUSI	3118	Woodwind Class	1
MUSI	3129	Brass and Percussion	1
MUSI	3153	Choral Ensemble V	1
MUSI	3154	Choral Ensemble VI	1
MUSI	3230	Class Orchestration	2
MUSI	3260	Fundamentals of Conducting	2
MUSI	3303	Music History and Literature I	3
MUSI	3304	Music History and Literature II	3
MUSI	3311	Concepts and Applications of Music for the Elementary School	3
MUSI	3322	Concepts and Applications of Music for the Secondary School	3
MUSI	4103	Applied Voice VII/ Recital	1
MUSI	4153	Choral Ensemble VII	1
MUSI	4200	Form and Analysis	2
MUSI	4301	Materials and Techniques of Choral Conducting	3
		Total Semester Hours	66

TOTAL CUMULATIVE HOURS 120

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:

Expose students to both theory and application of the physical education program standards.

Help students to acquire pedagogical methods for teaching at all levels.

Prepare students for all-level teacher certification and careers in physical education in both public and private elementary and secondary schools.

Optional Minors

Education majors may choose a minor from the following list:

Biology

Chemistry

Psychology

Mass Communications

Management

Music Education

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

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
PHYSICAL EDUCATION (EC-12)**

Freshman Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	1301	Introduction to Biological Sciences w/ Lab	3	EDUC	2310	Introduction to Education	3
BIOL	1101	Introduction to Biological Sciences Lab	1	ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Education Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
GEEP	1001	General Educ. Enrich Program	0	PHED	1111	Fund of Health & Fitness II	1
GESS	1300	Academic Success Seminar	3	PHED	2312	History & Principles of Physical Education	3
HIST	2300	Introduction to African American Studies	3	SPCH	2300	Speech Communication	<u>3</u> 16
MATH	1330	2310 College Algebra	3	Certificate #1			
PHED	1110	Fundamentals of Health & Fitness I	<u>1</u> 17				

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	2304	Medical Terminology	3	CHEM	2301	Nutrition	3
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
ENGL	2311	World Literature I	3	EDUC	3313	Human Growth and Development / EDUC Psych	3
GEEP	2001	General Education Enrichment Program	0	GEEP	2002	General Educ. Enrich Program	0
HIST	1302	United States History II	3	PHED	2338	Care and Prevention of Athletic Injuries	3
HUMA	2300	Humanities	3	PHED	3303	Kinesiology	3
RELI	1301	Survey of Religion	<u>3</u> 18	PHED	3385	Coaching Team Sports	<u>3</u> 15
Certificate #2				Application for EPP Admission (Earn 60 credits with 2.75 career GPA and 3.0 content GPA)			

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
BIOL	3441	Anatomy & Physiology I w/Lab	4	BIOL	3442	Anatomy & Physiology II w/Lab	4
EDUC	3307	Education Strategies and Classroom Management	3	EDUC	3342	Diagnostic and Remedial Reading	3
EDUC	3340	Curriculum Development & Planning	3	EDUC	3383	Multicultural, Diverse, and Exceptional Learners	3
GEEP	3001	General Education Enrichment Program (Chapel)	0	GEEP	3002	General Educ. Enrich Program	0
PHED	3307	Health Education	3	PHED	3334	Adapted Physical Education	3
SPAN	2301	Spanish I	<u>3</u>	SPAN	2302	Spanish II	<u>3</u>
			16				16

Certificate #3

Certificate #4

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
EDUC	3377	Technology in Education	3	EDUC	4358	Educator Communication/ Professional Development	3
EDUC	4359	Reading in Content Areas	3	EDUC	4612	Student Teaching *	$\frac{6}{9}$
GEEP	4001	General Educ. Enrich Program	0	Teaching Certificate and Career Placement			
PHED	4316	Measurement and Evaluation in Physical Education	3	*Complete 560 clock hours with grade "B" or better			
PHED	4327	Organization & Administration of Physical Education	3				
PHED	4379	Physical and Recreational Activities for Elementary & Secondary Schools	3				
Pass both state exams before student teaching							
		Total	15				

TOTAL CUMULATIVE HOURS 122

PHYSICAL EDUCATION/HEALTH
General Education Requirements (45 hours)

Bachelor of Science Degree in Secondary Education – Physical Education and Health
General Education Requirements (45 hours)

			Semester Hours 3
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1301	Introduction to Biological Sciences	3
BIOL	1101	Introduction to Biological Sciences w/ Lab	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 (24 hours)			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

Major Field of Study (53 hours)			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 the Content Area	3
EDUC	4612	Student Teaching - All Levels	6
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	Organiz. & Administration of Physical Education	3
PHED	4379	Physical and Recreational Activities for Elem. & Secondary Schools	<u>3</u>
		Total Semester Hours	53
		Total Credit Hours	122

Bachelor of Science Degree in Spanish Education

Freshmen Year

First Semester				Second Semester			
			Cr. Hrs.				Cr. Hrs.
BIOL	1301	Intro to Biological Sciences	3	EDUC	2310	Intro. to Education	3
BIOL	1101	Intro. to Biological Sci. Lab	1	ENGL	1302	English Composition II	3
CLAP	1099	Basic Skills Assessments	0	GEEP	1002	General Educ. Enrich Program	0
ENGL	1301	English Composition I	3	HIST	1301	United States History I	3
GEEP	1001	General Educ. Enrich Program	0	PHED	1111	Fundamental of Health & Fitness II	1
GESS	1300	Academic Success Seminar	3	SPAN	2301	Spanish I	3
HIST	2330	Intro. to African American Studies	3	SPCH	2300	Speech	<u>3</u>
MATH	1330	College Algebra	3				16
PHED	1110	Fundamentals of Health & Fitness I	<u>1</u>			Certificate #1	
			17				

Sophomore Year

First Semester				Second Semester			
			Cr. Hrs				Cr. Hrs
EDUC	3306	Education Seminar	3	CLAP	3099	Rising Junior Exam	0
ENGL	2311	World Literature	3	EDUC	3313	Human Growth and Dev. / Educ. Psych	3
ENGL	2350	Modern College Grammar	3	GEEP	2002	General Educ. Enrich Program	0
GEEP	2001	General Educ. Enrich Program	0	HUMA	2300	Humanities	3
HIST	1302	U.S. History	3	RELI	1301	Survey of Religion	3
SPAN	2302	Spanish II	3	SPAN	2305	Inter. Spanish Grammar & Composition I	3
SPAN	2303	Elementary Spanish Conversation	<u>3</u>	SPAN	2310	Inter. Spanish Reading I	<u>3</u>
			18				15

Certificate #2

Texas Practice Exam (PPR and Content)

**Application for EPP admission
(Earn 60 credit hours w/ 2.75 Career GPA and 3.0)**

Junior Year

First Year				Second Year			
			Cr. Hrs				Cr. Hrs
EDUC	3307	Education Strategies and Classroom	3	EDUC	3342	Diagnostic and Remedial Reading	3
EDUC	3340	Curriculum Dev. and Planning	3	EDUC	3383	Multicultural Diverse and Exceptional Learners	3
GEEP	3001	General Educ. Enrich Program	0	GEEP	3002	General Educ. Enrich Program	0
SPAN	2306	Inter. Spanish Conversation	3	SPAN	2307	Inter. Spanish Conversation II	3
SPAN	2311	Inter. Spanish Reading II	3	SPAN	2330	Inter. Spanish Grammar & Composition III	3
SPAN	2312	Inter. Spanish Grammar & Composition II	<u>3</u>	SPAN	3317	Advance Spanish Reading	<u>3</u>
			15				15

Certificate #3

Certificate #4

Senior Year

First Semester				Second Semester			
			Cr. Hrs				Cr. Hrs
EDUC	4359	Reading in Content Areas	3	EDUC	4358	Education Communication/ Professional Development	3
GEEP	4001	General Educ. Enrich Program	3	EDUC	4612	Student Teaching	<u>6</u>
SPAN	2314	Advanced Spanish Conversation II	3				9
SPAN	2340	Advanced Spanish Grammar Composition	3	Complete 560 clock hours w/ grade "B" or better.			
SPAN	4376	Foreign Language Teaching		Teaching Certificate and Career Placement			

Methodology 3

SPAN 4385 Teaching Spanish Literature 3
15

Pass both PPR & Content State Exams before student teaching

Bachelor of Science Degree in Education – Spanish (EC-12)
General Education Requirements (45 hours)

			Semester Hours 3
ENGL	1301	English Composition I	
ENGL	1302	English Composition II	3
ENGL	2311	American Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HIST	2300	Introduction to African American Studies	3
MATH	1330	College Algebra	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
BIOL	1301	Introduction to Biological Sciences	3
BIOL	1101	Introduction to Biological Sciences w/ Lab	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 (24 hours)			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

Major Field of Study (51 hours)			Semester Hours
EDUC	4359	Reading in the Content Areas	3
EDUC	4612	Student Teaching	6
ENGL	2350	Modern College Grammar	3
SPAN	2303	Elementary Spanish Conversation	3
SPAN	2305	Intermediate Spanish Grammar and Composition I	3
SPAN	2306	Intermediate Spanish Grammar and Conversation	3
SPAN	2307	Intermediate Spanish Grammar and Conversation II	3
SPAN	2310	Intermediate Spanish Reading I	3
SPAN	2311	Intermediate Spanish Reading II	3
SPAN	2312	Intermediate Spanish Grammar and Composition II	3
SPAN	2314	Advance Spanish Conversation	3
SPAN	2330	Intermediate Spanish Grammar and Composition III	3
SPAN	2340	Advance Spanish Grammar and Composition	3
SPAN	3317	Advance Spanish Reading	3
SPAN	4376	Foreign Language Teaching	3
SPAN	4385	Teaching Spanish Literature	3
Total Semester Hours			51
Total Credit Hours			120

**BACHELOR OF SCIENCE IN
INTERDISCIPLINARY STUDIES
TRADITIONAL/ONLINE**

Purpose

Wiley College offers campus-based and online degree programs within a dynamic learning environment for both traditional students as well as working professionals. For a number of years, the College has addressed the needs of the adult non-traditional student and working professionals by offering degree-completion programs in Organizational Management and Criminal Justice Administration. Both programs are delivered in the evenings in an accelerated format at the Fire and Police Academy in Shreveport, LA. In 2014, a further effort was made to provide greater opportunities to these populations of students. They now have the choice of taking courses and earning degrees in the traditional face-to-face format, in an online format, or in a hybrid format (combination of the two initial formats). Moreover, in 2014, an additional Bachelor of Science degree in Interdisciplinary Studies was approved and made available to all students.

Mission

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 one of seven concentrations in the four academic schools: Social Sciences and Humanities; Business and Technology; Sciences; and Education.

Areas of Emphasis		Interdisciplinary Concentrations
Area 1	Social Sciences and Humanities	General Education
Area 2		Administration Justice Crime and Criminology
Area 3		Ethical Leadership and Conflict Resolution
Area 4		Human and Social Service Administration
Area 5		Media, Cultural, and Communication
Area 6		Peacekeeping and Diplomacy
Area 7		Nate Parker Area of Film, Theater, and Drama
Area 8	Business and Technology	Business Technology Administration
Area 9		Industry Management
Area 10	Sciences	Development Studies
Area 11	Education	Child Development Education

RECOMMENDED FOUR-YEAR CURRICULUM

INTERDISCIPLINARY STUDIES

General Degree Requirements

Students who earn the Bachelor of Science degree in Interdisciplinary Studies must complete the following:

General Education Requirements	45 Semester Hours
Interdisciplinary Requirements	48 Semester Hours
Field of Study Electives	<u>27</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.

General Education (Core) Requirements

The General Education Requirements for the BSIS degree include a total of 45 semester credit hours indicated below:

English and Communications (9 semester hours – 1 course must be in writing) Social and

Behavioral Sciences (12 semester hours)

History and Religion (6 semester hours) Humanities (6 semester hours – includes music)

Math and Natural Sciences (9 semester hours – 1 course must be in science) Computer Literacy (3 semester hours)

Bachelor of Science in Interdisciplinary Studies- Concentration in

Freshmen Year

First Semester				Cr.Hrs.	Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours	
CISC	1300	Introduction to Computing	3	BIOL	1401	Introduction to Biological Sciences w/Lab	4	
CLAP	1099	Basic Skills Assessments	0	ENGL	1302	English Composition II	3	
ENGL	1301	English Composition I	3	GEEP	1002	Chapel	0	
GEEP	1001	Chapel	0	HIST	1301	US History I	3	
GEES	1300	Freshman Experience	3	PHED	1111	Fundamentals of Health & Fitness II	1	
HIST	2300	Intro to African American Studies	3	RELI	1301	Survey of Religion & Philosophy	3	
MATH	1330	College Algebra	3	SPCH	2300	Speech Communication	<u>3</u>	
PHED	1110	Fundamentals of Health & Fitness I	<u>1</u>				17	
			16					

Sophomore Year

First Semester				Cr.Hrs.	Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours	
ENGL	2311	World Literature I	3	CLAP	3099	Rising Junior Exam	0	
GEEP	2001	Chapel	0	ENGL	2322	World Literature II	3	
HIST	1302	US History II	3	GEEP	2002	Chapel	0	
HUMA	2300	Humanities	3	MATH	1310	Survey of Mathematics	3	
PSYC	2300	Introduction to Psychology	3	SPAN	2302	Elementary Spanish II	3	
SPAN	2301	Elementary Spanish I	<u>3</u>	SOCI	2310	Introduction to Sociology	3	
		Certificate #1	<u>15</u>	RELI	2301	Introduction to Ethics	<u>3</u>	
						Certificate #2	15	

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
		Emphasis Area Course	3			Emphasis Area Course	3
		Emphasis Area Course	3			Emphasis Area Course	3
		Emphasis Area Course	3			Emphasis Area Course	3

		Emphasis Area Course	3			Emphasis Area Course	3
		Emphasis Area Course	3			Emphasis Area Course	3
GEEP	3001	Chapel	<u>0</u> 15			Emphasis Area Course	0
		Certificate #3		GEEP	3002	Chapel	<u>0</u> 15

Certificate #4

Senior Year

First Semester			Cr.Hrs.	Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
CLAP	4098	Senior Comprehensive Examinations	0	EDUC	3300	Independent Study	3
CLAP	4099	Subject Field Examination	0	EDUC	4323	Directed Study	3
		Emphasis Area Course	3			Emphasis Area Course	3
		Emphasis Area Course	3			Emphasis Area Course	3
		Emphasis Area Course	3	GEEP	4002	Chapel	<u>0</u> 12
		Emphasis Area Course	3				
		Emphasis Area Course	3				
GEEP	4001	Chapel	<u>0</u> 15				

Area 1 - General Studies

The generalist area is a course of study designed around a theme, significant topic or problem creating a degree program conforming to the student's individual career goals.

The Area 1 General Studies curriculum must consist of 45 general education requirements along with 48 major field of study (individualized course emphasis) semester hours. All prerequisite requirements must be honored. Courses must be selected from at least two academic disciplines - 30 of the semester hours must be upper division. Elective courses should total 27 semester hours. Based on the student's future objectives, courses may be selected from the same disciplines as the area's recommended core courses, from other disciplines offered at the College, courses accepted in transfer from other institutions, or course credits earned through prior learning assessment. Objectives for the generalist 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 broadbased curriculum of study.
- Facilitating life-long learning goals.
- Developing further knowledge across discipline areas.
- Designing a flexible interdisciplinary curriculum to meet their individual needs and goals not served by traditional majors.
- Designing a flexible interdisciplinary curriculum to meet their individual needs and goals not served by traditional majors.
- Pursuing an avenue to higher education that meets their needs for personal enrichment or professional advancement.
- Acquiring an education with mobility options in a world where career changes are increasing.

Area 2 - Administration of Justice, Crime and Criminology

The fastest-growing administration of justice jobs include information security analysts, private detectives and investigators, forensic science technicians, probation officers and correctional treatment specialists. The Administration of Justice, Crime, and Criminology area of emphasis provides an overview of the justice system, criminal law, informational security analysts, corrections systems, legal and social science research. Students create a program that meets their career goals in law enforcement, criminology, law and legal processes. Students are encouraged to explore courses in related areas such as business, psychology, sociology, information technology, and political science. This area provides students with the knowledge required to develop competence in administering criminal justice or security programs. The area also provides the student with administrative program development and problem-solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, and security or court operations. The area prepares graduates for professional positions in local, state, and federal law enforcement, homeland security, emergency management, security information technology systems, and private security administration. Outcomes for this area are to:

- Develop students' abilities to serve as local, state and federal law enforcement, as homeland security or, emergency management officials, and as security in information technology systems or private security administration personnel.
- Develop competence in administering criminal justice or security programs.
- Develop students' abilities to conceptualize and manage the design and implementation of high quality information systems.

Area 2 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ANTH 3312 Culture and Personality	MGMT 3311 Principles of Management
BUSI 3300 Business Communication	MGMT 4322 Human Resources Management
CISC 2330 Computer Applications in Business	MGMT 4333 Organizational Behavior
CRIJ 1330 Introduction to Criminal Justice	MGMT 4355 Organizational Leadership
CRIJ 2300 Criminology	PHIL 4361 Varieties of Justice 120
CRIJ 2331 Introduction to Law Enforcement and Security	PSYC 2321 Abnormal Psychology
CRIJ 3301 Victimology	PSYC 2322 Social Psychology
CRIJ 3337 Juvenile Justice	PSYC 3313 Theories of Counseling and Guidance
CRIJ 3303 Substance Abuse	PSYC 3314 Personality Theory
CRIJ 3304 Social Justice	RELI 4302 Spirituality of Leadership
CRIJ 3335 Agency Legal Liability	RELI 4304 A Christian Perspective of Diversity
CRIJ 3341 Correctional Systems	RELI 4305 Christian Ethics RELI
CRIJ 3342 Police Organizational Management	4306 Small Group Dynamics
CRIJ 4333 Crime and Deviance	RELI 4307 Managing Change and Conflict
CRIJ 4356 Criminal Justice Ethics and Professional Responsibility	RELI 4308 Coaching and Mentoring in Christian Leadership
CRIJ 4365 Criminal Justice Statistics	SOCI 2330 Major Social Problems
ENGL 2350 Modern College Grammar SOCI	2340 Marriage and the Family
ENGL 4320 The History and Development of the English Language	SOCI 3300 Human Sexuality
GEOG 3341 World Geography	SOCI 3351 Race and Ethnic Relations
GEOG 3351 Political Geography	SOCI 3381 Social and Political Ethics
HIST 4321 History of Developing Countries	SOCI 4311 (H) Social Change
ENGL 2370 Technical Writing	SOCI 4313 Race, Class, Gender, and Sexuality SOCI
ENGL 3323 Essentials of College Writing	4315 Sociology of Knowledge
HIST 4341 Global Issues	SOCI 4321 Social Stratification

Area 3 - Ethical Leadership and Conflict Resolution

The Ethical Leadership and Conflict Resolution area was developed in response to the strong need for ethical leadership in our world today and as a continuum of Wiley College's popular and successful annual conference organized by the Wiley College Center for Excellence in Ethical Student Leadership. This area will develop and equip students to lead with excellence using Christian and moral models. Students will gain an understanding of how organizations work, how to provide leadership to a company for the implementation of ethical business practices. The applications of negotiation and managing conflict that are incorporated in this area are essential for any business setting. This area requires students to acquire principled negotiating techniques. Students will also have access to the latest in academic resources along with real-life experiences shared by leaders in the field. Completing this program of study will set students apart as leaders equipped with integrity, character, trustworthiness, and excellence in professional training and conflict resolution skills. Through course work, students gain the theory and skills to develop confidence to effectively problem solve at work, home and in the community. This area prepares graduates to:

- Resolve conflict and lead effective, ethical and principled negotiations.
- Demonstrate an understanding of their own ethical and leadership capacities.
- Comprehend the leadership and ethical challenges of modern and global societies.
- Become aware of methods for problem solving and ways to engage others in a shared vision of ethical action.

Area 3 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ANTH 3312 Culture and Personality	PHIL 4361 Varieties of Justice
BUSI 3300 Business Communications	PSYC 2322 Social Psychology
BUSI 4355 Business Ethics	PSYC 3314 Personality Theory
CISC 2330 Computer Applications in Business CRIJ	RELI 3302 Christian Leadership
3304 Social Justice	RELI 3303 History of Christianity
ENGL 2350 Modern College Grammar	RELI 4302 Spirituality of Leadership
ENGL 2370 Technical Writing	RELI 4304 A Christian Perspective of Diversity
ENGL 3323 Essentials of College Writing	RELI 4305 Christian Ethics
GEOG 3341 World Geography	RELI 4306 Small Group Dynamics
GEOG 3351 Political Geography	RELI 4307 (H) Managing Change and Conflict
HIST 4321 History of Developing Countries	RELI 4308 Coaching and Mentoring in Christian
HIST 4341 Global Issues	SOCI 2330 Major Social Problems
MCOM 4350 Critical Thinking and General Semantics	SOCI 3351 Race and Ethnic Relations
MGMT 3311 Principles of Management	SOCI 3381 (H) Social and Political Ethics
MGMT 4330 International Business	SOCI 4311 (H) Social Change
MGMT 4333 Organizational Behavior	SOCI 4315 Sociology of Knowledge
MGMT 4355 Organizational Leadership	

Area 4 - Human and Social Services Administration

The Human and Social Services area provides students with skills for developing and managing social service agencies and professional activities such as planning, consulting, administering, and evaluating social service agencies. Professionals must know how to work with consumers and families to weave together a vast array of community resources, specialized assistance and natural supports to promote well-being, empowerment and community membership. They will have an opportunity to manage and assist in the

management of public and private organizations that serve a variety of populations as administrators, planners and supervisors. These organizations will include local, state and federal government agencies and programs, community non-profit agencies, hospitals, schools, and the private sector. Graduates will be able to pursue graduate work in social work, counseling, public administration, human development and family studies, law, public health, and many other disciplines. With the increasingly aging population, more referrals to treatment from the criminal justice system and a general increased demand for services, there is an expected need for more social and community service managers. This area prepares graduates to:

- Serve as community service managers.
- Manage and assist in the management of public and private organizations that serve a variety of populations as administrators, planners and supervisors.
- Pursue graduate work in social work, counseling, public administration, human development and family studies, law, public health, and other disciplines.
- Serve the community by creating and disseminating information about available social and community services.

Area 4 - Human and Social Service Administration

ANTH 3312 Culture and Personality	PSYC 2322 Social Psychology
ACCT 3366 Accounting for Government and Non-Profit	RELI 3302 Christian Leadership
BUSI 3300 Business Communications	RELI 3303 History of Christianity
BUSI 4355 Business Ethics	RELI 4302 Spirituality of Leadership
CISC 2330 Computer Applications in Business	RELI 4304 A Christian Perspective of Diversity
CRIJ 3304 Social Justice	RELI 4305 Christian Ethics
ENGL 2350 Modern College Grammar	RELI 4306 Small Group Dynamics
ENGL 2370 Technical Writing	RELI 4307 (H) Managing Change and Conflict
ENGL 3323 Essentials of College Writing	RELI 4308 Coaching and Mentoring in Christian Leadership
GEOG 3341 World Geography	SOCI 2330 Major Social Problems
GEOG 3351 Political Geography	SOCI 2340 Marriage and Family
HIST 4321 History of Developing Countries	SOCI 3302 Introduction to Human Services
HIST 4341 Global Issues	SOCI 3311 Sociology of Aging
MCOM 4350 Critical Thinking and General Semantics	SOCI 3340 Sociological Theory
MARK 3300 Principles of Marketing	SOCI 3351 Race and Ethnic Relations
MGMT 3311 Principles of Management	SOCI 3323 Cultural Ecology
MGMT 3377 Entrepreneurship	SOCI 3381 (H) Social and Political Ethics
MGMT 4330 International Business	SOCI 4311 (H) Social Change
MGMT 4333 Organizational Behavior	SOCI 4315 Sociology of Knowledge
MGMT 4355 Organizational Leadership	SOCI 4321 Social Stratification
PHIL 4361 Varieties of Justice	SOCI 4330 Medical Anthropology/Sociology of Health and Illness

Area 5 - Media, Culture, and Communications

The Media, Culture and Communications area interconnects with other academic disciplines, in particular English, Sociology, History and Music as it offers students the flexibility to design a stimulating and vocationally useful program that can be tailored to personal and professional career goals. This innovative area provides students with diverse perspectives on culture and its expression through the media. It explores how the world became so media-rich and why effective communication is so valuable in the contemporary world. Through this area of emphasis, students will understand how media and culture connect and affect the broader sociological appreciation of the way contemporary societies work. This immersion of social context includes core social theory and methods as well as the rich and varied aspects of social life. Students obtain a rigorous foundation in social science and an up-to-date understanding of contemporary media and culture. This newfound knowledge is

applicable to a wide range of careers, including advertising, arts administration, publishing, education, media, research, public relations, marketing, and beyond. This area prepares graduates to:

- 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 advertising, arts administration, publishing, education, media, research, public relations, and marketing.

Area 5 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ANTH 3312 Culture and Personality	MCOM 3322 (H) Mass Media in a Diverse Society
BUSI 3300 Business Communication	MCOM 3354 Public Relations Writing
ENGL 2350 Modern College Grammar	MCOM 3355 Public Relations Research
ENGL 2370 Technical Writing	MCOM 4341 Public Relations Campaigns
ENGL 3341 African-American Literature	MCOM 4322 Event Planning and Management
ENGL 3323 Essentials of College Writing	MCOM 4313 (H) Mass Communication Theory and Research
ENGL 3342 Literature by Contemporary Black Writers	MUSI 1300 Fundamentals of Music
MCOM 4350 Critical Thinking and General Semantics	MUSI 3303 Music History and Literature I
GEOG 3341 World Geography	MUSI 3304 Music History and Literature II
HIST 1301 Introduction to African American Studies	HIST 4341 Global Issues
MUSI 3300 Music Appreciation	HIST 4321 History of Developing Countries
MARK 3300 Principles of Marketing	PSYC 2322 Social Psychology
MCOM 1311 Introduction to Mass Communications	SOCI 3351 Race and Ethnic Relations
MCOM 2312 Mass Communications Law and Ethics Social and Political Ethics	SOCI 3323 Cultural Ecology
HATA 4311 Principles of Event Planning and	SOCI 3381 (H) Social and Political Ethics
	MCOM 2321 Mass Media Writing SOCI 3381 (H)
	MCOM 3354 Public Relations Writing

Area 6 – Peacekeeping and Diplomacy

This area of emphasis is designed to meet the needs of the stakeholders in the field of Diplomacy and International Affairs. It aims to equip students with knowledge and theoretical and practical skills to articulate social justice, advocate for good governance and promote interests in our national and international society. Students in this area also learn concepts such as peace studies, security studies, international law, international relations, conflict management, international economics, industrialization, globalization, science and technology, and environment and sustainable development. This area offers students an understanding of the world and analyzes the nature of modern global relationships. Due to the interdisciplinary nature of international relations, the student develops broad critical thinking skills in politics, economics, culture, and history. Through analysis of contemporary issues, students will develop specialized skills that combine theory and practice within the field. Students will also explore the interconnectedness of global economies, societies and cultures through a focus on civic engagement and social responsibility. The Peacekeeping and Diplomacy area provides an excellent foundation for careers in government agencies, the diplomatic service, international organizations, world trade and finance, and international media careers.

Area 6 prepares graduates to:

- Provide humanitarian services to national and international agencies and organizations to assist in the preservation and promotion of human rights.
- Create and design programs to promote the development of conflict resolution skills and constructive social changes.
- Provide leadership for agencies and organizations that promote conflict resolution, support human rights issues and provide humanitarian services.
- Help build conditions necessary for peace, constructive social changes, and universal respect for human rights.
- Analyze conflict and how to uncover the underpinnings of conflict situations.
- Defuse and prevent conflict situations that arise among individuals, groups, and countries.
- Articulate social justice, advocating for good governance and promoting interests of the society both on the national and global stage.

Area 6 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ACCT 2311 Principles of Accounting I
ACCT 2322 Principles of Accounting II
ANTH 3312 Culture and Personality
BUSI 1300 Introduction to Business
BUSI 1355 Business Mathematics
BUSI 3300 Business Communication
CISC 2330 Computer Applications in Business
ECON 2311 Principles of Economics I
ECON 2322 Principles of Economics II
ENGL 2350 Modern College Grammar
GEOG 3341 World Geography
GEOG 3351 Political Geography
HATA 4311 Principles of Event Planning and Management
HIST 4321 History of Developing Countries
HIST 4341 Global Issues
MCOM 4350 Critical Thinking and General Semantics
MCOM 3354 Public Relations Writing
MGMT 3311 Principles of Management
MGMT 3355 Quality Management

MGMT 3377 Entrepreneurship
MGMT 4330 International Business
MGMT 4333 Organizational Behavior
PSYC 3314 Personality Theory
PSYC 2322 Social Psychology Ethnic Relations
PSYC 3313 Theories of Counseling and Guidance
RELI 2391 World Religions
RELI 3301 Critical Reading and Writing
RELI 3302 Christian Leadership
RELI 4302 Spirituality of Leadership
RELI 4304 A Christian Perspective of Diversity
RELI 4305 Christian Ethics
RELI 4306 Small Group Dynamics
RELI 4307 (H) Managing Change and Conflict
RELI 4308 Coaching and Mentoring in Christian
SOC 2330 Major Social Problems
SOC 3351 Race and Ethnic Relations
SOC 3381 (H) Social and Political Ethics
SOC 4313 Race, Class, Gender, and Sexuality

Concentration Area 7 - Nate Parker Film, Theater, and Drama

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

working with an academic advisor, students identify their interests in a plethora of topics involving film, theater, drama, music, literature, history, digital arts, mass communications, and sociology.

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

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

ANTH 3312 Culture and Personality
 ENGL 2350 Modern College Grammar
 ENGL 2370 Technical Writing
 ENGL 2380 Film and Literature
 ENGL 3341 African-American Literature
 ENGL 3323 Essentials of College Writing
 ENGL 3330 Shakespeare
 ENGL 3342 Literature by Contemporary Black Writers
 HIST 1301 Introduction to African American
 HIST 4341 Global Issues
 MANA 3100 Career and Portfolio Management
 MCOM 1311 Introduction to Mass Communications
 MCOM 2321 Mass Media Writing
 MCOM 3311 Radio Production
 MCOM 3312 Television Production
 MCOM 3313 Basic Copy Editing and Graphic Design
 MCOM 3322 (H) Mass Media in a Diverse

MCOM 3343 Multimedia Reporting
 MCOM 4322 Event Planning and Management
 MCOM 4345 Photojournalism
 MUSI 1300 Fundamentals of Music
 MUSI 3300 Music Appreciation
 MUSI 3303 Music History and Literature I
 MUSI 3304 Music History and Literature II
 SPCH 2300 Speech Communication
 SPCH 2302 Formulating Argumentation
 SPCH 3302 Fundamentals of Argumentation I
 SPCH 4303 Fundamentals of Argumentation II
 THTR 2300 Introduction to the Theater
 THTR 2320 Fundamentals of Acting
 THTR 3310 Black Theater
 THTR 3320 Religious Theater
 THTR 4310 Theater Management Society
 THTR 4321 Dramatic Theory and Criticism

Concentration Area 8 - Business Technology Administration

The Business Technology Administration area develops students' abilities to conceptualize and manage the design and implementation of high-quality information systems. The curriculum focuses on the concepts, methods, and practical applications of information systems in the workplace. Students are provided with the skills needed to make substantive contributions to the use of business technology incorporate decision making. Outcomes for the Business Technology Administration area are for students to:

- Evaluate, select, and apply appropriate analytical and measurement methods/tools and system development life cycle (SDLC) methodologies to meet organizational needs.

- Research, assess, recommend/select, and implement business technology that aligns with business needs, provides capability for business continuity, and meets business objectives.
- Communicate effectively with stakeholders orally, visually, and in writing to determine stakeholders' business requirements, explain how their requirements will be met, and provide ongoing audience- appropriate information.
- Protect organizations' critical information and assets by integrating cybersecurity best practices and risk management throughout global enterprises.
- Plan, execute, and evaluate technology solutions to achieve strategic goals by managing high-performing teams and projects.

Area 8 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ACCT 2311 Principles of Accounting I Implementation
 ACCT 2322 Principles of Accounting II
 BUSI 3300 Business Communication
 BUSI 4355 Business Ethics
 CISC 2330 Computer Applications in Business
 CISC 3335 Management Information Systems
 CISC 3340 Problem Solving and Introduction to Programming
 CISC 3350 Database Systems Management
 CISC 3352 Enterprise Systems and Integration
 CISC 3358 Data Communication Systems and Networking
 CISC 3360 Web-based Business Applications
 CISC 3366 Advanced Web-based Applications
 CISC 3392 Visual Basic Applications
 CISC 4332 Data Mining

CISC 4380 Network Design and Implementation
 CISC 4385 Information Systems Analysis Design and Project Management
 HIST 4341 Global Issues
 MARK 3300 Principles of Marketing
 MARK 4322 E-Commerce
 MCOM 3354 Public Relations Writing
 MGMT 3311 Principles of Management
 MGMT 3325 Small Business Management MGMT 3377 Entrepreneurship
 MGMT 4322 Human Resources Management
 MGMT 4330 International Business
 MGMT 4333 Organizational Behavior
 MGMT 4355 (H) Organizational Leadership MGMT 4388 Strategic Management and Business

Area 9 – Industry Management

Industry Management enables students to develop expertise in the management of people, processes, and policies in a global context. Through this area of emphasis students enhance and develop competencies to manage people across national and cultural boundaries; integrate knowledge development, product procurement, manufacturing and distribution for a global company; and manage internal and external global environments. Starting with the core material of traditional management theory and practice, students will add knowledge of global policy, economics, regulations, and operations. This career-ready concept provides students with an advantage when competing for attractive internships and full-time positions in multinational firms. To further enhance students' preparedness for a global environment, the Industry Management area requires students to acquire knowledge of a second (non-native) language at the conversational level and to complete a study abroad experience. Industry Management students are encouraged to satisfy arts and sciences foundation requirements by choosing courses that complement the language training.

This area prepares graduates to:

- Become employed in fields that serve global business environments.
- Manage, supervise and train people for employment and professional growth in global environments.
- Pursue graduate study in international business, internships, practice, operations and policy issues.
- Use knowledge and skills to manage, supervise and train people for employment in global environments.

- Manage people, processes and policies in a global context.
- Speak a second (non-native) language at the conversational level.
- Obtain knowledge and skills through a study abroad experience.

Area 9 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ACCT 2311 Principles of Accounting I	MARK 3300 Principles of Marketing
ACCT 2322 Principles of Accounting II	MARK 4322 E-Commerce
ACCT 3380 Managerial Accounting for Managers	MCOM 3354 Public Relations Writing
ANTH 3312 Culture and Personality	MCOM 4322 Event Planning and Management
BUSI 4355 Business Ethics	MCOM 4350 Critical Thinking and General Semantics
CISC 2330 Computer Applications in Business	MGMT 3311 Principles of Management
CISC 3335 Management Information Systems	MGMT 3325 Small Business Management
ECON 2311 Principles of Economics I	MGMT 3377 Entrepreneurship
ECON 2322 Principles of Economics II	MGMT 4330 International Business
ENGL 2350 Modern College Grammar	MGMT 4333 Organizational Behavior
ENGL 2370 Technical Writing	MGMT 4355 (H) Organizational Leadership
ENGL 3323 Essentials of College Writing	MGMT 4388 Strategic Management and Business
GEOG 3341 World Geography	PSYC 2322 Social Psychology
GEOG 3351 Political Geography	RELI 4302 Spirituality of Leadership
HIST 4321 History of Developing Countries	RELI 4304 A Christian Perspective of Diversity
HIST 4341 Global Issues	SOCI 3351 Race and Ethnic Relations

Concentration Area 10 - Development Studies

Development Studies is an interdisciplinary area of emphasis seeking to develop students' basic knowledge within different social science disciplines, economics, ecology, resource management, and the sciences, and to analyze development issues across these spectrums. Students are encouraged to examine societal and environmental change in a historical, comparative and global perspective. Students who complete this area of emphasis are eligible for employment with government services, national or international organizations or within developmental aid agencies.

This area enables students to:

- Develop basic knowledge within different social science disciplines, economics, ecology, resource management, and the sciences.
- Analyze development issues across the stated disciplines.
- Examine societal and environmental change in a historical, comparative and global perspective.
- Develop an interest in and concern about poverty and injustice.
- Acquire an interest in understanding how environment, culture, trade and politics influence community development.
- Attain knowledge to contribute towards finding local and global solutions to these chronic challenges.

Area 10 Recommended Courses (48 semester hours total--30 semester hours must be upper division) and Elective Courses (27 semester hours)

ANTH 2400 Physical Anthropology	PSYC 2322 Social Psychology
ANTH 3400 Forensic Anthropology	PSYC 3337 Introduction to Psychological Statistics
BIOL 2304 Medical Terminology	PSYC 3361 Social Research Methods
BIOL 3491 Environmental Biology with Lab	RELI 2303 Environmental Ethics
CHEM 2301 Nutrition	SOCI 2330 (H) Major Social Problems

EDUC 3313 Educational Psychology/ Human Growth and Development
 ENGL 2370 Technical Writing
 ENGL 3323 Essentials of College Writing
 ENVR 1311 Introduction to Environmental Studies
 ENVR 2321 Introduction to Environmental Analysis
 GEOG 3341 World Geography
 HIST 4321 History of Developing Countries
 MCOM 4350 Critical Thinking and General Semantics
 PHED 3307 Health Education

SOCI 3302 Introduction to Human Services
 SOCI 3351 Race and Ethnic Relations
 SOCI 3323 Cultural Ecology
 SOCI 3356 Environmental Sociology
 SOCI 3371 Culture, Society and Disease: An Ecological Approach
 SOCI 3381(H) Social and Political Ethics
 SOCI 4311(H) Social Change
 SOCI 4330 Medical Anthropology/Sociology of Health

Concentration Area 11 – Child Development Education

Students who enjoy working with children and possess integrity, honesty and sensitivity to others’ needs may find a child development specialist career rewarding. These students should be able to handle challenging situations calmly and effectively, and balance professionalism with sensitivity when dealing with clients and families. By honing these personal skills and earning the degree, these students will be well on the way to landing a child development specialist job. This career is attainable by completing a degree with diverse coursework which typically includes introduction to psychology, multicultural issues, lifespan development and psychology, learning and motivation, and critical issues in child advocacy. Job growth will occur as insurers seek to reduce costs by using skilled educators to teach parents how to care for children, especially those with special needs. While job numbers are expected to grow, prospects with advanced education or specialized training will enjoy better career opportunities as a child development specialist. This area prepares graduates to:

- Understand theories of major concepts in applied psychology.
- Recognize psychological principles and theories pertaining to children and youth worldwide.
- Understand the challenges facing children and their families.
- Value sociocultural diversity, including key concepts and complexity.
- Leverage skills and knowledge into employment.

Departmental Requirements

With the infusion of Education courses, graduates are prepared to use their cognitive skills to build motivation, use advanced technology skills, use disability and diversity awareness, and use the professional skills obtained during their internships in the workplace. The Departmental Requirements include a total of 12 semester credit hours indicated below:

Semester Hours

EDUC 3313 Educational Psychology/Human Growth and Development	3
EDUC 3377 Technology in Education	3
EDUC 3382 The Exceptional Learner	3
EDUC 4323 Directed Study	3
Total Semester Hours	12

Area 11 Recommended Courses include Major Field of Study Courses (48 semester hours total- 30 semester hours must be upper division), Departmental Requirements (12 semester hours),and Elective Courses (15 semester hours).

ANTH 3312 Culture and Personality	GEOG 3351 Political Geography
BIOL 2304 Medical Terminology	GEOG 3341 World Geography
BIOL 3441 Anatomy and Physiology I with Lab	HIST 4321 History of Developing Countries
BIOL 3442 Anatomy and Physiology II with Lab	HIST 4341 Global Issues
CHEM 2301 Nutrition	MCOM 4350 Critical Thinking and General Semantics
CRIJ 3304 Social Justice	MGMT 3311 Principles of Management
CRIJ 3337 Juvenile Justice	MGMT 3377 Entrepreneurship
EDUC 2310 Introduction to Teaching	MGMT 4330 International Business
EDUC 3301 Classroom Practicum for Teachers	MUSI 1300 Fundamentals of Music
EDUC 3306 Education Seminar	MUSI 3311 Concepts and Applications of Music for the Elementary School
EDUC 3313 Educational Psychology/ Human Growth and Development	PHED 2106 Recreational Activities
EDUC 3322 Human Growth and Development	PHED 3307 Health Education
EDUC 4323 Directed Study	PHED 3320 Individual and Group Activities for Elementary Physical Education
EDUC 3335 Literacy in the Elementary School	PHED 3322 Recreation Leadership
EDUC 3336 Writing in the Elementary School	PHED 4379 Physical and Recreational Activities for Elementary and Secondary Schools
EDUC 3338 Social Studies Curriculum and Instruction	PSYC 2322 Social Psychology
EDUC 3339 Science Curriculum and Instruction	RELI 4307 (H) Managing Change and Conflict
EDUC 3341 Children's Literature	RELI 4308 Coaching and Mentoring in Christian Leadership
EDUC 3342 Diagnostic and Remedial Reading /Dyslexia Training	SOCI 2320 Introduction to Social Welfare
EDUC 3343 Assessment and Evaluation for Learning	SOCI 2330 Major Social Problems
SOCI 2330 Major Social Problems	SOCI 2340 Marriage and Family
EDUC 3377 Technology in Teaching	SOCI 3351 Race and Ethnic Relations
EDUC 3382 The Exceptional Learner	SPAN 2303 Elementary Spanish Conversation
EDUC 3383 Multicultural & Diverse Learners	SPAN 2305 Intermediate Spanish Grammar and Composition I
EDUC 4359 Reading in the Content Areas	SPAN 2306 Intermediate Spanish Conversation I
ENGL 2350 Modern College Grammar	SPAN 2307 Intermediate Spanish Conversation II
ENGL 2370 Technical Writing	SPAN 2310 Intermediate Spanish Reading I
ENGL 4320 The History and Development of the English Language	SPAN 2311 Intermediate Spanish Reading II
ENGL 3323 Essentials of College Writing	

SCHOOL OF SCIENCES

SCHOOL OF SCIENCES FACULTY

Instructors

Ms. Seema Warar

Dr. Stephanie Gorski Dr. Runzhou Liu

Dr. Narayan Kandel

Assistant Professors

Dr. Hemantha Aranwela-
Gamage

Dr. Runzhou Liu

Associate Professors

Dr. Khaled Al-Agha

Dr. Kiflu Berhane

Dr. Brooke Woodard

Professors

Dr. John Stuart

Mrs. Garnett Johnson Administrative Assistant

Dr. Brooke Woodard, Ph.D., Dean

SCHOOL OF SCIENCES

Overview

The SCHOOL OF SCIENCES houses the major departments of Biology, Chemistry, and Mathematics. This grouping of related fields serves both the students and faculty by simulating collaboration and team-teaching in the aforementioned disciplines as well as outside of the school. Bachelor of Science degrees are offered in Biology, Chemistry, and Mathematics. Minors are also offered in each program area. The SCHOOL OF SCIENCES also serves the College as a whole by offering general education courses in mathematics, biology, and physics and developmental courses in mathematics.

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

BACHELOR OF SCIENCE IN

BIOLOGY

The biology curriculum is designed to prepare graduates for careers in the biological sciences. Additionally, the program prepares graduates to be teachers of science at the middle and high school levels.

Career Opportunities for Biology Majors

The required major and support courses prepare the biology major for numerous opportunities for employment. Graduates are prepared for careers in industry, sales, research, government, and education. 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 assistant, biotechnology, and forensics.

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

Objectives

The objectives of the Department of Biology include the following:

The Department of Biology will prepare its graduates for entry into graduate school.

Graduates of the Department of Biology will be prepared for entry into professional programs such as medicine, dentistry, environmental studies, biotechnology, and allied health.

Graduates of the Department of Biology will be prepared for employment in biology related fields.

The Department of Biology will prepare students who seek a teaching certificate in life science to pass the Texas Examinations of Educator Standards (TExES) which is required for educator licensure in the state of Texas.

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
Biology Electives	<u>4</u>
Total Semester Hours	123

*Biology majors are exempt from Biology 1401 (Introduction to Biological Sciences with Lab).

Graduation Requirements

To graduate with a major or minor in biology, a student must earn at least a “C” in all required major, minor and required biology elective courses. A biology major must also meet all General Education requirements and take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.

Candidates for the Bachelor of Science degree in Biology must have a cumulative GPA of at least 2.0.

Candidates for the Bachelor of Science degree in Biology must 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.

Candidates for the Bachelor of Science degree in Biology must 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

FOR BIOLOGY

Freshman Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.
ENGL	1301	3	ENGL	1302	3
ENGL	1300	3	MATH	1351	3
*MATH	1350	3	BIOL	1422	4
BIOL	1411	4			
			CHEM	2402	4
CHEM	2401	4	PSYC	2300	4
GEEP	1001	0	SOCI	2310	3
		17	GEEP	1002	0
					17

Sophomore Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.
PHYS	2401	4	PHED	1110	1
ENGL	2311	3	PHYS	2402	4
BIOL	2451	4	CHEM	3402	4
BIOL	2200	2	SPCH	2300	3
CHEM	3401	4	CISC	1300	3
GEEP	2001	0	GEEP	2002	0
		17			15

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.
HIST	1301	3	HIST	1302	3
BIOL	3411	4	SPAN	2302	3
			FREN	2302	
BIOL	3111	1	PHED	1111	1
BIOL	3441	4	BIOL	3442	4
MATH	3305	3	BIOL	4112	1
SPAN	2301	3	GEEP	3002	0
FREN	2301				12
GEEP	3001	0			
		18			

Senior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.
BIOL	4201	2	CHEM	4404	4
BIOL	4411	4			
HUMA	2300	3	BIOL	4441	4
RELI	1301	3	BIOL		4
			RELI	2301	3
			GEEP	4002	0
GEEP	4001	0			15
		12			

Total Semester Hours 123

*Either: MATH 1350 or 1351(Pre-Calculus I, II); or MATH 2410, and 2420 (Calculus I, II). Please note that the results of the ETS Proficiency Profile examination will be used to determine placement into your math courses. If you test into a lower math (MATH 1310 or MATH 1330), you will be required to take those courses in addition to the required courses within the degree plan.

General Education Requirements (45 hours)

			Semester Hours
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
SPAN/FREN	2301	Elementary Spanish I OR French I	3
SPAN/FREN	2302	Elementary Spanish II OR French II	3
GESS	1300	Academic Success Seminar	3
HUMA	2300	Humanities	3
MATH	1350	Pre-Calculus I or higher	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
HIST	1301	US History I	3
HIST	1302	US History II	3
RELI	1301	Survey of Religion and Philosophy	3
PHYS	2401	General Physics I with Lab	4
SPCH	2300	Speech Communication	3
RELI	2301	Introduction to Ethics	3
Total Semester Hours			45

Departmental Requirements (36 hours)

			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

Biology Electives (4 hours required)

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	4416	Histology with Lab	4
BIOL	4421	Immunology with Lab	4
Total Semester Hours			4

The following mathematics courses are strongly recommended:

			Semester Hours
MATH	2410	Calculus I	4
MATH	2420	Calculus II	4
Total Semester Hours			8

Major Field of Study Requirements (38)

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	4
Total Semester Hours	38

Total Semester Hours: $45 + 36 + 38 + 4 = 123$

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

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

Courses Required to Satisfy a Minor

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	4

BACHELOR OF SCIENCE IN CHEMISTRY

Program Overview

Chemistry is the driving force that engineers the activities of modern technology. Students who pursue this major acquire a broad background in chemistry, which prepares them for the workplace or graduate and professional school.

Career Opportunities for Chemistry Majors

The principles and practical aspects of chemistry are ubiquitous and propel life and human activities for the good. Chemists are found throughout industry—for example, agriculture (food generation and quality), pharmaceuticals (drug design, synthesis, and clinical testing), biomedical, proteomics and genetic engineering. Chemists serve as teachers and researchers in other areas such as engineering, space exploration, atmospheric and environmental control programs, and as technologists in hospitals and environmental laboratories.

Objectives

The objectives of the chemistry program are to:

Prepare chemistry majors for graduate studies in chemistry.

Prepare chemistry majors for work and practice as professional chemists.

Offer services to other disciplines, including pre-medicine, pre-dentistry, and biochemistry, a functional understanding of the chemistry of living organisms.

GENERAL DEGREE REQUIREMENTS FOR CHEMISTRY

A student who majors in chemistry must complete the following:

General Education Requirements	45 Semester Hours
Departmental Requirements with Electives	37 Semester Hours
Major Field of Study Requirements	<u>48</u> Semester Hours
Total Semester Hours	130

Graduation Requirements

To graduate with a minor or major in chemistry, students must:

Earn at least a “C” in all required departmental and major courses. A chemistry major must also meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.

Possess a GPA of 2.0 or above.

Enroll in GEEP each semester of attendance and receive a “P” grade. The student must complete 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.

Complete an application for graduation and secure the approval of their advisor and the Dean of the SCHOOL OF SCIENCES.

Internship Requirements

Chemistry majors are encouraged, but not required to engage in summer research projects, internships, and opportunities to get hands-on experience in chemistry and related areas.

RECOMMENDED FOUR –YEAR CURRICULUM FOR CHEMISTRY

Freshman Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
CHEM	2401	General Chemistry I with Lab	4	CHEM	2402	General Chemistry II with Lab	4
*MATH	1350	Pre-calculus I	3	*MATH	1351	Pre-calculus II	3
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
GESS	1300	Academic Success Seminar	3	RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3	CISC	1300	Intro. Comp. Sci.	3
PHED	1110	Fundamentals of Health &	1	PHED	1111	Fundamentals of Health & Fitness II	1
GEEP	1001	General Educ. Enrich Program	<u>0</u>	GEEP	1002	General Educ. Enrich Program	<u>0</u>
			17				17

Sophomore Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
CHEM	3401	Organic Chemistry I with Lab	4	CHEM	3402	Organic Chemistry II with Lab	4
MATH	2410	Calculus I	4	MATH	2420	Calculus II	4
ENGL	2311	World Lit I	3	SPCH	2300	Speech Communication	3
HIST	1301	United States History I	3	HIST	1302	United States History II	3
HUMA	2300	Humanities	3	BIOL	1411	General Biology with Lab (Zoology emphasis)	4
GEEP	2001	General Educ. Enrich Program	<u>0</u>	GEEP	2002	General Educ. Enrich Program	<u>0</u>
			17				18

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
CHEM	3403	Analytical Chemistry I with Lab	4	CHEM	3404	Instrumental Analysis with Lab	4
CHEM	3101	Junior Chemistry Seminar I	1	CHEM	3102	Junior Chemistry Seminar II	1
PHYS	2401	General Physics I with Lab	4	BIOL	1422	General Biology (Botany emphasis) with Lab	4
MATH	3370	Differential Equations	3	PHYS	2402	General Physics II with Lab	4
SPAN	2301	Elementary Spanish I OR	3	SPAN	2302	Elementary Spanish II OR	0
FREN	2301	Elementary French I	3	FREN	2302	Elementary French II	3
GEEP	3001	General Educ. Enrich Program	<u>0</u>	GEEP	3002	General Educ. Enrich Program	<u>0</u>
			15				16

Senior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
CHEM	4101	Senior Chemistry Seminar I	1	CHEM	4202	Chemistry Research II	2
CHEM	4201	Chemistry Research I	2	CHEM	4102	Senior Chemistry Seminar II	1
CHEM	4401	Physical Chemistry I with Lab	4	CHEM	4402	Physical Chemistry II with Lab	4
CHEM	4403	Inorganic Chemistry with Lab	4	CHEM	4404	Biochemistry	4
		Electives	0			Electives	4
GEEP	4001	General Educ. Enrich Program	<u>0</u>	BIOL			4
			15	GEEP	4002	General Educ. Enrich Program	<u>0</u>
							15

Total Semester Hours 130

*Either: MATH 1350 or 1351(Pre-Calculus I, II); or MATH 2410, and 2420 (Calculus I, II). Please note that the results of the ETS Proficiency Profile examination will be used to determine placement into your math courses. If you test

into a lower math (MATH 1310 or MATH 1330), you will be required to take those courses in addition to the required courses within the degree plan.

General Education Requirements

		Semester Hours
ENGL	1301 English Composition I	3
ENGL	1302 English Composition II	3
ENGL	2311 World Literature I	3
SPAN	2301 Elementary Spanish I OR French I	3
SPAN	2302 Elementary Spanish II OR French II	3
GESS	1300 Academic Success Seminar	3
HUMA	2300 Humanities	3
MATH	1350 Pre-Calculus I	3
PHED	1110 Fundamentals of Health and Fitness I	1
PHED	1111 Fundamentals of Health and Fitness II	1
HIST	1301 US History I	3
HIST	1302 US History II	3
RELI	1301 Survey of Religion and Philosophy	3
BIOL	1411 General Biology (Zoology emphasis) with Lab	4
SPCH	2300 Speech Communication	3
RELI	2301 Introduction to Ethics	<u>3</u>
	Total Semester Hours	45

Departmental Requirements

			Semester Hours
MATH	1351	Pre-Calculus II	3
MATH	2410	Calculus I	4
MATH	2420	Calculus II	4
BIOL	1422	General Biology II with Lab	4
PHYS	2401	General Physics I with Lab	4
PHYS	2422	General Physics II with Lab	4
MATH	3370	Differential Equations	3
CISC	1300	Intro. to Computing	3
**Chemistry	Electives		<u>8</u>
	Total Semester Hours		37

**In order to satisfy "Chemistry Electives," it is recommended that students take

Any 3000 or 4000 level Biology course	4
Any 3000 or 4000 level Biology course	<u>4</u>
	8

Major Field of Study Requirements		Semester Hours
CHEM 2401	General Chemistry I with Lab	4
CHEM 2402	General Chemistry II with Lab	4
CHEM 3101	Junior Chemistry Seminar I	1
CHEM 3102	Junior Chemistry Seminar II	1
CHEM 3401	Organic Chemistry I with Lab	4
CHEM 3402	Organic Chemistry II with Lab	4
CHEM 3403	Analytical Chemistry with Lab	4
CHEM 3404	Instrumental Analysis with Lab	4
CHEM 4101	Senior Chemistry Seminar I	1
CHEM 4102	Senior Chemistry Seminar II	1
CHEM 4201	Chemistry Research I	2
CHEM 4202	Chemistry Research II	2
CHEM 4401	Physical Chemistry I with Lab	4
CHEM 4402	Physical Chemistry II with Lab	4
CHEM 4403	Inorganic Chemistry with Lab	4
CHEM 4404	Biochemistry with Lab	4
Total Semester Hours		48

Courses Required to Satisfy a Minor in Chemistry

Students selecting chemistry as a minor must earn 20 semester hours in the following courses with no grade below "C":

		Semester Hours
CHEM 3401	Organic Chemistry I with Lab	4
CHEM 3402	Organic Chemistry II with Lab	4
CHEM 3403	Analytical Chemistry with Lab	4
CHEM 4403	Inorganic Chemistry with Lab	4
CHEM 4401	Physical Chemistry I with Lab	4
Total Semester Hours		20

Note: Biology majors will need to take sixteen (16) credit hours in addition to these courses, as General Chemistry I and II and Organic Chemistry I and II already count towards their major.

BACHELOR OF SCIENCE IN MATHEMATICS

Program Overview

The Department of Mathematics provides its majors and all others it serves a firm foundation in computation, comprehension, and logical reasoning. The department provides an opportunity to its students not only to understand and appreciate mathematics and to use their knowledge intelligently and efficiently, but also provides a foundation in mathematics that prepares them for careers such as becoming teachers, attending graduate and/or professional schools, becoming practicing professionals in industry or government, or entering any field that requires intelligent and efficient application of mathematics.

Career Opportunities for Mathematics Majors

The program in mathematics provides its graduates with a high degree of mathematical skills. It prepares them to become teachers to enter graduate and/or professional schools, to become practicing professionals in industry or government or any field that requires intelligent and efficient application of mathematical concepts and skills. Majors in mathematics are employed in varied fields which include engineering, business, medicine, teaching, scientific fields, etc., as cost estimators, research assistants in monetary policy, data managers in environmental programs, actuaries, management consultants, teachers, stock brokers, etc.

Objectives

The objectives of the program in mathematics include the following:

Graduates with a degree in mathematics will be prepared to pursue graduate opportunities in their respective major.

Graduates will be proficient in using technology to solve problems in mathematics.

Graduates will be able to deploy the requisite scientific and technical skills acquired in the department to function well in a professional environment.

Graduates will be well-prepared to become gainfully employed.

Graduates will demonstrate a depth of understanding and skills to analyze and solve problems in mathematics.

Graduates specializing in teaching high school mathematics will be prepared to pass the content examination for teacher certification in Texas.

GENERAL DEGREE REQUIREMENTS FOR MATHEMATICS

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

General Education Requirements	45 Semester Hours
Departmental Requirements	23 Semester Hours
Major Field of Study Requirements	43 Semester Hours
Math Electives	<u>9</u>
Total Semester Hours	120

Graduation Requirements

A student who wishes to graduate with a Bachelor of Science degree in Mathematics must satisfy the following conditions:

Earn at least a “C” in all departmental, major, and minor (if applicable) courses.

Meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field tests.

Possess a GPA of at least 2.0.

Enroll in GEEP each semester of attendance and receive a “P” grade. The student must complete 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.

Complete an application for graduation and obtain approval from his/her major advisor, and the Dean of the SCHOOL OF SCIENCES

RECOMMENDED FOUR-YEAR CURRICULUM FOR MATHEMATICS

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	RELI	1301	Survey of Religion and Philosophy	3
MATH	1350	Pre-calculus I**	3	HIST	1302	United States History II	3
PHED	1110	Fundamentals of Health & Fitness I	1	MATH	1351	Pre-calculus II**	3
				PHED	1111	Fundamentals of Health & Fitness II	1
GESS	1300	Academic Success Seminar	3	CISC	1300	Introduction to Computing	3
BIOL	1401	Introduction to Biological Sciences with Lab	4	GEEP	1002	General Educ Enrich Program	<u>0</u>
PHYS	1402	OR					16
		Introduction to Physical Sciences with Lab					
GEEP	1001	General Educ Enrich Program	<u>0</u>				
			17				

Sophomore Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
ENGL	2311	World Literature I	3	SPAN	2302	Elementary Spanish II OR	3
SPAN	2301	Elementary Spanish I OR		FREN	2302	Elementary French II	
FREN	2301	Elementary French I	3	SPCH	2300	Speech Communication	3
MATH	2410	Calculus I	4	MATH	2420	Calculus II	4
RELI	2301	Introduction to Ethics	3	CISC	3365	C++ Program. I for Business OR	3
GEEP	2001	General Educ Enrich Program	<u>0</u>	CISC	3392	Visual Basic Application	
			13	GEEP	2002	General Educ Enrich Program	<u>0</u>
							16

Junior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
PHYS	2401	General Physics I with Lab	4	PHYS	2402	General Physics II with Lab	4
MATH	3309	Mathematical Thinking & Writing	3	MATH	3200	Junior Mathematics Seminar	2
MATH	3412	Calculus III	4	MATH	3314	Discrete Mathematics	3
MATH	3319	Probability and Statistics I	3	MATH	3320	Probability and Statistics II	3
MATH	3340	Introduction to Linear Algebra	3	MATH	3370	Differential Equations	3
GEEP	3001	General Educ Enrich Program	<u>0</u>	GEEP	3002	General Educ Enrich Program	<u>0</u>
			17				15

Senior Year

First Semester		Cr. Hrs.	Second Semester		Cr. Hrs.		
MATH	4350	Introduction to Modern Algebra I	3	MATH	4210	Senior Mathematics Seminar	2
MATH	xxxx	One course from the list of required elective courses for math majors	3	MATH	xxxx	Two courses from required optional courses for math majors	6
		Electives	3	MATH	4351	Introduction to Modern Algebra II	3
HUMA	2300	Humanities	3			Electives	3
GEEP	4001	General Educ. Enrich Program	<u>0</u>	GEEP	4002	General Educ Enrich Program	<u>0</u>
			15				11
MATH	4360	Introduction to Real Analysis I	3				

Total Semester Hours

189

123

*An elective must be chosen in consultation with the major advisor and may not include MATH 1000 level courses.

** Required for students who are not prepared to take Calculus I.

Please note that the results of the ETS Proficiency Profile examination will be used to determine placement into your math courses. If you test into a lower math (MATH 1310 or MATH 1330), you will be required to take those courses in addition to the required courses within the degree plan.

General Education Requirements (45 hours)

ENGL 1301	English Composition I	3
ENGL 1302	English Composition II	3
ENGL 2311	World Literature I	3
SPAN/FREN 2301	Elementary Spanish I OR French I	3
SPAN/FREN 2302	Elementary Spanish II OR French II	3
GESS 1300	Academic Success Seminar	3
HIST 1301	US History I	3
HIST 1302	US History II	3
HUMA 2300	Humanities	3
MATH 1350	Pre-Calculus I OR higher	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
RELI 2301	Introduction to Ethics	3
BIOL 1401	Introduction to Biological Sciences with Lab	4
	OR	
PHYS 1402	Introduction to Physical Sciences with Lab (4)	
SPCH 2300	Speech Communication	<u>3</u>
	Total Semester Hours	45

Departmental Requirements (26 hours)

CISC 1300	Introduction to Computing	3
CISC 3365	C ++ Programming I OR	
CISC 3392	Visual Basic Application	3
PHYS 2401	General Physics I with Lab	4
PHYS 2402	General Physics II with Lab	4
MATH xxxx	Mathematics Electives	<u>2</u>
	Total Semester Hours	23

Mathematics Electives (Choose 3 courses.)

MATH 3330	College Geometry	3
MATH 3362	History of Mathematics	3
MATH 4310	Introduction to Numerical Analysis	3
MATH 4320	Introduction to Complex Variables	3
MATH 4361	Introduction to Real Analysis II	3
MATH 4370	Numbers Theory	3
MATH 4380	Applied Statistics	<u>3</u>
		9

Major Field of Study Requirements (43)

A major in mathematics is required to take the following courses:

	Semester Hours	
MATH 2410	Calculus I	4
MATH 2420	Calculus II	4
MATH 3200	Junior Mathematics Seminar	2
MATH 3309	Mathematical Thinking and Writing	3

MATH 3314	Discrete Mathematics	3
MATH 3319	Probability and Statistics I	3
MATH 3320	Probability and Statistics II	3
MATH 3340	Introduction to Linear Algebra	3
MATH 3370	Differential Equations	3
MATH 3412	Calculus III	4
MATH 4210	Senior Mathematics Seminar	2
MATH 4350	Introduction to Modern Algebra I	3
MATH 4351	Introduction to Modern Algebra II	3
MATH 4360	Introduction to Real Analysis I	<u>3</u>
Total Semester Hours		43

$45 + 26 + 43 + 9 = 123$ Total Cumulative Hours**

*An elective must be chosen in consultation with the major advisor and may not include MATH 1000 level courses.

**Students taking Pre-Calculus I and II will need to complete 123 hours.

Courses Required for the Minor in Mathematics*

A student who elects to minor in mathematics is required to take a minimum of twenty (20) semester hours from the following courses. Math 2410, 2420 and 3309 are required. The remaining nine (9) are taken from the six additional classes listed below:

Required	Semester Hours	
MATH 2410 Calculus I	4	
MATH 2420 Calculus II	4	
MATH 3309 Mathematical Thinking and Writing	<u>3</u>	
Sub-total		11
Choose any three (3) of the following courses:		
MATH 3314 Discrete Mathematics	3	
MATH 3319 Probability and Statistics I	3	
MATH 3320 Probability and Statistics II	3	
MATH 3340 Introduction to Linear Algebra	3	
MATH 3370 Differential Equations	3	
MATH 3412 Calculus III	<u>4</u>	
Sub-Total	9	
Total Semester Hours	20	

*Note: A minor is not a requirement for the Bachelor of Science degree in mathematics. Nonetheless, a student, who is not a major in mathematics and who desires a minor in mathematics, is required to take 20 credit hours in mathematics to satisfy the minor requirement.

SCHOOL OF
SOCIAL SCIENCES AND
HUMANITIES

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

FACULTY

Instructors	Assistant Professors	Associate Professors	Professors
Mrs. Barbara Clayton	Dr. Bernadette Bruster	Dr. Tracy Andrus	
Mr. Raymond Fogg	Dr. Billy R. Brocato	Dr. Devissi Muhammad	
Ms. Jackie Holloway	Dr. Sinia Harris	Dr. Solomon Waigwa	
Ms. Minnie Murray	Dr. Jeffrey Hedrick		
Ms. Linda Woods	Dr. Jude Jokwi		
	Dr. Mehrnaz Rahimi		
	Dr. Roderick Sherman		
	Mr. Vaun Monroe		
	Ms. Angelique Maes		
	Ms. Rita Thomas		

Devissi Muhammad, Ph.D., Dean
Ms. Faye Anderson, Administrative Assistant

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

HISTORY AND GENERAL INFORMATION

The SCHOOL OF SOCIAL SCIENCES AND HUMANITIES resulted from the separation of social sciences and humanities from the Division of Arts and Sciences in 2009 under the leadership of Dr. Haywood L. Strickland, President and CEO of Wiley College. The SCHOOL OF SOCIAL SCIENCES AND HUMANITIES offers three degrees: The Associate of Arts degree in Criminal Justice; The Bachelor of Arts degree in Criminal Justice, English, History, Mass Communications, Religion, Sociology, and Spanish; and the Bachelor of Science in Interdisciplinary Studies. Students must follow the curriculum guides included in this *Catalog* for each major.

Mission

The mission of the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES 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 school.

Goals

The goals of the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES are to:

Align its offerings with the overall goals of the College to effect the intellectual, moral, and physical development of students.

Assist students to develop 21st century skills for effective communication and expressions that include sound, critical, analytical reasoning, and problem-solving skills.

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.

Equip students with the appropriate academic prerequisites for admission to graduate and/or professional schools.

Promote a spirit of service and responsibility among students to their community and the broader society in which they live.

Help students acquire, understand, and develop a global perspective that appreciates the value of different cultures and languages including their own.

GENERAL ACADEMIC REQUIREMENTS

Below are the general requirements for each program within the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES:

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 120-123	

General School Requirements

Prospective majors/minors should observe the following:

Declare a major at the time of initial registration.

Complete the general education requirements and free electives.

Complete the major, departmental and elective requirements for the chosen major (and minor, if elected) with a minimum grade of “C” or better.

Graduation Requirements

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

Take the Rising Junior and Senior Comprehensive Examinations, and Major Field Test (as applicable).

Possess a cumulative G.P.A of at least 2.0 on a 4.0 scale.

Complete all requirements listed under general education departmental requirements, major field requirements, and electives as defined in an approved degree plan for the selected major.

Catalog Requirements

A student in the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES will not receive a degree until all requirements as specified by the applicable catalog are completed, all records are in the office of the registrar, and the student has met all financial obligations to the College.

Internships

While internships are highly recommended for all majors in the SCHOOL OF SOCIAL SCIENCES AND HUMANITIES, only two degree programs currently have internship requirements at this time: 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 SCHOOL OF SOCIAL SCIENCES AND HUMANITIES:

- | | |
|----------------------------------|--------------------|
| 1. African-American Studies Club | 8. History Club |
| 2. Alpha Kappa Delta | 9. Mass Communi |
| 3. Alpha Phi Sigma | 10. National Asso |
| 4. Alpha Phi Sigma | 11. Sociology Clu |
| 5. Beta Kappa Chi | 12. Spanish Club |
| 6. Blackstone Pre-Law Society | 13. Theophilus Cl |
| 7. Criminal Justice Club | 14. Theta Alpha |
| | 15. Alpha Mu Gamma |

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 thel 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	24 Semester Hours
Departmental Requirements	3 Semester Hours
Major Field of Study Requirements	<u>33</u> Semester Hours
Total Semester Hours	60

Graduation Requirements

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

Earn at least a “C” in all courses required for the major in Criminal Justice.

Have at least a 2.00 GPA.

Complete all GEEP and CLAP requirements.

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

The General Education curriculum is central to the mission of Wiley College. It defines and monitors required courses designed to provide a common base of knowledge, values, and core competencies essential to the education of students and their leadership development. It is vital to the accomplishment of the College's mission that a balance between professional and general education be established and maintained in which each is complementary to and compatible with the other. The goal of general education is to ensure that all Wiley College students become articulate and acquire reasoning and critical thinking, moral sensitivity, awareness of society, consciousness of human diversity, and understanding of the value of citizenship. Wiley College has a core curriculum of 45 credit hours that all students aspiring to become candidates for the Bachelor of Arts, the Bachelor of Science, or the Bachelor of Business Administration must complete. The core curriculum is defined as "the curriculum in the liberal arts, humanities, sciences, and political, social and cultural history that all undergraduate students are required to complete, preferably within the first two years of the college experience" (Texas Higher Education Coordinating Board). The purpose of the core curriculum is to provide the skills, knowledge, and perspectives, known as **competencies**, which help define the educated person.

General Education Requirements Semester Hours

BIOL 1401	Introduction to Biological Sciences with Lab or Physical Sciences with Lab	4
ENGL 1301	English Composition I	3
ENGL 1302	English Composition II	3
ENGL 2311	World Literature I	3
GESS 1300	Academic Success Seminar	3
HIST 1301	US History I	3
HIST 1302	US History II	3
HUMA 2300	Humanities	3
PHED 1110	Fundamentals of Health and Fitness I	1
PHED 1111	Fundamentals of Health and Fitness II	1
MATH 1330	College Algebra or higher level	3
RELI 1301	Survey of Religion and Philosophy	3
RELI 2301	Introductions to Ethics	3
SPCH 2300	Speech Communication	3
	Total	39

Departmental Requirement

CISC 1300	Introduction to Computing	3
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Major/Elective Course Requirements 18 Credit hours required

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
CRIJ 2333	Pre-trial Criminal Procedure	3
	Total	18

CRIMINAL JUSTICE CURRICULUM GUIDE

(Associate Degree)

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	CRIJ 3332 Criminal Law	3
MATH 1310 Survey of Mathematics	3	SPCH 2300 Speech Communication	3
CRIJ 1330 Introduction to Criminal Justice	3	CISC 1300 Introduction to Computing	3
BIOL 1401 Intro. to Biological Sciences		PHED 1111 Fundamentals of Health & Fitness II	<u>1</u>
PHYS 1402 with Lab OR Introduction to Physical Sciences with Lab	4		13
PHED 1110 Fundamentals of Health & Fitness I	<u>1</u>		
	17		

Sophomore Year

First Semester	Cr. Hrs.	Second Semester	Cr. Hrs.
CRIJ 2331 Introduction to Law Enforcement	3	CRIJ 2337 Juvenile Justice	3
CRIJ 2333 The American Legal System	3	CRIJ 2332 Introduction to Corrections	3
CRIJ 2300 Criminology	3	CRIJ 2305 Crime in America	3
CRIJ 4301 Substance Abuse	3	RELI 2301 Introduction to Ethics	3
CRIJ 2334 Criminal Investigation & Evidence	<u>3</u>	CRIJ 2336 Pre-trial Criminal Procedure	<u>3</u>
	15		15

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

General Education Requirements

Course	Description	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
HIST 1301	US History I	3
PHED 1110	Fundamentals of Health and Fitness I	1
PHED 1111	Fundamentals of Health and Fitness II	1
MATH 1330	College Algebra	3
RELI 2301	Introduction to Ethics	3
SPCH 2300	Speech Communication	<u>3</u>
Total Semester Hours		24

Departmental Requirement

Course	Description	Semester Hours
CISC 1300	Introduction to Computing	3
ENGL 2301	Advanced English	3

Major Field of Study Requirements

			Semester Hours
CRIJ	1330	Introduction to Criminal Justice	3
CRIJ	2300	Criminology	3
CRIJ	2331	Introduction to Law Enforcement	3
CRIJ	2332	Introduction to Corrections	3
CRIJ	2333	The American Legal System	3
CRIJ	2305	Crime in America	3
CRIJ	2334	Criminal Investigation and Evidence	3
CRIJ	2335	Criminal Law	3
CRIJ	2336	Pre-trial Criminal Procedure	3
CRIJ	2337	Juvenile Justice	<u>3</u>
Total Semester Hours			30
Total Semester Hours			60

BACHELOR OF ARTS IN CRIMINAL JUSTICE

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

CRIMINAL JUSTICE FOUR-YEAR CURRICULUM

Criminal Justice

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
HIST	1301	United States History I	3	SPCH	2300	Speech	3
PHED	1110	Fundamentals of Health & Fitness I	1	CRIJ	1330	Introduction to Criminal Justice	3
GESS	1300	Academic Success Seminar	3	PHYS	1402	Introduction to Physical Science with Lab (4)	4
MATH	1330	College Algebra	3	PHED	1111	Fund of Health & Fitness II	1

CISC	1300	Introduction to Computing	3	RELI	1301	Survey of Religion and Philosophy	3
				GEEP	1002	General Educ Enrich Program	<u>0</u>
		Total	16			Total	17

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Cr. Hrs.	Code	Number	Title	Cr. Hrs.
CRIJ	2300	Criminology	3	CRIJ	2334	Criminal Investigation	3
CRIJ	2331	Introduction to Law Enforcement	3	CRIJ	3332	Criminal Law	3
SPAN	2301	Elementary Spanish I	3	CRIJ	2332	Introduction to Corrections	3
ENGL	2311	World Literature I	3	HUMA	2300	Humanities	3
ENGL	2301	Advanced English Composition	3	SPAN	2302	Elementary Spanish II	<u>3</u>
HIST	2300	Intro to African American Studies	3	GEEP	2002	General Educ. Enrich Program	0
GEEP	2001	General Educ. Enrich Program	<u>0</u>			Total	15
		Total	18				

Junior Year

First Semester				Second Semester			
Code	Number	Title	Cr Hrs.	Code	Number	Title	Cr Hrs.
CRIJ	3305	Crime In America	3	CRIJ	3341	Correctional Systems	3
CRIJ	2333	The American Legal System	3	CRIJ	3342	Police Organization & Management	3
CRIJ		3 Hrs. of Dept. Electives 3-4000)	3	CRIJ		3 Hrs. of Dept. Electives (3000-4000)	3
CRIJ	3333	Pre-Trial Criminal Procedure	3	CRIJ		Free Electives	6
CRIJ	3337	Juvenile Justice	3	GEEP	3002	General Educ Enrich Program	<u>0</u>
GEEP	3001	General Educ. Enrich Program	<u>0</u>			Total	15
		Total	<u>15</u>				

Senior Year

First Semester				Second Semester			
Code	Number	Title	Cr. Hrs.	Code	Number	Title	Cr. Hrs.
CRIJ	4301	Substance Abuse	3	CRIJ	4365	Criminal Justice Statistics	3
CRIJ	4320	Criminology	3	CRIJ	4370	Research Methods	3
CRIJ	4369	Internship	3	CRIJ	4390	Criminal Justice Senior Seminar	3
CRIJ		3 Hrs. of Dept. Electives (3000-4000)	3	CRIJ		Free Elective	3
GEEP	4001	General Educ. Enrich Program	0	GEEP	4002	General	0
		Total	<u>12</u>			Total	<u>12</u>

TOTAL CUMULATIVE 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	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3
SPAN/FREN	2301	Elementary Spanish I or French I	3
SPAN/FREN	2302	Elementary Spanish II or French II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
CRIJ	4370	Research Methods	3
CRIJ	4365	Criminal Justice Statistics	3
CISC	1300	Introduction to Computing	3
CRIJ		Electives (Any Criminal Justice course, level 3000 or higher)	9
ENGL	2301	Advanced English Composition	3
MATH	1310	Survey of Math	<u>3</u>
		Total Semester Hours	24

Major Field of Study Requirements (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 Total Semester Hours 15

Total Program Hours: $45 + 24 + 36 + 15 = 120$ Courses Required to Complete a Minor

Students who wish to complete a minor in Criminal Justice are required to take a minimum of 18 hours. Criminal Justice majors cannot minor in Criminal Justice.

			Semester Hours
CRIJ	1330	Introduction to Criminal Justice	3
CRIJ	2331	Introduction to Law/Enforcement	3
CRIJ	2332	Introduction to Corrections	3
CRIJ	3331	Criminal Investigation & Evidence	3
CRIJ	3332	Criminal Law	3
CRIJ	3333	Pre-Trial Criminal Procedure	<u>3</u>
		Total Semester Hours	18

BACHELOR OF ARTS IN CRIMINAL JUSTICE WITH A CONCENTRATION IN CRIMINAL JUSTICE ADMINISTRATION

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

Admission Requirements

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

Must be admitted to Wiley College.

Must be 25 years of age or older.*

Must have earned an Associate of Arts degree from an accredited institution or must have two years of prior college work with at least 60 semester hours of transferrable credits (i.e., nothing remedial, developmental, or graded below “C”).

Must have a GPA of at least 2.00.

Must be employed or have had significant work experience (minimum 3 years).*

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

Associate of Arts Degree or Equivalent or 60 Semester Hours

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

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

Graduation Requirements

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

Complete the requirements of the Criminal Justice Administration program.

Possess a GPA of at least 2.00.

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).

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

Junior Year

First Semester				Second Semester			
		Cr. Hr.				Cr. Hrs.	
Code	Number	Title	Hours	Code	Number	Title	Hours
CRJA	3300	Transitions Through Adult Life	3	CRJA	3307	Issues in	3
CRJA	3302	Selected Topics in Social Psychology and Deviance	3	CRJA	4309	Criminal Investigation	3
CRJA	3304	Selected Topics in Comparative Criminal Justice	3	CRJA	4310	Criminal Law and Procedure	3
CRJA	3305	Introduction to the Criminal Justice	3	CRJA	4312	Criminology	3
GEEP	1001	General Educ. Enrich Program	<u>0</u>	GEEP	1002	General Educ	<u>0</u>
Total			12	Total			12

Senior Year

First Semester				Second Semester			
		Cr. Hrs.				Cr. Hrs.	
Code	Number	Title	Hours	Code	Number	Title	Hours
CRJA	4314	Correctional Theory	3	CRJA	4345	Ethics and	3
CRJA	4320	Criminal Justice Management	3	CRJA	4365	Criminal Justice	3
CRJA	4325	Leadership	3	CRJA	4370	Research	3
CRJA	4335	Issues in Diversity	3	HUMA	2300	Humanities	3
GEEP	2001	General Educ. Enrich Program	<u>0</u>	GEEP	2002	General Educ.	<u>0</u>
Total			12	Total			9

TOTAL CUMULATIVE HOURS 120

General Education Requirements

			Semester Hours 3
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
HIST	1301	U.S. History I	3
HIST	1302	U.S. History II	3
MATH	1310	Survey of Mathematics	3
MATH	1330	College Algebra	4
PHYS	1402	Introduction to Physical Sciences with Lab OR	
BIOL	1401	Introduction to Biological Sciences with Lab	3
SOCI	2310	Introduction to Sociology OR	
PSYC	2300	Introduction to Psychology	3
RELI	1301	Survey of Religion and Philosophy	3
SPCH	2300	Speech Communication	3
HUMA	2300	Humanities	<u>3</u>
CISC	1300	Introduction to Computing	
Total Semester Hours			40

Major Field of Study Requirements

			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**

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

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

Career Opportunities for English Majors

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

Objectives

The objectives of the program in English include the following:

Develop students' language skills.

Provide instruction in humanities and literature.

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>
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:

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

Meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.

Have a GPA of at least 2.00.

Enroll in GEEP and CLAP courses and receive a “P” grade each semester in attendance.

Take the English exit examination.

Complete an application for graduation and secure the approval of their advisor and school’s dean.

Complete all other applicable requirements.

RECOMMENDED FOUR-YEAR CURRICULUM for ENGLISH

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	1301	English Composition I	3	ENGL	1302	English Composition	3
HIST	1301	United States History I	3	HIST	1302	United States History II	3
PHED	1110	Fundamentals of Health & Fitness I	1	CISC	1300	Intro to Computing	3
GESS	1300	Academic Success Seminar	3	PHED	1111	Fund of Health & Fitness II	1
RELI 1301	1301	Survey of Religion and Philosophy	3	BIOL	1401	Introduction to Biological Scs with Lab OR	4
SPCH	2300	Speech Communication	3	PHYS	1402	Introduction to Physical Scs with Lab (4)	
GEEP	1001	General Educ. Enrich Program	<u>0</u>	MATH	1330	College Algebra	3
				GEEP	1002	General Educ Enrich Program	<u>0</u>
		Total	16			Total	17

Sophomore Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	2300	Intro to Literature	3	ENGL	2301	Advanced Composition	3
ENGL	2311	World Literature I	3	ENGL	2332	English Literature II	3
HUMA	2300	Humanities	3	HIST	2300	Introduction African American Studies	3
SPAN	2301	Elementary Spanish I OR	3	SPAN	2302	Elementary Spanish II	
FREN	2301	Elementary French I		FREN	2302	Elementary French II	
RELI	2301	Introduction to Ethics	3	ENGL		Directed Elective	3
ENGL	2331	English Literature I	3	GEEP	2002	General Educ. Enrich	0
GEEP	2001	General Educ. Enrich Program	<u>0</u>	CLAP	3099	Rising Junior Exam	<u>0</u>
		Total	18			Total	15

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
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
		Free Elective	3			Free Elective	<u>3</u>
GEEP	3001	General Educ. Enrich Program	<u>0</u>	GEEP	3002	General Educ Enrich Program	<u>0</u>
Total			15	Total			15

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	4320	History and Devel of English	3	ENGL	2380	Film and Literature	3
ENGL	4340	Literary Criticism and Theory	3	ENGL	4342	Topic in African American Literature	3
ENGL	4341	Literature of the African Diaspora	3	ENGL	4390	Topic in English Studies	3
		Free Elective	6	CLAP	4098	Senior Exit Exam	0
GEEP	4001	General Educ. Enrich Program	<u>0</u>			Fee Electives	<u>3</u>
				GEEP	4002	General Educ. Enrich Program	<u>0</u>
Total			15	Total			12

TOTAL CUMULATIVE HOURS 120

General Education Requirements

			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab OR	
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	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
HIST	2300	Introduction to African American Studies	3
SPAN/FREN	2301	Elementary Spanish I OR French I	3
SPAN/FREN	2302	Elementary Spanish II OR French 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

Major Field of Study Requirements

			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

Directed Electives

			Semester Hours
ENGL	2312	World Literature I OR	3
ENGL	2370	Technical Writing	

Free Electives

Total Semester Hours			18
Total Program Hours: 45 +39 + 18 + 18 +3 = 123			

Courses Required to Complete a Minor

Students who wish to complete a minor in English are required to take a minimum of 21 hours. English majors cannot 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 HISTORY

Program Overview

History encompasses all aspects of past human endeavor; it encourages students to think broadly and attempts to integrate all knowledge into a meaningful whole. The courses offered for the Bachelor of Arts in History are designed to provide an understanding of the past and factual knowledge about specific historical periods.

Career Opportunities for History Majors

The undergraduate degree in history lends itself to careers in teaching, international affairs, archives research, and government service. It also serves as pre-professional preparation for graduate and professional study in areas such as theology and law.

Objectives

The objectives of the program in history include the following:

Graduates of the baccalaureate program in history will be able to demonstrate a depth of understanding and skills in their major field.

Baccalaureate graduates of the history program will find employment in their field of specialization.

Graduates of the history program will be qualified to gain admission to graduate/professional schools.

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

GENERAL DEGREE REQUIREMENTS

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

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

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

Graduation Requirements

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

Earn at least a “C” in all required departmental, major and elective courses with a history prefix.

A history major must also meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.

Candidates for the Bachelor of Arts degree in History must have a minimum cumulative GPA of 2.00.
 Candidates for the Bachelor of Arts degree in History must enroll in GEEP and CLAP courses and receive a “P” grade each semester in attendance.
 Candidates for the Bachelor of Arts degree in History must complete an application for graduation and secure the approval of their advisor and school’s dean.

RECOMMENDED FOUR-YEAR CURRICULUM
 for HISTORY

Freshman Year

First Semester				Second Semester			
			Cr. Hrs.				Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	1301	English Composition I	3	ENGL	1302	English Composition II	3
HIST	1301	United States History I	3	HIST	1302	U.S. History II	3
PHED	1110	Fundamentals of Health & Fitness I	1	RELI	1301	Survey of Religion and Phil	3
GEES	1300	Academic Success Seminar	3	BIOL	1401	Introduction to Biological Scs with Lab OR	4
MATH	1330	College Algebra	3	PHYS	1402	Introduction to Physical Sc s with Lab (4)	
SPCH	2300	Speech Communication	3	PHED	1111	Fund of Health & Fitness II	1
GEEP	1001	General Educ. Enrich Program	0	GEEP	1002	General Educ Enrich Program	0
			Total				14
			16				14

Sophomore Year

First Semester				Second Semester			
			Cr. Hrs.				Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	2311	World Literature I	3	SOCI	2310	Introduction to Sociology	3
HUMA	2300	Humanities	3	HIST	2300	Intro to African American	3
HIST	2301	Europe to 1815 OR		HIST	2302	Europe since 1815 OR	3
HIST	2310	World History I	3	HIST	2311	World History II	
SPAN	2301	Elementary Spanish I OR	3	SPAN	2302	Elementary Spanish II OR	3
FREN	2301	Elementary French I		FREN	2302	Elementary French II	
HIST	2305	Historical Research Methods	3	ENGL	2301	Advanced English Composition	3
GEEP	2001	General Educ. Enrich Program	0	CLAP	3099	Rising Junior Exam	
				GEEP	2002	General Educ Enrich Program	0
			Total				15
			15				15

Junior Year

First Semester Cr. Hrs. Second Semester Cr. Hrs.

Code	Number	Title	Hours	Code	Number	Title	Hours
RELI	2301	Intro to Ethics	3	HIST	3312	U.S. Society and Thought II	3
HIST	3311	U.S. Society and Thought I	3	POLS	2311	American Politics	3
ECON	2311	Principles of Economics	3	HIST		Elective	3
POLS	2301	Texas and Federal Constitutions	3			Free Elective	3
HIST		Elective	3			Free Elective	3
GEEP	3001	General Educ Enrich Program	0	GEEP	3002	General Educ Enrich Program	0
		Total	15			Total	15

Senior Year

First Semester				Second Semester			
Code	Number	Title	Cr. Hrs.	Code	Number	Title	Cr. Hrs.
HIST	3313	U.S. Society and Thought III	3	HIST	4362	Senior Capstone/Senior Thesis	3
HIST	4361	Historiography	3			Free Elective	3
SOCI	4311	Social Change	3			Free Elective	3
		Free Elective	3			Free Elective	3
		Free Elective	3			Free Elective	3
GEEP	4001	General Educ Enrich Program	0	GEEP	4002	General Educ Enrich Program	0
		Total	15			Total	15

TOTAL CUMULATIVE 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	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3
SPAN/FREN	2301	Elementary Spanish I or French I	3
SPAN/FREN	2302	Elementary Spanish II or French II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

			Semester Hours
ENGL	2301	Advanced English Composition	3
ECON	2311	Principles of Economics	3
POLS	2301	Texas and Federal Constitutions	3
POLS	2311	American Politics	3
SOCI	2310	Introduction to Sociology	3
SOCI	4311	Social Change	<u>3</u>
Total Semester Hours			18

Major Field of Study Requirements

			Semester Hours
HIST	2301	Modern Europe to 1815	3
HIST	2302	Modern Europe since 1815	3
OR			
HIST	2310	World History I (3)	
HIST	2311	World History II (3)	
AND			
HIST	2300	The African American Experience	3
HIST	2305	Historical Research Methods	3
HIST	3311	U.S. Society and Thought I: Colonization to 1800	3
HIST	3312	U.S. Society and Thought II: The Nineteenth Century	3
HIST	3313	U.S. Society and Thought III: 1900 to the Present	3
HIST	4361	Historiography	3
HIST	4362	Senior Capstone/Senior Thesis	3
HIST		Two additional HIST courses beyond the freshman level	<u>6</u>
			33

Total Program Hours: $45 + 18 + 33 + 24 = 120$

Courses Required to Complete a Minor

Students who wish to complete a minor in History are required to take a minimum of 18 hours. History majors cannot minor in History.

			Semester Hours
HIST	2305	Historical Research Methods	3
		15 additional hours of History beyond the 1000-level, with at least 9 of those hours at the 3000- or 4000-level	15 —
			18

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:

Understand and apply the principles and laws of freedom of speech and press in the United States and around the world.

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

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.

Think critically, creatively, and independently.

Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Apply basic numerical and statistical concepts.

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	36 Semester Hours
Free Electives	9 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:

Must have a GPA of at least 2.0.

Must have earned at least a “C” in SPCH 2300 – Speech Communication.

Must have a “P” grade in the GEEP courses.

Graduation Requirements

To graduate with a major or minor in mass communications, a student must earn at least a “C” in all required departmental, major field of study, and mass communications approved elective courses. A mass communications major must also meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.

Candidates for the Bachelor of Arts degree in Mass Communications must have a minimum GPA of 2.0.

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

for
MASS COMMUNICATIONS

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
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
PHED	1110	Fundamentals of Health & Fitness I	1	RELI	1301	Survey of Religion and Phil	3
GESS	1300	Academic Success Seminar	3	MATH	1330	College Algebra	3
BIOL PHYS	1401 1402	Intro to Biological Science Lab OR Intro to Physical Science w/Lab	4	MCOM	1311	Intro to Mass Communications	3
SPCH	2300	Speech Communications	3	PHED	1111	Fund of Health & Fitness II	1
GEEP	1001	General Educ. Enrich Program	0	GEEP	1002	General Educ Enrich Program	0
Total			17	Total			16

Sophomore Year

First Semester **Cr. Hrs.** **Second Semester** **Cr. Hrs**

Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	2311	World Literature I	3	HUMA	2300	Humanities	3
CISC	1300	Intro to Computing	3	HIST	2300	Intro to African	3
MCOM	2321	Mass Media Writing	3	SPAN	2302	Elementary Spanish II	
SPAN	2301	Elementary Spanish I OR	3	SPAN	2302	Elementary Spanish II OR	3
FREN	2301	Elementary French I		FREN	2302	Elementary French II	
RELI	2301	Introduction to Ethics	3	MCOM	2312	Mass Comm Law &	3
GEEP	2001	General Educ. Enrich Program	0	ENGL	2301	Advanced English	3
				GEEP	2002	General Educ. Enrich	0
Total			15	Total			15

Junior Year

First Semester **Cr. Hrs.** **Second Semester** **Cr. Hrs**

Code	Number	Title	Hours	Code	Numbe	Title	Hours
CLAP	3099	Rising Junior Exam	0	MCOM		MCOM Option A or B (3 of 5)	3
MCOM	3322	Mass Media in a Diverse Society	3			Soc Scien & Hum Elective (2 of 6)	3
MCOM	3313	Basic Copy Editing & Graphic Desi	3			Soc Scien & Hum Elective (3 of 6)	3
MCOM		MCOM Option A or B (1 of 5)	3	ENGL	2350	Modern College Grammar	3
MCOM		MCOM Option A or B (2 of 5)	3	GEEP	3002	General Educ Enrich Program	0
		Soc Scien & Hum Elective (1 of 6)	3				
GEEP	3001	General Educ. Enrich Program	0				
Total			15	Total			12

Senior Year

First Semester **Cr. Hrs.** **Second Semester** **Cr. Hrs**

Code	Number	Title	Hours	Code	Number	Title	Hours
MCOM	4314	Mass Comm Theory & Research	3	MCOM	4301	Internship in Mass Comm	3
		Soc Scien & Hum Elective (4 of 6)	3	MCOM		MCOM Option A or B (5 of 5)	3
		Soc Scien & Hum Elective (5 of 6)	3			Soc Scien & Hum Elective (6 of 6)	3
MCOM		MCOM Option A or B (4 of 5)	3			Free Elective	3
		Free Elective	3			Free Elective	3
GEEP	4001	General Educ. Enrich Program	0	GEEP	4002	General Educ. Enrich Program	0
CLAP	4098	Senior Exit Exam	0	Total			15
Total			15	Total			15

* Choose one course from Option A or B

General Education Requirements			Semester Hours
BIOL	1401	Introduction to Biological Sciences with Lab OR	
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	1300	Academic Success Seminar	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
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
SPAN/FREN	2301	Elementary Spanish I or French I	3
SPAN/FREN	2302	Elementary Spanish II or French II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

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

Major Field of Study Requirements

			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
Option A (Public Relations) or Option B (Multimedia)			<u>15</u>
Total Semester Hours			36

In addition to the 21 hours above required for the major field of study, students may choose a total of 15 combined units from Option A (public relations) and/or Option B (multimedia).

Option A: Public Relations Option

			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	<u>3</u>
MCOM	4342	Event Planning and Management	3
Total Semester Hours			15

AND / OR

Option B: Multimedia Option

			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

Total Program Hours: $45 + 30 + 36 + 9 = 120$

Courses Required to Complete a Minor

Students who wish to complete a minor in Mass Communications are required to take a minimum of 18 hours. Mass Communications majors cannot minor in Mass Communications.

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

BACHELOR OF ARTS IN RELIGION

Program Overview

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

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

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

Career Opportunities for Religion Majors

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

Objectives

Objectives of the program in religion include the following:

Graduates of the baccalaureate program in religion will be able to demonstrate a depth of understanding and skills in their major field.

Baccalaureate graduates of the religion program will find employment in their field of specialization or closely related fields.

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	12 Semester Hours
Major Field of Study Requirements	36 Semester Hours
Free Electives	<u>27</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 Club

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

RECOMMENDED FOUR-YEAR CURRICULUM

for RELIGION

Freshman Year

First Semester			Cr. Hrs.	Second Semester			Cr. Hrs.
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	1301	English Composition I	3	ENGL	1302	English	3
HIST	1301	United States History I	3	HIST	1302	United States	3
PHED	1110	Fundamentals of Health & Fitness I	1	MATH	1330	College Algebra	3
GESS	1300	Academic Success Seminar	3	BIOL	1401	Introduction to	
CISC	1300	Introduction to Computing	3	PHYS	1402	Introduction to Physical	
RELI	1301	Survey of Religion and Philosophy	3	PHED	1111	Fund of Health &	1
GEEP	1001	General Educ. Enrich Program	0	GEEP	1002	General Educ	0
Total			16	Total			14

Sophomore Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	2301	Advanced English Composition	3	ENGL	2311	World Literature I	3
RELI	2301	Introduction to Ethics	3	RELI	2391	World Religions	3
SPAN	2301	Elementary Spanish I OR	3	SPAN	2302	Elementary Spanish II	
FREN	2301	Elementary French I		FREN	2302	Elementary French II	
HUMA	2300	Humanities	3	SPCH	2300	Speech Communication	3
RELI	3301	Critical Reading and Writing	3			Free elective	3
GEEP	2001	General Educ. Enrich Program	0	GEEP	2002	General Educ. Enrich	0
				CLAP	3099	Rising Junior Exam	0
Total			15	Total			15

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
RELI	3306	Biblical Foundations	3	RELI	3320	Intro to the New	3
RELI	3370	Intro do the Hebrew Bible	3	RELI	3383	Intro to Christian	3
RELI	3303	History of Christianity	3	RELII	4309	Sociology of Religion	3
RELI	3315	Theory and Method in Religious	3			Free Electives	6
		Free Elective	3	GEEP	3002	General Educ Enrich	0
GEEP	3001	General Educ. Enrich Program	0			Total	15
Total			15	Total			15

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
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	3
RELI	4311	Biblical Theology Seminar	3	RELI	2303	Environmental Ethics	3
		Free Electives	6			Free Electives	9
GEEP	4001	General Educ. Enrich Program	0	GEEP	4002	General Educ. Enrich Program	0
Total			15	Total			15

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	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3
SPAN/FREN	2301	Elementary Spanish I OR French I	3
SPAN/FREN	2302	Elementary Spanish II OR French 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	3301	Critical Reading and Writing	3
RELI	3306	Biblical Foundations	<u>3</u>
Total Semester Hours			12

Major Field of Study Requirements

			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	3
RELI	4325	Exegesis of the New Testament	-
Total Semester Hours			36

Free Electives

		Semester Hours
Total Semester Hours		27

Total Program Hours: $45 + 12 + 36 + 27 = 120$ Courses Required to Complete a Minor

Students who wish to complete a minor in Religion are required to take a minimum of 18 hours. Religion majors cannot 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

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 of the program in sociology will:

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

Be adequately prepared to pursue graduate/professional school studies.

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.

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

Candidates for the Bachelor of Arts Degree in Sociology must have completed all General Education, departmental, major field of study, and elective requirements.

Sociology majors must earn a grade of “C” or better in all departmental, major field of study and elective sociology courses.

Candidates for the Bachelor of Arts degree in Sociology must enroll in GEEP courses and receive a “P” grade each semester of attendance.

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.

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 for SOCIOLOGY

Freshman Year

First Semester				Second Semester			
Cr. Hrs.		Cr. Hrs.		Cr. Hrs.		Cr. Hrs.	
Code	Number	Title	Hours	Code	Number	Title	Hours
GESS	1300	Academic Success Seminar	3	ENGL	1302	English Composition II	3
ENGL	1301	English Composition I	3	HIST	1302	United States History II	3
HIST	1301	United States History I	3	CISC	1300	Intro to Computing	3
BIOL	1401	Introduction to Biological Scs with Lab OR	4	RELI	1301	Survey of Religion and Phil	3
PHYS	1402	Introduction to Physical Scs with Lab (4)		MATH	1330	College Algebra	3
PHED	1110	Fund of Health & Fitness I	1	PHED	1111	Fund of Health & Fitness II	1
GEEP	1001	General Educ Enrich Program	<u>0</u>	GEEP	1002	General Educ Enrich Program	<u>0</u>
Total			14	Total			16

Sophomore Year

First Semester				Second Semester			
Cr. Hrs.		Cr. Hrs.		Cr. Hrs.		Cr. Hrs.	
Code	Number	Title	Hours	Code	Number	Title	Hours
SOCI	2310	Intro to Sociology	3	PSYC	2300	Intro to Psychology	3
ENGL	2311	World Literature I	3	SOCI	2340	Marriage and Family	3
SPCH	2300	Speech Communications	3	SPAN	2302	Elementary Spanish II	
SPAN	2301	Elementary Spanish I OR	3	FREN	2302	Elementary French II	
FREN	2301	Elementary French I		HUMA	2300	Humanities	3
			3	SOCI		Elective	3
			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>
Total			15	Total			15

Junior Year

First Semester				Second Semester			
Cr. Hrs.		Cr. Hrs.		Cr. Hrs.		Cr. Hrs.	
Code	Number	Title	Hours	Code	Number	Title	Hours
ENGL	2301	Advanced 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	3
				GEEP	3002	General Educ Enrich Program	<u>0</u>
Total			15	Total			15

Senior Year

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

General Education Requirements

			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	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level	3
RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3
SPAN/FREN	2301	Elementary Spanish I OR French I	3
SPAN/FREN	2302	Elementary Spanish II OR French II	3
SPCH	2300	Speech Communication	<u>3</u>
Total Semester Hours			45

Departmental Requirements

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

Major Field of Study Requirements

			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	<u>3</u>
		Total Semester Hours	33

Free Electives	Semester Hours
	18
Total Semester Hours	18

Total Program Hours: $45 + 24 + 33 + 18 = 120$ Courses Required to Complete

a Minor

Students who wish to complete a minor in Sociology are required to take a minimum of 21 hours. Sociology majors cannot 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 Electives (3000-4000 level courses)	<u>6</u>
		Total Semester Hours	21

MINOR IN PSYCHOLOGY

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

The psychology minor is designed to provide undergraduate students with a broad overview of topics and domains within psychology, knowledge, and skills related to research methods in psychology, and deeper knowledge of research, theory, and application. The content domains from which students may select courses include clinical, developmental, and social psychology. Students may choose courses that emphasize the theory or application of psychological principles. A number of these courses examine the application of psychological research to societal issues.

The psychology minor may be appropriate for students pursuing graduate training or professional careers in fields such as health, business, education, criminal justice and human services, as well as in psychology.

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

MINOR IN SOCIAL WORK

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

BACHELOR OF ARTS IN SPANISH

The mission of the Department of Spanish is to prepare students to communicate effectively in Spanish and acquire knowledge of the Hispanic culture and literature.

Program Overview

The purpose of the Spanish program is to prepare students as competent, bilingual professionals. In addition, the program enables students to explore cultural and literary themes across the rich and diverse Hispanic societies. They also gain an understanding of the neighboring Hispanic-American countries and peoples in order to engage in international relations and business. It also opens communication avenues with the vast Hispanic population in the U.S.A. Students gain not only foundational knowledge for future graduate studies and careers, but also develop insights that help them become more thoughtful, self-confident, self-aware of their own identities and more ethically and socially responsible world citizens within their families and communities. Practical knowledge and use of Spanish are an effective key to open doors to rewarding professional careers. Students are encouraged to declare their major as early as their freshman year and consult with an advisor from the Department of Spanish to ensure the most successful academic journey.

Career opportunities for Spanish Majors

Students with a major in Spanish should be able to find employment in the field of publishing as editors, proofreaders, and copy makers; international reporters and correspondents; interpreters and translators; kindergarten bilingual teachers; secondary school teachers; bilingual paralegals and legal assistants; bilingual market research analysts; and marketing specialists. By adding either a double major or minor, students will

potentially increase the probabilities of being employed in their areas where being bilingual is a requirement. Students completing this program can pursue graduate degrees in Spanish or enter a profession or occupation where bilingual skills are required and advantageous for marketability.

Objectives

The objectives of the program in Spanish include the following:

- Provide a premier education in the Spanish language to achieve linguistic competence at each level of proficiency (elementary, intermediate, and advanced) as defined by the American Council on Teaching Foreign Languages (ACTFL).
- Provide instruction in Hispanic cultures and literature.
- Prepare students for graduate training in Spanish or Hispanic Studies.
- Its graduates will be able to interact successfully with native Spanish-speakers and their communities anywhere in the world.

Student Learning Outcomes of the program in Spanish

Student will be able to:

- Demonstrate linguistic competence at each level of proficiency (elementary, intermediate, and advanced) as defined by the American Council on Teaching Foreign Languages (ACTFL).
- Analyze Hispanic cultures and literature.
- Interact successfully with native Spanish-speakers and their communities anywhere in the world.
- Study abroad in the summer for greater immersion in the culture and use of the Spanish language.

General Degree Requirements

General Education Requirements	45 Semester Hours
Departmental Requirements	12 Semester Hours
Major Field of Study	48 Semester Hours
Directed Electives	18 Semester Hours
Total Semester Hours	123

Requirements for Admission

The following are required for admission to the Spanish Department. Students:

1. Must declare a major or minor in Spanish.
2. Must have a GPA of at least 2.0.

Graduation Requirements

Graduates of the Spanish program must:

- Earn at least a “C” in all required program major and elective courses with a Spanish prefix.
- Meet all General Education requirements, take the Rising Junior, Senior Comprehensive, and Major Subject Field Tests.
- Have a GPA of at least 2.00.
- Enroll in GEEP and CLAP courses and receive a “P” grade each semester in attendance.
- Take the Spanish exit examination.
- Complete an application for graduation and secure the approval of their advisor and dean.
- Complete all other applicable requirements.

College Level Examination Program (CLEP)

Students in the Program can earn up to 12 college-level credits for Spanish courses by taking the CLEP exam. This exam consists of two listening parts and one reading part. For more information, contact your Spanish advisor. Courses that can be given credit are: SPAN 2301, SPAN 2302, SPAN 2303, and SPAN 2305.

Spanish Club and AMG Honor Society

Students in the Spanish program are encouraged to join the Spanish Club and to apply for membership in the National Collegiate Foreign Language Honor Society, Alpha Mu Gamma – XI Omega Wiley College chapter.

Translation Clinic

Students in the Spanish program are active members of the Translation Clinic. During their tenure in the Clinic, students are trained to translate documents from Spanish to English. Also, students volunteer their time translating documents for Wiley College community and other institutions.

**RECOMMENDED FOUR-YEAR CURRICULUM
for SPANISH**

Freshman Year

First Semester

Code	Number	Title	Hours	Code	Number	Title	Hours
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
PHED	1110	Fundamentals of Health & Fitness I	1	PHED	1111	Fund of Health & Fitness II	1
GESS	1300	Academic Success Seminar	3	SPAN	2302	Elementary Spanish II	3
SPAN	2301	Elementary Spanish/French I	3	SPAN	2303	Elementary Spanish Conversation	3
RELI	1301	Survey of Religion & Philosophy	3	CISC	1300	Introduction to Computing	3
GEEP	1001	General Educ. Enrich Program	0	GEEP	1002	General Educ Enrich Program	0
Total			16	Total			16

Sophomore Year

**First Semester
Hrs.**

Cr. Hrs.

Second Semester

Cr.

Code	Number	Title	Hours	Code	Number	Title	Hours
SPAN	2305	Inter. Spanish Grammar and	3	SPAN	2307	Intermediate Spanish	3
SPAN	2306	Intermediate Spanish Conversation I	3	SPAN	2310	Intermediate Spanish	3
SPCH	2300	Speech Communication	3	ENG	2311	World Literature I	3
MATH	1330	College Algebra or higher-level Math	3	HUMA	2300	Humanities	3
RELI	2301	Introduction to Ethics	3	BIOL	1401	Intro. to Biol Sciences	4
GEEP	2001	General Educ. Enrich Program	0	PHYS	1402	Intro. to Physical Sciences with Lab	
Total			15	GEEP	2002	General Educ. Enrich Program	0
Total				Total			16

Junior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
SPAN	2311	Intermediate Spanish Reading II	3	SPAN	2330	Inter. Spanish Grammar & Comp. III	3
SPAN	2312	Inter. Spanish Grammar and Comp. II	3	SPAN		Option A or B	3
ENGL	2350	Modern College Grammar	3	ENGL	4320	History and Devel of the English Language	3
SPAN		Option A or B	3	SPAN		Option A or B	3
GEEP	3001	General Educ. Enrich Program	0	ENGL	2301	Advanced English Composition	3
CLAP	3099	Rising Junior Exam	0			Total	15
		Total	<u>12</u>				

Senior Year

First Semester				Second Semester			
Code	Number	Title	Hours	Code	Number	Title	Hours
SPAN	2314	Advanced Span Conversation	3	SPAN	4301	History of the Spanish Language	3
SPAN	2340	Advanced Spanish Grammar & Compos. OR	3			Free elective	3
SPAN	3330	Spanish Speaking Cultures		SPAN		Option A or B	3
SPAN		Option A or B	3	SPAN		Option A or B	3
		Free Elective	3	GEEP	4002	General Educ. Enrich	0
GEEP	4001	General Educ. Enrich Program	0			Total	12
CLAP	4098	Senior Exit Exam					
		Total	12				

TOTAL CUMULATIVE 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	
ENGL	1301	English Composition I	3
ENGL	1302	English Composition II	3
ENGL	2311	World Literature I	3
GESS	1300	Academic Success Seminar	3
HIST	1301	US History I	3
HIST	1302	US History II	3
HUMA	2300	Humanities	3
PHED	1110	Fundamentals of Health and Fitness I	1
PHED	1111	Fundamentals of Health and Fitness II	1
MATH	1330	College Algebra or higher level Math	3
RELI	1301	Survey of Religion and Philosophy	3
RELI	2301	Introduction to Ethics	3
SPAN/FREN	2301	Elementary Spanish I OR French I	3
SPAN/FREN	2302	Elementary Spanish II OR French II	3
SPCH	2300	Speech Communication	<u>3</u>
		Total Semester Hours	45

Departmental Requirements

CISC	1300	Introduction to Computing	3
SOCI	3351	Race & Ethnic Relations	3
SPAN	2303	Elementary Spanish Conversation	3
SPAN	3380	African-Hispanic Literature	<u>3</u>
Total Semester Hours			12

Major Field of Study Requirements

			Semester Hours
SPAN	2305	Intermediate Spanish Grammar and Composition I	3
SPAN	2306	Intermediate Spanish Conversation I	3
SPAN	2307	Intermediate Spanish Conversation II	3
SPAN	2310	Intermediate Spanish Reading I	3
SPAN	2311	Intermediate Spanish Reading II	3
SPAN	2312	Intermediate Spanish Grammar and Composition II	3
SPAN	2314	Advanced Spanish Conversation and Composition	3
SPAN	2330	Intermediate Spanish Grammar and Composition III	3
SPAN	2340	Advanced Spanish Grammar II	3
SPAN	3317	Advanced Spanish Reading	3
SPAN	3330	Spanish Speaking Cultures	3
SPAN	3335	Survey of Spanish American Literature	3
SPAN	3336	Survey of Spanish Peninsular Literature	3
SPAN	4399	Special Topics in Spanish	3
SPAN	4374	Applied Spanish for the Professions	3
SPAN	4385	Teaching Spanish Literature	<u>3</u>
Semester Hours			48

Electives (Students should choose six (6) courses (18 hours) from the list below:

			Semester Hours
SPAN	3360	Study Abroad: Spanish & Latin American Culture	3
SPAN	3365	XIX Century Cuban Literature	3
SPAN	3397	Hispanic American Women Writers	3
SPAN	4301	History of the Spanish Language	3
SPAN	4340	Survey of the South Cone's Literature	3
SPAN	4370	Twentieth Century Spanish American Short Stories	3
SPAN	4373	Spanish for Christian Ministry	3
SPAN	4375	Advanced Oral Spanish for Teachers	3
SPAN	4376	Foreign Language Teaching Methodology	3
SPAN	4399	Special Topics in Spanish	3
Elective		To be Selected from Entire Catalog	3

Total Semester Hours

123

Total Program Hours: $45 + 12 + 48 + 18 = 123$ **Practical Objectives**

Students may choose to concentrate the 18 credit hours of electives in Spanish as preparation to meet the requirements for graduate schools offering a Master of Arts in Teaching (MAT) or a Master of Arts (MA) that may lead to a Ph.D. in Spanish. As a result of their prior preparation, these students may qualify for teaching assistantships.

MINOR IN SPANISH

Students completing a minor in Spanish are expected to develop skills in understanding, speaking, reading, and writing in the target language to function in a Spanish-speaking environment. The minor in Spanish consists of eighteen (18) credit hours. If a student passes the listening, speaking, reading and writing parts of the Spanish Placement Test and successfully completes one additional course at or above the 2307 course level, the student may be given credit by examination for SPAN 2301 and SPAN 2302. A minimum of four courses, beyond the SPAN 2303 Elementary Spanish Conversation must be taken at Wiley College. The student should contact the Spanish Department for further information.

Minor in Spanish

			Semester Hours
SPAN	2305	Intermediate Spanish Grammar & Composition I	3
SPAN	2310	Intermediate Spanish Reading I	3
SPAN	2312	Intermediate Spanish Grammar & Composition II	3
SPAN	2314	Advanced Spanish Conversation and Composition	3
SPAN	3330	Spanish-Speaking Cultures	3
SPAN	4374	Applied Spanish for the Professions	<u>3</u>
Total Semester Hours			18

STUDENT SERVICES AND PROGRAMS

STUDENT SERVICES AND PROGRAMS

DIVISION OF STUDENT AFFAIRS

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

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

GENERAL INFORMATION AND REGULATIONS

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

Automobiles and Parking

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

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

Consequences for Students Who Persistently Violate Rules and Regulations

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

Dining Services

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

Identification Cards

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

Mail Services

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

Non-Liability of College for Injury or Loss

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

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

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

Personal Property Insurance

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

Policy on Smoking

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

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

Procedure for Reserving a Room

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

Residential Requirements

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

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

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

Student Conduct

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

Wiley College is a Drug-Free Environment. The institution, therefore, does not permit the possession, use, consumption, sale or distribution of illegal drugs by students, employees, or anyone else on its property at any time or at any College activity. Any person who violates this policy will be subject to appropriate disciplinary action. Students who violate this policy may risk suspension, expulsion, or community service. Students also will be referred to the local law enforcement authorities. If a student is suspended for

violation of this policy, the period will be no less than one year.

The Student Handbook

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

STUDENT SERVICES

Career Planning Services

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

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

Orientation Services

To assist new students in making a satisfactory adjustment to the collegiate environment, the College provides a comprehensive orientation program at the beginning of each semester. This is a collaborative effort among the Divisions of Student Affairs, Enrollment Services, and Academic Affairs. Freshmen and new students are required to participate in the orientation program that includes placement testing and seminars or workshops about the College's history and mission, academic degree programs, policies and procedures, student life regulations, financial aid, money management, time management, study-skills and an introduction to and tour of learning resources available campus-wide, such as the library, tutorial, and computer laboratories. In addition to the foregoing, the orientation program for freshmen is extended over the first academic year by required enrollment in the Academic Success Seminar (GESS 1300) which provides more in-depth information about developing learning skills that help ensure academic achievement.

Campus Ministry

Wiley College is part of the Texas Annual Conference of The United Methodist Church. The contention of Campus Ministry is that the road to a healthy self is centered in one's understanding of God's perfect love. In an effort to promote an environment which exudes the love of God, the unit of Campus Ministry is dedicated to providing passionate worship, biblical study, community service, a sense of inclusiveness and unconditional love.

Wiley College is a community of faith as well as a community of learning. Spiritual formation is a

critical component of a student's spiritual experience and the College strives to create an environment where students encounter God and grow in the Christian faith.

God's presence throughout the campus is immanent in the enthusiastic voices of students as they participate in worship, the eyes of students who serve at the local nursing home, the hands-on interaction between faculty and staff with students as they go the extra mile with students in an effort to ensure the student's success. Without much effort, one is able to experience God's amazing grace and His powerful presence on the campus of Wiley College on a daily basis.

In keeping with the College's affiliation with The United Methodist Church and in recognition of the importance of instilling time-honored values in students, the College provides numerous opportunities for religious expression and/or faith development. A college chaplain is available to students for pastoral counseling, to conduct worship services and to, otherwise plan campus ministry activities which foster the spiritual development and growth of students. The student organization associated with the Office of the Chaplain is Student Pastors and Organizational Chaplains (SPOC). Additionally, the office oversees the Liturgical Praise and Mime Ministries.

Student Health Services

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

Health insurance is primarily the responsibility of the student, and family and any family coverage available must provide primary care. Students must present evidence of any family or personal insurance coverage via the Wiley College Pre-Entrance Medical Record Form. However, the College does provide secondary insurance, through the assessment of general fees. This coverage is designed to supplement primary care coverage and, therefore, is limited to accidental injury and in-patient hospitalization.

Coverage for medication, eyewear, out-patient treatment, and dental needs is not offered by the College. A pamphlet describing the College coverage is available in Health Services.

Bacterial Meningitis Vaccinations for Students

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

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

OR

An affidavit signed by the student stating that the student declines the vaccination for bacterial meningitis for reasons of conscience, including a religious belief. A conscientious exemption form from the Texas Department of State Health Services must be used. (This may take up to thirty [30] days.)

<https://webds.dshs.state.tx.us/immco/affidavit.shtm>

A student is not required to submit evidence of receiving the vaccination against bacterial meningitis or evidence of receiving a booster dose:

If the student is thirty (30) years of age or older by the first class day of the semester in which s/he intends to enroll.

OR

If the student is enrolled in online or other distance education courses only.

Student Development

The Office of Student Development is designed to inspire and engage students through the strategic integration of co-curricular and experiential learning opportunities that intentionally engage them in the life of the college and the global society. Through collaboration with academic areas, the Student Development office provides innovative programs, activities, and services that enhance the quality of student life. The office has as its major goal the construction of a student-centered environment in which students develop, embrace, and enhance ethical leadership, life skills, leadership, and character development and experiences.

Student Union

The Fred T. Long Student Union Building houses the Office of the Vice President for Student Affairs; the Associate Vice President for Student Health, Counseling & Wellness; Assistant Vice President for Student Affairs; Dean of Students; the Executive Director of Student Affairs; and the Director of Development. As the hub for student and co-curricular activities, it also houses the cafeteria, the ballroom, the Spirit Store, the bowling alley, the Health and Well-being Services Office, a snack bar, “the Felix Cook” Game Room, and the Office for the Student Government Association. The College’s non-commercial radio station, KBWC (91.1 FM), and the Division of Student Affairs are located on the second floor.

COUNSELING SERVICES FOR STUDENTS

Counseling Services

Counseling services are available to help students adjust to the college environment and to provide academic and personal counseling. Individual and small group counseling is available to all students. In a safe and confidential setting, students are able to discuss and receive help with concerns that they might not be willing to discuss or share otherwise. In general, all faculty and staff members are at the disposal of students and will make every effort to direct students to the appropriate resources to aid in resolving classroom difficulties or to discuss other problems of a social or personal nature.

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 ACTIVITIES

Athletic Activities

The College's intramural and intercollegiate athletic programs are under the supervision of the Vice President for Student Affairs/Director of Athletics. Wiley College participates in men's and women's basketball, track and field, women's volleyball, cross country, and baseball. The intercollegiate athletics program is under the guidance of the National Association for Intercollegiate Athletics (NAIA) and currently is affiliated with the Red River Athletic Conference.

Wiley also provides a program of intramural sports for students. Included in the program of activities are major team sports for men and women and a variety of individual sports which are designed to improve the students' physical and mental health, and help students develop a lifelong perspective on wellness and fitness.

Fraternities and Sororities

Eight national fraternities and sororities are represented on the Wiley College campus. Students who have accumulated thirty (30) or more semester hours and have earned a grade point average of 2.50 or better are eligible for membership in these organizations. Fraternities and sororities are permitted to conduct membership intake during the spring semester. Membership intake procedures are governed by the College as outlined in the *Student Organization Handbook* and the national office for each fraternity and sorority. The organizations include:

FRATERNITIES

Alpha Phi Alpha, Alpha Sigma Chapter
Kappa Alpha Psi, Alpha Chi Chapter
Omega Psi Phi, Theta Chapter
Phi Beta Sigma, Beta Chapter

SORORITIES

Alpha Kappa Alpha, Phi Chapter
Delta Sigma Theta, Alpha Iota Chapter
Sigma Gamma Rho, Beta Gamma Chapter
Zeta Phi Beta, Theta Chapter

The All-Greek Council is composed of elected representatives of all fraternities and sororities and is organized for the promotion of fellowship, cooperation and brotherhood and sisterhood among the Divine Nine Greek-letter organizations.

Student Activities

Student activities include social, cultural, and educational programs that are designed with input from students and are carried out through the combined efforts of students, faculty, and staff. These co-curricular activities support the educational mission and academic goals of Wiley College. An individual student's participation in co-curricular activities is subject to the regulations and eligibility policies of Wiley College, which are spelled out in the *Student Handbook*. Student activities are coordinated through the Office of Student Development and are under the supervision of the Executive Director of Student Affairs..

Student Clubs and Organizations

There are a variety of special interest clubs and organizations available to students; some of these include the Accounting Club, Computer Club, Biology Club, National Association of Blacks in Criminal Justice, International Club, United Methodist Student Organizations, Hispanic Student Organization and Students in Free Enterprise. For additional information, contact the Office of Student Development.

Student Government Association

The student body of the College is organized and is represented by the Student Government Association (SGA). Its officers are elected by students, who in turn, represent the student body. The purposes of the SGA are to collaborate with the administration and faculty on behalf of student life, to assist with coordination of campus activities, to serve as the vehicle for expressing students' thoughts and opinions, and to promote College loyalty. The president of the Student Government Association is the official student body representative at Wiley College. The president, together with members of the SGA Cabinet and other student leaders, hold appointed membership on most standing committees of the College. The Student Government Office is located on the ground floor of the Fred T. Long Student Union Building (a facility which is currently under renovation). The SGA is governed by a constitution which appears in the *Student Handbook*.

Student Organizations

The College recognizes: (1) the importance of organized student activities as an integral part of the total education program of the College and that the acquisition of knowledge is not confined to the formality of the classroom; (2) that college learning experiences are enriched by student organizational activity; and that student organizations provide a framework for students to develop special talents and interests.

Inherent in the relationship between the College and organized student groups is the understanding that the purposes and activities should be of significant value to the student as a member of the College community. All organizations must demonstrate that their purposes are to broaden the scope of the academic experience, extend knowledge in specialized areas, enhance professional, cultural, and social interests, or promote recreational interests within the college community. All student organizations must register with the Office of Student Activities and are subject to regulations spelled out in the *Student Organization Handbook*.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Wiley College is sensitive to the rights, freedoms and responsibilities of all students. Policies and procedures have been established to ensure that individual rights and freedoms are protected and responsibilities are understood. The College community aims to maintain standards conducive to academic, social and personal growth. Students at Wiley are expected to:

- Observe state and federal laws as well as College policies and regulations;
- Respect the rights and privileges of others;
- Be forthright and honest in all of their academic and social conduct, and
- Share the responsibility of maintaining an environment where individual actions do not violate the community's welfare.

Students have both the right and the responsibility to dialogue with each other directly in a constructive manner when problems occur. Student Affairs staff will support and work with students in an effort to understand and abide by College policies.

Students are responsible for adhering to the dress code standards for students at Wiley College which have been modified to ensure, as part of the educational experience, that a student's demeanor, appearance and habits will give that extra edge.

The College's professional dress standards pertain to all areas of the College, including the classroom, library, cafeteria, visits to administrative offices and work-study locations and are strictly enforced at all times.

Students are also responsible for abiding by all policies, rules and regulations contained in the *Student Handbook*, as well as information from other sources including the *College Catalog* and, where applicable, the *Residence Life Handbook*.

The College, however, does not attempt to use formal rules to define every unacceptable form of behavior. In situations not covered by specific regulations, students are expected to use common sense and conduct themselves at all times as mature, responsible individuals.

Failure to comply with College and/or residential policy may result in disciplinary action. Serious or repetitive violations of these policies could be grounds for suspension, expulsion and the termination of a student's housing contract and may affect continued enrollment.

More specific information about student rights and responsibilities is printed in the *Student Handbook*.

GRIEVANCE PROCEDURES FOR STUDENTS

Policy Statement

The policy of the College is to ensure the speedy and fair resolution of all conflicts, to provide for review processes to guarantee the fair and reasonable application of College policies to all students, and to encourage mediation of potential conflicts at the earliest possible moment. Students are expected to exhaust all internal administrative remedies before pursuing any action with external agencies. It shall be the responsibility of the College, through the Office of the Vice President for Student Affairs, to ensure that the rights of all students are appropriately supported and respected.

Definition

A student grievance is any complaint made in writing by a student to an appropriate administrative office of the College alleging unfair, unreasonable, arbitrary, capricious, and/or discriminatory application of College policies. A grievance may result from academic experiences, non-academic matters involving administrators, staff, or student organizations or matters related to alleged discrimination on the basis of race, color, national origin, age, gender, disability, creed, or marital status.

Students with grievances are encouraged to resolve problems where they arise and with the parties involved. In general, grievances may be categorized as academic, non-academic or discriminatory grievances. Grievances may result also from alleged acts of sexual harassment.

Filing a Grievance

Students may file a grievance or register a formal complaint by presenting the complaint in writing to the appropriate administrative officer of the College. The appropriate officers for various types of grievances are listed below:

Type of Grievance	Administrative Officer
Sexual Harassment	Director of Human Resources
Academic Matters	Provost and Vice President for Academic Affairs
Financial Matters	Vice President for Business and Finance
Student Code Violations	Vice President for Student Affairs/Dean of Students

Appeals

Student appeals related to Wiley College academic policies must be submitted to the Provost and Vice President for Academic Affairs' office, who will refer the appeal to the appropriate college committee. The Provost and Vice President for Academic Affairs or his/her designee will have a consultative meeting with students and provide other needed assistance. The Academic Council will consider letters of appeal. The appeal is limited to the issue of penalty.

The decision of the Vice President for Student Affairs on disciplinary matters may be appealed. The appeal is limited to the issue of penalty.

**BUSINESS AND FINANCIAL
SERVICES**

BUSINESS AND FINANCIAL SERVICES

The fiscal affairs of the College are managed by the Division of Business and Finance. This Division maintains all records of student charges and is responsible for the accurate and timely posting of federal, state, institutional, personal, and other funds to students' accounts. Questions related to fees, charges, payments, and other such matters should be directed to the Office 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 Office of Business and Finance and students whose financial aid forms are incomplete, incorrect, or late may be denied any and all College services. A student may not receive transcripts, grade reports, or other educational records unless all accounts with the College are satisfied.

All payments are due at the time of registration. Payments should be made with certified checks, cashier's checks, money orders, personal checks, Visa, MasterCard, Discover or American Express. Return of personal checks because of insufficient funds will result in the permanent refusal of any other check cashing privileges and may subject the student to administrative withdrawal from the College for non-payment of account. A returned payment fee of \$50.00 will be assessed to the student's account for each payment applied to the student's account and returned unpaid.

Personal checks will not be accepted for the payment of application fees or housing reservation fees. Acceptable forms of payments for application fees and housing reservation fees are limited to cashier's checks, money orders, certified checks and credit cards.

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

Wiley College
Division of Business and Finance Cashier's Office
711 Wiley Avenue
Marshall, TX 75670-5199

Student Account Payment Terms

All charges for each semester are due and payable at the time of registration unless a deferred payment agreement is negotiated and approved by the Office of Business and Finance. Deferred payment agreements may be negotiated at any time prior to registration by contacting the student accounts staff in the Business Office.

Deferred Payment

Students may be eligible to defer the unpaid balance of their student account. If a student is a recipient of financial aid and the student's financial aid file is eligible for disbursement, the student's unpaid balance may be eligible for deferment.

To qualify for deferment, the student must pay at least one-fourth of the estimated student account balance (net of certain Financial Aid) prior to or at the time of registration. Students must demonstrate adherence to prior student charge deferment agreements. All charges must be paid by the last class day of the semester.

Deferment agreements will require monthly payments due each succeeding month after the initial down payment with the balance due on the last day of the semester. Payments must be current prior to final examinations each semester.

Refund Policy

The College will refund excess payments to the students' accounts within a reasonable period of time. Overpayments arising from federal financial aid will be refunded in compliance with federal regulations. Depending upon the financial aid award, refunds may be made payable either to the student or parent/guardian. Refunds may be mailed or made available for pick up from the College's Cashier's Office.

Students are encouraged to pay only the amount needed to satisfy charges to their student accounts. Credit balances (amounts paid in excess of charges) will be refunded to the student or credited to the next semester's billing, as directed by the student.

Refund Repayment upon Withdrawal

If a student withdraws from the College without completing the semester, the student's withdrawal may result in an unpaid student account balance. Student may be required to repay the amount of the student refund previously disbursed, unpaid student charges, and federal financial aid. The amount that the student is required to repay to the College (and federal financial aid programs) will be calculated by the Financial Aid Office upon withdrawal. (Please also see: Tuition, Fees, and Room and Board Adjustments)

Employer Reimbursement Plan

Students whose employers will reimburse them for the cost of education upon successful completion of a course, a semester, or a program are responsible for full payment to the College at registration. Reimbursement agreements are exclusively between the employer and the student and do not involve the College. Students are encouraged to apply for financial aid.

Meal Services

All students living in the residence halls are required to purchase a meal plan that provides for nineteen (19) meals per week. A replacement fee of \$35.00 will be assessed for a lost or damaged Wiley College Student ID card. The fee may be paid at the Cashier's window or, upon approval, charged to the student's account by the accountant for student accounts.

Tuition, Fees, Room and Board Adjustments

If a student is compelled to withdraw from school or reduce course load during the semester, refunds of charges shall be made as follows:

Official Withdrawal Date	Tuition & Fees	Room	Board
First through 12th day of class	90%	80%	80%
After 12th day of classes.	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.

2019-2020 TUITION AND FEES SCHEDULE

OMP AND CJA PROGRAMS

(SHREVEPORT & ONLINE)

	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance	CPL Hours	Cost per Credit Hour
Less-Than Part-Time <i>(No Financial Aid; Requires Payment Arrangement)</i>	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
Part-Time <i>Partial Financial Aid</i>	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
Full-Time	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)

Fee Per Hour	Evaluation Flat Fee
\$75	\$100

19	\$ 1,425.00
20	\$ 1,500.00
Plus a Flat Rate Evaluation Fee of \$100	

Cohort Degree Credit Hours

AA Deg.	Plus	Program	Electives	TOTAL HOURS
60+		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

2019-2020 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 Part-Time (No Financial Aid; Requires Payment Arrangement)	1	\$ 421.00	300	\$ 721.00
	2	\$ 842.00	300	\$ 1,142.00
	3	\$ 1,263.00	300	\$ 1,563.00
	4	\$ 1,684.00	300	\$ 1,984.00
	5	\$ 2,105.00	300	\$ 2,405.00
Part-Time Partial Financial Aid	6	\$ 2,526.00	300	\$ 2,826.00
	7	\$ 2,947.00	300	\$ 3,247.00
	8	\$ 3,368.00	300	\$ 3,668.00
	9	\$ 3,789.00	300	\$ 4,089.00
	10	\$ 4,210.00	300	\$ 4,510.00
	11	\$ 4,631.00	300	\$ 4,931.00
Full-Time	12	\$ 5,052.00	300	\$ 5,352.00
	13	\$ 5,473.00	300	\$ 5,773.00
	14	\$ 5,894.00	300	\$ 6,194.00
	15	\$ 6,315.00	300	\$ 6,615.00
	16	\$ 6,736.00	300	\$ 7,036.00
	17	\$ 7,157.00	300	\$ 7,457.00
	18	\$ 7,578.00	300	\$ 7,878.00

NOTE: A payment arrangement is required with the Business Office at Registration to cover balances.

Effective 07/01/19

2019-2020 TUITION AND FEES SCHEDULE

SUMMER 2020 ONLINE COST PER CREDIT HOUR

(OFF CAMPUS ONLINE ONLY)

	Credit Hours	Cost per Credit Hour	Technology Fee	Off-Campus Cost of Attendance
Less-Than Part-Time <i>(No Financial Aid; Requires Payment Arrangement)</i>	1	\$ 421.00	300	\$ 721.00
	2	\$ 842.00	300	\$ 1,142.00
	3	\$ 1,263.00	300	\$ 1,563.00
	4	\$ 1,684.00	300	\$ 1,984.00
	5	\$ 2,105.00	300	\$ 2,405.00
Part-Time <i>(max Pell Grant \$3,098 with 12 hrs.)</i>	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

2019-2020 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
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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

(Off-campus status must be approved by Residence Life)

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.

2019-2020 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 Aid	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 College are listed below:

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

NOTE: Wiley College reserves the right to modify any fee without prior notification.

Insurance Coverage

Health insurance is the responsibility of the student and family; and any family coverage available must provide primary care. Insurance coverage for medication, eyewear, out-patient treatment, and dental needs is not offered by the College. A pamphlet describing the College coverage is available in Health Services.

FINANCIAL AID

The Office of Financial Aid oversees state and federal assistance programs that exist to help students cover the basic cost of education. Financial aid includes such programs as the Federal Pell Grant, Federal Direct Student Loan program, Federal College Work-Study program, grants or scholarships provided by the College or by outside sources, state or federal rehabilitation assistance, and veterans' educational benefits. The amount of aid a student receives is generally based on need. Should a student decline the financial aid award offered, he/she must do so in writing. "Need" is defined as the difference between the student's college expenses and the amount of money the student and his/her family are expected to contribute as determined by the filing of the FAFSA (Free Application for Federal Student Aid). Wiley College reviews continuously its financial aid program in an effort to assist needy and worthy students with rising costs of a college education. Wiley College offers its students the following types of financial assistance based on the institution's eligibility to participate in the various programs:

Federal Programs

- Federal Pell Grant Program (FPELL)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study Program (FWS)
- Federal William D. Ford Direct Loan Program

Private Gifts/Grants

- Endowed Scholarships

State Programs

- Tuition Equalization Grant Program (TEG)
- College Access Loan (CAL) Program
- Texas B-On-Time Loan Program (BOT)
- Texas College Work Study

Wiley College

- Institutional Scholarships

Wiley College Institutional Scholarships

Wiley College offers numerous institutional and special scholarships. The College scholarship committee recommends the granting of scholarships. The recommendations are made consistent with the established criteria. Scholarship awards may be restricted according to special purposes. Students needing additional assistance should contact the Office Admissions and Recruitment and the Office of Financial Aid. The Financial Aid Office administers all aid programs.

The following are first-time freshman academic scholarships:

Presidential Scholarship Award

This four-year scholarship, limited to the published cost of room, board, tuition, and fees, is offered by selection to an entering freshman who meets the following criteria:

- A grade point average (GPA) of 3.75 or higher on a 4.0 scale;
- A current high school diploma with recorded outstanding achievement;
- A rank in the top 10 percent of their class, and
- A score of 25 or above on the American College Texas (ACT) or 1070 or above on the Scholastic Aptitude Test (SAT).
- Priority consideration will be given to students who qualify for the [Federal Pell Grant](#) by February 1 through completion of the [Free Application for Federal Student Aid \(FAFSA\)](#). Consideration may also be given to students who have demonstrated a strong likelihood to qualify for the Federal Pell Grant through a combination of other factors.
- Students must be an incoming first time freshman.
- Students are required to participate in community service and leadership development programs and events.

To maintain this scholarship, the student must enroll in and pass fifteen (15) semester credit hours and maintain a minimum cumulative and semester grade point average of 3.75. All recipients are expected to abide by the legal, ethical and moral guidelines of Wiley College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. Presidential Scholars are ineligible for any additional aid. All other aid will be applied before Institutional scholarships.

Provost's Scholarship Award

This four-year scholarship, current cost of tuition, is offered by selection to an entering freshman who meets the following criteria:

- A GPA of 3.50 or higher on a 4.0 scale,
- A current high school diploma, and
- A score of 21 or above on the ACT or 990 on the SAT.
- Priority consideration will be given to students who qualify for the [Federal Pell Grant](#) by February 1 through completion of the [Free Application for Federal Student Aid \(FAFSA\)](#). Consideration may also be given to students who have demonstrated a strong likelihood to qualify for the Federal Pell Grant through a combination of other factors.

- Students must be an incoming first time freshman.

To maintain this scholarship, the student must enroll in and pass fifteen (15) semester credit hours and maintain a minimum cumulative and semester grade point average of 3.30. All recipients are expected to abide by the legal, ethical and moral guidelines of Wiley College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. All other aid will be applied before Institutional scholarships.

Deans' Scholarship Award

This four-year scholarship, half of current cost of tuition, is offered by selection to an entering freshman who meets the following criteria:

- A GPA of 3.00 or higher on a 4.0 scale,
- A current high school diploma, and
- A score 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 College. Recipients must understand and accept that there is a consequence for misconduct, and that any actual or perceived impropriety behavior may result in cancelation of their scholarship. All other aid will be applied before Institutional scholarships.

Special Scholarships

A list of special scholarships can be located in the Office of Financial. Special scholarships include but are not limited to athletic, choir, debate, and personal and corporate donors.

FINANCIAL AID POLICIES

Student Eligibility

The first step in applying for all federal and state financial assistance, loans, and scholarships is the completing of the Free Application for Federal Student Aid (FAFSA). FAFSA forms are available in the Financial Aid Office or via the Internet at www.fafsa.ed.gov/.

To receive assistance through the financial aid program, a student must:

1. Have a high school diploma or a General Education Development (GED) certificate;
2. Be a U.S. citizen, a permanent resident, a U.S. national, or an eligible non-citizen;
3. Have financial need established through a U.S. Department of Education approved needs analysis service;
4. Be admitted to the College and/or be currently enrolled in a degree-granting programs as a regular student, and
5. Be registered with the Selective Service (required for all males between the ages of 18-25).

Education of Veterans and Their Dependents

Wiley College is approved for the training of veterans and other eligible persons. Students who expect to attend Wiley under some veteran's benefit plan should secure a certificate of eligibility from the Veterans Administration Office before registration. The local Veterans Administration Office will assist in securing this certification. Students who are eligible for benefits as children of deceased veterans must file their certificates of eligibility before registration.

Need Analysis

Financial need is the difference between the cost of attendance and the expected family contribution. The expected family contribution is determined by a formula that is the same for all colleges and universities. Financial need, however, is a relative figure because the family contribution is subtracted from the cost of education at a particular institution to determine a student's financial need. The basic components of a student's educational expense budget are tuition and fees, room and board, books, transportation expenses, and personal expenses.

Packaging

Priority packaging is given to students whose financial aid files are complete prior to April 15th for fall registration purposes, and October 1st for spring registration. Students who apply for financial aid after these deadlines risk receiving less financial aid assistance.

Wiley College attempts to meet students' financial needs or their direct institutional costs, whichever is less. Priority is given to meeting the cost of tuition, fees, and books and then room and board. Because of the College's commitment to help as many students as possible, low priority is given to meeting costs for personal expenses, transportation, and off-campus room and board. Generally, a student should plan to meet these costs with family resources or a loan.

Sponsored scholarships also are used frequently to meet students' needs. Total financial aid resources cannot exceed financial need or the cost of attendance. If a sponsored scholarship is awarded after a financial package for the student has been completed, then federal and/or state resources must be reduced so as not to exceed a student's financial need.

Remedial/Developmental Courses

A student who is required to enroll in remedial/developmental course work may attempt up to 30 credit hours in remedial/developmental course work (per federal guidelines). Remedial course work will not be counted in the maximum time frame for the student's program of study.

Selecting Aid Recipients, Determining Needs, and Packaging Aid

Wiley College awards available aid on a "first come, first served" basis with some exceptions. Students applying for financial aid are considered for all programs for which they are eligible, including federal, state, and institutional aid programs. The financial aid package represents the fairest award made in the context of the information submitted, the date of the completed application, and the availability of funds. All required documentation must be on file with the Financial Aid Office before a student is considered for an award. Students are encouraged to apply for financial aid before the April 15th deadline to ensure maximum consideration for financial aid assistance.

The following policies exist in the Wiley College Policy Library for more detailed information:

1. Financial Aid Packaging and Awarding
2. Verification Policy and Procedure
3. Return to Title IV Aid Policy and Procedure
4. Federal Direct Loan Disbursement and Cancellation Policy
5. Professional Judgement Policy and Procedure
6. Entrance and Exit Counseling for Federal Direct Loans
7. Scholarship Policy and Procedure
8. Satisfactory Academic Progress Policy and Procedure

SATISFACTORY ACADEMIC PROGRESS (SAP)

Maintaining a satisfactory grade point average and keeping up with one's academic progress and academic standing are responsibilities of each student. Advisors will counsel, but the final responsibility rests with the student. The standards of academic progress at Wiley College are in accordance with the Higher Education Act of 1965 and the Code of Federal Regulations 668.16(e) which mandate that institutions of higher education that participate in the federal Title IV financial aid programs establish guidelines or a Standard of Academic Progress policy to monitor a student's academic progression toward a degree or certificate objective. Wiley College's Standards of Academic Progress policy applies to all students whether they are receiving federal and state aid or not. The student's cumulative attempted hours, transfer credits accepted toward the student's major and cumulative grade point average are taken into consideration, regardless of whether a student paid for some or all of his or her courses and regardless of when the student took the courses. The same standards for Satisfactory Academic Progress (SAP) are followed for academic and financial aid purposes.

Frequency of Monitoring and Evaluation

Wiley College will review a student's progress at the end of each academic year. For this purpose, the Wiley College academic year is defined as two semesters of 15-weeks of coursework occurring between August 1st and May 31st.

Transfer students must meet the same SAP requirements and maximum enrollment limit as other students. Also, students who have only been enrolled for one semester during their first academic year and do not meet SAP, will be placed on SAP Probation until the following academic year evaluation.

At the end of each academic year, the Financial Aid Office determines whether or not a student is making SAP towards his/her program of study and is thus eligible to continue to receive federal student financial aid during the following academic year. A student progress is measured both qualitatively and quantitatively according to the eligibility stated below.

The following are considered when evaluating a student's satisfactory academic progress:

Grades of A, B, C, or D are considered attempted and earned hours.

Withdrawals (W), Incompletes (I), Failures (F), No Credit (NC), and In Progress (IP) grades are considered attempted but not earned.

Audited courses are included in the attempted hours but not in the total of hours earned.

Remedial courses are included in the calculation of both attempted and earned hours.

Transfer credits are included in the calculation of both attempted and earned hours and the cumulative GPA.

If the removal of an incomplete grade ("I") makes the student eligible, the student must make sure the Financial Aid Office is informed of the removal of the incomplete grade.

Financial Aid Suspension

If, at the end of the academic year and a student is deemed ineligible for financial aid due to not meeting SAP standards, the student will be placed on Financial Aid Suspension. Financial aid, once lost, cannot be reinstated retroactively for previous semesters. The student must pay expenses incurred while a student's aid is suspended until the minimum SAP standards are met again. This policy applies to all students a Wiley College receiving financial aid.

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

SAP Requirements		
Wiley College will determine the eligibility of a student for financial assistance based on:		
Cumulative Hours Attempted	Pace of Progression	Minimum Cumulative GPA
1 -59	67%	1.75
60 and above	67%	2.00

Pace of Progression

Each student is required to complete successfully 67% of all credit hours attempted, including transfer hours accepted towards the student’s major. Attempted hours are credit hours that the student is enrolled in after the drop/add period and includes grades of A, B, C, D, F, I, and W. In calculating the student’s pace, all hours attempted, including courses from which the student withdrew, received a grade of no credit (NC), incomplete (I), and/or in progress (IP) are considered.

If a student has attempted these hours:	18	36	60	84	106	130
Then the student must have successfully completed at least these hours to be SAP eligible:	12	24	40	56	71	87

Note: Repeating courses that have already been passed with a grade of D or better will decrease the credit completion rate. Also, academic amnesty only impacts a student’s GPA measurement for financial aid purposes.

Maximum Time Frame

The maximum timeframe a student is eligible for financial aid is 150% of the published length of the educational program in which the student is currently enrolled. Most baccalaureate degrees require a minimum of 120 credit hours, and associate degrees require a minimum of 60 credit hours. Therefore, a student working towards a bachelor’s degree is eligible for financial aid up to 180 credit hours attempted. A student working towards an associate degree is eligible for federal aid up to 90 semester hours attempted. *Students should also be reminded that only hours needed to complete the declared degree, including those attempted from previous institutions, will be counted in the total hours and therefore the calculation by Wiley College.*

To determine the maximum allowable hours for a specific major, refer to the College Catalog, the total hours required for the degree, and multiply that number by 1.5.

The maximum timeframe is *not* increased for changes in major, double majors, or adding a minor in another subject area.

NOTE: MAXIMUM TIME FRAMES FOR SECOND DEGREES WILL BE DETERMINED ON A CASE-BY-CASE BASIS.

Appeal Procedures

Undergraduate students who fail to meet the SAP standard may appeal the suspension of their student federal aid. The appeal must be based on some type of mitigating circumstances that impacted negatively upon the students' ability to meet the required standards and must include official documentation to support. Examples of such circumstances are: (1) death/prolonged illness of an immediate family member, (2) medical illness by the student that created undue hardship, (3) natural disasters or other acts of God beyond the control of the student (i.e. hurricanes, earthquakes, etc.) or other personal or family matters/situations which may have negatively impacted the student's ability to meet the required standards. Each appeal is reviewed by an anonymous SAP Appeals Committee and a decision is based on the following:

The appeal application must be completed in its entirety and by the designated deadline. The appeal application should describe the student's special or mitigating circumstance. It must include how the circumstances affected the academic performance and the dates and time-periods involved. An appeal should explain how the situation has changed and the steps being taken to resolve the circumstances. If these items are not being addressed, the appeal letter *will be considered incomplete*. Incomplete appeals *will not be reviewed*. *Students will be notified of incomplete files and given one opportunity to submit appropriate documentation no more than three days after notification.*

Students must attach all necessary documents. Important documents such as police reports, death certificates, birth certificates, medical records, medical bills, court or police documents, letters from third-party professionals on his/her letterhead and other documents should be attached which may help with the Committee's decision.

The students' letter of appeal will be reviewed within two (2) weeks of receiving the request and all necessary documents by the SAP Appeals Committee.

The SAP Appeals Committee will not review an incomplete application. If any of the requested documentation is not received within the requested timeframe, a decision of denial will be rendered due to lack of sufficient evidence.

Students who are DENIED financial aid due to appeal results and/or placed on Financial Aid Suspension are responsible for payment of tuition and fees. (Please see business office for possible payment arrangements)

Notification of the decision will be sent to the student's Wiley's email account and email address listed on the application. All SAP Committee's decisions are final. Explanation of justification for the decision is not provided to the student or parent(s).

Appeals will only be approved for the upcoming academic year. A student can only receive 3 appeals during his/her matriculation at Wiley College.

If a student has NOT met SAP requirements after the 1st appeal BUT completed the required academic plan, the student can utilize a SAP appeal for the next academic year and be considered a roll-over. If a student has not met SAP requirements and has not completed the required plan, the student will have to reapply for a SAP appeal. However, they cannot use the same mitigating circumstances previous SAP appeal approval was based upon.

Terms and conditions of appeal approval will be included in an Academic Contract that the student must sign before financial aid will be awarded.

If student has attended any other colleges or universities, an *official transcript* from *each* college/college must

be submitted to the Admissions office and *must be posted in Jenzabar*. If transcripts are unavailable, the appeal will not be accepted. Also, if the student does not disclose all previous schools attended, any approval appeal will be marked “VOID”, and the student will be required to appeal again with all previous enrollment history being considered.

Student must submit a completed application to the following address by the designated deadline for each semester:

Wiley College
Office of Financial Aid
711 Wiley Avenue
Marshall, Texas 75670

Academic Plan

Students must be placed on an academic plan upon submission of granted appeal. Students must complete the academic plan for the entire academic year the appeal has been granted with the end goal of resolving all academic deficiencies. An academic plan varies in length and is determined by SAP Appeals Committee and Academic Affairs. Students granted aid eligibility through an academic plan will be reviewed after each semester to ensure progression with Academic Plan stipulations. If the student does not maintain Academic Plan stipulations, Financial Aid eligibility could be cancelled immediately.

NOTE: All academic plans will be disseminated and evaluated by the Division of Academic Affairs’ Center for Student Success.

Reinstatement of Financial Aid

Students who demonstrate mitigating circumstances that interfered with academic performance will have financial aid eligibility reinstated until the next SAP review period and be placed on Financial Aid Probation. To maintain financial eligibility after the approved academic term, a student must meet the SAP policy or successfully follow an approved Academic Plan.

Reinstatement of Financial Aid without a Successful Appeal

Students who appeal and are denied become eligible to submit a subsequent appeal once completion of the following requirements are met at his/her own expense (no financial aid will be granted at Wiley College to those on financial aid suspension):

Enroll and successfully complete coursework to remedy the SAP deficiency - earn a cumulative grade point average of 1.75 (with 0-59 attempted hours) or 2.0 (with 60 and above attempted hours) AND passed 67% of coursework.

When the required course work is completed, the student is eligible to file an appeal and the appeal must be approved for financial aid to be reinstated.

Note: The procedures and policies listed above are subject to change without advance notice based on changes to federal laws, federal regulations, or school policies. If changes are made, students must abide by the most current policy.

Selecting Aid Recipients, Determining Needs, and Packaging Aid

Wiley College awards available aid on a "first come, first served" basis with some exceptions. Students applying for financial aid are considered for all programs for which they are eligible, including federal, state, and institutional aid programs. The financial aid package represents the fairest award made in the context of the information submitted, the date of the completed application, and the availability of funds. All required documentation must be on file with the Financial Aid Office before a student is considered for an award. Students are encouraged to apply for financial aid before the April 15th deadline to ensure maximum consideration for financial aid assistance.

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Custodian Housekeeper

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Bus Driver

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Bus Driver

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Anjetta King

Bus Driver

Donna Manning

Bus Driver

James Manning

Bus Driver

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CALENDAR

CALENDAR

Spring 2019/Summer 2019

Thursday, May 2, 2019	First day to apply and pay fees for graduation in December 2019 (without fees) and submit Recommendations
Friday, May 3, 2019	Baccalaureate 6:00 p.m.
Friday, May 3, 2019	Residence Halls Close for Non-Graduating Seniors
Saturday, May 4, 2019	Commencement- Degrees Conferred for Spring Graduates
Sunday, May 5, 2019	Residence Halls Close at 6:00p.m. for Graduating Seniors and Choir Members
Tuesday, May 7, 2019	Faculty Closing Session – Final Grades Due by 5:00 p.m.
Monday, May 20, 2019	First day of Summer School (6 weeks – May 20 – June 28) Summer School Census Day Last day to register, add and/or drop a class for Summer School Last Day to pay Summer School balance in FULL
Friday, May 24, 2019	Purge students that have not paid their Summer School Balances in Full
Monday, May 27, 2019	Memorial Day Holiday-College Closed
Friday, May 31, 2019	Ten-Month Faculty check out

Summer 2019

Saturday, June 8, 2019	Fall 2019 Orientation/Registration for new and transfer students
Saturday, June 15, 2019	Summer Bridge Move-In Day
Saturday, June 15, 2019	Summer Bridge Parent-Orientation
Sunday, June 16, 2019	Incoming Freshmen Assessment
Monday, June 17, 2019	First Day of Summer Bridge (June 17 – July 24)
Wednesday, June 19, 2019	Last day to receive a grade of “W” for Summer School Summer Bridge Census Day Last day to register, add and/or drop a class for Summer Bridge Last Day to pay Summer Bridge balance in FULL Purge students that have not paid their Summer Bridge Balances in Full
Friday, June 21, 2019	
Friday, June 28, 2019	Last day of classes for Summer School

July/2019

Summer 2019

Wednesday, July 3, 2019	Summer School Grades Due to the Registrar’s Office by 12 noon
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Thursday, July 4, 2019	Fourth of July Holiday-College Closed
Friday, July 5, 2019	Faculty/Staff return to work- offices open at 8:00 a.m.
Wednesday, July 17, 2019	Last day to receive a grade of “W” for Summer School
Monday, July 22, 2019 - Tuesday July 23, 2019	Final Exams for Summer Bridge
Wednesday, July 24, 2019	Last day of Summer Bridge and Move-Out Day for Summer Bridge
Monday, July 29, 2019	Faculty Return
Wednesday, July 31, 2019	Final Grades due for Summer Bridge due by 12 noon
Wednesday, July 31, 2019 - Friday, August 2, 2019	New Student Orientation
August/2019	Summer 2019/Fall 2019
Thursday, August 1, 2019	Residence Halls open for all students
Thursday, August 1, 2019 - Friday, August 2, 2019	Faculty/Staff Institute
Thursday, August 1, 2019 - Friday, August 2, 2019	Faculty Workdays/Faculty Participation-Freshmen Orientation
Friday, August 2, 2019	Fall 2019 1st Tuition Payment associated with Approved Payment Plan (60% of outstanding balance)
Friday, August 2, 2019 - Saturday, August 3, 2019	Fall Registration (one stop shop services)
Monday, August 5, 2019	Last day to register for Senior Seminars I & II (CLAP 4098 & 4099)
Monday, August 5, 2019	First Day of Classes- Traditional/Online
Thursday, August 15, 2019	Late Registration Begins – Fees Apply
Thursday, August 15, 2019	First day to apply and pay fees for graduation in May 2020 and submit Recommendations and Degree Plans
Monday, August 19, 2019	Final day for adding courses for credit or making section changes
Tuesday, August 20, 2019	Final day for dropping a course without receiving a “W”
Tuesday, August 20, 2019	Fall 2019 Census Day
Tuesday, August 20, 2019	Last day to register, add and/or drop a class for Summer School
Tuesday, August 20, 2019	Final Tuition Payment due for Students that do not have an approved payment plan and made the first payment, 60% of the then outstanding balance
Tuesday, August 20, 2019	Purge due to Non-Payment
Wednesday, August 21, 2019	Listening and Learning Tour - School of Social Sciences & Humanities 11:00 a.m.-noon, Faculty Renewal Room
Wednesday, August 21, 2019	Last day to submit results for Course Substitution, Waivers, Credit by Examination for meeting degree requirements. Degree Plans/Recommendation

Wednesday, August 21, 2019	First day to drop a course with a fee and receive a “W”
Friday, August 23, 2019	Freshmen Elections
Tuesday, August 27, 2019	President’s Fall Convocation
Thursday, August 29, 2019	Student Organization Fair
Saturday, August 31, 2019	Degrees Conferred for Summer Graduates

September/2019

Fall 2019

Monday, September 2, 2019	Labor Day Holiday-College Closed
Monday, September 2, 2019	Fall 2019 2nd Tuition Payment associated with Approved Payment Plan (20% of outstanding balance)
Tuesday, September 3, 2019 - Friday, September 6, 2019	See your Advisor Week/Degree Plan Review Week Robert E. Hayes Lecture Series
Wednesday, September 18, 2019	Fall Assessment Training – Non-academic Areas
Tuesday, September 10, 2019	Celebrating the Church
Thursday, September 19, 2019	Fall Assessment Training – All Academic Areas
Monday, September 23, 2019 - Wednesday, September 25, 2019	Mid-semester Exams
Thursday, September 26, 2019	Listening and Learning Tour - School of Sciences and School of Education 11:00 a.m.-noon, Faculty Renewal Room
Friday, September 27, 2019	Midterm Grades due

October/2019

Fall 2019

Tuesday, October 1, 2019	1st Day to submit 2020-2021 Free Application for Federal Student Aid (FAFSA)
Tuesday, October 1, 2019 - Friday October 4, 2019	School Assessment Meeting (Academic)
Wednesday, October 2, 2019	Fall 2019 3rd Tuition Payment associated with Approved Payment Plan (final 20% of outstanding balance)
Tuesday, October 1, 2019 - Thursday, October 31, 2019	Pre-registration for spring 2020 and summer 2020 (see registration schedule)
Tuesday, October 8, 2019 - Friday, October 11, 2019	Divisional Assessment Meeting (Non-academic)
Friday, October 11, 2019	Last day to drop/withdraw from a course with a “W” and/or withdraw from the College
Wednesday, October 23, 2019	Assessment Meeting (Non-Academic Units)

Thursday, October 24, 2019	Assessment Meeting (All Academic Units)
Friday, October 25, 2019	Last day to apply and pay fees for December 2019 graduates (Late fees apply) Recommendations and Degree Plans due by 5:00 p.m.
Sunday, October 27, 2019 - Saturday, November 2, 2019	Homecoming Week

November/2019

Fall 2019

Friday, November 1, 2019	Spring 2020 Tuition Payment Due (1st Payment Deadline-60% of balance due)
Friday, November 1, 2019	Last day to remove outstanding grades of "I"
Friday, November 1, 2019	Unit Assessment Plans due to the Associate Vice Provost
Friday, November 15, 2019	Last day of class-Traditional/Online
Monday, November 18, 2019 - Thursday, November 21, 2019	Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)
Monday, November 18 - Thursday, November 21, 2019	Final Examination (See Exam Schedule)
Saturday, November 23, 2019	Residence Life Halls close for fall semester
Tuesday, November 26, 2019	Final Grades Due by 12 Noon
Thursday, November 28, 2019 – Friday, November 29, 2019	Thanksgiving Holiday-College Closed

December/2019

Fall 2019

Tuesday, December 3, 2019 - Wednesday, December 4, 2019	Faculty/Staff Workdays
Friday, December 20, 2019	Offices close at 5:00 p.m.
Monday, December 23, 2019 - Wednesday, January 1, 2020	Christmas/New Year Holidays
Tuesday, December 31, 2019	Degrees Conferred for Fall Graduates

January/2020

Spring 2020

Thursday, January 2, 2020	Faculty/Staff return to work-Offices open at 8:00 a.m.
Thursday, January 2, 2020	Spring 2020 1st Tuition Payment associated with Approved Payment Plan (60% of outstanding balance)
Friday, January 3, 2020	Faculty/ Staff Opening Institute
Saturday, January 4, 2020	Residence Halls open for all students
Monday, January 6, 2020	Orientation for new/transfer students and parents

Monday, January 6, 2020 - Tuesday, January 7, 2020	Registration for new, transfer, and continuing students
Wednesday, January 8, 2020	First Day of Class- Traditional/Online
Wednesday, January 8, 2020	Late Registration Fees Apply
Monday, January 20, 2020	Martin Luther King Holiday-College closed
Tuesday, January 21, 2020 - Friday, January 24, 2020	Martin Luther King Week Celebration
Wednesday, January 22, 2020	Student Organization Fair
Thursday, January 23, 2020	Final day for dropping a course without receiving a “W”
Thursday, January 23, 2020	President’s Spring Convocation
Thursday, January 23, 2020	Final day for adding courses for credit or making section changes
Thursday, January 23, 2020 - Sunday, January 26, 2020	Ethical Student Leadership Conference
Thursday, January 23, 2020	Census Day (Official 12th Day of Classes)
Thursday, January 23, 2020	Final Tuition Payment due for Students that do not have an approved payment plan and made the first payment, 60% of the then outstanding balance Purge due to Non-Payment
Friday, January 24, 2020	Last day to submit results of Course Substitutions, Waivers, and Credit by Examination to meet degree requirements for May 2020
Monday, January 27, 2020	Last day to order regalia for graduating seniors- May 2019
Tuesday, January 28, 2020 - Thursday, January 30, 2020	Religious Emphasis Week

February/2020

Spring 2020

**Observance of Black History
Month**

Saturday, February 1, 2020	Graduation Clearance Day (for graduating seniors only)
Monday, February 3, 2020	Spring 2020 2nd Tuition Payment associated with Approved Payment Plan (20% of outstanding balance)
Monday, February 3, 2020 - Friday, February 7, 2020	See Your Advisor Week/Degree Plan Review
Friday, February 7, 2020	Last day to apply and pay fees for graduation in May 2020 (without late fee)
Monday, February 10, 2020 - Tuesday, February 11, 2020	Rising Junior Exams
Monday, February 10, 2020 - Monday, March 2, 2020	Pre-registration for Summer 2020 Session and Fall 2020

Monday, February 17, 2020 - Sunday, February 23, 2020	Men of Strength Week
Wednesday, February 19, 2020	Spring Assessment Training – Non-Academic Areas
Thursday, February 20, 2020	Spring Assessment Training – All Academic Areas
Monday, February 24, 2020 - Wednesday, February 26, 2020	Mid-Semester Exams

March/2020

Spring 2020

Monday, March 2, 2020	Spring 2020 3rd Tuition Payment associated with Approved Payment Plan (final 20% of outstanding balance)
Saturday, March 7, 2020 - Sunday, March 15, 2020	147th Founders' Day Observance
Wednesday, March 11, 2020	Midterm Grades Due by Noon
Thursday, March 12, 2020	Founders' Observance Convocation
Monday, March 16 2020 - Friday, March 20, 2020	Women of Excellence Week
Monday, March 16 2020 - Friday, March 20, 2020	Divisional Assessment Meeting (Academic & Non-Academic)
Wednesday, March 18, 2020	Last day to drop/withdraw from a course with a "W" and/or withdraw from the College
Friday, March 20, 2020	Last day to secure financial clearance for students who plan to graduate May 2020 (December and May graduates)
Friday, March 20, 2020	Last day to submit results of CLEP exams to meet requirements for May 2020 graduation (December and May graduates)
Monday, March 23 2020 - Friday, March 27, 2020	Spring Break
Monday, March 30, 2020	Classes Resume

April/2020

Spring 2020

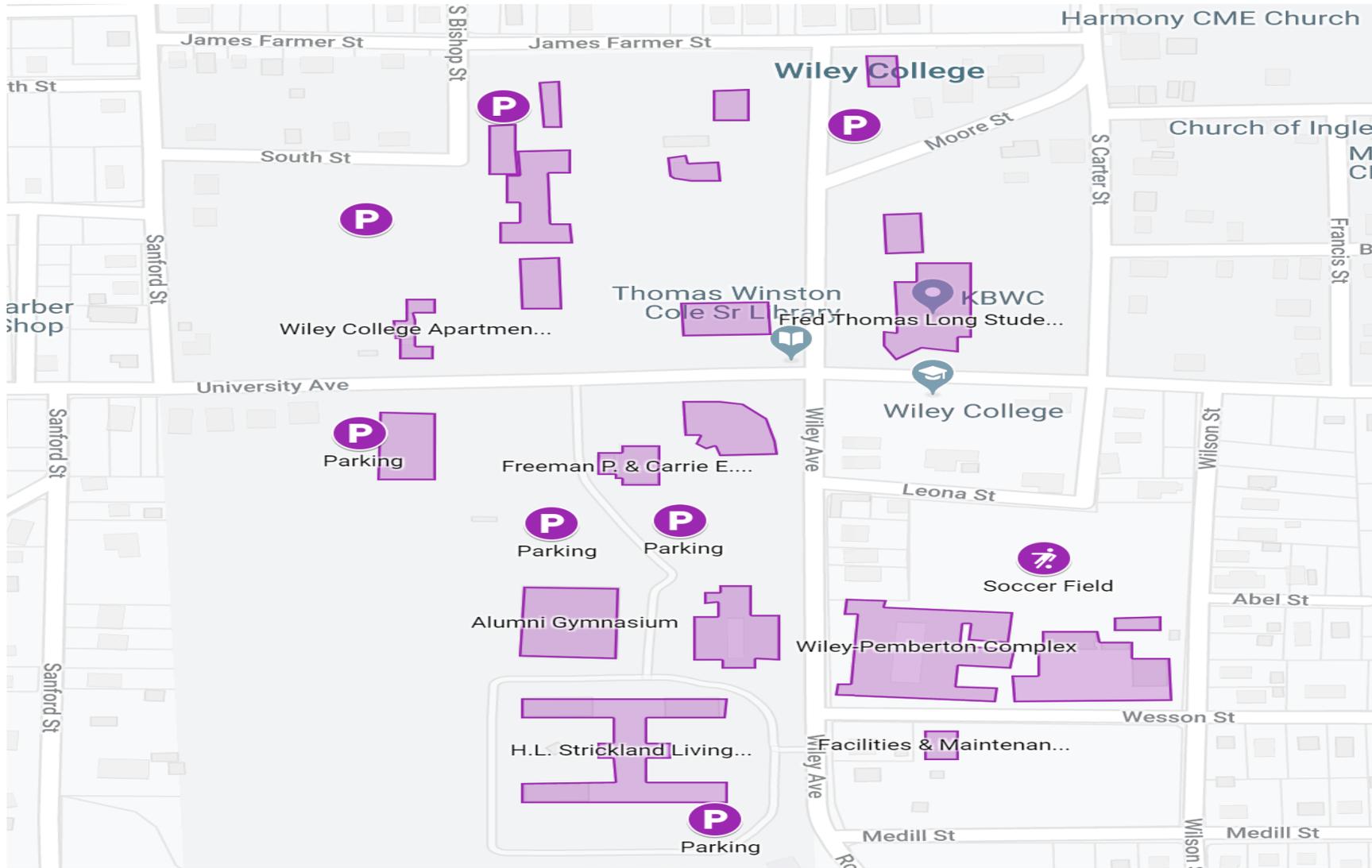
Monday, April 6, 2020 - Friday, April 10, 2020	International Week
Tuesday, April 7, 2020	Honors Convocation – 11:00 a.m.
Wednesday, April 8, 2020	Assessment Meeting (All Non-Academic Units)
Thursday, April 9, 2020	Social Science & Humanities Symposium
Thursday, April 9, 2020	Assessment Meeting (All Academic Units)
Friday, April 10, 2020	Social Science & Humanities Media Day

Friday, April 10, 2020	All Application submittals for 2021 Graduates
Friday, April 10, 2020	Last Day to remove “I” grade from Fall 2019
Friday, April 10, 2020	Good Friday College Closed
Sunday, April 12, 2020	Easter Sunday
Monday, April 13, 2020	Easter Monday-College Closed
Tuesday, April 14, 2020	Classes Resume
Thursday, April 16, 2020	Spring SGA Elections
Thursday, April 16, 2020	List of May 2020 Potential Graduating Seniors for Faculty
Tuesday, April 21, 2020	Exit Interviews for graduating seniors
Tuesday, April 21, 2020 - Wednesday, April 22, 2020	Final Exams for graduating seniors
Friday, April 24, 2020	Post Final grades for Graduating Seniors due by noon
Tuesday, April 28, 2020	Non-Graduating Traditional/Online Students Last Day of Class
Tuesday, April 28, 2020	Concentrated Study Period (No student activities, meetings or other events requiring student participation will be scheduled)
Tuesday, April 28, 2020 - Friday, May 1, 2020	Final Exams Non-Graduating Students (See Final Exam Schedule)
Thursday, April 30, 2020	First day to apply and pay fees for graduation in December 2019 (without fees) and submit Recommendations and Degree Plans

May/2020	Spring 2020
Friday, May 1, 2020	Residence Halls Close for Non-Graduating Seniors
Saturday, May 2, 2020	Commencement- Degrees Conferred for Spring Graduates
Sunday, May 3, 2020	Residence Halls Close at 6 PM for Graduating Seniors and Choir Members
Monday, May 4, 2020	Faculty Closing Session – Final Grades Due by Noon
Monday, May 11, 2020	Nine-month Faculty check out
Tuesday, May 12, 2020	First day of Summer School (6 weeks)
Monday, May 25, 2020	Memorial Day Holiday-College Closed
Tuesday, May 26, 2020	Last day to register, add, and/or drop a class for Summer (6 weeks)
Friday, May 29, 2020	Census Day Summer session
Friday, May 29, 2020	Ten-Month Faculty check out

CAMPUS MAP

CAMPUS MAP



2019-2020

WILEY COLLEGE
COURSE CATALOG



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COURSE DESCRIPTIONS

ACCT – Accounting

ACCT 2311 – Principles of Accounting I

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

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

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

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 This course is an exploration of traditional topics of accounting information systems in the computer environment for the accounting profession. Attention is given to how accounting professionals apply management information science and database theory to understand, design, create, and maintain accounting reporting and control systems.

Prerequisites: ACCT 2322 and CISC 2330 or with consent from the instructor.

ACCT 3311 – Intermediate Accounting I

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

This course provides students with the knowledge of accounting concepts, principles, and procedures. Areas to be studied include stockholders' equity, earning per share, current and long-term liability accounting changes and errors correction, financial statement presentation, and revenue recognition.

Prerequisite: ACCT 3311

ACCT 3355 – Cost Accounting

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

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 3377 – Managerial Accounting

In this course, students learn to collect, process, report and apply accounting information for management purposes. It provides measurements and analysis of accounting data appropriate to managerial decisions and comprehensive budgeting, analysis of cost volume and profit, gross profit, application of probability to cost control, and capital planning.

ACCT 3380 – Managerial Accounting for Managers

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

This course presents accounting problems related to multiple ownerships, business combinations and consolidated financial statements.

Prerequisite: ACCT 3322

ACCT 4300 – Accounting Internship

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

This course is designed to provide an introduction to the basic theory and underlying principles and procedures of auditing financial statements for the purpose of assuring the fairness of representations made therein. The scope of the course includes an overview of the public accounting profession, auditing standards, ethics and legal liability in relation to the assessment of internal controls and other issues associated with the auditing profession.

Prerequisite: ACCT 3322

ACCT 4322 – Auditing II

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

This course introduces students to the fundamentals of tax research theory and methodology, including identifying and defining tax questions; locating appropriate authority; and interpreting statutes, cases and rulings. The students will be able to determine what information is needed for a specific tax question as well as find, analyze and communicate the findings in a professional manner. Emphasizes understanding and solving tax issues of current importance and the communication of such information. This course fulfills the Texas State Board of Public Accountancy requirement for 2 hours in Tax Research and Analysis. Prerequisite: ACCT 3322, ACCT 2377 and Senior Standing

ACCT 4366 – Intermediate Accounting III

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

ACCT 4377 – Independent Study

This independent study course investigates a special area of accounting that is not covered by organized undergraduate courses. A written proposal must be developed by the student in conjunction with the instructor. A designated faculty member must supervise the work of the student. The proposal must be signed by the instructor, and approved by the school's dean and Associate Provost for Curriculum and Instruction. The course proposal must be filed with and dated by the Registrar at the time of registration.

Prerequisite: Senior standing

ANTH - Anthropology

ANTH 2321 – Cultural Anthropology

An introduction to the process by which humans impose material and non-material form on their environment. An examination of how systems of meanings become manifested in different types of developing societies.

ANTH 2400 – Physical Anthropology

A study of structure and processes shaping human variability with special emphasis on evolutionary forces and bio-cultural development of early humans. The lab serves as a study of human and population genetics, human variability, primatology, human osteology, and human and primate paleontology. Three (3) hours of lecture and one (1) hour of laboratory per week.

ANTH 3312 – Culture and Personality

An anthropological investigation of the relationship between and cultural reality and individual psychological states, the cultural uniqueness of self-concept, normalcy, abnormality, and behavior.

ANTH 3323/SOCI 3323 – Cultural Ecology

An anthropological study of ecosystem and ways in which human use of the natural environment is influenced by cultural values and social organization. (Also offered as SOCI 3323).

ANTH 3334/SOCI 3371 – Culture, Society, and Disease: An Ecological Approach

An anthropological and sociological study of the health and disease patterns of both isolated and modern populations. (Also offered as SOCI 3371)

ANTH 3400 – Forensic Anthropology

A study of the application of methods and techniques to assess age, sex, stature, ancestry, and analyze trauma and disease in order to understand human osteological remains, with the aim of establishing identity or manner of death. The lab will provide the student with opportunities to examine materials covered during lectures. Three (3) hours of lecture and one (1) hour of laboratory per week.

ANTH 4330/SOCI 4330 – Medical Anthropology/Sociology of Health and Illness

An application of the perspectives, conceptualizations, theories, and methodologies of anthropology 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 U.S. population. (Also offered as SOCI 4330)

ANTH 4337/SOCI 4337 – Rural-Urban Anthropology

An overview of economic and cultural changes that lead to the transition from agrarian communities to the predominance of urban communities. The course examines trends in urbanization may affect the ecological distribution process. (Also offered as SOCI 4337)

BIOL – Biology

BIOL 1401 – Introduction to Biological Sciences with Lab (For Non-Majors)

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)

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)

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

This is a special course designed to meet a one-hour deficiency needed to meet the four-hours 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

This course provides practical experience with biochemical calculations and concepts used in the science lab.

Prerequisite CHEM 2402

BIOL 2304 – Medical Terminology

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

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

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

Open to qualified students to develop a problem solutions such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3291 – Special Problems

Open to qualified students to develop a problem solutions such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3391 – Special Problems

Open to qualified students to develop a problem solutions such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 3411 – Essentials of Cellular/Molecule Biology with Lab

A study of prokaryotic and eukaryotic cells with special emphasis on cellular activities. Attention is given to energetics, replication synthesis, molecular transport, and excitability of cells; methods in molecular biology, including biomolecular engineering and immunology. Three hours of lecture and two hours laboratory per week.

Prerequisites: BIOL 1411 and BIOL 1422

BIOL 3412 – Developmental Biology with Lab

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 3422 – Introduction to Biotechnology with Lab

This course focuses on the emerging role of biotechnology and its impact on human society and the global environment. It will also provide students with knowledge about various basic concepts and techniques in molecular biology and biotechnology such as recombinant DNA technology, genetically modified organisms, biotechnology and intellectual property rights and protection. The current status and future of biotechnology will be discussed. Three hours of lecture and two hours of laboratory per week.

Prerequisite: BIOL 3411

BIOL 3441 – Anatomy and Physiology I with Lab An integrated study of the human anatomy and physiology with emphasis on the integration of structure and function of the integumentary, skeletal, muscle, nervous, and endocrine systems. The course includes three hours lecture and two hours laboratory per week.

Prerequisites: BIOL 1411

BIOL 3442 – Anatomy and Physiology II with Lab 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 Study of current problems and societal trends as related to the environment. Emphases on pollution, occupational and recreational conditions, health, and public health organizations and their functions. Three lecture hours and two hours laboratory per week.

Prerequisites: BIOL 1411 and BIOL 1422

BIOL 4112 – Biology Seminar II

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

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4201 – Research in Biology

This course is an introduction to the principles of research in biological sciences. The course gives the student a foundation in the philosophy of science, scientific method, data analysis, and report writing. Students will be required to conduct a literature review of a research topic.

Prerequisite: Senior standing

BIOL 4241 – Special Problems

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4404 - Advanced Techniques in Molecular Biology and Biochemistry with Lab

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

Open to qualified students to develop a problem solution such as a thesis paper through advanced study under the direction of a member of the faculty.

BIOL 4411 – Principles of Genetics with Lab

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 4416 - Histology with Lab

This course is designed to introduce students to the microscopic structure of human tissues and will include a detailed study of cells and tissues, their origin and function in the adult. The course includes a three-hour lecture and two hours laboratory per week.

Prerequisite: BIOL 3442

BIOL 4421 - Immunology with Lab

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

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 - Business

BUSI 1300 -Introduction to Business

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

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.

BUSI 3300 - Business Communication

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.

BUSI 3321 - Business Statistics I

This course includes topics in descriptive and inferential statistics as well as introductory probability concepts. Topics include sampling and experimentation, descriptive statistics, probability, point and interval estimates, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions. Additional topics will be selected from descriptive methods in regression and correlation.

Prerequisites: MATH 1330

BUSI 3323 – Business Statistics II

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

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

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

This course provides a focused study on what business relations are and should be with stakeholders in the management of public and private organizations. It is also designed to consider what is right, proper, and just about the business activities and decisions affecting others. This course meets the requirements for the Texas State Board of Public Accountancy for taking the CPA exam.

Prerequisite: Senior standing.

CHEM - Chemistry**CHEM 2301 - Nutrition**

A study of basic nutrition including the following: major source of nutrition, safety and adequacy of the food supply, inter-relations of nutrients and metabolism, malnutrition, prevention and treatment of disease, and the application of nutrition to healthy living.

CHEM 2401-2402– General Chemistry I-II with Labs(Formerly referenced as CHEM 2311 and CHEM 2312 in TCCNS)

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, and electrochemistry, the chemistry of the 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 3101-3102 – Junior Chemistry Seminar I, II

Topics of interest and importance to science majors will be presented by faculty, visiting scholars, and junior and senior science majors. An opportunity for exposure to scientific topics not normally covered in class and for the development of scientific thinking.

Prerequisite: Junior standing as chemistry major.

CHEM 3401-3402 – Organic Chemistry I-II with Lab

An introduction to organic chemistry, the chemistry of carbon and its derivative. 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 3403 – Analytical Chemistry with Lab

A comprehensive course in the theory and application of chemical principles to analysis. Lecture topics include error analysis, gravimetric and volumetric method, complex solution equilibria and electrochemistry. The laboratory consists of classical gravimetric and volumetric methods and analysis. Three hours of lecture and three hours of laboratory per week.

Prerequisites: CHEM 2402 and 3402

CHEM 3404 – Instrumental Analysis with Lab
Quantitative analysis using chemical instrumentation. Lectures cover major categories of instrumentation, including infrared, ultraviolet, and atomic absorption spectrophotometer, gas and high-pressure liquid chromatography, nuclear magnetic resonance and mass spectrometry. The laboratory includes extensive experience with available instrumentation. Three hours of lecture and three hours of laboratory per week.

Prerequisites: CHEM 2402 and 3402

CHEM 4101-4102 - Senior Chemistry Seminar I, II A weekly seminar devoted to the exploration of current topics of interest in the various fields of science to broaden the experience of chemistry majors intending to enter graduate school. Individual topics will be announced at the time of registration. Each student will present one seminar per semester. Meet one hour weekly. Required of all chemistry seniors.

Prerequisites: CHEM 3101-3102

CHEM 4201-4202 – Chemistry Research I, II Provides an opportunity for students, under the guidance of a faculty supervisor, to pursue scholarly research or study in areas associated with their academic field, but outside of prescribed courses. The student must submit a proposal and perform at least three hours of lab or study per week and one hour of consultation per week with the supervisor. Students may register for repeated enrollment in this course up to the maximum of six credits. Proposals must also include an evaluation plan.

Prerequisites: CHEM 3401 and 3402

CHEM 4401-4402 – Physical Chemistry I-II with Lab

Introduction to thermodynamics, atomic and molecular structures, chemical kinetics and elementary theory of chemical bonding. Three hours of lecture and three hours of laboratory work per week.

Prerequisites: CHEM 2402 and 3402, PHYS 2401, MATH 2402

CHEM 4403 – Inorganic Chemistry with Lab

A survey of chemical properties of Main Group elements and the Transition Metals. Concepts developed in physical chemistry, such as bonding theory and thermodynamics are applied to the understanding of these properties. Coordination chemistry of the Transition Metals is emphasized and recent advances in this and other fields are discussed. Laboratory includes synthesis and characterization of a range or coordination compounds. Three hours of lecture and three hours of laboratory per week.

Prerequisites: CHEM 2401 and 3402 and concurrent enrollment or successful completion of CHEM 2410/2402

CHEM 4404 – Biochemistry with Lab

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.

Prerequisite: CHEM 3401/3402

CISC – Computer Information Systems Concentration

CISC 1300 – Introduction to Computing

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 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 This course provides an introduction to concepts and principles of information systems, resources, analysis, development, management, and applications. Concepts regarding the use and benefits of information in the organization are introduced. Information technologies including telecommunication, computation, data storage and user interface are presented. The evolving nature of information systems and the change process, including design, development and implementation are also presented.

CISC 3340 - Problem Solving and Introduction to Programming

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

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 This course provides an introduction to enterprise resource planning (ERP) systems concepts, business processes impacted by ERP, systems and software integration. Key enterprise systems concepts from functional, technical, and implementation perspectives with emphases on process-centered organizations and designing systems to support cross-functional businesses.

Prerequisite: CISC 2330

CISC 3358 – Data Communication Systems and Networking

This course examines fundamentals of data communication concepts and networks are introduced. A major portion of the course is devoted to understanding data communication media, equipment and terminals, data transmission and standards, protocols, and networks. Data communication environments, regulatory issues, and network management are discussed. Students are exposed to network applications in the computer laboratory.

Prerequisite: CISC 1300 and CISC 2330

CISC 3360 - Web-Based Business Applications – Java

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 2330 and CISC 3340

CISC 3366 – Advanced Web-Based Applications

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

This course combines the mechanics of learning and using controls within the Microsoft Systems as programming languages. Writing programs reinforces emphasis on the creation of basic program structure, modular design, and logical flow of control.

Prerequisite: CISC 2330

CISC 4332 – Data Mining

During this course, measurements and data, data analysis, uncertainty, score functioning, search, sort and optimizing methods, predictive modeling, data organization and knowledge and discovery, data ware housing and OLAP (Online Analytical Processing) technology for data mining and setting up a data mining environment is studied.

Prerequisites: CISC 3366 and MATH 1330

CISC 4370 – Internship

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

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

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

This is the capstone course for CISC majors. Students will utilize the skills and knowledge from their previous CISC courses and their general business education. In the course, students will build a complete and working system in a realistic environment utilizing project management techniques.

Prerequisite: CISC 3335

CLAP – College Level Assessment Program**CLAP 1099 – Placement Examinations**

The placement examinations are designed to assess the basic skills competence of the first-year student in reading, writing and mathematics. The results of these tests plus other data are used to help the college and the student with academic placement. The results are also used to certify that any deficiencies identified have been remediated, and the student is ready to move to the next level of general education. These examinations are to be taken the first semester of matriculation as a freshman, and prior to course selection and registration. Required for graduation.

CLAP 3099 – Rising Junior Examinations

These examinations are designed to certify that the student has a basic foundation on which to build a major area of study. The examinations assess the student's computation, computer, reading, study, and writing skills. The student's general educational and cultural development are also assessed. To be taken the second semester of the sophomore year. Required for graduation.

CLAP 4098 – Senior Comprehensive Examinations

The Senior Comprehensive Examinations assess the performance of the prospective graduate across a wide array of areas, including general education, major and minor subject field knowledge, and cultural and social maturity. Additionally, the Senior Comprehensive Examinations are designed to determine the student's ability to synthesize, analyze and apply acquired knowledge in new situations. To be taken the first semester of the senior year. Required for graduation.

CLAP 4099 – Subject Field Examinations

This examination is designed to assess the student's knowledge of the major area of study. To be taken the second semester of the senior year. Required for graduation.

CRIJ - Criminal Justice**CRIJ 1330 – Introduction to Criminal Justice**

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

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

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 Correction

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

An examination of the American court system including the judiciary, defense, prosecution, grand jury and adjudication process. (Survey Course)

CRIJ 3301 – Victimology

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

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

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

Examines theories of justice in social class, gender and race relationships within the criminal justice field.

CRIJ 2305/3305 – Crime in America

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 An in-depth study of correctional treatment programs, actual exposure to treatment professionals and the correctional environment.

CRIJ 3307 - Narcotics and Vice

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

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 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

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

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

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 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

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 An examination of the juvenile justice process system, from offense, custody, adjudication, informal and formal treatment and custody systems.

(Formerly Police Juvenile Relations)

CRIJ 3341 – Correctional Systems

An in-depth view of correctional systems, organizations, roles, operations, treatments and rehabilitation.

CRIJ 3342 – Police Organization and Management 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

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

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

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

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

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

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

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 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

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

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 Provost and 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

Directed and intensive study in a special area of criminal justice. The course proposal must be approved by the dean, signed by the Provost and 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 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

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

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

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

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**

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

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

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

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 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

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

This module introduces adult learners to the entire investigative process and explains how the development of community policing strategies has affected the process. Through simulations and hands-on activities, adult learners will develop the basic skills and attitudes that are necessary to conduct criminal investigations properly.

CRJA 4310 – Criminal Law and Procedure

This module explores the principles of criminal responsibility. It focuses on the procedural steps used to enforce criminal law and, at the same time, protect the rights of individuals. It also provides adult learners with an overview of the structure and function of the court system.

CRJA 4312 - Criminology

This module examines a number of significant sociological perspectives on crime. It explores criminal law and public perceptions of crime, types of crime, and the use of data analysis in crime prevention strategies.

CRJA 4314 – Correctional Theory

This module considers the social, economic, and political consequences of crime and punishment from a number of critical perspectives. These perspectives enable adult learners to understand the casual relationship between various social factors.

CRJA 4320 – Introduction to Criminal Justice Management

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

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

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

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

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

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**

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

This course is an introduction to micro economics 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.

ECON 3311 – Economics for Managers

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)**

This is a hands-on, math-methods course designed for Early Childhood majors. The course covers introductory methods for teaching the following developmentally appropriate topics; arithmetic, introductory number theory, set theory, algebra, proportional reasoning, measurement and geometry. Emphasis is placed on exploring various techniques and best practices used to teach and assess mathematics content in the Elementary School.

EDUC 2307 - Mathematics Methods for Middle & Secondary Education Majors (Mathematics for Elementary Teachers)

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

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)

This course provides the opportunity for a student, working closely with a faculty advisor, to define and plan their capstone research or creative project proposal. By exploring a critical or creative problem, in some depth, the student will strengthen his or her analytical thinking, research practices, and writing skills.

EDUC 3306 - Education Seminar

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.

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

This practicum is designed to provide students with the opportunity to develop work experience. An internship of 80 to 120 hours is required for the Interdisciplinary Studies major.

EDUC 3307 – Educational Strategies and Classroom Management

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

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) EEC-6)

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 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 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

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 This course focuses on methodologies used in the teaching of elementary science. Basic science concepts will be reviewed with a focus on effective instructional strategies for addressing the learning needs of students.

EDUC 3340 – Curriculum Development & Planning

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

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

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

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

This course is designed to provide approaches used in assessing and evaluating learning within the context of classroom assignments. Focus will be given to the difference between assessing for learning versus assessment of learning. Students will be expected to apply their understanding to classroom activities, scenarios, and exams. In addition, emphasis will be placed on methods for utilizing assessments to guide classroom instruction.

EDUC 3377 – Technology in Teaching

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

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 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
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

This course is designed to provide intensive preparation for the state required professional development and subject-area examinations. Focus will be placed on effective strategies to approach test items and structured test-taking techniques. Students will be required to participate in various practice tests. Students must successfully complete the final exam, which is a TExES practice examination, in order to successfully complete the course. Instruction will cover examination registration, guidelines, and procedures. Passing this course is required of all education majors prior to approval for admission to Student Teaching and prior to approval for taking the state certification examinations.

EDUC 4323 – Directed Study

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

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

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

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

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

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 0305 - Integrated Reading/Writing II (Non-Credit)

ENGL 0305 is the second part of a two-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 a 79.9 on the ACCULACER test.

ENGL 0321 – English as a Second Language I (Non-Credit)

A course designed for students for whom English is a second language and who score less than 500 on the Test of English as a Foreign Language (TOEFL). The course emphasizes verbal communication, vocabulary enhancement, listening skills and comprehension, as well as an orientation to American college life and general culture.

ENGL 0322 – English as a Second Language II (Non-Credit)

This is a continuation of the ENGL 0321 course and extends training in writing essays in English. The course seeks to enhance the English proficiency of the student and demonstrate readiness for admission to ENGL 1301 English Composition I

ENGL 1301 – English Composition I

A course designed to teach students basic writing skills, the writing of basic types of paragraphs, and the writing of short essays/compositions.

Prerequisite: The successful completion of Developmental English or scoring within a specified range on the SAT, ACT or ACCUPLACER placement test.

ENGL 1302 – English Composition II

Continued practice in written communication skills, writing of expository and argumentative papers and the development of research papers.

Prerequisite: ENGL 1301

ENGL 2300 – Introduction to Literature 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

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

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

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

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

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

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

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

Technical Writing develops writing skill related to professional and non-academic contexts. In order to develop professional literacy, this course specifically focuses on technical exposition, technical narration, graphics, proposals, progress reports, physical research reports, and feasibility reports.

Prerequisites standing: ENGL 1302 and sophomore or consent of the advisor.

ENGL 2380 – Film and Literature

Film and Literature studies the interrelations of literature and film with special emphasis on the theories of adaptation. This course will offer a comparative look at the textual, technical, and cultural elements of film and literature in order to examine how the two have continually modified one another during the past century.

Prerequisites: ENGL 2311 and sophomore standing or consent of the advisor.

ENGL 3310 – African-American Literature

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.
Recommended: junior standing

ENGL 3311 – American Literature I

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

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
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

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

A study of the poetry, prose, and drama of Black writers from America, Africa and the Caribbean.

Recommended: junior standing

ENGL 3380 – The Female Tradition in Literature
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

Recommended: junior standing

ENGL 4313 – English Literature Seminar

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

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 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 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 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 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

ENVR – Environmental Studies

ENVR 1311 – Introduction to Environmental Studies
A survey of the fundamental physical, biological, and social forces affecting the solutions of environmental problems.

ENVR 2321 – Introduction to Environmental Analysis
Methods of collections, analysis, and interpretation of environmental data as used in the social, behavioral, physical, and biological environment.

ENVR 4201 – Research in Environmental Studies
Provides an opportunity for students under the guidance of a faculty supervisor to pursue scholarly research for study in areas associated with their academic field outside of prescribed courses. For each hour of academic credit awarded, the student must have three hours of laboratory per week with the supervisor.
Prerequisite: Permission from department head and faculty supervisor.

FINA – FINANCE

FINA 3322 – Business Finance
This course is a study of the concepts and financial analysis and techniques pertinent to the modern business. Topics include: basic financial and economic concepts, financial management and planning, financial statements, analysis of financial statements, working capital management, time value of money, capital budgeting, and personal finance.
Prerequisites: ACCT 2322

FINA 3344 – Finance for Managers
This course is a study of the concepts and financial analysis and techniques pertinent to the modern business. Topics include: basic financial and economic concepts, financial management and planning, financial statements, analysis of financial statements, working capital management, time value of money, capital budgeting, and personal finance.

FREN – French

FREN 2301 – Elementary French I
A course designed to teach students to read, speak, and understand French on the elementary level.

FREN 2301 – Elementary French II
A continuation of French 2301 with additional emphasis on pronunciation, grammar, and oral and written communication.

GEEP – General Education Enrichment Program

GEEP 1001/1002/2001/2002/3001/3002/4001/4002 - General Education Enrichment Program

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.

GEOG – Geography

GEOG 3301 – Atmospheric Science and Pollution

Basic types and sources of external and internal air pollutants, their relationships with climate, and their effect on living and nonliving things. Methodology and legislation for controlling pollution will be studied. This course is offered only on odd years.

GEOG 3341 – World Geography

A study of the regions and nations of the world with emphasis on the basic relationship of human life and the natural environment.

GEOG 3351 – Political Geography

A study of present-day politics in their geographic settings with an emphasis on world problems and international affairs and their relationship to the resources of nations. This course is offered only on even years.

GEES – Student Success Academy

GEES 1300 – Academic Success Seminar

This is an academic centered seminar that introduces students to Wiley College and its legacy. This course is designed to provide students with the skills, knowledge, and dispositions that will promote success in higher education. Primary focus will be placed on the ability to locate and gather information and to engage in the fundamentals of argumentation as a part of the Academic Success Seminar class.

HATA – Hospitality and Tourism Administration

HATA 1300 – Introduction to Hospitality & Tourism

This course explores career opportunities in hospitality and tourism: hotels and lodging, restaurants, managed services and beverages, travel, recreation, leisure, gaming and events. Also includes functions of marketing, human resources and management; hospitality's history and future.

HATA 1344 – Sanitation and Safety

This course includes employee food safety training, food safety regulations and standards, principles of the Hazard Analysis and Critical Control Point (HACCP) system, cleaners and sanitizers, cleaning equipment and facilities, and controlling pest infestation.

HATA 2333 – Introduction to Food Service

This course provides an introduction to dining services, menu planning, including the principles and fundamentals of food preparation, culinary terminology, recipe modification, meal service and merchandising.

HATA 3355 – Lodging Management

This course is the study of the role of each staff member in maintaining high quality service, how to keep the front office and housekeeping operations profitable, training and directing the day-to-day operation, guest safety and key control guidelines, and the impact of the latest technology. This course requires a practical lab as a part of the course curricular.

Prerequisite: HATA 1300; HATA 2333 or consent of the advisor.

HATA 3366 – Facilities Management

This course covers hospitality property management and design including all of the primary facility systems such as water and wastewater, electrical systems, HVAC, lighting, laundry, solid waste management, telecommunications, foodservice facility layout and equipment, energy management, and safety and security. Students also learn how to work effectively with facilities engineering and maintenance department, and how to coordinate operations with renovation projects.

Prerequisite: HATA 2333; HATA 3355

HATA 4300 – Hospitality Internship

Hospitality and tourism administration majors are required to complete an internship experience in order to graduate. The internship site and activities must be selected and defined and documented by the faculty internship coordinator and the student, and must be pre-approved by the student advisor and the dean of the school. A student may not enroll in an internship class without faculty approval. Designed to provide advanced practical experience in the hospitality area, students must complete 560 hours of documented work.

Prerequisites: Senior standing.

HATA 4377 – Hospitality Cost Control

This course introduces cost control techniques for food, beverage and labor operations in the hospitality industry. It emphasizes the techniques of cost control measures through the use of systems for food and beverage purchasing and sales, inventory management, and menu planning. Further studies of computer applications for cost control and financial data analysis are included.

Prerequisites: ACCT 2311 HATA 2333 and HATA 3390

HATA 4499 – Food Production and Service Management

In this course, students assume managerial/supervisory roles. They conceptualize menus; plan and organize for volume productions; execute production and service of meals to actual guests in a simulated restaurant operations with special concern for quality, efficiency, and effectiveness. The course requires the student to apply critical thinking and problem solving skills in a simulated real-world situation culminating in an evaluative and creative experience. This course requires a practical lab as part of the course curricular.

Prerequisites: HATA 1344, HATA 2333, HATA 3390, and HATA 4377

HIST – History**HIST 1301 – United States History I**

History of the United States from its European colonization to the period of Reconstruction.

HIST 1302 – United States History II

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

An introduction to the African American experience. An intellectual base for understanding the African American experience. Core subject areas covered are history, religion, politics, economics, art, and music.

HIST 2301 – Europe to 1815

History of Europe from 1450 to 1815 with emphasis on the Renaissance, the Old Regime, the French Revolution, and the era of Napoleon.

HIST 2302 – Europe Since 1815

History of Europe from 1815 to the present with emphasis on the beginnings of colonization and its decline and the impact of the World Wars on Europe

HIST 2305 – Historical Research Methods Introduction
to the basic concepts and techniques of historical investigation and writing.

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 – History of Texas

A survey of the development of Texas from the time of the Spanish influence to the present Prerequisite: HIST 1301

HIST 3161, 3261, 3300 – Independent Study

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 Associate Provost for Curriculum and Instruction. It must be filed with and dated by the Registrar at the time of registration.

HIST 3301 – History of England

A study of English history from the Roman invasions to the dawn of modern England. Special emphasis is given to constitutional and parliamentary developments and the expansion of Great Britain.

HIST 3311 – United States Society and Thought I: Colonization to 1800

Covers the conditions on the eve of European arrival in the Americas, the establishment, growth, and development of the American colonies, the movement toward American Independence, and the experimentation with national self-government that culminated with the U. S. Constitution and the Revolution of 1800.

Prerequisites: HIST 1301, HIST 1302

HIST 3312 – United States Society and Thought II: The 19th Century

Examination of the major developments related to the market revolution, westward expansion, American slavery and sectionalism, the Civil War, Reconstruction, Populism, and the rise of Jim Crow segregation.

Prerequisites: HIST 1301, HIST 1302

HIST 3313 – United States Society and Thought III: 1900 to Present

Examination of the period from 1900 to the present, with emphases placed on the rise of America to global prominence and increasing involvement in world affairs, the major reform movements of the 20th and 21st Centuries, and other significant cultural, political and economic developments.

Prerequisites: HIST 1301, HIST 1302

HIST 3341 – History of Religion in America

A survey of religion from the period of its origin to the present with emphasis on the diversity of American religions, the origin of major denominations, and the interaction of religion and society.

HIST 4161, 4261, 4300 – Directed Study

Directed and intensive study in a special area of history. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Provost and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

HIST 4311 – African American Historical Movements

A study of the African background and place of

African Americans in the United States. Emphasis is placed on the contributions of African Americans in every period of United States history.

HIST 4321 – History of Developing Countries

This course focuses on the historical experiences of the regions of the world such as South Asia; East and South-East Asia; the Middle East and North Africa; and sub-Saharan Africa as well as the political, economic, social and cultural challenges that affected these regions after colonialism.

HIST 4341 – Global Issues

An examination of how global problems such as human rights, nationalism, militarism, religious differences, population control, centralization of power, hunger and economic instability affect society and world politics.

HIST 4361 – Historiography

A survey of the literature of history; intensive study of the style and philosophy of leading historians; the nature and extent of materials for writing history; and research and writing about selected areas of American history.

HIST 4362 – Senior Capstone/Senior Thesis

With the cooperation and guidance of the instructor, the student will conduct a semester-long study of a mutually-agreed upon historical topic, and produce a well-researched and well-written scholarly essay on that topic.

Prerequisites: Senior standing.

HUMA – Humanities**HUMA 2300 - Humanities**

An interdisciplinary course designed to provide a broad-based humanistic study of world cultures with emphases on music, art, and philosophy. Special emphasis is placed on the contributions of African-Americans to the development of world culture in these three areas.

MANA – Organizational Management

MANA 3100 – Career and Portfolio Management

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

This course provides an examination of motivational theory and its application to individual and group functioning in the work place and home. Analysis of leadership styles relative to particular circumstances and their effect on productivity are also studied.

MANA 3322 – Research and Data Analysis

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

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

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

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

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

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

This course introduces learners to the various aspects of management of business operations and the cross functional relationships in organizations as part of corporate decision-making process.

MANA 4330 – Action Research Project

The Action Research Project is a major research effort designed for adult learners to apply knowledge and skills learned in earlier courses and from life experience. This research project is also expected to be one of the most ambitious research, writing, and creative endeavor of the undergraduate experience. In any event, the research project must be on a business related topic. All adult learners are expected to make presentations of their research projects and submit copies of their research to their instructor.

Prerequisite: MANA 3322

MANA 4333 - Organizational Ethics

This course explores managerial policies and practices based on their relationship to moral and ethical issues that occur in organizations. It examines various issues such as personal privacy, rights, equity, fairness, equal employment for everyone, corporate social responsibility, moral aspects on capitalism, and others.

MANA 4344 – Strategic Management

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

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**

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.

Prerequisite: Junior standing.

MARK 3311 – Marketing for Managers

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.

MARK 4322 – E-Commerce

This marketing course provides a history of the development of e-commerce and an analysis of trends involving marketing and the Internet. Topics include the historical development of the Internet and e-commerce, current marketing practices, trends, and an inquiry into the current and projected impact of e-commerce as a business activity. Prerequisite: Junior standing

MATH – Mathematics**MATH 0301 – Basic Mathematics I (Non-credit)**

A course designed for students with scores below 45 on the numerical section of the ACCUPLACER test.

An in depth study of units on basic general mathematical concepts and their applications to real life problems, integers, and introductory algebra.

MATH 0302 – Basic Mathematics II (Non-credit)

A course designed for students with scores below 45 on the numerical section of ACCUPLACER test. A study of factoring, rational expressions, systems of equations and quadratic equations.

MATH 1310 – Survey of Mathematics

Topics to be discussed include sets, the real number system, linear equations and inequalities, functions, and their graphs, systems of linear equations in two variables, geometry, consumer mathematics and probability and statistics.

Prerequisites: placement examination.

MATH 1330 – College Algebra

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.

Prerequisite: MATH 1310 or placement examination

MATH 1350 – Pre-calculus I

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.

Prerequisites: MATH 1310 or College Placement test results.

MATH 1351 – Pre-calculus II

This is the second part of a two-course sequence devoted to the study of Pre-calculus concepts. Topics to be discussed include basic geometry and algebraic concepts, trigonometric functions and graphs, identities, solutions of triangles; sequences, series, mathematical induction, permutations and combinations, probability and conics.

Prerequisites: MATH 1350 or equivalent

MATH 2300 – Math Methods for EC-6

This is a hands-on, math-methods course designed for EC-6 majors. The course covers introductory methods for teaching the following developmentally appropriate topics; arithmetic, introductory number theory, set theory, algebra, proportional reasoning, measurement and geometry. Emphasis is placed on exploring various techniques and best practices used to teach and assess mathematics content in the elementary school.

MATH 2301 – Math Methods for 6-12

This is a hands-on, math-methods course designed for math education majors who plan to teach middle and high school grades. The course covers methods for teaching and assessing the following developmentally appropriate topics: algebra and algebraic reasoning, introductory number theory, set theory and geometry. Additional emphasis is also placed on exploring justification and mathematical reasoning as a valued classroom practice.

MATH 2410 – Calculus I

(Formerly referenced as
MATH 2510 in TCCNS)

Functions and their graphs, limit and continuity of functions, differentiation of algebraic and trigonometric functions, applications of the derivative, Mean Value Theorem, integration: the definite integral, Fundamental Theorem of the Calculus and applications of the definite integral.

Prerequisite: MATH 1351 or equivalent

MATH 2420 – Calculus II

Differentiation and integration of transcendental functions, techniques of integration, indeterminate forms, improper integrals, sequences and series, power series, Taylor's series, topics from Analytic Geometry, parametric equations and polar coordinates.

Prerequisite: MATH 2510

MATH 3200 – Junior Mathematics Seminar

Topics of interest and importance to mathematics majors will be presented by faculty, visiting scholars, senior and junior mathematics majors.

Prerequisite: Junior Mathematics Major status.

**MATH 3300 – Fundamentals of Algebra
for Elementary Teachers**

Topics in elementary number theory and modern algebra.

**MATH 3303 – Mathematics Applications Using
Technology**

This course is designed for the education student, majoring in the teaching of secondary school mathematics. It emphasizes the use of technology in the application of mathematical concepts involving linear, quadratic, exponential, logarithmic and trigonometric functions, sequences and series, derivatives and anti-derivatives.

Prerequisites: Math 2420 and CISC
1300

MATH 3305 – Elementary Statistics

This course introduces the students to the skills and practices in the field of statistics required to understand basic statistical principles and analysis. Topics to be studied include introduction to statistics, descriptive statistics, elementary probability theory, random variables and their distributions, sampling

distributions, estimation, hypothesis testing, chi-square tests, regression and correlation, introduction to analysis of variance and non-parametric tests.
Prerequisite: MATH 1330 or MATH 1350

MATH 3309 – Mathematical Thinking and Writing

This course is a transition to Advanced Mathematics. It introduces the students to mathematical thinking, writing and proofs. Topics to be discussed include sets, logic, number theory, functions, relations, mathematical induction and a brief introduction to the basic concepts of analysis and algebra.

Prerequisite: MATH 2410 or equivalent

MATH 3412 – Calculus III

The calculus of vector-valued functions and functions of several variables, partial differentiation, multiple integrals, applications and vector calculus.

Prerequisite: MATH 2420

MATH 3314 – Discrete Mathematics

Introduction to the basic concepts and applications of number systems; sets, algorithms, mapping and relations; logical deduction and mathematical induction; elementary counting principles; Boolean algebra, graphs and digraphs.

Prerequisite: MATH 3309 or equivalent.

MATH 3319 – Probability & Statistics I

Basic probability and statistical concepts, probability distributions and probability density functions, mathematical expectation, special probability distributions to include the binomial, the Poisson, Gamma and normal distribution, functions of random variables and introduction to sampling theory.

Prerequisite: MATH 2420

MATH 3320 – Probability and Statistics II

This course is a continuation of MATH 3319 also includes estimation, hypothesis testing: Neyman-Pearson lemma, the power of a test, the likelihood ratio tests, regression and correlation, analysis of variance and non-parametric tests.

Prerequisite: MATH 3319

MATH 3330 – College Geometry

Prerequisite: MATH 3309

This course provides an in-depth study of Euclidean Geometry from an axiomatic point of view and brief discussion of other geometries.

MATH 3340 – Introduction to Linear Algebra

A study of linear equations, matrices, determinants, vectors in \mathbb{R}^n , vector spaces, eigenvalues, linear transformations and matrices.

Prerequisite: MATH 2410 or equivalent.

MATH 3362 – History of Mathematics

The historical development of some fields in mathematics to include geometry, algebra, number theory and calculus is discussed. The work of mathematicians including Archimedes, Euclid, Pythagoras, Fermat, Newton, Gauss and others associated with the development of these fields and others will be discussed.

Prerequisite: MATH 2420 and MATH 3309

MATH 3370 – Differential Equations

A study of the first and higher orders of differential equations, existence theory, linear systems and applications.

Prerequisite: MATH 2420 or equivalent

MATH 3380 – Probability and Statistics for Elementary Teachers

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

Prerequisite: MATH 1330

MATH 4210 – Senior Mathematics Seminar

Topics of interest and importance to mathematics majors will be discussed.

Prerequisite: MATH 3200 and senior mathematics major status.

MATH 4320 – Introduction to Complex Analysis The theory of limits, differentiation and integration in the complex plane, residue theory and conformal mapping.

Prerequisite: MATH 3309

MATH 4350 – Introduction to Modern Algebra I An introduction to algebraic structures: rings, congruences, integral domains and fields, factorization, polynomials, groups, normal subgroups and finite groups.

Prerequisite: MATH 3309

MATH 4351 – Introduction to Modern Algebra II
Continuation of MATH 4350

Prerequisite: MATH 4350

MATH 4360 – Introduction to Real Analysis I

This course is an introduction to the study of sets, functions, the structure of the real numbers, the completeness axiom, sequences, continuity, differentiation and integration.

Prerequisite: MATH 3309

MATH 4361 – Introduction to Real Analysis II

This course is a continuation of MATH 4360. It includes infinite series, sequences and series of functions, power series and the topology of real numbers.

Prerequisite: MATH 4360

MATH 4370 – Numbers Theory

Topics to be discussed include mathematical induction, divisibility, prime numbers, congruences, some diophantine equations and number theoretic functions.

Prerequisite: MATH 3309

MATH 4380 – Applied Statistics

This course deals with the applications of statistical methods to enable the student, who has successfully taken MATH 3319 and MATH 3320 or equivalent, to apply statistics in real world situations. Topics to be discussed include descriptive statistics, experimental design, sampling distributions, confidence intervals,

hypothesis testing, chi-square tests, regression and correlation, analysis of variances, non-parametric tests and statistical forecasting.

Prerequisite: MATH 3320.

MCOM – Mass Communications**MCOM 1301 – Forensics Practicum II**

This course is designed to provide students a greater practical experience through active class participation and competitive experience in public speaking, interpretation of literature, limited preparation, and debate. To be taken the second semester. Limited to Debate Students Only.

MCOM 1311 – Introduction to Mass Communications
Semester Hours: 3

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

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

Taught are fundamental principles of information-gathering, writing and reporting for print, broadcast and digital media.

MCOM 3099 – Special Topics in Mass Communications

Study and instruction is a specialized area of Mass Communications, as determined by the course instructor (subject to chair approval). This course qualifies as an Option A or Option B elective (requirement for MCOM major) or as one 3000/4000-level MCOM elective (requirement for minor). Repeatable in different topic areas.

MCOM 3300 – Independent Study

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 Provost 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

Introduction to and hands-on practice for radio program production, announcing techniques and use of broadcast equipment. Limited on-air shifts.

MCOM 3314 – Television Production

Theoretical and practical uses of television production. Emphasis will be placed on lighting, in studio camera operation, and videotaping.

MCOM 3313 – Basic Copy Editing and Graphic Design

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 3321 – Feature and Editorial Writing

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 (H) – Mass Media in Diverse Society

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

Script-writing, reporting and copy-editing for internet, radio and television. Primary focus on documentaries, news promotions, commercials and public relations materials.

Prerequisites: MCOM 2311 and 2321 or consent of the advisor.

MCOM 3354 – Public Relations Writing

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

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

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 Provost 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

An internship of 80 to 120 hours is required for mass communications majors with practical experience under faculty supervision.

Prerequisites: MCOM 3311 and 3312

MCOM 4314 (H) – Mass Communications Theory and Research

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 2311

MCOM 4342 – Event Planning and Management

Students receive practical experience in public relations through actual case studies. Students will be evaluated on their ability to develop and from development management of events.

MCOM 4340 – Digital Editing Techniques

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

This course examines the problems that public relations practitioners encounter in the professional field. Through case studies, students examine successful and unsuccessful campaigns.

MCOM 4345 – Photojournalism

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

Study and instruction is a specialized area of Mass Communications, as determined by the course instructor (subject to chair approval). This course qualifies as an Option A or Option B elective (requirement for MCOM major) or as one 3000/4000-level MCOM elective (requirement for minor). Repeatable in different topic areas.

MGMT – Management**MGMT 3311 – Principles of Management**

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

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.

MGMT 3355 – Quality Management

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 3366 – Compensation and Benefits Administration

The course introduces students to the techniques used to determine wage and salary rates and levels. The study will involve job analysis and evaluation, salary survey, incentives, merit and seniority payments, wage and salary controls. Prerequisites: MGMT 3311 or consent of the advisor.

MGMT 3377 – Entrepreneurship

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

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.

Prerequisite: MGMT 3311 or consent of the advisor.

MGMT 4330 – International Business

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.

MGMT 4333 – Organizational Behavior

This course is a study of individual and group/team behavior and their affects 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).

MGMT 4338 – Internship

This course is a career related activity encountered in the students' area of specialization. Such internship provides a supervised on-the-job managerial experience in business, industry or government institutions to management majors. Students are allowed to take a maximum of three credit hours of management internship during their tenure at Wiley College. The lead professor and the dean of the school must certify both the assignment and the sponsoring organization before students may register for the internship.

Prerequisite: Senior standing

MGMT 4346 – Inventory Management

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.

MGMT 4355 – Organizational Leadership

This course includes areas of discussion and emphasizes the differences between leadership and management, visionary leadership, problem solving, team building, communication, and communicating across boundaries, power distribution and delegation, liaison skills, and effective planning. A variety of teaching methods will be employed to explain these topics, including case studies, role plays, research, and hands-on exercises.

MGMT 4388 – Strategic Management and Business Policy

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.

MGMT 4399 – Independent Study

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 Provost and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

Prerequisites: Senior standing.

MUSI – Music**MUSI 1111 – Class Piano I
(Formerly MUSI 1101 in
TCCNS)**

For non-keyboard music majors with minimal keyboard skills and non-music majors as an elective. A study to develop basic keyboard and musicianship skills to include sight reading, harmonization, accompaniment, and piano technique and repertoire.

**MUSI 1112 – Class Piano II
(Formerly MUSI 1102 in
TCCNS)**

This is a continuation of Class Piano I

Prerequisite: MUSI 1111

MUSI 1113 – Ear Training and sight Singing I

Ear Training/ Sight Singing I is an applied skills course in which the student will develop skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, and in singing melodies and counting rhythms from sight. This course meets two (2) hours each week.

Co/Prerequisite: MUSI 1301

MUSI 1114 – Ear Training and Sight Singing II

Ear Training/ Sight Singing II is a continuation of Ear Training/ Sight Singing I in which the student will develop skills in notating rhythms, melodies and harmonies, detecting errors in played rhythms and melodies, and in singing melodies and counting rhythms from sight. This course meets two (2) hours each week.

Prerequisite: MUSI 1113

MUSI 1300 – Fundamentals of Music

For non-music majors. A study of the rudiments of music, including notation, scales, intervals, sight-singing, and melodic and harmonic dictation. May not be counted toward a degree in music education.

MUSI 1301 – Music Theory I

A study of the principal chords in both the major and minor keys from the stand-point of part-writing, harmonic analysis and keyboard harmony.

MUSI 1302 – Music Theory II

Continued study of the principal chords with the addition of the dominant seventh chords, secondary chords, and non-harmonic tones from the stand-point of part-writing, harmonic analysis and keyboard harmony.

Prerequisite: MUSI 1301

MUSI 2113 – Ear Training/Sight Singing III Ear Training/ Sight Singing III 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.

Pre-requisite: MUSI 1114

MUSI 2114 – Ear Training/Sight Singing IV

Ear Training/ Sight Singing IV 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.

Pre-requisite: MUSI 2113

MUSI 2117 – String Class

This course provides specific lessons in instructional techniques and beginning level performance of string instruments.

MUSI 2301 – Harmony I

The study of modulations to closely related keys, secondary dominant and leading-tone functions, simple binary and ternary forms, and instrumental part-writing. Advanced part writing, harmonic analysis and keyboard harmony are emphasized.

Prerequisites: MUSI 1302

MUSI 2302 – Harmony II

The study of altered and chromatic chords, modulations to remote keys, modal mixtures, the Neapolitan and augmented sixth chords, ninth, eleventh, and thirteenth chords, and extensions of tonalities. Advanced part-writing, harmonic analysis and keyboard harmony are emphasized.

Prerequisite: MUSI 2301

MUSI 3118 – Wood Wind

A course designed for the study of the basic methods and techniques of wood wind instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3128 – Brass Class

A course designed to study the basic methods and techniques of brass instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3129 – Brass and Percussion Class

A course designed to study the basic methods and techniques of brass and percussion instruments. Emphases on techniques and literature appropriate for junior and senior high schools are stressed.

MUSI 3230 – Orchestration

A course designed to study the ranges, timbres, and uses of orchestral and band instruments; scoring for various instrumental and vocal combinations, as well as for full orchestras.

Prerequisite: MUSI 2302

MUSI 3260 – Fundamentals of Conducting

A study of fundamental techniques of choral and instrumental conducting through the study of works from standard choral and orchestral conduction.

MUSI 3300 – Music Appreciation

For non-music majors. A study of the principles of music, music history, works of major composers, and trends in contemporary music.

MUSI 3303 – Music History and Literature I

A survey course designed to explore the evolution of music styles, musical forms, social and political influences, periods of major importance and characteristic elements associated with instrumental, vocal, and theoretical contributors are stressed. Selected vocal and instrumental works up to 1750 will be studied and analyzed.

MUSI 3304 – Music History and Literature II

A continuation of Music History and Literature I. A survey course designed to explore the evolution of music. Styles, musical forms, social and political influences, periods of major importance and characteristic elements associated with instrumental, vocal, and theoretical contributors are stressed. Selected vocal and instrumental works after 1750 will be studied and analyzed.

Prerequisite: MUSI 3303

MUSI 3311 – Concepts and Applications of Music for the Elementary School

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.

Prerequisites: MUSI 2302

MUSI 3322 – Concepts and Applications of Music for the Secondary School

A course designed to explore procedures for organizing and effectively directing the music curricula of junior and senior high schools; to develop and apply philosophies of education and to utilize technology to maximize the effects of the teaching process. Special emphasis will be placed on the supervision of the band, choir, and strings programs at the secondary level. Observation in public schools is a requirement for successful completion of this course.

Prerequisite: MUSI 3311

MUSI 4200 – Form and Analysis

A study and structural analysis of representative literature from the Baroque through romantic periods in terms of motive, thematic and rhythmic materials, cadences, and tonal design. Binary and ternary forms, sonata, fugue, rondo, ostinato, variation, and other major musical forms are emphasized.

Prerequisites: MUSI 2302

MUSI 4210 – Vocal Pedagogy

A study of the anatomy, physiology and acoustics of the voice. Applications to the choral rehearsal and applied lesson will be investigated. This course is designed as an introduction to the methods and materials of voice building for the teacher of voice and the choral director.

MUSI 4301 – Materials and Techniques of Choral Conducting

Materials and techniques for choral groups of junior and senior high school; rehearsal techniques, music productions and materials. Directed and intensive study in a special area of music.

Prerequisite: MUSI 3260

MUSI 4302 - Materials and Techniques of Instrumental Conducting

A survey of instrumental music literature from the Baroque to the present to include the selection of music appropriate for an orchestra, concert band, marching band, and stage band.

Prerequisite: MUSI 3260

MUSI 4233 – Directed Studies

Directed and intensive study in a special area of music. A written proposal must be developed by the student in conjunction with the instructor. This proposal must be approved by the dean and Provost and Vice President for Academic Affairs. It must be filed with and dated by the Registrar at the time of registration.

Recital

MUSI 3001 – Junior Recital (Piano)

MUSI 3003 – Junior Recital (Voice)

MUSI 3005 – Junior Recital (Organ)

MUSI 3007 – Junior Recital (Instrumental)

MUSI 3009 – Junior Recital Preparation and Musical Research (Orchestra Instruments)

The Junior Recital course serves as an administrative mechanism to enable the student's transcript to indicate completion of a recital program. Student must be enrolled simultaneously in an applied course in his/her instrument concentration.

MUSI 4121 – Senior Recital (Piano)

MUSI 4123 – Senior Recital (Voice)

MUSI 4125 – Senior Recital (Organ)

MUSI 4127 – Senior Recital (Instrument)

MUSI 4209 – Senior Recital Preparation and Musical Research (Orchestra Instrument)

Prepare a senior recital, program notes, and comprehensive research paper (topic approved by the student's major advisor). Senior recital program of serious content and difficulty, literature from the various periods and styles.

Ensemble

MUSI 1153/1154/2153/2154/3153/3154/4153/4154
A Cappella Choir I-VII

The performance of representative choral literature from all major artistic periods of music history. Membership in the choir is by audition only.

MUSI 1155/1156/2155/2156/3155/3156/4155/4156
String Ensemble I-VIII

Training and opportunities for performing works especially written for this medium. Exploration of the string literature from Bach to Shostakovich

MUSI 1157/1158/2157/2158/3157/3158/4157/4158
Instrumental Ensemble I-VIII

This course is designed to include instruments in the Woodwind, Brass, and Percussion sections. Handling and playing of instruments in an ensemble format will be discussed, described and illustrated. Basic musicianship and techniques of performing through selected standards and current popular tunes will be emphasized.

MUSIC APPLIED LESSONS

Only Private lessons at the 4000 level may be repeated for credit.

For information regarding applied lessons, refer to the Music Education Department section of this catalog.

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

Elective: Lessons for non-music majors.

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

MUSI 1101-1102 – Piano lessons I, II (First year for concentration or secondary)

MUSI 2101-2102 – Piano lessons III, IV (Second year for concentration or secondary)

MUSI 3101-3102 – Piano lessons V, VI (Third year for concentration or secondary)

MUSI 4101-4102 – Piano lessons VII, VIII (Fourth year for concentration or secondary)

MUSI 1111-1112 – Class Piano I, II (First year for secondary or elective)

MUSI 2111-2112 – Class Piano III, IV (Second year for secondary or elective)

MUSI 1103-1104 – Voice lessons I, II (First year for concentration or secondary)

MUSI 2103-2104 – Voice lessons III, IV (Second year for concentration or secondary)

MUSI 3103-3104 – Voice lessons V, VI (Third year for concentration or secondary)

MUSI 4103-4104 – Voice lessons VII, VIII (Fourth year for concentration or secondary)

MUSI 2163-2164 - Voice lessons III, IV (Second year for elective)

MUSI 3163-3164 - Voice lessons V, VI (Third year for elective)

MUSI 4163-4164 - Voice lessons VII, VIII (Fourth year for elective)

MUSI 1135-1136/1105-1106 - Organ lessons I, II (First year for concentration or secondary)

MUSI 2135-2136/2105-2106 - Organ lessons III, IV (Second year for concentration or secondary)

MUSI 3135-3136/3105-3106 - Organ lessons V, VI (Third year for concentration or secondary)

MUSI 4135-4136 - Organ lessons VII, VIII (Fourth year for concentration or secondary)

MUSI 1165-1166/1115-1116 - Organ lessons I, II (First year for elective)

MUSI 2165-2166 - Organ lessons III, IV (Second year for elective)

MUSI 3165-3166 - Organ lessons V, VI (Third year for elective)

MUSI 4165-4166 - Organ lessons VII, VIII (Fourth year for elective)

MUSI 1137-1138 – Instrument lessons I, II (First year for concentration or secondary)

MUSI 2137-2138 – Instrument lessons III, IV (Second year for concentration or secondary)

MUSI 3137-3138 – Instrument lessons V, VI (Third year for concentration or secondary)

MUSI 4137-4138 – Instrument lessons VII, VIII (Fourth year for concentration or secondary)

MUSI 1167 – 1168 – Instrument lessons I, II (First year for elective)

MUSI 2167-2168 – Instrument lessons III, IV (Second year for elective)

MUSI 3167-3168 – Instrument lessons V, VI (Third year for elective)

MUSI 4167-4168 – Instrument lessons VII, VIII (Fourth year for elective)

PHED – Physical Education

PHED 1100 – First Aid 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
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
A continuation of Fundamentals of Health & Fitness I.

PHED 1131 – Racket Sports
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
Fundamental skills, techniques and knowledge of bowling, including ball selection, rules and scoring.

PHED 1184 – Spring Sports
Student learns rules, strategy, and develops some skills in softball and volleyball

PHED 2106 – Recreational Activities
An introduction to ways of using leisure time by participation in the less strenuous activities.

PHED 2140 – Golf
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
An introductory course for physical education majors.

PHED 2313 – Sports Officiating

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

The basic prevention and treatment techniques used in sports. Required practice in the accepted treatment procedures for common athletic injuries.

PHED 3303 – Kinesiology

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

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

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

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

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 Provost 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

Written and performance demonstration of basic methods, techniques, and special individual programs of physical education for the atypical child.

PHED 3385 – Coaching Team Sports

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

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 Provost 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

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

A course designed to introduce fundamental statistics and its practical applications.

PHED 4327 – Organization and Administration of Physical Education

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

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**

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

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 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

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

Requirements: Instructor's consent.

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.

PHYS – Physical Sciences**PHYS 1402 – Introduction to Physical Sciences with Lab (Formerly referenced as PHYS 1302 in TCCNS)**

An interdisciplinary course that integrates fundamental concepts of chemistry, physics, and biology for non-science majors.

PHYS – Physics**PHYS 2401 – General Physics I with Lab**

An introductory course: the study of mechanics, wave motion, sound, heat.

Prerequisites: MATH 1330 or higher

PHYS 2402 - General Physics II with Lab

Continuation of Physics 2401: a study of electricity, magnetism, light, and optics.

Prerequisite: PHYS 2401

POLS – Political Science**POLS 2301 – Texas and Federal Constitutions**

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

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

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**

The purpose of this course is to introduce the theories, research, and applications that constitute the field of psychology as it is broadly defined. Students will learn about the field of psychology through lectures, discussions, demonstrations, group activities, and multi-media presentations.

PSYC 2321 (H) – Abnormal Psychology 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

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

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

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 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

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

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
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
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
Prerequisite: Senior standing, PSYC 2310 and three additional hours of psychology. A current topic, subject area, or issue within the discipline is chosen for discussion, reflection, research, intensive study, reading, writing, and interactive formatting.

RELI – Religion

RELI 1301 – Survey of Religion and Philosophy
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
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
Moral perspectives that form and support environmental justice activity on our society.

RELI 2391 – World Religions
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
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
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
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
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
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
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

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

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

A critical study of the major theories of psychology as they relate to the religious life. Religious experience and the nature of religious response are discussed with a view towards giving the student practical help in various Christians vocations.

RELI 4301 – Creative and Critical Thinking in Religious Studies

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

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 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

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

Faith and learning grows 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 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

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

This course provides students an introduction to the sociological study of religious phenomena. It presents several perspective views within sociology and the relationship to religion as a legitimate social institution in society. Views of major theorists such as Durkheim, Weber, Troeltsch and contemporary others will be discussed. Modern socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relationships between religion and race, class, and gender will be addressed.

Junior or senior or as approved by advisor.

RELI 4311 – Biblical Theology Seminar

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

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

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**

A scientific study of the social structure and analysis of human behavior.

SOCI 2320/SOWK 2320 – Introduction to Social Welfare

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

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. 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

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

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

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/ANTH 3323 – Cultural Ecology

An anthropological study of ecosystems focusing on human use of the natural environment and how it influences cultural values and social organizations. (Also offered as ANTH 3323)

Prerequisite: SOCI 2310 or ANTH 2321 or by consent of the advisor.

SOCI 3334/ANTH 3334 – Culture, Society, and Disease: An Ecological Approach

An anthropological and sociological study of the health and disease patterns of both isolated and modern populations. (Also offered as ANTH 3334)

Prerequisites: SOCI 2310 or ANTH 2321 or by consent of the advisor.

SOCI 3340/PSYC 3340 – Sociological Theory

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

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

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

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

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 or ANTH 2321

SOCI 3381 (H) – Social and Political Ethics

An examination of major issues in social and political ethics in a global society.

SOCI 4301 - Gerontology

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

This course provides students an introduction to the sociological study of religious phenomena. It presents several perspective views within sociology and the relationship to religion as a legitimate social institution in society. Views of major theorists such as Durkheim, Weber, Troeltsch and contemporary others will be discussed. Modern socio-religious issues such as secularization, fundamentalism, televangelism, new religious movements, globalization, and the relationships between religion and race, class and gender will be addressed. (Also offered as RELI 4309)

Prerequisites: RELI 1301:Survey of Religion or Philosophy or SOCI 2310: Introduction to Sociology. Junior or senior or as approved by instructor.

SOCI 4311 (H) – Social Change

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

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

An in-depth study of the social origin of knowledge system and its role in societal change. Kuhnian paradigmatic processes and social structural arrangements will remain prominent.

Prerequisite: Senior standing and SOCI 2310

SOCI 4320 – Symbolic Interactionism Phenomenology and Ethnomethodology

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

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

SOCI 4322/SOWK 4322 – Social Work Practice

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

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/ANTH 4330 – Medical Anthropology/
Sociology of Health and Illness**

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 Bio 1401

SOCI 4337/ANTH 4337 – Rural-Urban Sociology 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. (Also offered as ANTH 4337)

Prerequisite: SOCI 2310 or ANTH 2321

SOCI 4350/SOWK 4350 – Field Experience I

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

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 – Social Work**SOWK 2320/SOCI 2320 – Introduction to Social Welfare**

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 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

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

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

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

SOWK 4350/SOCI 4350 – Field Experience I

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

SOWK 4360/SOCI 4360 – Field Experience II

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**

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

Continuation of SPAN 2301. Second course focuses on the development of multilingual literacy through guided practice of oral Spanish to achieve linguistic (present, past and future tense, pronouns, nouns, adjectives), and communicative interactional competence (reactions, opinions, turn-taking).

SPAN 2303 – Elementary Spanish Conversation

Course is designed to provide intensive practice in oral communication through the study of conversation models, target grammar and vocabulary.

SPAN 2305 – Intermediate Spanish Grammar and Composition I

Course provides a review of basic Spanish grammar. Practice in contemporary usage through authentic Hispanic cultural information. The course will be conducted exclusively in the target language.

SPAN 2306 – Intermediate Spanish Conversation I

Course promotes the development of oral intermediate conversation skills through contextualized communication, skits, movie clips and assigned readings.

SPAN 2307 – Intermediate Spanish Conversation II

Enables students to maintain and increase their oral linguistic competencies in Spanish through interactive group activities that includes class presentations, video chat interviews, and the use of multimedia in the target language.

SPAN 2310 – Intermediate Spanish Reading I

A comprehensive introduction to all aspects of Spanish language with emphasis in reading and contextual comments and conversation. The course provides an increased understanding of Spanish vocabularies, idioms, phrases and basic sentence structures.

Prerequisite: SPAN 2305

SPAN 2311 – Intermediate Spanish Reading II

A continuation of Intermediate Reading I branching out into broader literature compatible with each student's proficiency. Enhanced conversational narratives and cultural explorations. Designed primarily for students majoring in Spanish who wish to attain proficiency for business, social service, or preparation for graduate work in Spanish.

Prerequisite: SPAN 2310.

SPAN 2312 – Intermediate Spanish Grammar and Composition II

Provides an opportunity to translate skills gained in conversation, reading and discussions into writing letters and short reports. The course is conducted exclusively in Spanish. This course assists Spanish speakers, who have not had formal training in Spanish, to improve their vocabulary, spelling, grammar and punctuation essential for serious communication, composition of essays and development or review of documents.

SPAN 2314 – Advanced Spanish Conversation and Composition

Designed to foster the development of advanced oral skills through a variety of speaking and conversational activities: public speaking, debate, drama and recitations.

SPAN 2330 – Intermediate Spanish Grammar & Composition III

This course is a review of the main aspects of Spanish grammar taught in SPAN 2301, SPAN 2302, and SPAN 2305, with an emphasis on writing practices. Students will engage in pre-writing, writing, and revision activities to promote effective reading, editing, and writing skills in the target language.

SPAN 2340 – Advanced Spanish Grammar & Composition

Continuation of Intermediate Spanish Grammar & Composition focusing on writing skills. Special attention will be given to the analysis of discourse and its function through literary and non-literary texts. Students will engage in writing, peer-review, and editorial activities to improve these skills in the target language.

SPAN 3317 – Advanced Spanish Reading

An introduction to Spanish phonological, phonetic and spelling systems, practice of pronunciation, phonetic transcriptions, Spanish pronunciation in the Peninsular Spanish and Hispanic worlds.

SPAN 3330 – Spanish-speaking Cultures

Intensive readings and analysis of the diverse expressions of culture in Spanish-speaking societies to include the U. S., Spain, Mexico, Central America, the Caribbean, and South America. Coursework will examine the commonalities and differences among cultural manifestations to (re)consider notions of ethnicity, nationality, and language.

SPAN 3335 – Survey of Spanish American Literature

Close readings and analysis of short stories, novels and poetry. Examines the literary production of the major Spanish American writers.

SPAN 3336 – Survey of Spanish Peninsular Literature

Study of representative works of Peninsular Spanish literature with emphasis on functions of literary concepts and terminologies placed in cultural context of the time of writing and extending to the present.

SPAN 3360 - Study Abroad: Spanish and Latin American Cultures

This course is generally offered in summer. This is an intensive immersion Spanish language and Hispanic Culture course for advanced students who travel to Dominican Republic, Mexico, Costa Rica, Argentina, Peru, Spain or other Hispanic country. During two to four weeks, students immerse in Spanish only communication, live diverse experiences including a home stay, cultural visits-trips, while discovering the culture and people of the host country. Generally travel and activity costs are the responsibility of the traveler. Consult with the faculty in the department for planning and preparations.

Pre-requisite: SPAN 2305 and SPAN 3330

SPAN 3365 – XIX Century Cuban Literature Survey of Cuban writings and their articulation of social and cultural views of the nineteenth century.

Prerequisite: SPAN 2312

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

SPAN 3397 – Hispanic American Women Writers This course examines the literary production (e.g., novels, short stories, poetry) of Spanish-American women writers of the 20th and 21st centuries.**SPAN 4006 – K-12 TExES Exams Preparatory Review** and preparation, including qualifying to take in-house pre-tests to demonstrate readiness and competence to pass the State of Texas certification tests applicable to Spanish Teacher Preparation Candidates.**SPAN 4300 – Independent Study**

Meet requirements in the section “Independent Study” of this catalog for a topic related broadly to orientation of the chosen major within the department of Spanish. The proposal must be signed by the instructor, and approved by the school’s dean and Provost and Vice President for Academic Affairs. The course proposal must be filed with and dated by the Registrar at the time of registration.

Prerequisite: not open to freshmen; required consent of the instructor.

SPAN 4301 – History of the Spanish Language

This course studies the history of the development of the Spanish language, the efforts to maintain its integrity and how it has been influenced from the past to the present by other languages and cultures including the Moors in Spain and its dilution throughout the world. Key texts that document that evolution will be studied.

Prerequisite: Senior standing or permission from instructor.

SPAN 4302 – Commercial Spanish

This course is focused in practical exercises in business communication in bilingual international trade and the Hispanic commercial market of the USA. Situational practice to conduct business in Spanish by preparing documents.

Prerequisites: SPAN 3315 or higher level SPAN course.

SPAN 4370 – Twentieth Century Spanish American Short Stories

Intensive readings and analysis of short stories. Examines the production and selection of the major Spanish American short story writers.

SPAN 4373 – Spanish for Christian Ministry

This course covers the vocabulary, grammar, composition, and conversation skills in Spanish for students interested in Christian ministry, using the Bible and related religious materials.

SPAN 4374 – Applied Spanish for the Professions This course is designed to assist students in using Spanish language and knowledge of Hispanic culture within a work environment to include law enforcement, medical, and business work environments. Student coursework culminates in an original project that demonstrates the proficient use of the Spanish language in the workplace.

SPAN 4375 – Advanced Oral Spanish for Teachers

Written consent of the dean of the School of Education. Advanced speaking practice primarily for teachers with emphasis on pronunciation, syntactical accuracy and vocabulary expansion.

Prerequisite: may not be used for the major in Spanish.

SPAN 4376 – Foreign Language Teaching Methodology

Theory and techniques of current foreign language methodology and their application in the classroom. Presentation of instructional projects, strategies for classroom management, and classroom observations.

Prerequisite: may not be used toward the major in Spanish. Written consent of the dean of the SCHOOL OF EDUCATION.

SPAN 4385 – Teaching Spanish Literature

Overview of major trends in Spanish Peninsular and Spanish American literature. Students will create syllabi, lesson plans, and compile study materials to develop literature courses. Specially designed for school teachers and majors in Spanish language education.

SPAN 4399 – Special Topics in Spanish

Prerequisite: Consent of the instructor.

SPCH – Speech

SPCH 2300 – Speech Communication

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

This course is an introduction to problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate. Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team. Students may receive a total of 9 semester hours for three full years of debate team preparation.

Prerequisites: SPCH 2300

SPCH 3302 – Fundamentals of Argumentation I

This course is a continuation of SPCH 2302 to explore problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate. Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team.

SPCH 4303 - Fundamentals of Argumentation II

This course is a continuation of SPCH 3302 to explore problems and principles involved in arguing and debating. Students will develop the analytical tools for argumentation while examining the techniques and applications of debate. Academic credit will be awarded at the end of the spring semester for students who engage in a full year of satisfactory study, research, and preparation for the Wiley College Debate Team.

THTR – Theater

THTR 2300 - Introduction to the Theater

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

A study of the process of acting beginning with basic skills, culminating in the performance experience. Emphasis is on improvisation, physical action, characterizations, and script analysis, and rehearsal and performance techniques.

Prerequisite: THTR 2300

THTR 3310 - Black Theater

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

The study and staging of Biblical plays.

THTR 4310 - Theater Management

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

Seminar course researching theatrical genres and investigating the principles of dramatic criticism.

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